

Tarkington Independent School District

Middle School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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 necessary knowledge base for all students to become successful life long learners.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Provide a safe, positive, and orderly environment for students, staff, parents, and patrons of Tarkington ISD.	15
Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends. .	18
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.	21
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.	25
State System Safeguard Strategies	28

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 441 students in grades 6 to 8.

The student population is 0.01% African-American, 86.4% Anglo, 9% Hispanic, 53% male and 47% female with a low socioeconomic status of 48.9%. The staff population is, 20.6% male and 79.3% 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 8 English Language Learner students, 14 students in the Gifted and Talented program, 45 students identified for 504 services,

Fifty nine students served through special education services (13.4%).

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 rated 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.

Student Achievement

Student Achievement Summary

Middle School STAAR Scores

	2014	2015	2016	State 2016
6th Math	73%	84%	78%	79%
6th Reading	82%	85%	72%	71%
7th Math	68%	68%	69%	71%
7th Reading	71%	80%	73%	72%
7th Writing	69%	78%	78%	72%
8th Math	77%	73%	86%	73%
8th Reading	90%	91%	96%	82%
8th Science	60%	63%	74%	76%
8th Social Studies	55%	53%	60%	65%
Algebra I	100%	100%	100%	

Student Achievement Strengths

Student achievement and progress in reading, writing and math are strong.

Small performance gaps between economically disadvantaged and White students.

Implement best practices for instruction in all classes through series of Region 4 PD on Co-Teaching and Inclusive practices.

Lesson plans closely reflect Instructional Focus Documents.

Student Achievement Needs

Improve Science and Social Studies achievement scores.

Professional development for writing instruction.

Begin to develop student clubs to meet outside of the school day. IE, Art, Chess, Social Studies, Rubiks Cube etc...

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.

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 grounds are well-maintained.

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

Drills and table top scenarios are routinely completed.

School is benefitting from consistency in administration.

School Culture and Climate Needs

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

Additional opportunities for professional collaboration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We have a strong faculty with key people in teaching departments functioning in the areas 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 rate among our staff.

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

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 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 a central focus on instruction in the classroom. This means that core classes and planning will be directed towards 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

All teachers will produce detailed lesson plans.

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

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

All core teachers create lesson plans directly from the TEKS Resource IFD's.

Curriculum, Instruction, and Assessment Needs

We are working towards all teachers implementing Fundamental 5 elements in their classes.

We are working towards all teachers differentiating instruction to meet the needs of all students.

Family and Community Involvement

Family and Community Involvement Summary

We would like to expand the level of communication between the school and community and provide more opportunities for the community to be involved on our campus.

Family and Community Involvement Strengths

We offer many sports related activities for the community to visit our building.

We have open houses in the fall and spring.

We utilize mail, email, school marquee, facebook and our school website to keep the community abreast of activities at the school.

We have added a Campus PTO, to better involve parents and get the community involved in helping teachers at the campus.

Family and Community Involvement Needs

Organize and present more than one Community program.

Technology

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 2016-17 No Place for Hate School designation				
						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Tabletop 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 table top 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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:

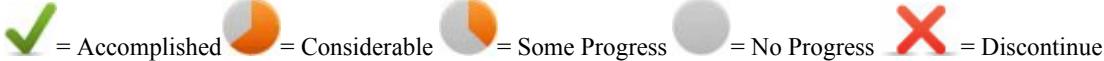
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain a zero drop out rate by continuing to meet the social, academic, and emotional needs of all students.	Campus Administrators, Teachers, Paraprofessionals	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				
						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide students identified as needing additional assistance in math 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, and 6th and 7th graders in need of math or reading accelerated instruction will be serviced through RTI classes.	Principal, Counselor, Teachers	Monitor Data				
2) Provide students who are identified as needing additional assistance in reading a RTI Reading class that is designed to remediate any deficiencies.	Principal, Counselor, Intervention Teachers	Monitor Data				
3) Provide intervention services for students who have been identified as having Dyslexia.	Dyslexia Specialist	Data from dyslexic assessments				
4) Implement individual and/or group counseling for at-risk students as needed.	Counselor	Log of students seen by counselor				
State System Safeguard Strategy						
5) Provide data informed instructional placement to ensure the closure of achievement gaps of all students	Campus Administrators, Department Chairs, Teachers	Increase scores of low-performing students				
6) Enrich overall math levels and address deficiencies in math foundations by providing all 6th grade math students, except those advanced math, two class periods of math.	Principal, Teachers	Better performance in 6th grade Math classes, Increased performance on the 6th grade Math STAAR test				
						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer School Survival Skills, a year long or semester based elective, which focuses on Teen Leadership, study skills, and career exploration and includes campus improvement ideas, to all students.	School Survival Skills Teachers, Campus Administrators	Report cards				
2) 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				
3) Support the Jr. FFA program which will meet with the high school FFA program.	Jr. FFA Sponsor	Participation in agriculture shows				
4) 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement district curriculum, TEK Resource System.	Campus Administrators	Consistent delivery of curriculum from teacher to teacher				
2) Hold meetings of the leadership team on the first Monday of every month, departments on the 2nd and 4th weeks of the month, and grade level once a 6 weeks after progress reports are distributed.	Campus Administrators, Department Heads, Classroom Teachers	The use of common assessments and vertically aligned instruction				
State System Safeguard Strategy 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				
State System Safeguard Strategy 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				
State System Safeguard Strategy 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 every 6 weeks, weekly grade recognition for best attendance, and contests by period to promote good attendance.	Principal, Resource Officers, PEIMS Secretary	Increased attendance, Reduced truancy rates				


<p align="center">State System Safeguard Strategy</p> <p>8) Use TEKS Resource Unit tests to monitor student's performance, improvements, and weaknesses as well as identify specific gaps through the use of unit tests within the TEKS Resource System.</p>	<p>Department Chairs, Classroom Teachers</p>	<p>Lesson Plans, Assessment Data</p>				
<p align="center">State System Safeguard Strategy</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">State System Safeguard Strategy</p> <p>10) Work with Region 4 as part of their Spotlight Schools, a program that provides a series of 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 week who exemplify the values Tarkington Middle School strives to develop as Students of the Week.</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">State System Safeguard Strategy</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">State System Safeguard Strategy</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  = 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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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				
State System Safeguard Strategy 4) Utilize a set of iPADS to increase the rigor in 8th grade Social Studies classes as part of our Spotlight Schools program with Region 4.	Social Studies Department Chair, Social Studies Teachers	Increased usage of technology by 8th grade Social Studies students				
						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Site-Based Decision Making 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 people.	Central Office, Principal	Better communication with the community				
5) Support the PTO which encourages parents and teachers to meet and organize projects/plans to benefit the campus in numerous areas.	Principal, Teacher Liaison, Community Members	Increased community input and support with the school				
						

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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, SBDMC, the Site Based Decision Making 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				
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	5	Provide data informed instructional placement to ensure the closure of achievement gaps of all students
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 every 6 weeks, weekly grade recognition for best attendance, and contests by period to promote good attendance.
3	1	8	Use TEKS Resource Unit tests to monitor student's performance, improvements, and weaknesses as well as identify specific gaps through the use of unit tests within the TEKS Resource System.
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 4 as part of their Spotlight Schools, a program that provides a series of 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 a set of iPADS to increase the rigor in 8th grade Social Studies classes as part of our Spotlight Schools program with Region 4.