

Birdville Independent School District

Haltom Middle School

2025-2026 Campus Improvement Plan



Mission Statement

Mission: ALL Tigers create a school where everyone feels safe, valued, and respected while growing our mind, body, and spirit.

Vision

VISION: As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.

Value Statement

Motto: “No Significant Learning Takes Place without a Significant Relationship”

Dr. James Comer

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haltom Middle School is located in Haltom City, Texas which is just northeast of downtown Fort Worth. We have approximately 910 students with 85% qualifying for Free/Reduced Lunch. Our student demographics are as follows: African American- 3%, American Indian-1%, Asian-4%, Hispanic-79%, White-13%, Two or More- 2%. Additionally, HMS has the following special population groups: Gifted and Talented 7%, Special Education 11%, ESL Students 40%, Mobility Rate 12%. We believe that having a positive and collaborative campus culture where everyone works together to do what is needed will help us meet the varied needs of our students. HMS is an AVID campus, which means the entire staff is committed to equipping all students with the academic skills, mindsets, and opportunities needed to be college- and career-ready. Haltom staff values collaboration and effective professional learning communities (PLC's).

Demographics Strengths

The diversity at HMS is one of our greatest strengths. Our students and staff bring unique backgrounds and perspectives that foster a culture of global learning and mutual respect. These differences enrich classroom discussions and allow us to connect instruction to real-world experiences. As an AVID campus, we are committed to building a college- and career-ready culture where all students thrive. Our students consistently show dedication, perseverance, and grit—overcoming challenges and striving for academic success. Their resilience, combined with the support of a committed staff, creates a learning environment focused on growth, equity, and high expectations for all.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas.

Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 2 (Prioritized): Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause: PTA involvement is in a growing phase after limited activity in recent years.

Student Learning

Student Learning Summary

As measured by the most recent summative data, our students continue to be successful in 8th grade math and reading. Over 95% of our 8th grade students were successful on the state exam in 8th grade math, 98% of our students were successful on the state Algebra I exam, and 91% were successful on the 8th grade English exam. Furthermore 7th grade reading and writing made double digit gains on their state testing. Additionally, Haltom students made gains in all areas except for 6th grade reading. In addition to state testing, 99% of our students were successful in passing all of their core classes (Reading, Writing, Math, Social Studies, and Science). Along with success in math, all of our Fine Arts department continues to place very high at UIL competitions (Sweepstakes in band, choir, and theatre). Haltom Middle did not meet accountability system safeguards in the following performance areas: Writing- ELL students, Science- Special Education and ELL students, Social Studies- ELL and special education students. HMS students excel in mathematics. Specifically, 95% of all 8th graders passed the 8th grade state test. Additionally, HMS students consistently qualify for the state engineering competitions (TAME) each year. In addition to our strength in math, HMS has had a DUKE tip scholar every year.

2024 All Subjects STAAR Scores (Approached, Meets, Masters): 58%; 29%; 10% / 2023: 69%; 40%; 15% / 2022: 69%; 38%; 19% / 2021: 63%; 34%, 14%

Combined Tests by Subject (Approached, Meets, Masters)

- ELAR: **2024** 65% 37% 14% / **2023** 73% 45% 15% / **2022:** 73%; 40%; 23% / **2021:** 61%; 32%; 14%
- Math: **2024:** 57%; 29%; 8% / **2023:** 70%; 38%; 14% **2022:** 68%; 38%; 17% / **2021:** 65%; 38%; 17%
- Science: **2024:** 53%; 23%; 6% / **2023:** 76%; 49%; 20% / **2022:** 82%; 52%; 24% / **2021:** 77%; 49%; 24%
- Social Studies: **2024:** 41%; 16%; 5% / **2023:** 51%; 25%; 9% / **2022:** 43%; 17%; 7% / **2021:** 49%; 17%; 6%

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

- 6 grade math: 68%; 29%; 7%
- 7 grade math: 47%; 26%; 8%
- 8 grade math: 41%; 18%; 112%
- 6 grade reading: 67%; 42%; 18%
- 7 grade reading: 67%; 32%; 15%
- 8 grade reading: 66%; 35%; 15%

The English Language Proficiency Status target measure set by the state for the TELPAS progress measure is 36%. In 2020-2021 Haltom Middle School did not meet the target with a TELPAS progress rate of 31%. In 2021-2022 Haltom Middle School again did not meet the target with a TELPAS progress rate of 25%. In comparing the progress rate from 2021 and 2022, Haltom Middle School demonstrated a 6% point decrease in students' English language development.

Student Learning Strengths

Academic:

- 8th grade science had a 25% in meets/masters increase compared to last year's STAAR test

- AVID classes offered in all three grade levels.
- Honors classes offered in all core subjects
- Gateway to Technology offered for high school credit
- AP Spanish offered for College Credit (80% of students earned college credit)

Fine Arts:

- 14 students made the All–Birdville/All Region Band
- All 3 band received straight first divisions at the Beach Within Reach Band Contest
- 22 straight years making UIL sweepstakes in Band
- Theatre Department excellent ratings in UIL and successful musical
- Over 80% of our art students who participated in the highly-competitive *District Art Show* received 1st, 2nd and 3rd place awards.
- 14 Students competed on the regional level at Jr VASE and those who participated earned all 4's, with one young artist also winning a silver medal in visual arts.
- At our district art show 16 students received 1st, 2nd and 3rd place ribbons

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for improvement.

Root Cause: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 (Prioritized): Overall scores on STAAR have dropped over the past year.

Root Cause: Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

School Processes & Programs

School Processes & Programs Summary

Haltom's focus for the year will be on improving our meets and masters on our state testing by providing high rigor, high relevance instruction. An emphasis will be placed on vertical collaboration and the use of technology to enhance instruction and create engagement while teaching hard to teach TEKS. Additionally, we will focus on improving our 8th grade social studies scores.

Administration Support - The administration team will work collaboratively with the faculty and staff to provide daily on-going support for the teachers, faculty, parents, students, and community. Open communication and collaboration will be modeled and supported and multiple forms of assistance will be given to whoever is in need.

Professional Learning Communities (PLC's) - The teachers and staff at Haltom will continue to participate in Professional Learning Communities (PLC's). Teachers will meet with their vertical teams and content teams to broaden their knowledge of the subjects, discuss and share instructional strategies, and data analysis with the goal of improving instruction.

Professional Learning will focus on getting to know our students, how to differentiate instruction, data analysis, technology tools, collaboration, and designing engaging lessons that meet the needs of our students. The Site Based Decision Making committee will assist in providing professional development to the faculty and staff based on needs of the campus.

The faculty and staff place value on knowing our students and designing engaging work that meets their needs. Our teachers pay attention to all content areas but give additional attention to reading, math, science, social studies, and writing. Student performance data on TEKS objectives are analyzed and used to guide instruction. Individual data based on the TEKS is used to design specific intervention plans to meet the needs of our students. Continuous progress monitoring and implementation of interventions will help us achieve excellence for the 2024-2025 school year.

The 2025-2026 school year will be exciting as our theme is: "**Reflect and Shine As One**" We are aligning our theme with the district and learning that each staff member contributes unique strengths towards a common goal.

School Processes & Programs Strengths

Mentoring new and experienced teachers is an on-going process at Haltom which fosters a sense of community and PLC. We have two academic coaches to meet the needs of our staff. Multiple opportunities for anonymous feedback to the administration ensures that staff voices are heard and valued at HMS.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here.

Root Cause: High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

Problem Statement 2 (Prioritized): Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Perceptions

Perceptions Summary

The Haltom Middle School faculty likes to describe themselves like a family. Our school staff embodies a spirit of mutual support and collaboration, consistently working together toward shared goals. They seamlessly blend their diverse skills and perspectives, fostering an environment where each member's contributions are valued and collective success is the primary focus. This cohesive teamwork ensures that both students and staff are empowered to achieve their highest potential.

Perceptions Strengths

The school staff is widely recognized for their exceptional dedication, adaptability, and collaborative spirit. Their ability to effectively communicate, embrace diverse perspectives, and work towards common objectives strengthens their impact on student achievement and creates a positive, supportive learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Priority Problem Statements

Problem Statement 1: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like.

Root Cause 1: PTA involvement is in a growing phase after limited activity in recent years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for improvement.

Root Cause 2: Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas.

Root Cause 3: Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation.

Root Cause 4: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here.

Root Cause 5: High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Overall scores on STAAR have dropped over the past year.

Root Cause 6: Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

Problem Statement 6 Areas: Student Learning

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: Improve performance in Domain 3 Closing the Gaps by making more than a year's growth in reading and mathematics which would in turn increase the number of students performing at the "meets" and "masters" level as measured by the spring 2026 STAAR and EOC assessments. This will also increase Domain 1 Student Achievement which counts the number of students at the various performance levels for state assessments.

High Priority

Evaluation Data Sources: Lexile levels, Renaissance STAR, Texas Education Agency (TEA) Interims reading/English Language Arts (ELA) and mathematics (grades 6-8, and Algebra)

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to build capacity to implement the District Tier 1 priorities with fidelity at the campus level.</p> <p>Actions: a) Provide tiered professional learning focused on PLC internalization work and strengthening Tier 1 instruction. b) Support teacher leaders in facilitating planning and modeling effective practices. c) Establish model classrooms to illustrate high-quality instruction in action. d) Develop a schedule for Instructional Rounds to promote professional growth. e) Continue consistent use of instructional strategies across content areas. f) Conduct regular Instructional Walks with academic coaches and campus leadership. g) Provide training on AVID strategies and support implementation of the new Bluebonnet math curriculum. h) Conduct intentional coaching cycles to propel teacher skills and instruction practices.</p> <p>Staff Responsible for Monitoring: Campus administration and Instructional Facilitators</p> <p>Title I: 2.51, 2.52, 2.53, 2.531, 2.532, 2.533, 2.534, 2.535 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Instructional Facilitator - 211 - Title I, Instructional Personnel - 211 - Title I, SCE Campus Personnel - 199 - General Funds: SCE</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement internalization work in math and reading with a focus on responsive teaching and continuous improvement.</p> <p>Actions: a) Engage in ongoing internalization work in reading and math through collaboration with content coordinators, daily support from instructional facilitators, and leadership from department heads during PLCs. b) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators. c) Provide intensive content training to teachers to support content across the curriculum. d) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan-Do-Study-Act (PDSA) cycle.</p> <p>Staff Responsible for Monitoring: department leads, instructional facilitators, assistant principals, principal</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs).</p> <p>Actions: a) Collaborate with the district support team on student recommendations and include them in our PLC work. b) Identify trends by conducting data analysis to determine progress in reading and English language development. c) Develop collaborative strategic plans that align with campus improvement plans. d) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members. e) Utilize SCE-funded teachers for language and credit support. f) Train teachers in Professional Learning Communities (PLC) on different strategies to work with EBs. g) Utilize campus in-class support to assist students with language development and academic progress.</p> <p>Staff Responsible for Monitoring: HMS Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use professional learning communities to foster teacher collaboration focused on implementing strong Tier 1 instruction that meets individual student needs and increases overall student success.</p> <p>Actions: a) Teachers will implement higher-level questioning strategies to increase rigor in Tier I instruction and raise the percentage of students achieving Masters Level scores on the State of Texas Assessment of Academic Readiness (STAAR). 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 who do not meet standards on common assessments, including targeted support before school, after school, on Friday evenings, and Saturdays. d) Each department PLC will conduct one "Positive Pop-in" to another teacher every nine weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction. e) Continue training for select teachers on the Sheltered Instruction Observation Protocol (SIOP). f) The use of Advancement Via Individual Determination (AVID) strategies will be evident in classrooms. g) Embedded, ongoing professional development will be provided throughout the year to help teachers enhance student performance. h) Implement the Refining a Lesson Protocol and After Action Review Protocol in Science and Social Studies PLCs to improve Tier I instruction and intervention for Tier 2 and 3 students.</p> <p>Staff Responsible for Monitoring: department heads, instructional facilitators, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Instructional Facilitator - 255 - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June

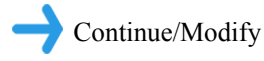
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas</p> <p>Actions: (A) Continue utilizing literacy strategies in all core content classes. (B) Teachers will be trained to deliver literacy strategies across the curriculum. (C) Utilize coaching model to assist classroom teachers with implementation of strategies (plan, observe, provide feedback, co-teach, repeat) (D) Instructional facilitators 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: department heads, instructional facilitators, assistant principals, principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.</p> <p>Actions: a) Disaggregate assessment data to identify student strengths and weaknesses in order to inform planning, instructional delivery, and interventions. b) Support campus staff in using Star 360 Renaissance assessments for ongoing progress monitoring and intervention services. c) Utilize instructional facilitators to support teachers in designing instruction based on progress monitoring data using a student-centered coaching model. d) Use Eduphoria Aware to monitor student progress aligned with the district assessment calendar for all content areas. e) Embed progress monitoring strategies directly into curriculum overviews to ensure consistent implementation. f) Use the district item bank within Aware to support alignment with the STAAR redesign and improve assessment quality.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.

Student Learning

Problem Statement 1: Our 8th grade STAAR scores in Social Studies, Math, Reading, and Algebra indicate a need for improvement. **Root Cause:** Inconsistent implementation of rigorous instructional practices has led to lower than expected scores.

Problem Statement 2: Overall scores on STAAR have dropped over the past year. **Root Cause:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

School Processes & Programs

Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Perceptions

Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 2: Implement a multi-tiered system of support for RtI-identified students and students in our designated targeted groups for closing the gaps.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the district continuous improvement process and requirements for mission statements, development of smart goals, use of the PDSA process and progress monitoring using electronic or paper data folders in the classroom.</p> <p>Actions: a) Continue to support and monitor the implementation of the PDSA process, providing appropriate tiered professional learning as needed. b) Monitor PDSA development and execution through PLCs to ensure alignment with district expectations. c) Collect examples of PDSA implementation and student progress during campus instructional walk-throughs. d) Model effective goal setting and the use of digital data folders during Leaders of Learners (LOL) meetings. e) Ensure students in core subjects utilize data folders to track their progress on campus-designed assessments. f) Provide teachers with timely, actionable data and support them in using it effectively in classroom instruction. g) Track assessment data for targeted student groups and provide focused tutorials based on identified needs. h) Train staff and implement the use of student data folders to monitor progress and increase student success.</p> <p>Staff Responsible for Monitoring: instructional facilitators, assistant principals, principal</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize resources to provide personnel, technology, and instructional materials in order to close achievement gaps in core content areas.</p> <p>Actions: a) Continue to utilize full-time instructional facilitators to support both students and staff. b) Employ an educational assistant to assist Tier II students within classroom settings. c) Provide professional development opportunities to enhance instructional practices. d) Offer engagement opportunities for families and community members to participate in campus activities. e) Purchase a laminator to support the creation of word walls and vocabulary instruction materials. f) Purchase a color printer and poster maker to enhance instructional displays and provide resources for families. g) Provide staff with AVID training to support implementation of strategies that promote student success.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Tutoring - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement a multi-tiered system of support (MTSS) for identified students with a targeted focus on closing achievement gaps.</p> <p>Actions: a) Follow the district-supported curriculum for MTSS implementation. b) Strengthen the communication and monitoring of the delivery of MTSS services. c) Provide ongoing training for all staff to build capacity through collaborative conferences. d) Support campus leadership teams in leading the implementation of MTSS. e) Provide technical, consulting, and coaching support for campus implementation plans. f) Continue to implement the district's social-emotional learning (SEL) curriculum. g) Provide professional learning and support for SEL and tiered behavior interventions. h) Provide supplemental resources to support SEL implementation. i) Utilize SCE-funded interventionists to support students at risk based on a preponderance of data to decrease learning gaps and increase student performance.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Enlist community and business partners to assist in providing support to students and families.</p> <p>Actions: a) Strengthen and coordinate our existing community/business partnership to serve as a central resource for people, time, and contributions that support campus needs. b) Communicate clear roles for all stakeholders to ensure the partnership enhances learning opportunities for students, staff, and families. c) Expand the partnership's impact on academics, attendance, and student success through aligned events, mentorship, and enrichment. d) Involve partners in student celebrations, recognition events, and volunteer efforts to build strong relationships. e) Regularly review the partnership's effectiveness and adjust efforts based on campus priorities and student outcomes.</p> <p>Staff Responsible for Monitoring: SRO, crisis counselor, assistant principals, principal</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Implement focused note-taking strategies to help increase 8th Grade Social Studies STAAR scores.</p> <p>Actions: a) Share classroom observations, feedback, and resources with the Social Studies team focused on active engagement, vocabulary strategies, focused note-taking, and instructional alignment. b) Collaborate with the content coordinator to provide the Social Studies PLC with professional learning on vocabulary, focused note-taking, document analysis, assessment design, and data-driven instruction. c) Train Social Studies teachers on STAAR 2.0 item types and local item banks, emphasizing alignment to process skills and cognitive demands. d) Monitor student progress through common and interim assessments and facilitate PLC data meetings to guide instruction. e) Provide ongoing support and communication for Social Studies teachers new to Birdville ISD or the curriculum. Staff Responsible for Monitoring: instructional facilitators, assistant principals, principal</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize targeted instruction to close achievement gaps for the following subgroups: Asian, Hispanic, Economically Disadvantaged, Emergent Bilingual, and current Special Education.</p> <p>Actions: a) Data-Driven Decision Making i. Campus and teacher teams will disaggregate assessment and progress monitoring data by subgroup to identify achievement gaps and target areas of need. ii. Teachers will consistently utilize data in PLC meetings to inform instructional decisions, set goals, and monitor progress toward closing achievement gaps. iii. Administrators and instructional facilitators will provide ongoing support to ensure that data analysis directly connects to classroom practices. iv. Administrators and instructional facilitators will provide ongoing support in data analysis and targeted TEK base instruction</p> <p>b) Instructional Practices and Student Supports i. Teachers will implement small-group instruction focused on high-frequency TEKS to address specific learning gaps for identified subgroups. ii. Block scheduling will be leveraged to provide targeted intervention through MTSS, ensuring adequate instructional time for student populations in need. iii. Students will have access to specialized support, such as Learning Lab for Special Education and Newcomer RLA classes for Emergent Bilinguals, to address unique academic needs. iv. All students will receive high-quality Tier 1 instruction aligned with grade-level standards to ensure equitable access to rigorous learning. v. Teachers will provide accommodations as outlined in student individual education plans (IEP) to support equitable access to content and learning activities. vi. Academic vocabulary will be explicitly taught and reinforced in all content areas to strengthen language development and comprehension. vii. Instruction will be scaffolded appropriately so that students can access grade-level curriculum while developing skills for independent mastery. viii. Targeted before-school, after-school, and lunch tutorials will be provided by invitation to ensure the most at-risk</p>	Formative			Summative
	Nov	Jan	Mar	June

students in identified subgroups receive individualized support.

c) Family and Student Engagement

- i. Teachers and administrators will engage parents in the goal-setting process for academic growth, ensuring families understand expectations and progress.
- ii. Parents will be provided strategies, resources, and tools to support student learning at home in ways that align with classroom instruction.
- iii. Staff will consistently communicate student progress with students and families through progress reports, conferences, and digital communication tools to build partnerships and accountability.
- iv. Students will be included in conversations about their own academic progress and encouraged to set personal learning goals and monitor progress toward goals through the use of data trackers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitators

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Problem Statements: Demographics 1 - Student Learning 1, 2

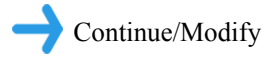
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. **Root Cause:** Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.

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Problem Statement 2: Overall scores on STAAR have dropped over the past year. **Root Cause:** Inconsistent implementation of high-quality instructional strategies and limited use of data to drive targeted interventions have contributed to low student performance.

School Processes & Programs

Problem Statement 1: In the last few years, we have hired new staff members and it is important to recruit highly effective teachers that will continue to build their career here. **Root Cause:** High staff turnover and challenges in attracting and retaining experienced, highly effective teachers have impacted instructional consistency and long-term campus growth.

Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Perceptions





Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 3: Students will display an awareness of social-emotional development as measured by a district-administered student survey.

Evaluation Data Sources: Social-Emotional Learning survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the district's curriculum for social-emotional learning (SEL).</p> <p>Actions: a) Implementing SEL curriculum b) Utilize the SEL committee to assess and evaluate the effectiveness of the SEL program. c) Provide ongoing professional learning to all stakeholders on the SEL program. d) Use character lessons as the basis for identifying the Outstanding Citizen recipients. e) Utilize district funded Crisis Counselors to provide support to students in areas of social-emotional learning.</p> <p>Staff Responsible for Monitoring: Crisis Counselor</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Professional Learning - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>
Perceptions
<p>Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement with fidelity the behavioral RtI plan.</p> <p>Actions: a) Provide staff training on implementing the campus behavior RtI plan with established procedures. b) Conduct Positive Behavior Instructional Support (PBIS) meetings with agendas and minutes, and share with all campus staff. c) Ensure each classroom consistently implements Conversation Help Activity Movement Participation Success (CHAMPS) with fidelity. d) Train staff on how to effectively use the Discipline Flowchart. e) Implement a campus-wide behavior tracker to guide grade-level collaborative conferences and proactive student-administrator discussions aligned with PBIS. f) Support Tier 1 behaviors during the school day through Positive Office Referrals, Power Cards, Tiger Bucks, and the Tiger Store.</p> <p>Staff Responsible for Monitoring: assistant principals, principal</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.</p>
School Processes & Programs
<p>Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>

Perceptions





Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Performance Objective 5: Increase the number of students meeting college, career and military readiness requirements.

Evaluation Data Sources: Number of students enrolled in AVID, number of students enrolled in advanced courses, number of students enrolled in Career and College course

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide equitable access to career technology education (CTE) courses for students with a focus on at-risk students.</p> <p>Actions: a) Increase student enrollment in Gateway to Technology and AVID programs. b) Organize field trips to Birdville Career Technology and Advanced Learning (BCTAL) to help students experience the learning environment. c) Plan a "Career Day" featuring business partners who will discuss the importance of careers in Career and Technical Education (CTE). d) Arrange a college visit to expose students to post-secondary opportunities beyond high school.</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 5 Problem Statements:


School Processes & Programs
<p>Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>
Perceptions
<p>Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 1: Increase the annual total average daily attendance (ADA) as compared to the prior school year, through improved student retention, recruitment, and days in attendance.

Evaluation Data Sources: Overall district ADA as per Summer public education information management system (PEIMS) submission

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement our plan to improve and address student attendance, social needs that interfere with attendance and collect pertinent data on strategies that would mitigate poor student attendance.</p> <p>Actions: a) Analyze attendance data provided to campus administration by the district truancy officer. b) Develop attendance tracking plans for students based on the data, including daily check-ins and incentives to encourage improved attendance. c) Monitor attendance of at-risk students through Project Education and Focus programs. d) Recognize and celebrate students with perfect attendance during Award Assemblies. e) Implement strategies to identify and address social needs within families that affect attendance, involving key stakeholders to support students. f) Schedule meetings with families of students with poor attendance to develop improvement plans. g) Assign an assistant principal to coordinate efforts among students, families, attendance clerks, and the attendance officer.</p> <p>Staff Responsible for Monitoring: attendance clerk, attendance officer, assistant principal, principal</p> <p>Problem Statements: Demographics 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			







Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Students continue to struggle with reading, writing, mathematical reasoning, and critical thinking skills that enable them to perform at or above grade level across all content areas. Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong thinking skills. Our diverse population of students enters school with different levels of preparedness.</p>
<p>Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. Root Cause: PTA involvement is in a growing phase after limited activity in recent years.</p>

Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: Haltom Middle School will incorporate the foundations of AVID to build a strong culture of student success and college readiness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of the exceptional systems with fidelity.</p> <p>Actions: a) All teachers will adopt a college or career pathway to share and integrate college readiness concepts into their lessons. b) Teachers will access AVID resources and lesson ideas at least once per month to enhance instructional strategies. c) Upload one exemplary AVID-focused lesson to the shared platform by January 2025. d) The AVID teacher will deliver professional development once per semester to all content teachers. e) Specific AVID strategies will be added to our walkthrough forms to identify campus strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: instructional facilitators, assistant principals, principal</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>
Perceptions
<p>Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. Root Cause: A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.</p>

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: Attain a 10% annual increase in results on a school safety survey that is administered to students, staff, and parents.

Evaluation Data Sources: safety survey of students, parents and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a safe school-community environment where students and staff report a sense of belonging, security, and well-being.</p> <p>Actions: a) Identify and address safety and social-emotional concerns. b) Conduct safety meetings to evaluate and problem-solve district safety concerns. c) Continue to utilize the Anonymous Alerts and Threat Assessment system for students, staff, and community to report safety concerns and personal threats. d) Conduct weekly Threat Assessment Meetings f) Identify potential school and safety threats using survey data to conduct a PDSA process for continuous improvement. g) Campus Security Officer conducts regular interior and exterior door checks and monitors hallways h) Conduct monthly safety drills (shelter in place, inclement weather, evacuation) I) SRO present throughout the day j) Create a Connections Student Group to improve a sense of belonging, security, and well-being for students.</p> <p>Staff Responsible for Monitoring: HMS Admin Team</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enlist community and business partners to assist in providing support to students and families who are in need to increase parent involvement, such as parent education classes.</p> <p>Actions: A) Collaborate with the Parent Teacher Association (PTA) to schedule and host school-wide events in order to increase parent involvement, such as parent education classes. B) Identify and communicate the needs of the student population and their families with community partners C) Design and implement a Family and Parent Engagement Policy D) Host two Title 1 Meetings E) Apply to the Texas PTA so that our campus is back in good standing.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** PTA involvement is in a growing phase after limited activity in recent years.

School Processes & Programs

Problem Statement 2: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

Perceptions

Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success, including through intentional AVID implementation. **Root Cause:** A lack of consistent structures and shared ownership of systems like AVID has made it difficult to fully align campus programs with the goal of fostering a unified, student-centered culture.

State Compensatory

Budget for Haltom Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 8.3

Brief Description of SCE Services and/or Programs

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Personnel for Haltom Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ashton Hurst	Teacher	1
Daylan Montgomery	Teacher	1
Diana Martinez	Teacher	1
Edith Torres	Teacher	1
Jeffrey Chavez	Teacher	1
Marixsangely Mendez Diaz	Educational Assistant	1
Melanie Shelton	Reading Intervention	0.65
Teri Perez	Reading Intervention	0.65
Vanessa Pannell	Student Assistance Counselor	1

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jaylin Garcia	Educational Assistant	Title I	1.0
Laura Bean	Instructional Facilitator	Title I	1.0
Mahathelege Peiris	Educational Assistant	Title I	1.0
Sarah Slaughter	Instructional Facilitator	Title I	1.0