

Mission Statement

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

Vision

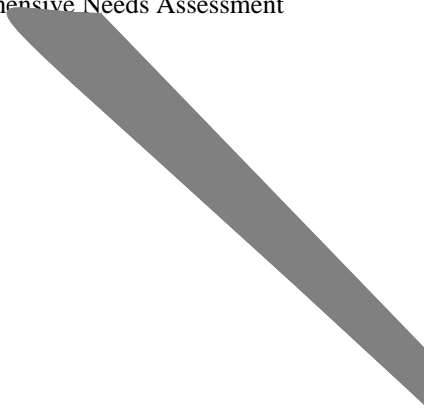
VISION: As a No Excuses University school, HMS employs the Six Systems to ensure all students develop their academic, social, and emotional potential to be successful at a university and career of their choice.

Value Statement

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

Dr. James Comer

Comprehensive Needs Assessment



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 a No Excuses University school which means that the entire staff is committed to ensuring that all students are prepared to attend the college of their choice. Haltom staff values collaboration and effective professional learning communities (PLC's).

Demographics Strengths

The diversity at HMS is a strength due to our ability to learn from each other and value different ways of thinking to become global learners. Additionally, due to our students' experiences our staff is able to draw from a variety of life lessons which enhances the learning platform.

Problem Statements Identifying Demographics Needs

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

Root Cause: Students with diverse language backgrounds and experiences take longer to develop strong literacy 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 has not been successfully active in the past few years.

Student Learning

Student Learning Summary

- 80% pass rate on 8th grade science

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 positive school culture and meet the needs of all students to achieve academic success
Root Cause: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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 has not been successfully active in the past few years.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our eighth grade STAAR Social Studies scores are in need of 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 and thinking skills that enable them to perform at or above grade level in all content areas.

Root Cause 3: Students with diverse language backgrounds and experiences take longer to develop strong literacy 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 positive school culture and meet the needs of all students to achieve academic success

Root Cause 4: Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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: Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Problem Statement 5 Areas: School Processes & Programs

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

Root Cause 6: Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

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.

Strategy 2 Details

Strategy 2: Continue to implement literacy plan with a focus on responsive teaching and continuous improvement.

- Actions:** a) Continue to emphasize and facilitate campus instructional focus walks and debriefing sessions with and among campus administration and coordinators.
b) Provide intensive writing training to teachers in order for writing to be used across the curriculum.
c) Continue to collaborate with the Leaders of Learners (LOL) team each Friday morning to engage in the campus Plan Do Study Act (PDSA) cycle.

Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Connect high school to career and college, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Demographics 1

Strategy 3 Details

Strategy 3: Continue to develop and implement system-wide instructional practices to support Emergent Bilinguals (EBs).

- Actions:** a) Identify trends by conducting data analysis to determine progress in reading and English language development.
b) Develop collaborative strategic plans that align with campus improvement plans.
c) Continue to provide Sheltered Instruction Observation Protocol (SIOP) training to all new staff members.
d) Utilize SCE funded, teachers for language and credit support.
e) Train teachers in Professional Learning Communities (PLC) different strategies to work with EBs.

Staff Responsible for Monitoring: HMS Admin Team

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 2 - Perceptions 1

Strategy 4 Details

Strategy 4: Utilize professional learning communities to ensure collaboration in implementing Tier 1 instruction to enhance student performance as appropriate to individual student needs.

- Actions:**
- a) Teachers will utilize backwards design to create rigorous, standards-based common assessments.
 - 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 that do not meet the standard(s) on common assessments.
 - d) Each department PLC will conduct one "Positive Pop-in" to another teacher every 9 weeks beginning in October, focusing specifically on the positive ways the teacher is implementing Tier I instruction
 - e) Continue training for select teachers on Sheltered Instruction Observation Protocol
 - f) The use of Advancement Via Individual Determination (AVID) strategies evident in classrooms
 - g) Embedded ongoing professional development provided throughout year to help teachers enhance student performance
 - h) Implement Refining a Lesson Protocol and After Action Review Protocol in Science, Social Studies, Math, and English PLCs to improve Tier I instruction as well as intervention for Tier 2 and 3 students.
 - i) Teachers will be implementing higher-level questioning to improve Tier 1 instruction and increase the percent of Masters Level State of Texas Assessment of Academic Readiness (STAAR) scores.
 - j) Provide training and focus around the "HMS Instructional Playbook" in order for all staff members to provide exemplary instruction.

Strategy 5 Details

Strategy 5: Continue to refine and implement systemic approach to embed literacy instruction in all content areas

- 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) Literacy coach 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.

Staff Responsible for Monitoring: Carrie Welborn, Principal
Felicia Cherry, Derek Hinton, Jeremiah Pena, Asst. Principal
Derek Andersen, Laura Bean, Sarah Slaughter, Instructional Facilitator
Erin Gaworski, Dept. Head

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Strategy 6 Details

Strategy 6: Progress monitor for the purpose of closing the achievement gaps, achieving HB3 Board goals and responding to the needs of students.

- Actions:** a) Support campus staff in using Star 360 Renaissance assessment for progress monitoring and intervention services.
b) Use our instructional coaches to work with teachers on designing instruction in response to the progress monitoring data using a student-centered coaching model.
d) Use Eduphoria - Aware for assessment purposes to monitor student progress based upon district assessment calendar for reading and math.
e) Embed implementation strategies for progress monitoring in curriculum overviews.
f) Use the district item bank for STAAR redesign within Aware.

Staff Responsible for Monitoring: Campus administration

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

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

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

Problem Statement 2: Overall scores on STAAR have dropped over the past year. **Root Cause:** Texas Education Agency updated the state assessment and included a variety of interactive question types and short written responses. Inadequate professional learning and inconsistent instructional practices have contributed.

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:** Not as many teachers are going into education causing a shortage in teachers and staff. By strengthening recruitment efforts and creating opportunities for professional development and career advancement, we can help attract and retain effective educators.

Strategy 3 Details

Strategy 3:

Performance Objective 2 Problem Statements:

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Problem Statement 2: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

Perceptions

Problem Statement 1: Processes and programs need to continue to promote positive school culture and meet the needs of all students to achieve academic success. **Root Cause:** Resources have not been fully utilized to address campus culture and meet the diverse social and emotional needs of all students, as well as specific academic needs.

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
<p>Strategy 1: Implement with fidelity the behavioral RtI plan.</p> <p>Actions: a) Provide training to staff in the implementation of the campus behavior RtI plan with established procedures. b) Conduct positive behavior instructional support (PBIS) meetings with agendas and minutes and distribute to campus staff.</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 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 career technology education (CTE) courses for students with a focus on at-risk students.

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
<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 data given to campus Admin by a district truancy officer b)Based on that data admin put students on an attendance tracking plan that includes daily check-ins and incentives for improved attendance c)Monitor the attendance of our at-risk population through Project Education and Focus d) Recognize and celebrate students who have perfect attendance during 9 weeks Award Assemblies. d) Implement strategies to identify and address social needs (weekend snack bags and other resources from the CIC) within families that prevent students from attending schools and involve key stakeholders that can help to mitigate student attendance issues.</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>

Performance Objective 1 Problem Statements:

School Processes & Programs
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Goal 2: Utilize efficient and effective operations to support and improve the learning organization.

Performance Objective 2: HMS will incorporate the 6 Exceptional systems of a No Excuses University (NEU) Campus

Strategy 1 Details
<p>Strategy 1: Implementation of the 6 Exceptional systems with fidelity.</p> <p>Actions: b) All teachers will adopt a college of their choice and teach various facets to the students c) Selected students will be nominated for Student of the Month Lunches once per 9 weeks based on our Tiger Values. d) Teachers will log onto NEU connect 2/month for lesson planning ideas e) Upload one stellar lesson to NEU connect by January 2025 f) The Campus Leadership Team will continue to train staff on the "HMS Play Book" that defines and describes the six systems as detailed in the NEU book.</p> <p>Staff Responsible for Monitoring: HMS Admin</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>

Performance Objective 2 Problem Statements:

School Processes & Programs
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Goal 3:

Demographics

Problem Statement 2: Parent involvement, especially with diverse populations, and community partnerships are not as strong as we would like. **Root Cause:** PTA has not been successfully active in the past few years.

School Processes & Programs

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State Compensatory

Budget for Haltom Middle School

Total SCE Funds: \$617,783.00

Total FTEs Funded by SCE: 8.3

Brief Description of SCE Services and/or Programs

Funds are used to pay for additional personnel to serve students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment.

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

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment was completed in June 2023 based on spring survey feedback, STAAR achievement, TELPAS and universal screener results, and attendance, and behavior data compiled in April and May of 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents:
Jennifer Linder
Community Members:
Debbie Sheffield
Teachers:
Rebecca Kellerman
Davette Wilson
Miranda Mears
Jeannie Stevens

2.2: Regular monitoring and revision

The Campus Improvement Plan is revised and evaluated in November, January, March, and June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the public through the campus website in English and other languages as practicable. The plan is also available through the district website in English, and a printed copy may be requested in the campus front office.

2.4: Opportunities for all children to meet State standards

Through the Campus Needs Assessment, 82% of students were identified as at-risk based on one or more of the following criteria:

1. low performance on a readiness test or assessment instrument
2. semester failure of two or more academic subjects
3. grade retention
4. lack of satisfactory performance on state-mandated testing
5. pregnancy or parenthood
6. placement in an alternative education program
7. expulsion
8. parole, probation, deferred prosecution, or conditional release
9. drop out status
10. limited English proficiency
11. custody or care of the Department of Protective and Regulatory Services
12. homelessness
13. residing in detention, substance abuse treatment, emergency shelter, psychiatric, halfway house, or foster group home

Additional assistance will be provided to these students through specialized instructional support, mentoring, social-emotional learning programs, tiered interventions, and professional development for teachers to improve their effectiveness.

2.5: Increased learning time and well-rounded education

Student learning will be supported through research-based instructional strategies such as:

- Whole Child Initiative
- Conscious Discipline
- Workshop Model
- Sheltered Instruction
- Leveled Literacy Intervention
- Social Skills Training

Increased learning time is provided through pullout intervention programs and targeted tutorials.

2.6: Address needs of all students, particularly at-risk

Student enrollment, attendance, and success will be supported through targeted support programs that address the specific needs of our at-risk student population, as well as schoolwide incentive programs, individual and class recognitions, two-way communication between the school and home, and parent and family engagement activities.

3.1: Annually evaluate the schoolwide plan

The Campus Needs Assessment (CNA) is completed each spring through a multi-stakeholder collaborative process using multiple sources of data to evaluate the effectiveness of programs and practices.

The CNA addresses:

1. Demographics
2. Perceptions
3. Student Learning
4. Processes and Programs

The findings of the CNA are used to inform the Campus Improvement Plan (CIP). Both the CNA and CIP are presented to the Site Based Committee for review and feedback at the end of the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

Parents: Jennifer Linder Yvette Vega
Teachers: Rebecca Kellerman Davette Wilson Miranda Miears Jeannie Stevens Sarah Slaughter
Administrators: Nathan Frymark Jeremiah Pena Felicia Cherry Mike Castellon
Other Campus and District Staff: Angie Tidwell Sam Stinson Derek Andersen

The Parent and Family Engagement Plan is made available to parents and the public through the campus website in English and other languages as practicable. A printed copy is provided during the fall Title I meeting, and by request in the campus front office.

4.2: Offer flexible number of parent involvement meetings

SAMPLE ANSWER

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

