Wichita Falls Independent School District

Hirschi Middle School

2026-2027 Goals/ Performance Objectives/ Strategies

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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

☑ **High Priority**

In the 2026-2027 school year, Hirschi MS students will grow at 1.7 times the average U.S. growth in Reading, Math, and Science, as measured by the NWEA MAP assessment, using the mean RIT score for grades 6-8.

Evaluation Data Source: NWEA MAP Assessment Data

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 embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.

Strategy's Expected Result/Impact: Narrowing of Student Acheivement Gaps

Staff Responsible for Monitoring: TFS Curriculum Developers

Problem Statements: Student Learning 1

Title I: 2.5.2

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

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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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 Acheivement Gaps

Staff Responsible for Monitoring: Campus Instructional Leaders

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Even though Hirschi's overall 2026 Domain I score increased, the score for Domain I is still in the D range.	Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

Performance Objective 2 ☑ High Priority

Hirschi MS will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.

Evaluation Data Source: LSAE Learning Rubric Data

Strategy 1

Teachers will implement the TFS LSAE Model daily across all core content areas. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during 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 are assigned to the team room to provide support to the "S2" and "A" students.

Strategy's Expected Result/Impact: Narrowing of Student Achievement Gaps

Staff Responsible for Monitoring: Campus Instructional Leaders

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Salaries and Benefits Title 1 Part A, $40,069

Title I: 2.5.1, 2.5.2, 2.5.3

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

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Even though Hirschi's overall 2026 Domain I score increased, the score for Domain I is still in the D range.	Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

Performance Objective 3 ☑ High Priority

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.

Evaluation Data Source: NWEA MAP Assessment Data

Strategy 1

Students will attend Art of Thinking (AOT) 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 AOT curriculum in response to evolving workforce demands, community interests, and

societal changes.

Strategy's Expected Result/Impact: An increase in the Meets and Masters' percent score

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: Salaries and Benefits Title IV, $3,359

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Even though Hirschi's overall 2026 Domain I score increased, the score for Domain I is still in the D range.	Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

Performance Objective 4 ☑ High Priority

75% of teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 85% in May 2027.

Evaluation Data Source: Teacher Evaluation Rubric

Strategy 1

Campus leaders will increase teacher instructional delivery capacity by providing weekly on-the-spot observations with coaching and feedback. The Spot Observation Form, created by TFS, will document the identified action steps.

Strategy's Expected Result/Impact: Narrowing of Student Achievement Gaps

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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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 that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. 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

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus has a high economically disadvantaged population and a large at-risk population (close to 92%), which indicates a significant need for coordinated academic support.	Academic interventions and progress-monitoring practices are not implemented consistently across the campus, resulting in students' needs not always being identified and addressed early enough.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Even though Hirschi's overall 2026 Domain I score increased, the score for Domain I is still in the D range.	Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

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

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: Teacher Evaluation Rubric Data

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 the Quality of the Teaching staff

Staff Responsible for Monitoring: TFS and Campus Admin

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Strategy 2

TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them. After completing the review process, a teacher who qualifies receives an incentive amount equal to their effectiveness rating percentage multiplied by 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

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 3

TFS will hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with ongoing coaching and professional development. The teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning how to use student performance data to inform instruction within a mastery-based learning environment.

Strategy's Expected Result/Impact: Teacher Apprentices will become Qualified/Exceptional Teachers

Staff Responsible for Monitoring: Campus Admin

Problem Statements: School Processes & Programs 1

Funding Sources: Salaries and Benefits Title 1 Part A, $30,000

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Even though Hirschi's overall 2026 Domain I score increased, the score for Domain I is still in the D range.	Another year of implementing the TFS Model is needed to continue narrowing student achievement gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

Goal 3

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

Performance Objective 1 ☑ High Priority

By June of 2027, most parents will agree that TFS provides exceptional opportunities for students to engage in non-instructional programming.

Evaluation Data Source: Parent Communication Data

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 a variety of engaging activities, 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

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The limited duration of TFS model implementation - only one year- has restricted the campus's ability to fully implement systems, build staff capacity, and realize sustained improvements in student achievement.	The campus has had limited implementation of the TFS Model.

Performance Objective 2 ☑ High Priority

Hirschi MS will increase parent involvement by 10%

Evaluation Data Source: Parent Involvement Activity Sign In Sheets

Strategy 1

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

Parent Involvement will be encouraged through the following campus activities: Literacy Night, Celebration Nights, Carline/dismissal duties, Parent-teacher conferences, Open Instruction Days, Open Lunches, Student Showcases, Black History Month Presentation, and Beginning/Middle/ End-of-year Open Houses.

Strategy's Expected Result/Impact: Increase Parent Involvement

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus needs to provide clear communication paths, parent-involvement opportunities and track the participation and effectiveness.	Hirschi MS serves a student population from low socio-economic backgrounds which limits parents' and families' time and availability.