

Tarkington Independent School District
Middle School
2014-2015 Campus Improvement Plan

Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, Tarkington Middle School's mission is to provide the essential academic skills and the necessary knowledge base for all student's life long learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Middle School

Comprehensive Needs Assessment

Tarkington Middle School is one of four campuses in Tarkington Independent School District. TMS serves 414 students in grades 6 to 8.

The student population is 0.9% African-American, 90.6% Anglo, 7.3% Hispanic, 55% male and 45% female with a low socioeconomic status of 48.9%. The staff population is, 95.4% Anglo, 2.3% Hispanic, 17.8% male and 82.2% female with an average of 10.5 years of experience.

Our current drop-out rate is 0%. The average daily attendance rate for students is 95.86%. TMS serves 3 English Language Learner students, 14 students in the Gifted and Talented program, 45 students identified for 504 services,

Thirty eight students served through special education services (7.9%).

Our State Compensatory Program (SCE) consists of math and reading intervention classes that are provided to students who did not meet minimum standards on the state assessment. We also develop personal graduation plans for these students to ensure proper planning for their future academic success. In addition, TMS provides counseling and progress monitoring for these students.

Demographics Strengths

We have a strong faculty with key people in key places functioning in the realms of their expertise.

All teachers are Highly Qualified and dedicated to the success of our students.

We continue to have a high retention rate among our staff.

The teacher collaborate together to help met the social, emotional and academic needs of all students across grade levels.

Demographics Needs

We will continue to improve our RTI program for students who are at-risk.

We will continue to focus on student engagement and differentiated instruction to the meet the needs of individual students.

We will continue to focus on fair, consistent and timely consequences for students who make poor choices, along with involving parents to build the character of our students

We will increase student assess to technology.

We will improve Index 1 by increasing STARR passing rate of all student populations.

We will improve Index 2 by focusing remediation on those students who did not achieve level 2.

We will improve Index 3 by focusing remediation on those students who did not achieve level 3 on the previous year STAAR tests.

Student Achievement

Student Achievement Summary

Middle School STAAR Scores

	2013	2014	State 2014
6 th Math	84%	73%	78%
6 th Reading	73%	82%	77%
7 th Math	52%	68%	67%
7 th Reading	81%	71%	75%
7 th Writing	74%	69%	70%
8 th Math	83%	77%	79%
8 th Reading	87%	90%	82%
8 th Science	68%	60%	70%
8 th Social Studies	60%	53%	61%
8 th Algebra 1	100%	100%	86%

Student Achievement Strengths

Student achievement and progress in reading are strong.

Small performance gaps between economically disadvantaged and White students.

Student Achievement Needs

Improve Science and Social Studies achievement scores.

Professional development for writing instruction.

Implement best practices for instruction in all classes.

Lesson plans should more closely reflect Instructional Focus Documents.

School Culture and Climate

School Culture and Climate Summary

Overall, the staff and students feel safe, the schools are well-maintained and the physical environment or climate is comfortable.

School Culture and Climate Strengths

Entrances are secure with single door access to office areas.

The physical environment and climate are well-regulated and comfortable.

The school and ground are well-maintained.

School Culture and Climate Needs

School needs consistency in Administration having 4 principals in 5 years and 3 assistant principals just last year.

More staff should be allowed to receive CPR/AED training.

Additional opportunities for professional collaboration.

A Crisis Plan needs to be in place and is routinely updated and reviewed with faculty and staff.

Drills and table top scenarios are routinely completed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a strong faculty with key people in key places functioning in the realms of their expertise.

Staff Quality, Recruitment, and Retention Strengths

All teachers are Highly Qualified and dedicated to the success of our students.

We continue to have a high retention rated among our staff.

Staff Quality, Recruitment, and Retention Needs

We will continue to improve our RTI program for students who are at-risk.

We will continue to focus on student engagement and differentiated instruction to the meet the needs of individual students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

One of our two major goals for this school year is to have more focused instruction in the classroom. This means that core classes and planning directly from the TEKS Resource IFD, instructional focus document. Non-core classes will follow a similar method using the state TEKS for their subject.

Curriculum, Instruction, and Assessment Strengths

Many teachers produce detailed lesson plans.

Many teachers are incorporating elements of the Fundamental 5 in their classes.

Curriculum, Instruction, and Assessment Needs

All teachers produce detailed lesson plans designed to teach to a higher level of rigor.

All core teachers create lesson plans directly from the TEKS Resource IFDs.

All teachers implement Fundamental 5 elements in their classes.

All teachers differentiate instruction a minimum of once a class.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TBSI core team, which is made up of members that are CPI trained, will continue to serve and work with students who have habitual behaviors that are preventing them from being successful in school.	TBSI Core Team	Intervention Documentation, Referrals as needed				
2) Sixth grade students will be educated on sexting and the improper use of electronic media. This training will include the legal ramifications of sexting.	Principal, asst. principal	List of students trained				
3) Tarkington Middle School will work in conjunction with the School Resource Officer to help provide the safest learning environment.	Principal, Assistant Principal, Counselor, School Resource Officer.	Reduced number of incidents on campus.				
4) Tarkington Middle School is dedicated to taking a proactive approach to Bullying. In addition to the addendum to the handbook, there will be a school wide bully lesson once a quarter.	Principal, Assistant Principal, Counselor, Teachers, Paraprofessionals	Reduction of discipline referrals and bullying related incidents.				
5) TMS will present a dating violence program to students and staff. This program should include definition, safety planning, protective orders, training for teachers, and counseling for affected students.	Counselor	Agenda of presentation				
6) Teachers and administrators will be trained in Sexual Harassment, bullying, child abuse, dating violence, suicide prevention, hazardous chemicals and bloodborne pathogens.	Central Office, Principal.	successful completion of online modlues.				
7) Behavior intervention strategies will be implemented with all students, with particular emphasis on special education students. The focus will be on reducing the number of DAEP/ISS referrals.	Principal, Assistant Principal, Counselor, Teachers, Paraprofessionals	Referrals, completed packets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 2: Implementation of crisis management efforts in district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tarkington Middle School will conduct the following drills: 9 fire drills, 2 intruder drills, 2 severe weather drills, 2 shelter in place, 2 reverse evacuation and 4 table top scenarios.	Principal, Assistant Principal.	Emergency Drill Report				
2) Tarkington Middle School will use School Check In, which is a computer-based security system. Anyone wanting to enter the building must scan ID, and the program will alert school officials to any danger.	Secretaries	Zero unauthorized visitors in the building.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 3: Improve health and wellness of students and staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tarkington Middle School will work with the SHAC (School Health Advisory Council) to implement CATCH, which is our Coordinated School Health Plan. This curriculum will be implemented through our cafeteria, science, health, and PE classes.	Principal, Food Service Coordinator, Nurse	Attendance logs of meetings				
2) Students will receive anti-drug and health awareness through health and PE classes.	Health/Science Teacher, Counselor	Observations, walkthroughs				
3) We will provide professional development and teacher awareness of suicide prevention and conflict resolution.	Principal, Assistant Principal, Counselor, Teachers	sign in sheet				
4) Health and PE teachers will work together to emphasize the importance of continued improvement in regards to the Fitness Gram Assessment, school attendance, and moderate to vigorous physical activity with particular emphasis being placed on the health benefits of running.	Health / PE teachers	Fitness Gram Data / Observations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.

Performance Objective 1: All students graduate from high school.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will continue to maintain a zero drop out rate by continuing to meet the social, academic, and emotional needs of all students.	Principal, Assistant Principal, Counselor, Teachers, Paraprofessionals	Data from PIEMS clerk.				
2) Tarkington Middle School will have mandatory summer school for those 8th grade students who were unsuccessful on the 2nd administration of the STAAR test.	Counselor, Principal	Completion of summer school. Successfully passing STAAR test.				
3) TMS will promote change as a positive force towards individual growth. We will have eighth grade assemblies designed to focus on High School Personal Graduation Plans	Principal, Counselor, Teen Leadership Teacher	Full attendance by all 8th graders.				
4) TMS will continue to offer Algebra I to qualifying students that allow these students to obtain high school credit.	Principal, counselor	Number of students taking Algebra I.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students who are identified as needing additional assistance in math, as per the math rubric, will receive additional small group instruction within their math class. Due to SSI, eighth grade students who qualify will receive an additional math intervention class in place of an elective that is designed to remediate any deficiencies. 6th and 7th graders in need of math or reading accelerated instruction will be serviced through RTI classes.	Principal, Counselor, Teachers	Monitor Data				
2) Students who are identified as needing additional assistance in reading, as per the reading rubric, are provided a reading RTI class that is designed to remediate any deficiencies.	Principal, Counselor, Intervention Teachers	Monitor Data				
3) We will continue to provide intervention services for students who have been identified as having dyslexia.	Dyslexia Specialist	Data from dyslexic assessments.				
4) The campus will implement individual and/or group counseling for at-risk students as needed.	Counselor	Log of students seen by counselor				
5) The campus will provide data informed instructional placement to ensure the closure of achievement gaps of all students	Principal, asst. principal, counselor, Department Chairs, teachers	Increase scores of low-performing students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.

Performance Objective 3: Provide career and guidance counseling to students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teen Leadership-- This instructional setting is for eighth grade students only, and focuses on role modeling. The curriculum is project specific, including campus improvement ideas and development. This is a year long elective.	Teen Leadership Teacher	Report cards				
2) Career Day--TMS will host an exhibition / lecture formatted open house featuring business and community members. These guests will present the positive aspects of their respective industries. This opportunity will be provided for all grade levels.	Sixth, Seventh, and Eighth Grade Teachers	Survey Guest Speakers and Students				
3) TMS will promote higher education through Generation Texas Week (formerly Education Go Get it Week, EGGI) and various other activities.	Teachers, Students	Week of November 17th. Participation by all students and staff.				
4) TMS will have 7th/8th graders participate in a Career and Technology Survey as well as the Kuder instrument to help determine career interests and pathways.	Counselor, Principal	Data collected from surveys.				
5) TMS will support the Jr. FFA program. This group will meet with the HS FFA program.	Jr. FFA Sponsor	Participation in shows.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 1: Increase student academic performance

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement district curriculum-TEK Resource System.	Administration	Consistent delivery of curriculum from teacher to teacher.				
2) Department Heads will meet weekly. Departments will meet weekly. TMS will conduct weekly department head meetings, and department heads will conduct weekly department meetings. Grade level meetings will occur once a 6 weeks after progress reports are distributed.	Principal, Assistant Principal, Department Head, Classroom Teachers	Teachers using common assessments. Teaching is aligned vertically.				
3) Each core-area teacher will meet with a curriculum leader the first week of each new 6 weeks.	Director of Secondary Curriculum and Instruction, Principal, Assistant Principal, Counselor.	Lower failure rates.				
4) Tarkington Middle School will promote UIL participation among all students and specifically focus on participation from our GT students population.	Classroom Teachers, UIL Coordinator	Student Participation / Sign-up sheets				
5) TMS will continue to evaluate our Gifted and Talented Program by working to increase the number of teachers who are certified and monitoring students to see that their needs are being met	Principal, Counselor	2013-2014 School Year				
6) Staff members will be trained in the use of Eduphoria, DMAC and its various components. This system allows teachers to enter lesson plans as well as track student data that will drive instruction.	Principal, Teachers	Uniform lesson plans available. Trackable student data being used to drive instruction.				
7) Tarkington Middle School will continue to monitor attendance and work to increase our attendance rate by utilizing the district resource officers to assist with truancy issues. Parents contacted when students are absent. TMS will have gift card drawings to promote good attendance.	Principal, Resource Officers, PEIMS Secretary	Through-out the 2013-2014 School Year				
8) Within departments, teachers will use TEK Resource Unit tests to monitor student's performance, improvements, and weaknesses. Identify specific gaps through the use of unit tests within the TEKS Resource System.	Classroom teachers Department Chairs	Lesson Plans, Assessment Data in school year 2013-2014				

9) We will continue to use best practices and instructional strategies to increase the STAAR passing rate of special education, along with receiving professional development regarding inclusion through the coop.	Principal, Counselor, Teachers	Observations				
10) The campus will continue to provide professional development on scientifically based research strategies that increase the core academic program, including the rigor necessary for preparation for STAAR assessments and including differentiation for struggling students.	Principal, asst. principal, Department Chairs	Increase in student achievement				
11) Students of the Week--every week grade level teachers will determine outstanding students who exemplify values Tarkington Middle School strives to develop.	Teachers	As many students as possible receive positive recognition through school-wide announcements and front-of-the-line passes during lunch.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 2: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Tarkington Middle School will utilize the coop for professional development activities to increase our knowledge and provide strategies for intervention, identifying students with special needs, and autism.	Principal, Classroom Teachers	Classroom observations, observation of the presentation				
2) We will continue to offer professional development in technology along with utilizing our departments to provide professional development to the staff on strategies and hands on activities that can be used to increase student engagement.	Principal, Technology Department, Technology Teachers, Classroom Teachers	Increased usage of technology in the classroom by students.				
3) The campus will establish or maintain educational dialogue through professional learning communities to include research-based strategies, book studies, integration of technology, and training on STAAR	Principal, asst. principal	Department meetings, Sign-in sheets, agendas				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

Performance Objective 3: Maintain 100% of all professional and paraprofessional personnel meeting the definition of Highly Qualified according to NCLB.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will continue to retain and recruit 100% highly qualified teachers.	Principal, Assistant Principal	Retention Rate in June 2013				
2) Each department including office personnel, will adopt the teachers' lounge, along with a theme and host a luncheon once a month for teacher's and staff. We will also use the lounge to celebrate teacher's birthdays and special occasions.	Administration, Teachers, Paraprofessionals, Climate committee.	Improved School Climate				
3) Mentor/buddy for teachers new to teaching and/or new to the district.	Principal	Smooth transition into district. Reduction in turnover.				
4) Teacher/Paraprofessional of the Month - Every month the faculty will vote to identify one teacher and one paraprofessional who exhibit the positive traits that promote a healthy campus climate.	Teachers	Monthly during the 2013-2014 school year				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 1: Maintain and increase opportunities for open communication, significant discourse between families/community/school.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TMS will invite the parents of eighth grade students to assemblies to regarding High School Personal Graduation Plans. Parents and students will also be informed as to the higher education admissions, financial aid opportunities, Texas grant program and Teach for Texas Grant Programs.	Campus Administrators, Counselor, Auditorium	Attendance--Spring				
2) Encourage parents to visit school by having programs that involve students. For example, open house, award ceremonies, extra-curricular events, and pep rallies.	Principal, Counselor, Teachers	Number of parents attending, sign in sheets 2013-2014 school year				
3) The campus will seek community involvement on campus activities, such as site-based decision making and the campus improvement plan.	Principal	Sign-in sheets, agendas				
4) Utilize Facebook, Twitter, webpage and email as a means of communicating with more people.	Central Office, Principal	Better communication to the community.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 2: Increase access to helpful information regarding healthy family/school relationships.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide clear communication to the parent by the following: student handbook, code of conduct, campus website, Facebook, Twitter, campus marquee, progress reports, report card, open house, parent teacher conferences, parent phone contacts, e-mail, and Texas connect.	Principal, counselor, teachers	Level of Parental Involvement, phone logs, sign-in sheets--2013 - 2014 school year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

Performance Objective 3: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) TMS will actively involve the parents and community members as partner's in their students education. For example, open house, parent teacher contacts, phone calls to parents, and notification to parents of special activities.	Principal, Counselor, Teachers	Level of Parental Involvement--2013-2014 school year				
2) Encourage membership in SHAC, School Health Advisory Council, and SBDM, site based decision making.	Central Office, Administration	Increased community involvement				
3) Utilize the district web site and e-mail from the principal to post school activities, district activities, calendar, and upcoming events.	Principal, Secretary	Website that is updated daily				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

2014-2015 Campus Improvement Team

Committee Role	Name	Position
Non-classroom Professional	David Opp	Principal
Classroom Teacher	Amanda Brooks	Teacher
Classroom Teacher	Mary Jo Havard	Teacher
Classroom Teacher	Jessica Kelley	Teacher
Classroom Teacher	Dee Krizak	Teacher
Classroom Teacher	Joe Maines	Teacher
Classroom Teacher	Lauren Tooley	Special Education Teacher
Community Representative	Angie Benton	Community Member
District-level Professional	Lisa Stephens	Director of Secondary Curriculum and Instruction
Non-classroom Professional	Jennifer McCracken	Counselor
Non-classroom Professional	Robin Wyatt	Assistant Principal
Parent	Hope Riggs	Parent