Birdville Independent School District

Haltom Middle School

2026-2027 Initial 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 80% 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): Achievement data indicate significant performance gaps among identified student groups at HMS. Across all grades and subjects, 40% of students reached Meets or higher on STAAR, compared with 26% of SPED students, 34% of economically disadvantaged students, and 35% of EB students.
Root Cause: Unfinished learning is not consistently identified through common formative assessment and systematically addressed through targeted instruction and intervention.

Problem Statement 2 (Prioritized): Haltom Middle School families attend campus events and receive consistent, timely communication; however, family engagement has not yet translated into sustained partnership in students' academic progress, goal-setting, and learning beyond campus.
Root Cause: Family engagement opportunities have primarily focused on events and information-sharing rather than providing structured opportunities for families to understand student data, set academic goals, support learning at home, and participate in ongoing academic decision-making.

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): HMS students are demonstrating performance at the Approaches level in mathematics but are not consistently demonstrating the depth of understanding necessary to reach Meets or Masters. Only 33% of students achieved Meets or higher in mathematics, with particularly low performance in 6th grade (24%), 7th grade (32%), and 8th grade (26%).
Root Cause: Instructional responses to formative data are not yet consistently identifying and addressing the specific learning needs preventing students from progressing from Approaches to Meets.

Problem Statement 2 (Prioritized): HMS students are not consistently reaching Meets or higher, particularly among SPED, EB, and economically disadvantaged students. Social Studies performance also indicates a need for stronger literacy application within content-area contexts.
Root Cause: Instruction does not yet consistently develop students' ability to analyze complex texts, synthesize information, and use evidence to support their thinking across content areas.

Problem Statement 3: HMS students demonstrate a significant achievement gap in Social Studies. Only 36% of students reached Approaches, 14% reached Meets, and 6% reached Masters, indicating that many students are not yet demonstrating grade-level understanding of social studies concepts or the ability to apply disciplinary thinking.
Root Cause: Daily learning tasks and questioning are not yet consistently aligned to the cognitive demand and disciplinary thinking required by assessment items.

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): HMS does not yet have a consistently implemented professional learning system led by an Instructional Facilitator that identifies teacher needs, differentiates support, and provides ongoing coaching aligned to individual areas for growth.
Root Cause: Professional learning has not been consistently systematic, ongoing, or differentiated based on individual teacher needs. As a result, teachers have had limited opportunities for targeted professional learning, application, feedback, and coaching aligned to their specific instructional strengths and areas for growth.

Problem Statement 2 (Prioritized): Students do not consistently see a clear connection between their academic goals, AVID skills, and future opportunities.
Root Cause: AVID skills and college- and career-readiness connections have not been consistently embedded across classrooms and campus systems, resulting in limited shared ownership and inconsistent opportunities for students to connect their learning to future goals.

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): Students do not consistently see a clear connection between their academic goals, AVID skills, and future opportunities.
Root Cause: AVID skills and college- and career-readiness connections have not been consistently embedded across classrooms and campus systems, resulting in limited shared ownership and inconsistent opportunities for students to connect their learning to future goals.

Problem Statement 2: Students do not consistently perceive academic success as something they can influence through effort, goal-setting, and persistence.
Root Cause: HMS has not consistently implemented AVID/WICOR-aligned systems and strategies that teach students to set goals, monitor their progress, and take ownership of the actions that lead to academic growth.

Priority Problem Statements

Problem Statement 1: Haltom Middle School families attend campus events and receive consistent, timely communication; however, family engagement has not yet translated into sustained partnership in students' academic progress, goal-setting, and learning beyond campus.

Root Cause 1: Family engagement opportunities have primarily focused on events and information-sharing rather than providing structured opportunities for families to understand student data, set academic goals, support learning at home, and participate in ongoing academic decision-making.

Problem Statement 1 Areas: Demographics

Problem Statement 2: HMS students are demonstrating performance at the Approaches level in mathematics but are not consistently demonstrating the depth of understanding necessary to reach Meets or Masters. Only 33% of students achieved Meets or higher in mathematics, with particularly low performance in 6th grade (24%), 7th grade (32%), and 8th grade (26%).

Root Cause 2: Instructional responses to formative data are not yet consistently identifying and addressing the specific learning needs preventing students from progressing from Approaches to Meets.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Achievement data indicate significant performance gaps among identified student groups at HMS. Across all grades and subjects, 40% of students reached Meets or higher on STAAR, compared with 26% of SPED students, 34% of economically disadvantaged students, and 35% of EB students.

Root Cause 3: Unfinished learning is not consistently identified through common formative assessment and systematically addressed through targeted instruction and intervention.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students do not consistently see a clear connection between their academic goals, AVID skills, and future opportunities.

Root Cause 4: AVID skills and college- and career-readiness connections have not been consistently embedded across classrooms and campus systems, resulting in limited shared ownership and inconsistent opportunities for students to connect their learning to future goals.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: HMS does not yet have a consistently implemented professional learning system led by an Instructional Facilitator that identifies teacher needs, differentiates support, and provides ongoing coaching aligned to individual areas for growth.

Root Cause 5: Professional learning has not been consistently systematic, ongoing, or differentiated based on individual teacher needs. As a result, teachers have had limited opportunities for targeted professional learning, application, feedback, and coaching aligned to their specific instructional strengths and areas for growth.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: HMS students are not consistently reaching Meets or higher, particularly among SPED, EB, and economically disadvantaged students. Social Studies performance also indicates a need for stronger literacy application within content-area contexts.

Root Cause 6: Instruction does not yet consistently develop students' ability to analyze complex texts, synthesize information, and use evidence to support their thinking across content areas.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

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
Strategy 1: Implement internalization work in math and reading with a focus on responsive teaching and continuous improvement. **Actions:** a.) Establish consistent lesson internalization protocols that ensure teachers identify the literacy demands, rigor, and evidence of learning within upcoming lessons. b.) Have content-area teachers explicitly model how to read, think, and analyze within their discipline. c.) Prioritize Social Studies literacy integration, including analysis of complex texts, synthesis of information, and use of textual evidence. d.) Embed WICOR strategies naturally within content-area instruction to strengthen reading, writing, inquiry, collaboration, and organization without creating an additional initiative. e.) Use student work, walkthrough data, common assessments, and content-area reading data to evaluate implementation and adjust instruction. **Staff Responsible for Monitoring:** department leads, instructional facilitators, assistant principals, principal **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership

Strategy 2 Details

Strategy 2: Develop targeted instructional and intervention plans for student groups demonstrating the greatest gaps in Reading and Math, with progress monitored at the student and subgroup level.

Actions: a.) Identify priority students within SPED, EB, and economically disadvantaged groups and disaggregate data by student group, grade level, content area, reporting category, and performance level.
b.) Identify students who are approaching Meets and provide targeted acceleration, while also identifying students who need foundational skill intervention to achieve more than a year's growth.
c.) Review subgroup and student-level growth during PLC+ and data meetings to determine instructional needs and next steps.
d.) Assign adult ownership for identified students to ensure each student has a designated person responsible for monitoring and supporting their academic growth.
e.) Use the guiding question: "Which students need what skill, who is responsible for addressing it, and when will we know they have grown?"
f.) Use student growth data and evidence of learning to adjust instruction and intervention based on student response.

Staff Responsible for Monitoring: HMS Staff

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 3 Details

Strategy 3: Implement consistent AVID/WICOR-aligned instructional practices and student goal-setting routines that empower students to understand their academic performance, set meaningful goals, and take ownership of the actions needed to achieve academic growth.

Actions: a.) Establish a consistent campus-wide student goal-setting process connected to STAAR, classroom, and individual academic goals.
b.) Teach students to identify their current performance, desired outcome, and specific actions needed to close their individual achievement gaps.
c.) Embed WICOR strategies across content areas to promote higher-level thinking, engagement, and ownership of learning.
d.) Use Reading and Writing strategies to help students analyze complex texts, explain their thinking, and support responses with evidence.
e.) Use Inquiry and Collaboration to strengthen student questioning, academic discourse, problem-solving, and engagement.
f.) Use Organization strategies to help students manage assignments, learning materials, goals, and action steps.
g.) Provide regular opportunities for students to reflect on learning, identify areas for growth, and adjust goals and action steps.
h.) Connect WICOR strategies to authentic academic tasks rather than using them as isolated activities.
i.) Celebrate student growth, effort, persistence, and progress toward goals, not solely final achievement levels.
j.) Establish consistent language, routines, and expectations for goal-setting, student ownership, and WICOR across classrooms.

Staff Responsible for Monitoring: department leads, instructional facilitators, assistant principals, principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 4 Details

Strategy 4: Implement a consistent progress-monitoring system to identify achievement gaps, monitor student growth, and ensure timely instructional responses that support HB3 Board goals and the needs of individual students.

Actions: a.) Establish a consistent campus progress-monitoring calendar and common data-review protocols.
b.) Identify and monitor priority students and subgroups based on achievement and growth data.
c.) Track student progress toward more-than-a-year's growth and Meets/Masters goals.
d.) Use PLC+ to identify skill gaps and determine targeted instructional responses.
e.) Provide targeted intervention, reteaching, and acceleration based on identified needs.
f.) Reassess student learning and adjust instruction and interventions based on student response.
g.) Review progress toward HB3 Board goals, Closing the Gaps goals, and campus performance objectives at regular intervals.

Staff Responsible for Monitoring: Campus administration, Instructional Facilitators

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 5 Details

Strategy 5: Implement PLC+ as HMS's consistent professional learning structure to build teacher capacity, strengthen collaborative planning and instructional practice, and ensure teams use evidence of student learning to respond to instructional needs.

Actions: a.) Establish consistent PLC+ expectations, protocols, and norms across all teams.
b.) Use the PLC+ cycle and four guiding questions to focus collaboration on student learning:
What do students need to learn?
How will we know if they learned it?
What will we do when they haven't learned it?
What will we do when they already know it?
c.) Use student work and assessment evidence to drive PLC+ conversations and instructional decisions.
d.) Incorporate AVID/WICOR-aligned practices into collaborative planning and instructional refinement.
e.) Utilize Instructional Facilitators to facilitate, model, and coach teams through the PLC+ process.
f.) Identify instructional strengths, areas for growth, and professional learning needs through PLC+ conversations, walkthrough data, and student outcomes.
g.) Provide opportunities for teachers to learn, apply, receive feedback, and refine instructional practices.
h.) Monitor the impact of PLC+ through changes in teacher practice and student achievement/growth.
i.) Build shared ownership and collective responsibility for the success of all students, with particular attention to identified achievement-gap groups.

Staff Responsible for Monitoring: department heads, instructional facilitators, assistant principals, principal

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
- ESF Levers:
Lever 5: Instructional Leadership and Capacity Building

Strategy 6 Details

Strategy 6: Build a consistent, differentiated instructional coaching system

Actions: a.) Use beginning-of-year data, teacher goals, and walkthrough evidence to identify individual and campus-wide instructional needs.
b.) Develop 6-8 week coaching cycles focused on specific, high-impact instructional practices.
c.) Provide differentiated professional learning based on identified teacher and team needs rather than one-size-fits-all PD.
d.) Establish a campus culture and system that provides timely, in-the-moment feedback and coaching to teachers.
e.) Have Instructional Facilitators lead PLCs alongside Department Leads and support teams in translating data into actionable instructional practices.
f.) Provide opportunities for teachers to learn, apply, receive feedback, and refine instructional practices through coaching and professional learning.
g.) Monitor changes in classroom practice and student outcomes to evaluate the effectiveness of coaching and professional learning.

Evidence of implementation: Coaching logs, walkthrough trends, PLC artifacts, teacher goals, PD participation/application, student data.

Staff Responsible for Monitoring: Campus administration and Instructional Facilitators

Title I:
2.51, 2.52, 2.53
- **TEA Priorities:**
Build a foundation of reading and math

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

Performance Objective 2: Close achievement gaps for identified student groups, including Asian, Hispanic, Continuously Enrolled, and Emergent Bilingual, through access to rigorous grade-level instruction, targeted intervention, and intentional progress monitoring. By the end of the 2026-27 school year, identified student groups will demonstrate measurable improvement in reading and mathematics and meet established campus performance targets on state and district-approved assessments.

Reading: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Reading Language Arts will increase for each identified student group as follows: Asian from 63% to 67%; Hispanic from 49% to 53%; Continuously Enrolled from 54% to 58%; and Emergent Bilingual from 44% to 47%.
Mathematics: By the end of the 2026-27 school year, the percentage of students performing at or above MEETS Grade Level on STAAR Mathematics will increase for each identified student group as follows: Asian from 46% to 54%; Hispanic from 31% to 38%; Continuously Enrolled from 35% to 42%; and Emergent Bilingual from 28% to 35%.

Progress Monitoring: Campus and district leaders will monitor the progress of each identified student group toward established Reading and Mathematics performance targets throughout the 2026-27 school year using district-approved formative, interim, and progress-monitoring assessments. Results will be reviewed during established progress-monitoring checkpoints to determine whether students are demonstrating expected progress and whether instructional strategies, interventions, and supports should be continued, adjusted, or intensified.

High Priority

HB3 Goal

Evaluation Data Sources: State and District Assessments
Progress Monitoring
Observation Notes
PLC Notes

Strategy 1 Details

Strategy 1: Strengthen differentiated Tier 1 instruction through intentional planning and identified best practices that respond to student learning needs while maintaining access to rigorous, grade-level instruction.

Actions: 1. Teachers and PLCs will use formative, summative, and student-level assessment data to identify specific standards, skills, and student groups contributing to achievement gaps and use this information to strengthen lesson planning, anticipate misconceptions, plan differentiated instruction and flexible grouping, and identify appropriate scaffolds, accommodations, and checks for understanding while maintaining grade-level rigor.
2. Campus administrators and instructional support staff will monitor the implementation and effectiveness of differentiated Tier 1 instruction through PLC participation, collaborative lesson internalization and rehearsal, review of common formative assessments and student work, coaching conversations, and scheduled and unscheduled classroom observations. Feedback and support will focus on the alignment between identified student needs, instructional planning, classroom implementation, and student outcomes.
3. Campuses will protect collaborative planning and PLC+ time and prioritize coaching, instructional support, professional learning, and other resources for grade levels, content areas, and identified student groups demonstrating the greatest need based on ongoing assessment and progress-monitoring data.

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

Strategy 2 Details

Strategy 2: Provide targeted, skills-based interventions, tutorial opportunities, and enrichment experiences based on identified student needs to ensure students receive timely instructional support connected to grade-level learning.

Actions: 1. Teachers and instructional facilitators will use multiple sources of academic data to identify students requiring intervention, tutorials, or enrichment and provide timely, targeted, skills-based support aligned to grade-level TEKS and connected to Tier 1 instruction. Campuses will maintain documentation of student participation, identified skill needs, and progress.
2. Campus administrators and instructional facilitators will implement a consistent short-cycle data review process in which teachers and campus leaders examine formative and progress-monitoring data, determine whether students and identified student groups are meeting expected growth targets, and make documented adjustments to interventions, tutorials, enrichment, and classroom instruction when students are not progressing as expected.
3. Campus leadership will monitor the implementation and effectiveness of intervention and tutorial supports, including additional tutorial opportunities, by reviewing participation, student growth, and assessment results each grading period. District leaders will review campus progress and the effectiveness of student supports during established progress-monitoring checkpoints

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

Strategy 3 Details

Strategy 3: District and campus leaders will engage in ongoing progress monitoring and provide differentiated support, including increased instructional support and the reallocation of time, funding, staffing, and other resources, when implementation or student performance does not demonstrate expected progress.

Actions: 1. District instructional leaders will conduct periodic reviews of PLC+ implementation and student performance data to monitor progress toward Performance Objective 2. Reviews will examine implementation evidence, progress of identified student groups, barriers to implementation, and the effectiveness of campus-level instructional responses.

2. District content specialists and instructional support staff will assist campus teams in analyzing disaggregated data to identify specific standards, skills, and student groups requiring additional support and in determining appropriate instructional responses.

3. If the campus does not demonstrate sufficient implementation of the PLC+ process or expected progress toward student performance targets, district leaders will increase the frequency and intensity of support. Additional support may include coaching, classroom modeling, collaborative planning, lesson internalization and rehearsal, professional learning, data reviews, and additional progress-monitoring meetings.

4. District and campus leaders will review available time, funding, staffing, instructional resources, professional learning, coaching capacity, and intervention supports and will prioritize or reallocate resources, when feasible and appropriate, to address identified barriers to implementation and improve student outcomes.

5. District and campus leaders will use implementation and student-performance evidence to determine whether current strategies should be continued, modified, intensified, or replaced. Persistent challenges will be addressed through a documented support cycle that identifies the barrier, determines the appropriate response, assigns responsibility, establishes a timeline, and monitors the resulting impact on implementation and student performance.

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

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
Strategy 1: Implement CharacterStrong consistently across HMS to develop students' social-emotional awareness, self-management, relationship skills, and responsible decision-making, with a focus on increasing students' ability to recognize and apply SEL skills in school and daily life. **Actions:** a.) Implement CharacterStrong lessons consistently through advisory and campus SEL structures. b.) Establish common SEL language and practices across classrooms and campus settings. c.) Provide staff professional learning and support to ensure consistent and effective CharacterStrong implementation. d.) Reinforce SEL skills through classroom routines, student interactions, and campus-wide practices. e.) Use the district student survey to identify SEL strengths and areas for growth and adjust instruction and supports accordingly. f.) Provide targeted SEL supports through MTSS for students demonstrating additional social-emotional or behavioral needs. g.) Provide opportunities for students to reflect on their social-emotional growth and identify strategies they can use to manage challenges, build relationships, and make responsible decisions. **Staff Responsible for Monitoring:** Crisis Counselor

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
Strategy 1: Implement the behavioral MTSS/RtI plan with fidelity, emphasizing proactive SEL instruction, early identification, consistent behavior expectations, and targeted Tier 1 supports to prevent students from escalating to Behavioral RtI Tiers 2 and 3. **Actions:** a.) Implement consistent campus-wide behavior expectations, routines, and responses. b.) Use CharacterStrong SEL to explicitly teach self-management, relationship skills, responsible decision-making, and positive behaviors. c.) Implement PBIS practices that recognize and reinforce students who demonstrate HMS expectations through the Tiger Store and other positive incentives. d.) Use behavior, attendance, and student data to identify concerns early and provide timely interventions. e.) Provide targeted Tier 1 and Tier 2 behavioral supports based on individual student needs. f.) Use PLC+ and student support teams to collaborate on behavioral concerns and intervention strategies. g.) Provide staff professional learning on behavioral MTSS, PBIS, proactive classroom management, and de-escalation strategies. h.) Partner with families to reinforce consistent behavioral expectations and support strategies. i.) Review behavioral RtI data regularly to evaluate intervention effectiveness and reduce the number of students requiring Tier 2 and Tier 3 behavioral support. **Staff Responsible for Monitoring:** counselors, instructional facilitators, assistant principals, principal

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
Strategy 1: Provide equitable access to CTE pathways, advanced coursework, college and career exploration, and CCMR opportunities, with intentional outreach and support for at-risk and historically underserved students. **Actions:** a.) Increase awareness of CTE pathways, endorsements, and future career opportunities through counseling, AVID, and student/family events. b.) Intentionally identify and encourage at-risk and underserved students to participate in CTE, advanced coursework, and CCMR-related opportunities. c.) Use student interest, academic data, and career exploration activities to help students develop individual college, career, and military goals. d.) Provide equitable access to CTE courses, electives, enrichment, and career exploration experiences aligned to student interests and future goals. e.) Integrate AVID/WICOR strategies to strengthen college and career readiness skills, including goal-setting, organization, communication, and self-advocacy. f.) Engage families in conversations about high school course planning, endorsements, CTE pathways, and postsecondary opportunities. g.) Partner with high schools, BCTAL, colleges, military representatives, and community/business partners to provide career exposure, mentoring, and authentic postsecondary experiences. h.) Monitor participation and readiness indicators by student group to identify and address access and opportunity gaps. **Staff Responsible for Monitoring:** AVID coordinator, assistant principals, principal

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 6: 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
Strategy 1: Utilize targeted instruction and differentiated support to address achievement gaps among the Asian subgroup identified for TSI for the 2026-2027 school year. **Actions:** a.) Data-Driven Decision Making i. Campus and teacher teams will disaggregate assessment data by subgroup to identify achievement gaps, priority standards, and student needs. ii. PLC+ teams will use data and student work to plan targeted instruction, set goals, and adjust instructional practices. iii. Administrators and Instructional Facilitators will support teachers in translating data analysis into targeted, TEKS-aligned instruction and intervention. iv. The Asian subgroup will receive focused analysis and action planning in response to the campus TSI identification. b.) Instructional Practices and Student Supports i. Teachers will provide differentiated and small-group instruction targeting specific skill and TEKS gaps. ii. All students will receive high-quality, grade-level Tier 1 instruction with appropriate scaffolds and accommodations. iii. Teachers will intentionally implement AVID/WICOR strategies to strengthen reading, writing, inquiry, collaboration, organization, and student ownership. iv. Academic vocabulary and language development will be explicitly taught across content areas to support comprehension and access to rigorous instruction. v. MTSS, tutorials, Learning Lab, Newcomer RLA, and other targeted supports will be used to address individual student needs. vi. Teachers will use student data and goal-setting routines to help students understand their performance and take ownership of their academic growth. c.) Family and Student Engagement i. Students will set academic goals and identify specific actions needed to achieve growth. ii. Teachers will regularly communicate academic goals, progress, and areas for growth with students and families. iii. Families will receive resources and strategies to support learning and reinforce academic goals at home. iv. Students will participate in conversations about their achievement and use data to reflect on progress and adjust goals. **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: Instructional Leadership and Capacity Building **- Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Implement a consistent, data-driven MTSS/RtI process that identifies students needing additional support, matches interventions to specific academic and behavioral needs, and provides targeted instruction and intervention for RtI-identified students and designated Closing the Gaps groups.

Actions: a.) Establish clear MTSS/RtI systems and expectations across grade levels and content areas, including consistent procedures for identifying, referring, and supporting students.
b.) Use multiple data sources--including STAAR, STAR, classroom assessments, student work, attendance, and other relevant data--to identify students requiring Tier 2 or Tier 3 support.
c.) Identify and prioritize students in designated Closing the Gaps groups who are not demonstrating expected growth or performance.
d.) Develop targeted intervention plans based on specific skill or standard deficits rather than generalized remediation.
e.) Use PLC+ teams to collaboratively plan, implement, and adjust interventions based on student needs and evidence of learning.
f.) Provide targeted intervention and acceleration through tutorials, Tiger Homework Hall, small-group instruction, and other available campus supports.
g.) Incorporate AVID/WICOR-aligned strategies into intervention to strengthen students' reading, writing, inquiry, organization, and collaboration skills.
h.) Use the PDSA process to evaluate intervention effectiveness, analyze student response, and adjust support when students are not demonstrating sufficient growth.
i.) Maintain accessible student intervention and data records so teachers, interventionists, and administrators have a shared understanding of student needs, supports, and outcomes.
j.) Review MTSS/RtI implementation and student response during PLC+ and campus data meetings to ensure interventions are timely, targeted, and adjusted as needed.

Staff Responsible for Monitoring: instructional facilitators, assistant principals, principal

Strategy 3 Details

Strategy 3: Implement consistent text-analysis and focused note-taking strategies in 8th Grade Social Studies to strengthen students' ability to analyze complex texts, identify key information, and use evidence to improve STAAR performance.

Actions: a.) Teach explicit strategies for analyzing and annotating complex Social Studies texts.
b.) Implement a consistent focused note-taking process to identify and organize key information and evidence.
c.) Use WICOR strategies to support Reading, Writing, Inquiry, and Organization during text analysis and note-taking.
d.) Provide opportunities for students to apply notes and textual evidence to STAAR-aligned questions and written responses.
e.) Use student work and assessment data to refine instruction and address identified literacy gaps.
f.) Provide both tested subject teachers the same conference period so they have an additional opportunity to collaborate.
g.) Meet weekly with the Instructional Facilitator to review upcoming lessons, assess rigor and text complexity, and ensure instruction provides appropriate opportunities for analysis, synthesis, and evidence-based thinking.

Staff Responsible for Monitoring: instructional facilitators, assistant principals, principal

Strategy 4 Details

Strategy 4: Strategically utilize personnel and professional learning resources to build teacher capacity, strengthen instructional practices, and provide differentiated support in core content areas, with a focus on addressing achievement gaps and improving student outcomes.

Actions: a.) Use student achievement data, walkthrough trends, PLC+ discussions, and teacher goals to identify campus and individual professional learning needs.
b.) Provide differentiated professional development focused on high-impact instructional practices in Reading, Math, Science, and Social Studies.
c.) Utilize Instructional Facilitators to provide job-embedded coaching, modeling, co-planning, observation, and feedback aligned to identified teacher needs.
d.) Leverage PLC+ as a primary structure for ongoing professional learning, collaborative problem-solving, and application of instructional strategies.
e.) Provide professional learning and coaching around AVID/WICOR strategies that strengthen literacy, student engagement, critical thinking, and ownership of learning.
f.) Strategically deploy campus personnel, interventionists, and available support staff to provide targeted instruction and intervention for students demonstrating the greatest academic need.
g.) Use TSI and Closing the Gaps data, including the identified Asian subgroup, to inform professional learning, staffing decisions, and allocation of instructional support.
h.) Provide teachers with opportunities to learn, apply, receive feedback, and refine instructional practices through ongoing coaching and professional learning cycles.
i.) Evaluate the effectiveness of professional development and personnel supports through teacher practice, student work, and student achievement/growth data, adjusting resources as needed.

Staff Responsible for Monitoring: Principal

Strategy 5 Details

Strategy 5: Implement a campus-wide, SEL-focused MTSS using CharacterStrong to identify and support students' social-emotional and behavioral needs, strengthen engagement and belonging, and remove barriers to academic success.

Actions: a.) Implement CharacterStrong consistently across the campus using common SEL language and practices.
b.) Use SEL, behavior, attendance, and academic data to identify students needing targeted support.
c.) Provide Tier 2 and Tier 3 SEL interventions for identified students.
d.) Reinforce CharacterStrong skills through classroom and campus routines.
e.) Use PLC+ and student support teams to coordinate interventions and monitor student needs.
f.) Provide staff professional learning on CharacterStrong and effective SEL practices.
g.) Monitor attendance, behavior, engagement, and academic data to evaluate and adjust SEL supports.

Staff Responsible for Monitoring: Campus administration

Strategy 6 Details

Strategy 6: Engage community and business partners to expand resources, opportunities, and wraparound support for HMS students and families.

Actions: a.) Identify community and business partners that can address student and family needs.
b.) Develop partnerships that provide academic, social-emotional, and basic-needs support.
c.) Connect families with community resources and services through campus staff and events.
d.) Recruit partners to support student enrichment, mentoring, college/career readiness, and student success.
e.) Build sustainable partnerships through regular communication, recognition, and shared goals.

Staff Responsible for Monitoring: SRO, crisis counselor, assistant principals, principal

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
Strategy 1: Implement a proactive, data-driven attendance plan to achieve greater than 96% ADA by strengthening student engagement and retention, identifying barriers to attendance, and providing timely supports to students and families. **Actions:** a.) Monitor attendance data daily to identify trends, students at risk of chronic absenteeism, and barriers to consistent attendance. b.) Implement early interventions for students with attendance concerns through personalized outreach, attendance plans, and student goal-setting. c.) Partner with families and community resources to address social, transportation, health, and other barriers that interfere with attendance. d.) Use CharacterStrong SEL and campus engagement strategies to strengthen student belonging, relationships, and connection to school. e.) Recognize and reinforce improved and consistent attendance through campus incentives and positive recognition. f.) Utilize counselors, administrators, attendance staff, and other campus personnel to provide coordinated support for students with persistent attendance concerns. g.) Analyze the effectiveness of attendance interventions and adjust strategies based on data, with the goal of maintaining ADA above 96%. **Staff Responsible for Monitoring:** attendance clerk, attendance officer, counselor assistant principal, principal

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
Strategy 1: Implement the AVID Foundations with fidelity across HMS to establish consistent systems, instructional practices, and student expectations that promote academic success, college readiness, and student ownership. **Actions:** a.) Establish consistent AVID/WICOR expectations and language across classrooms and campus systems. b.) Embed WICOR strategies into daily instruction to strengthen Reading, Writing, Inquiry, Collaboration, and Organization. c.) Implement consistent student goal-setting, organization, and reflection routines to promote ownership of learning. d.) Use AVID Site Team/PLC+ structures to monitor implementation, identify needs, and support continuous improvement. e.) Provide ongoing professional learning and coaching to strengthen staff understanding and implementation of AVID practices. f.) Provide students with meaningful college, career, and future-readiness experiences that connect academic success to postsecondary opportunities. g.) Monitor AVID implementation through walkthroughs, student work, student feedback, and other evidence to ensure fidelity and consistency across the campus. **Staff Responsible for Monitoring:** AVID site coordinator, instructional facilitators, assistant principals, principal

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
Strategy 1: Establish a safe, connected school community where students, staff, and families experience a strong sense of belonging, security, trust, and well-being. **Actions:** a.) Analyze student, staff, and parent safety survey data to identify strengths, concerns, and priority areas for improvement. b.) Strengthen consistent campus-wide safety procedures, expectations, and emergency response systems. c.) Use CharacterStrong SEL and relationship-building practices to promote belonging, connectedness, and emotional well-being. d.) Provide staff professional learning on student safety, de-escalation, classroom management, and recognizing student needs. e.) Increase opportunities for students and families to provide feedback and communicate safety concerns through surveys, forums, and campus communication channels. f.) Strengthen supervision and visibility in high-traffic areas, arrival/dismissal, hallways, restrooms, and other identified areas of concern. g.) Use campus safety data and feedback to develop and implement targeted action plans for identified concerns. h.) Review safety survey results and other campus data annually to measure progress toward the 10% increase and adjust strategies accordingly. **Staff Responsible for Monitoring:** HMS Admin Team
Strategy 2 Details
Strategy 2: Strengthen the partnership between HMS, PTA, families, and community partners to expand resources, engagement, and support for students and families. **Actions:** a.) Increase PTA membership and participation among families and staff. b.) Partner with PTA to identify and address student and family needs through resources, events, and support initiatives. c.) Collaborate with PTA and community businesses to provide academic, social-emotional, and basic-needs support. d.) Increase family engagement through PTA-sponsored events, volunteer opportunities, and campus activities. e.) Establish ongoing communication with PTA to align resources and efforts with HMS student and family needs. f.) Recognize and celebrate PTA and community partners for their contributions to student success and campus culture. g.) Host 2 Title 1 Meetings alongside our monthly PTA meetings. **Staff Responsible for Monitoring:** Principal