

Wichita Falls Independent School District

Hirschi Middle School

2025-2026 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment 3

Demographics 3

Student Learning 4

School Processes & Programs 6

Perceptions 8

Priority Problem Statements 9

Comprehensive Needs Assessment Data Documentation 10

Goals 11

Goal 1: Hirschi Middle School will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society. 11

Goal 2: Hirschi Middle School will recruit, support, and retain qualified staff dedicated to providing an excellent education for students. 17

Goal 3: Hirschi Middle School will increase parent, family, and community engagement to impact student success and overall school performance. 19

Campus Funding Summary 21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hirschi MS is made up of students ranging from 6th - 8th grade located at 3106 Borton St, Wichita Falls, Texas.

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:

Hirschi MS has a population of 590. Hirschi MS is an ethnically diverse campus, with 29% of students identifying as African American, 47% as Hispanic, 17% as White, .5% as Asian, .17% as American Indian, .17% as Native Hawaiian, and 6% as classified as two or more races. Roughly 90.6% of students are economically disadvantaged, 22% are classified as English learners, and approximately 28% are enrolled in Special Education. Hirschi MS serves grades 6th, 7th, and 8th students. The 89% of economically disadvantaged students is down 1.6% from the previous year. Economically disadvantaged students come from a home environment that comes with challenges such as a lack of home resources, free/reduced lunch, limited household education, and low income.

Demographics Strengths

Cultural competence, tolerance, and awareness is evident on campus

The campus strives to create an inclusive and safe environment for all students

Student incentives are available to recognize students who have perfect attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hirschi has a high economically disadvantaged population and large at-risk population (89%).

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. Variability in teaching methods, lesson planning, classroom management, and the staff turnover rate are contributing factors to the decline in academic performance.

2024 STAAR Data:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		51	F	
Student Achievement		52	F	0%
STAAR Performance	23	52		
College, Career and Military Readiness				
Graduation Rate				
School Progress		55	F	70%
Academic Growth	44	54	F	
Relative Performance (Eco Dis: 91.5%)		55	F	✓
Closing the Gaps	5	40	F	30%

2025 STAAR Data:

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		64	D	
Student Achievement		56	F	0%
STAAR Performance	28	56		
College, Career and Military Readiness				
Graduation Rate				
School Progress		60	D	70%
Academic Growth	53	58	F	
Relative Performance (Eco Dis: 92.7%)		60	D	✓
Closing the Gaps	44	74	C	30%

Student Learning Strengths

The campus improved the overall accountability score by 13 points, scoring 51 in 2024 and 64 in 2025.

In Domain III, the campus improved the scored from an F to a C, with the Hispanic and Two or More Races focus groups obtaining up to 3 points in component 1 RLA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress.

Root Cause: Lack of quality in instructional delivery, student performance monitoring, and intervention.

School Processes & Programs

School Processes & Programs Summary

This school year, Hirschi MS will partner with Third Future Schools Charter. The TFS Charter will provide the PD and support needed to effectively implement research-based teaching practices that promote critical-thinking skills and include differentiation for **All** students - (*TFS-Ready Characteristics, LSAE Model, Spot Observation expectations, and Multiple Response Strategies*)

Third Future Schools (TFS) provides TEKS-aligned Curriculum Maps and daily lessons that include learning objectives aligned with Curriculum Maps, LSAE instructional activities with differentiation, multiple response strategies (MRS), and demonstration of learning (DOL) assessments. Multiple response strategies are placed throughout the lessons, requiring students to listen, read, write, and discuss at various times.

The TFS LSAE Model is implemented daily in all core content areas. The model has two instructional periods each day for each subject. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. Students who master the lesson's learning objective are given differentiated instructional material in an alternative instructional setting (team center), while students who have low mastery are provided reteach by the classroom teacher within the second class period.

TFS engages with community members and groups to provide student experiences through the Dyad model. Dyad classes, which students attend twice a week, facilitate student learning through various interesting avenues, including karate, piano, creative movement, photography, cycling, and video editing.

Students attend Art of Thinking classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the Art of Thinking curriculum based on the evolving workforce demands, community interests, and societal changes.

School Processes & Programs Strengths

Building teacher capacity through observation and feedback cycles, Essential Action 5.2. TFS constantly monitors and provides funding, time, and PD in the summer and throughout the school year to ensure successful implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Hirschi MS does not have programs in place to prepare students for the Year 2035 workplace and world.

Root Cause: Lack of planning and funding.

Perceptions

Perceptions Summary

Parents are kept up to date on school events through Various Channels, including Social Media, parent newsletters, and Parent Engagement Meetings. Parents are free to request meetings with school staff. Bullying complaints and threats are taken seriously, properly investigated, & reported to the proper authorities. Teachers are vigilant in school safety efforts, before, during, and after school.

Perceptions Strengths

- Positive learning environment and workplace
- Increase in teamwork and collaboration
- Active community partnerships

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Only a small number of parents actually participate in events at the campus.

Root Cause: Hirschi MS serves a student population from low socio-economic backgrounds which limits parents' and families' time and availability.

Priority Problem Statements

Problem Statement 1: The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress.

Root Cause 1: Lack of quality in instructional delivery, student performance monitoring, and intervention.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Hirschi MS does not have programs in place to prepare students for the Year 2035 workplace and world.

Root Cause 2: Lack of planning and funding.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Hirschi has a high economically disadvantaged population and large at-risk population (89%).

Root Cause 3: All of Hirschi feeder schools have a high economically disadvantaged population and large at-risk population.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Only a small number of parents actually participate in events at the campus.

Root Cause 4: Hirschi MS serves a student population from low socio-economic backgrounds which limits parents' and families' time and availability.

Problem Statement 4 Areas: Perceptions

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

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: Hirschi Middle School will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 1: In the 2025-2026 school year, Hirschi MS students will grow 1.7 times the average U.S. growth Reading, Math, and science as measured by the NWEA MAP assessment, using the mean RIT score for each grade, 3-5.

High Priority
Evaluation Data Sources: NWEA MAP Assessment

Strategy 1 Details	Reviews			
Strategy 1: Third Future Schools (TFS) will provide TEKS aligned Curriculum Maps and daily lessons that include learning objectives aligned with the Curriculum Maps, LSAE instructional activities with differentiation, multiple response strategies (MRS), and demonstration of learning (DOL) assessments. Multiple response strategies are placed throughout the lessons that require students to listen, read, write, and discuss at various times throughout the lesson. Strategy's Expected Result/Impact: Narrowing of student acheivement gaps Staff Responsible for Monitoring: TFS Curriculum Developers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
	Nov	Feb	May	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction. Strategy's Expected Result/Impact: Narrowing of student achievement gaps Staff Responsible for Monitoring: Campus Leaders Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Hirschi has a high economically disadvantaged population and large at-risk population (89%). Root Cause: All of Hirschi feeder schools have a high economically disadvantaged population and large at-risk population.
Student Learning
Problem Statement 1: The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress. Root Cause: Lack of quality in instructional delivery, student performance monitoring, and intervention.

Goal 1: Hirschi Middle School will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 2: Hirschi MS will receive a proficient or higher score on the LSAE learning rubric assessed in December 2025 and May 2026.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement the TFS LSAE Model daily in all core content areas. The model has two instructional periods each day for each subject. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the students perform on the DOL determines which differentiated assignment the student receives for the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches provide support in the team room. with minimal support from learning coaches. Strategy's Expected Result/Impact: Narrowing of student achievement gaps Staff Responsible for Monitoring: Campus Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Learning Coaches and Teachers - Title 1 Part A - \$40,069		Formative			Summative
		Nov	Feb	May	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress. Root Cause: Lack of quality in instructional delivery, student performance monitoring, and intervention.

Goal 1: Hirschi Middle School will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 3: 55% of the 6-8 grade students will be above the 50th percentile in reading, math, and science as measured by the NWEA MAP assessments

Strategy 1 Details		Reviews			
Strategy 1: Students will attend Art of Thinking classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the Art of Thinking curriculum based on the evolving workforce demands, community interests, and societal changes. Strategy's Expected Result/Impact: The Meets and Masters' percent score on STAAR will increase Staff Responsible for Monitoring: Campus Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: AOT teachers and materials - Title IV - \$3,359		Formative			Summative
		Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Hirschi MS does not have programs in place to prepare students for the Year 2035 workplace and world. Root Cause: Lack of planning and funding.

Goal 1: Hirschi Middle School will increase academic achievement for all students and ensure students are well-rounded and well-prepared for post-secondary education and the 2035 workplace and society.

Performance Objective 4: 75% of the teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric in December 2025; that percentage will increase to 85% in May.

Strategy 1 Details		Reviews			
Strategy 1: Campus leaders will grow teacher instruction delivery capacity by providing weekly on-the-spot observations with coaching and feedback. The Spot Observation Form, created by TFS, will provide documentation of the identified action steps. Strategy's Expected Result/Impact: Narrowing of student achievement gaps Staff Responsible for Monitoring: Campus Admin Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	May	June
Strategy 2 Details		Reviews			
Strategy 2: Campus Leaders will provide teachers with upfront training and ongoing coaching on the following: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure classroom instruction incorporates high-leverage practices that maximize learning for ALL students in any content area. The training and coaching will occur during Summer PD days and continue (monthly) throughout the school year. Strategy's Expected Result/Impact: Increased teacher instructional delivery capacity Staff Responsible for Monitoring: TFS and Campus Admin Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Nov	Feb	May	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 1: The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress. **Root Cause:** Lack of quality in instructional delivery, student performance monitoring, and intervention.

Goal 2: Hirschi Middle School will recruit, support, and retain qualified staff dedicated to providing an excellent education for students.

Performance Objective 1: Recruit, support, and retain a high percentage of qualified/exceptional staff committed to providing an excellent education for our students.

Strategy 1 Details	Reviews			
Strategy 1: TFS will deploy marketing materials via the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate. Strategy's Expected Result/Impact: Increased quality of teaching staff Staff Responsible for Monitoring: TFS and Campus Admin - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
Strategy 2: TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them. After going through the review process, a teacher who qualifies receives an incentive amount equal to their effectiveness rating percentage times their teacher base salary for the current year. Strategy's Expected Result/Impact: Retain high-quality teachers Staff Responsible for Monitoring: TFS and Campus Admin - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Learning 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The students at Hirschi MS have huge learning gaps in all subject areas, as evidenced by the 2025 TEA accountability rating of D and the identification of Comprehensive Support and Improvement Progress. **Root Cause:** Lack of quality in instructional delivery, student performance monitoring, and intervention.

Goal 3: Hirschi Middle School will increase parent, family, and community engagement to impact student success and overall school performance.

Performance Objective 1: By June of 2026, at least 75% of parent survey respondents will agree or strongly agree that TFS provides exceptional opportunities for students to engage in non-instructional programming.

Strategy 1 Details	Reviews			
Strategy 1: TFS will engage with community members and groups to provide student experiences through the Dyad model. Dyad classes, which students attend twice a week, facilitate student learning through various interesting avenues, including karate, piano, creative movement, photography, cycling, and video editing. Strategy's Expected Result/Impact: Instill the belief that students can learn anytime and anywhere Staff Responsible for Monitoring: Campus Admin and Community Members Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: DYAD salaries and materials - Title 1 Part A - \$30,000	Formative			Summative
	Nov	Feb	May	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Hirschi Middle School will increase parent, family, and community engagement to impact student success and overall school performance.

Performance Objective 2: Hirschi MS will offer various opportunities for parent involvement.

Strategy 1 Details	Reviews			
Strategy 1: Parent Involvement is encouraged through a variety of campus activities. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Campus Admin Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	May	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Only a small number of parents actually participate in events at the campus. Root Cause: Hirschi MS serves a student population from low socio-economic backgrounds which limits parents' and families' time and availability.

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Learning Coaches and Teachers		\$40,069.00
3	1	1	DYAD salaries and materials		\$30,000.00
Sub-Total					\$70,069.00
Budgeted Fund Source Amount					\$70,069.00
+/- Difference					\$0.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	AOT teachers and materials		\$3,359.00
Sub-Total					\$3,359.00
Budgeted Fund Source Amount					\$3,359.00
+/- Difference					\$0.00
Grand Total Budgeted					\$73,428.00
Grand Total Spent					\$73,428.00
+/- Difference					\$0.00