

**Tarkington Independent School District**  
**Middle School**  
**2017-2018 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Board Approval Date: December 11, 2017**

# Mission Statement

The mission of Tarkington Middle School is to provide opportunities to ensure each student achieves his or her greatest potential through support of these academic and citizenship elements:

Solutions to problems in preparation for the future  
High standards of achievement; mastery beyond curricular basics  
Opportunities for learning and growing in a holistic atmosphere  
Responsible members of the community  
Thoughtful actions, "think twice before you act"  
Honesty in all situations  
Organization skills to meet the needs of today's students  
Respect for all, for yourself, and for what you do  
Never losing sight of goals  
Spirit to achieve and never give up

# Vision

Tarkington Middle School will empower and inspire *every* student to meet the challenges of our rapidly changing world with academic preparedness, a passion for life-long learning, and a sense of social responsibility.

# 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 445 students in grades 6 to 8.

The student population is 0.01% African-American, 86.5% Anglo, 10% Hispanic, 51% male and 49% female with a socioeconomic status of 51.5%. The staff population is, 14.5% male and 85.5% female with an average of 10 years of experience.

Our current drop-out rate is 0%. The average daily attendance rate for students is 97.33%. TMS serves 14 English Language Learner students, 34 students in the Gifted and Talented program, 37 students identified for 504 services, and 51 students served through special education services (11.5%).

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

TMS employs a highly experienced staff and faculty placing people in key places where their expertise can be utilized to the greatest extent.

At TMS all teachers are Highly Qualified and dedicated to the success of our students.

TMS continues each year having a high retention rate among our staff, of the approximately 60 faculty and staff members only 11 are new this year. 5 of those 11 have worked for the district previously, as a teacher or substitute. This gives TMS an almost 90% retention rate among staff.

At TMS the teachers collaborate together to help meet the social, emotional and academic needs of all students across grade levels. Staff collaboration is priority at TMS, and we welcome cross-campus and district involvement as well.

## Student Achievement

### Student Achievement Summary

#### Middle School STAAR Scores

	2015	2016	2017	State 2017
6th Math	84%	78%	88%	75%
6th Reading	85%	72%	62%	67%
7th Math	68%	69%	61%	68%
7th Reading	80%	73%	69%	72%
7th Writing	78%	78%	66%	68%
8th Math	73%	86%	81%	74%
8th Reading	91%	91%	86%	76%
8th Science	63%	74%	69%	74%
8th Social Studies	53%	60%	61%	62%
Algebra I	100%	100%	100%	n/a

### Student Achievement Strengths

TMS has high student achievement in math grades 6th and 8th. Social Studies in grade 8, though slowly, is gradually getting better.

TMS has small performance gaps between all races and nationalities.

TMS focuses on implementing best practices for instruction in all classes through Inclusive classrooms, small RTI classes, and a behavior program for Sp.Ed. students.

TMS Lesson plans closely follow TRS: YAG's (Year at a Glance), VAD's (Vertical Alignment Documents), and IFD's (Instructional Focus Documents).

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Respond to all system safeguards not met in 2016-2017 State Accountability report for TMS. **Root Cause:** TMS did not meet 4 of the 19; Econ. Disadv. in Writing and Science, and Sp. Ed. Reading and Math.

**Problem Statement 2:** Gain state distinction in Student attendance rate. **Root Cause:** Attendance Q1 for the state is 96.9%, TMS last year was 95.8%. Need 1% to be in Quartile 1.

**Problem Statement 3:** Gain state distinction in 6th Grade Math (Masters Grade Level). **Root Cause:** TMS 6th Grade Math was a score of 16 (Masters Grade Level), a score of 18 received distinction in 2017.

**Problem Statement 4:** Gain state distinction in 8th Grade Math (Masters Grade Level). **Root Cause:** TMS 8th Grade Math was a score of 11 (Masters Grade Level), a score of 18 received distinction in 2017.

**Problem Statement 5:** Increase Greater than expected student growth in ELA/Reading. **Root Cause:** TMS had a score of 17, the State minimum to earn a distinction in 2017 was a 21.

**Problem Statement 6:** Increase Greater than expected student growth in Math. **Root Cause:** TMS had a score of 9, the State minimum to earn a distinction in 2017 was a 15.

**Problem Statement 7:** Increase EOC Algebra 1 performance (Masters Grade Level). **Root Cause:** TMS had a score of 22, the state minimum was a score of 80.

## **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. Our staff prides ourself in building strong relationships with one another, with our students, and with the community.

### **School Culture and Climate Strengths**

Teachers work hard to build positive relationships with students and families.

TMS has a common set of rules that students understand across the campus.

TMS staff come to community events and support successes of the the school and community.

Entrances are secure with single door access to office areas.

The physical environment is very clean and the custodial staff work hard to keep the campus looking good.

The school and grounds are well-maintained and well groomed.

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

State required Drills and scenarios are routinely completed.

TMS is benefitting from teacher retention.

TMS is also benefitting from teachers and staff, who reside and have students in the district.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

TMS has high quality teachers and staff. Administrators of TMS attend Job fairs across Southeast Texas annually, searching and seeking out highly qualified and certified teachers. Retention is also very high at TMS. Of the 33 teachers on campus, only 5 are new to TMS this year; and of the entire 57 campus personnel only 11 are new to TMS.

### **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 rate among our staff.

Our staff and teachers continuously seek out professional development opportunities that benefit their teaching areas.

TMS Administrators attend job fairs in College Station, Austin, Huntsville, Houston, Nacogdoches, Waco, and several other surrounding cities.

Retention is high at TMS due to many reasons; positive school culture, teacher mentoring program, and great students just to name a few.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

For Curriculum, TMS uses the District adopted TRS (TEKS Resource System). All classes and planning will be directed towards the TEKS Resource System; YAG (Year at a Glance), VAD (Vertical Alignment Documents), and the IFD's (Instructional Focus Documents).

For instruction, TMS teachers develop lesson plans based off the district lesson plan template, and Bell to Bell instruction is highly praised.

For assessment, TMS teachers and administrators use all types; Diagnostic, formative, summative, observational, and many others. TMS teachers use test run through DMAC to self evaluate their own performance and see where their students are struggling and need re-teaching. Administrators meet with teachers every 6 weeks to discuss DMAC data, student concerns, parent concerns, and anything else the teachers needs to inform us about.

In 2017 TMS met 15 of 19 System Safeguards, of the 19 there were 4 TMS did not meet; Econ. Disadv. in Writing and Science and SpEd Reading and Math.

### **Curriculum, Instruction, and Assessment Strengths**

All TMS teachers use TEKS Resource System, and follow the YAG's VAD's and IFD's.

TMS teachers will be incorporating elements of the Fundamental 5 in their classes.

TMS teachers produce detailed lesson plans designed to teach at a high level of rigor and relevance.

All core teachers collaborate with their instructional departments in common planning periods, and work together to make sure all TEKS are covered.

TMS is implementing 90 minutes of instruction everyday in all grade levels to increase our writing/reading scores, and address the (not met) system safeguards for writing and SpEd Reading in 2017.

TMS added a few extra Science classes to decrease the overall number of students per class, to address the (not met) system safeguard for Science in 2017.

TMS is implementing 90 minutes of instruction in 6th and 7th grade math classes, and small RTI classes in 8th Grade; to address the (not met) system safeguard for SpEd Math in 2017.

TMS is also focusing on the High Priority TEKS in these subject areas to pinpoint instruction and increase rigor in our low areas.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

TMS is expanding the level of communication between the school and community, and providing more opportunities for the community to be involved on school and community.

TMS emails parents a monthly calendar of events and activities that are taking place on campus and in the district throughout the month.

TMS invites community members and parents to visit campus at lunch, sporting events, and school activities.

### **Family and Community Involvement Strengths**

TMS has Football games, Volleyball games, Basketball games, Track meets, Pep Rallies, and numerous other related activities for the community and parents to attend and be an integral part of our school.

TMS has "Meet the Teacher" in the fall, and "Open House" in the spring, that allow parents and community members face to face meetings and communication with our faculty and staff.

TMS utilizes letters home, email, school marquee, facebook and our school website to keep the community up-to-date about all activities the school is having.

TMS also welcomes parent chaperones at certain events; to better involve families and build our learning community around the campus.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

## 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
- Accountability Distinction Designations
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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 and/or T-TESS

#### **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 for students, staff, parents, and patrons of Tarkington ISD.**

**Performance Objective 1:** To create a safe and positive learning environment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Closely monitor the overall campus environment.	Campus Administrators	Reduced number of incidents on campus				
2) Work in conjunction with the School Resource Officer to help provide the safest learning environment.	Campus Administrators, School Resource Officer	Reduced number of incidents on campus				
3) Create and sustain an inclusive school environment where all students feel valued and have the opportunity to succeed	Campus Administrators	Achievement of the 2017-18 No Place for Hate School designation				
4) Increase Student Attendance rate by at least 1%. 2016-2017 Student attendance rate was 95.8%.	Campus Administrators, Campus and District Attendance clerks, School Resource Officer	Increase in overall campus Student attendance rate.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 2:** To better implement all aspects of crisis management.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ascertain that all staff and faculty know the campus crisis management plans and procedures.	Campus Administrators	Meeting sign in sheets, Successful Drill and Scenario exercises				
2) Conduct 9 fire drills, 2 intruder drills, 2 severe weather drills, 2 shelter in place drills, 2 reverse evacuation drills, and 4 scenario exercises.	Campus Administrators	Emergency Drill Report				
3) Use School Check In, a computer-based security system that requires anyone wanting to enter the building to scan their ID so the program may alert school officials to any danger.	Front Office Staff	Zero unauthorized visitors in the building				
						

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

**Performance Objective 3:** To improve health and wellness of students and staff.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Work with SHAC (School Health Advisory Council) to implement CATCH, our Coordinated School Health Plan, through our cafeteria, Science, Health, and PE classes.	Principal, Food Service Coordinator, Nurse, Science teachers, Health teachers, and PE teachers	Attendance logs of meetings				
2) Provide and emphasize anti-drug and health awareness through Health and PE classes as well as the importance of continued improvement in regards to the Fitness Gram Assessment, school attendance, and moderate to vigorous physical activity.	Health teachers, PE teachers	Observations, Walkthroughs				
3) Implement and maintain a positive campus atmosphere in an effort to improve the health and wellness of all students and staff.	Campus Administrators, Nurse	Feedback from students and staff				
						

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

**Performance Objective 1:** To assure that all students graduate from high school.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain a zero drop out rate by continuing to meet the social, academic, and emotional needs of all students.	Campus Administrators, Teachers, Paraprofessionals	Data from PIEMS clerk				
2) Collaborate with other district personnel to better assure our courses and instruction helps all students graduate from high school.	Campus Administrators	Drop out rates, Graduation rates				
3) Ensure that enriched instruction is appropriate and relevant to meet the needs of students at-risk of not graduating.	Campus Administrators, Teachers, Paraprofessionals	Drop out rates, Graduation rates				
4) Work towards making sure all students are on the correct career path for post-secondary success, including college application assistance and financial aid information.	Campus Administrators, Teachers, Paraprofessionals	Graduation rates, College enrollment statistics				



✔ = Accomplished  
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 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

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

**Performance Objective 2:** To better provide enriched and appropriate instruction to all students with specific attention to those at-risk of not graduating.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b></p> <p>1) Provide students identified as needing additional assistance in math, additional small group instruction within their math class. Due to SSI, 8th grade students who qualify will receive an additional math intervention class in place of an elective that is designed to remediate any deficiencies. All 6th and 7th graders, except those in advanced math, will be scheduled two classes of Math each day.</p>	Principal, Counselor, Teachers	Monitor Data				
<p><b>System Safeguard Strategy</b></p> <p>2) Provide students who are identified as needing additional assistance in reading a RTI Reading class that is designed to remediate any reading deficiencies.</p>	Principal, Counselor, Intervention Teachers	Monitor Data				
<p>3) Provide intervention services for students who have been identified as having Dyslexia.</p>	Dyslexia Specialist	Data from dyslexic assessments				
<p>4) Implement individual and/or group counseling for at-risk students as needed.</p>	Counselor	Log of students seen by counselor				
<p><b>System Safeguard Strategy</b></p> <p>5) Provide data informed instructional placement to ensure the closure of achievement gaps of all students</p>	Campus Administrators, Department Chairs, Teachers	Increase scores of low-performing students				
<p><b>System Safeguard Strategy</b></p> <p>6) Enrich overall Science levels and address deficiencies in Science foundations by providing extra science classes in order to lower the number of students in each science class.</p>	Principal, Teachers	Better performance in science classes, Increased performance on the Science STAAR test.				
<p>7) Focusing on student instruction in the classroom by closely monitoring teacher behavior: Use of Fundamental 5 strategies being implemented.</p>	Campus Administrators, Teachers	Teachers using the Fundamental 5 strategies in the classroom on a daily basis.				

8) Ensure that TRS Unit Test are being used. Closely monitoring Rigor and Relevance of questions that relate to the TRS curriculum and STAAR.	Campus Administrators, District Administrators, Teachers	Increase in STAAR scores and student achievement in the core subject areas.				
<b>System Safeguard Strategy</b> 9) Ensure that all students in 6th, 7th and 8th grades will receive 90 minutes of instruction in ELA-R each day.	Campus Administrators, Counselor, Teachers	Increase in Reading and Writing Scores of TMS students.				
10) Ensure that all students in 6th and 7th grade receive 90 minutes of instruction in Math each day.	Campus Administrators, Counselor, Teachers	Increase in Math scores of TMS students.				
<b>System Safeguard Strategy</b> 11) TMS is adding one Special Education Reading Resource class and one Special Education Math Resource class; to focus on increasing Sp. Ed. Reading and Math STAAR scores.	Campus Administrators, Counselor, Liberty County Special Education CoOp	Increase in Special Education Math and Reading STAAR scores.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

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

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Host an exhibition and lecture formatted Career Day for all grade levels featuring business and community members who will present the positive aspects of their respective industries.	Sixth, Seventh, and Eighth Grade Teachers	Survey Guest Speakers and Students				
2) Support the Jr. FFA program which will meet with the high school FFA program.	Jr. FFA Sponsor	Participation in agriculture shows				
3) Teach college and career readiness skills through 7th and 8th grade elective classes.	Department Chair, Elective Teachers	Students' higher awareness of careers related to various content areas				
						

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

**Performance Objective 1:** Increase students' academic performance.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement district curriculum, TEKS Resource System.	Campus Administrators	Consistent delivery of curriculum from teacher to teacher				
2) Hold administrator meetings every Monday morning or the first day of the school week, department meetings every two weeks, and grade level meetings once a 6 weeks after progress reports are distributed.	Campus Administrators, Department Heads, Classroom Teachers	The use of common assessments and vertically aligned instruction				
<b>System Safeguard Strategy</b> 3) Hold meetings between each core-area teacher and a curriculum leader each new 6 weeks.	Director of Secondary Curriculum and Instruction, Campus Administrators	Lower failure rates				
<b>System Safeguard Strategy</b> 4) Promote UIL participation among all students, specifically focusing on participation from our Gifted and Talented student population.	Classroom Teachers, UIL Coordinator	Student Participation / Sign-up sheets				
5) Evaluate our Gifted and Talented Program by working to increase the number of teachers who are certified, and monitor students to see that their needs are being met.	Principal, Counselor	G/T Training Attendance				
6) Train staff members in the use of Eduphoria, DMAC, and their various components which will allow teachers to enter lesson plans as well as track student data which will drive instruction.	Principal, Teachers	Uniform lesson plans and trackable student data driving instruction				
<b>System Safeguard Strategy</b> 7) Monitor attendance and work to increase our attendance rate, utilize the school resource officers to assist with truancy issues, contact parents when students are absent. TMS will have gift card drawings for students with perfect attendance each semester to promote better attendance rates.	Principal, Resource Officers, PEIMS Secretary	Increased attendance, Reduced truancy rates				

<p align="center"><b>System Safeguard Strategy</b></p> <p>8) Use TEKS Resource Unit tests to monitor student's performance, improvements, and weaknesses as well as identify specific gaps in each of the core subject areas.</p>	<p>Department Chairs, Classroom Teachers</p>	<p>Lesson Plans, Assessment Data</p>				
<p align="center"><b>System Safeguard Strategy</b></p> <p>9) Continue training in and use of best practices and instructional strategies to increase the STAAR passing rate in Math, ELA, Science, Social Studies, and Special Education, along with receiving professional development regarding inclusion through the Co-Op.</p>	<p>Principal, Counselor, Teachers</p>	<p>Observations</p>				
<p align="center"><b>System Safeguard Strategy</b></p> <p>10) Work with Region Service center and TISD Central Administration office to find professional development activities designed to improve instruction in co-teaching and inclusion classes in Math, ELA, Science, Social Studies and Special Education.</p>	<p>Principal,Assistant Principal, Department Chairs</p>	<p>Increase in student achievement</p>				
<p>11) Determine outstanding students every month who exemplify the values Tarkington Middle School strives to develop, and recognize them as TMS Student of the Month.</p>	<p>Teachers</p>	<p>As many students as possible receive positive recognition through school-wide announcements and front-of-the-line passes during lunch</p>				
<p align="center"><b>System Safeguard Strategy</b></p> <p>12) Hold after school tutorials for students the are low-performing in Reading, Math, Science, and Social Studies during the second semester and preceding the STAAR tests.</p>	<p>Principal, Assistant Principal, Department Heads</p>	<p>Increased number of students achieving Level 2 on STAAR tests</p>				
<p align="center"><b>System Safeguard Strategy</b></p> <p>13) Create a reward for 8th grade students that pass their Reading, Math, Science and Social Studies tests on the first try.</p>	<p>Campus Administrators, Department Heads, Community Members</p>	<p>Increased percentages of students achieving Level 2 on STAAR tests</p>				
<p align="center">  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize the Co-Op for professional development activities to increase our knowledge, provide strategies for intervention, aid in identifying students with special needs and autism.	Principal, Classroom Teachers	Classroom observations, observation of the presentation				
2) Continue offering 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 and teachers				
3) Establish and/or maintain educational dialogue through professional learning communities to include research-based strategies, book studies, integration of technology, and training on STAAR.	Campus Administrators	Department meetings, Sign-in sheets, Agendas				
<b>System Safeguard Strategy</b> 4) Utilize technology to increase the rigor in Science and Writing classes for our Economically Disadvantaged students.	Science and Writing Department Chairs, Science and Writing teachers	Increased usage of technology by Science and Writing students.				
5) Add interactive projectors to each classroom in several stages. To ensure instructional technology is increasing through appropriate use of district funds.	Campus Principal, District Technology Staff, District Finance Personnel	Increase used of new technology in each classroom, adding more student engagement and teaching strategies.				
						

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

**Performance Objective 3:** Maintain 100% of all professional and paraprofessional personnel achieving the designation of Highly Qualified.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to retain and recruit 100% Highly Qualified teachers.	Campus Administrators	Staff retention rate				
2) Join together as a faculty and staff to host a luncheon once a month to celebrate each department, including office personnel, as well as celebrate teacher birthdays and special occasions.	Campus Administrators, Teachers, Paraprofessionals, Climate Committee	Improved school climate				
3) Establish mentors or buddies for teachers new to teaching and/or new to the district.	Principal	Smooth transition into district, Reduction in turnover				
4) Vote to identify one teacher and one paraprofessional who exhibit the positive traits that promote a healthy campus climate as Teacher and Paraprofessional of the Month.	Teachers	Teacher and paraprofessional recognition, Reduction in turnover				
						

**Goal 4: Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, and expand opportunities for parental and community input.**

**Performance Objective 1:** Maintain and increase opportunities for open communication and significant discussion between families, the community, and the school.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Invite the parents of eighth grade students to assemblies regarding High School Personal Graduation Plans as well as inform parents and students as to higher education admissions, financial aid opportunities, Texas grant programs, and Teach for Texas Grant Programs.	Campus Administrators, Counselors	Parent Attendance				
2) Encourage parents to visit school by having programs that involve students, including but not limited to Open House, Career Day, award ceremonies, extra-curricular events, and pep rallies.	Principal, Counselor, Teachers	Number of parents attending, Sign in sheets				
3) Seek community involvement in campus activities, such as the Campus Educational Improvement Committee, the Campus Improvement Plan, and Career Day.	Principal	Sign-in sheets, Agendas				
4) Utilize Facebook, Twitter, the TMS webpage, and email as a means of communicating with more parents and community members.	Central Office, Principal	Better communication with the community				
						

**Goal 4:** Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, and expand opportunities for parental and community input.

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

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide clear communication to parents via the following: student handbook, student code of conduct, campus website, Facebook, Twitter, campus marquee, progress reports, report cards, open house, parent teacher conferences, parent phone contacts, e-mail, and Texas Connect.	Campus Administrators, Teachers	Level of parental involvement, Phone logs, Parent sign-in sheets				

**Goal 4:** Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, 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.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Actively involve the parents and community members as partners in their students education via Open House, parent/teacher contacts, phone calls to parents, and notification to parents of special activities.	Principal, Counselor, Teachers	Level of Parental Involvement				
2) Encourage membership in SHAC, the School Health Advisory Council, CEIC, the Campus Educational Improvement Committee, and Career Day.	Central Office, Campus Administrators	Increased community involvement				
3) Utilize the district web site and emails from the principal to post school activities, district activities, calendar, and upcoming events.	Principal, Secretary	Consistently updated website				

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	1	Provide students identified as needing additional assistance in math, additional small group instruction within their math class. Due to SSI, 8th grade students who qualify will receive an additional math intervention class in place of an elective that is designed to remediate any deficiencies. All 6th and 7th graders, except those in advanced math, will be scheduled two classes of Math each day.
2	2	2	Provide students who are identified as needing additional assistance in reading a RTI Reading class that is designed to remediate any reading deficiencies.
2	2	5	Provide data informed instructional placement to ensure the closure of achievement gaps of all students
2	2	6	Enrich overall Science levels and address deficiencies in Science foundations by providing extra science classes in order to lower the number of students in each science class.
2	2	9	Ensure that all students in 6th, 7th and 8th grades will receive 90 minutes of instruction in ELA-R each day.
2	2	11	TMS is adding one Special Education Reading Resource class and one Special Education Math Resource class; to focus on increasing Sp. Ed. Reading and Math STAAR scores.
3	1	3	Hold meetings between each core-area teacher and a curriculum leader each new 6 weeks.
3	1	4	Promote UIL participation among all students, specifically focusing on participation from our Gifted and Talented student population.
3	1	7	Monitor attendance and work to increase our attendance rate, utilize the school resource officers to assist with truancy issues, contact parents when students are absent. TMS will have gift card drawings for students with perfect attendance each semester to promote better attendance rates.
3	1	8	Use TEKS Resource Unit tests to monitor student's performance, improvements, and weaknesses as well as identify specific gaps in each of the core subject areas.
3	1	9	Continue training in and use of best practices and instructional strategies to increase the STAAR passing rate in Math, ELA, Science, Social Studies, and Special Education, along with receiving professional development regarding inclusion through the Co-Op.
3	1	10	Work with Region Service center and TISD Central Administration office to find professional development activities designed to improve instruction in co-teaching and inclusion classes in Math, ELA, Science, Social Studies and Special Education.
3	1	12	Hold after school tutorials for students the are low-performing in Reading, Math, Science, and Social Studies during the second semester and preceding the STAAR tests.
3	1	13	Create a reward for 8th grade students that pass their Reading, Math, Science and Social Studies tests on the first try.
3	2	4	Utilize technology to increase the rigor in Science and Writing classes for our Economically Disadvantaged students.