

Texarkana Independent School District

Texas Middle School

2019-2020 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

At the end of the 2018-2019 school year, Texas Middle School had an enrollment of 1,520 students grades 6-8. Our student attendance rate was 95.47%.

Texas Middle School is a Title I school that serves a diverse ethnic population. The student population consists of African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. Our campus consists of different subgroups. The Economically Disadvantaged students comprise 69.5% of our student population and has remained steady at this rate. The number of English Language Learner students has continued to increase yearly. The remaining student population is comprised of the following subgroups At-Risk 42%, Special Education 11%, and Mobility Rate 12.6% and has been stable for the last 5 years.

A highly qualified and highly trained staff is perhaps the most important ingredient in the teaching-learning equation. At Texas Middle School, our teachers are state certified either through a traditional certification or through an alternative certification. The teachers receive campus level and district level support that strengthens their teaching capabilities, instructional delivery, or classroom management. Teachers have access to a resource center in the library which provides current professional development materials and teaching resources. At Texas Middle School, all teachers are required to attend training on curriculum design and delivery, research-based instructional strategies, and project-based learning. This training is provided by the TISD Instructional Services department and all teachers receive graduate-level credits. In August 2019, all ELA teachers and RtI teachers will receive a two-day LETRS training that will be implemented during the school year. Our teachers share their best practices through department and vertical meetings with the content curriculum coach.

Our professional staff is comprised of teachers, professional support, educational aides, and campus administration. Over half of our teachers at Texas Middle School have more than 5 years of teaching experience, and 44.3% of our teachers hold a master's degree. The staff population consists of 26.2% of minority. Our staff population consists of African American (14.5%), Hispanic (3.6%), White (78.6%), American Indian (0.9%), Asian (1.3%), and Two or More Races (1%). The percentage of male to female teachers is 21.8% to 78.2%. Of these staff members, a total of 42 are paid partially or fully through State Compensatory Funds and a total of 15 are paid partially or fully through Title Funds.

Based on the 2018-2019 teacher professional development survey, teachers identified areas of need. Based on this information, a professional development plan was created to support and retain teachers. In 2019-2020, Texas Middle School will provide professional development in classroom management and building student leadership by implementing Leader in Me.

Texas Middle School staff encourages and welcomes parent involvement and participation in creating a quality learning environment for all students. Parent involvement is a key component to ensure that the learning gap is bridged and every child is given the opportunity to be part of a successful school

experience. We want parents to feel secure that the faculty of TMS has high expectations for student learning and achievement. Community members serve on the Campus Quality Improvement Council (CQIC) and provide valuable advice along with offering to serve as speakers, mentors, or volunteers at the campus. Partners in Education (PIE) and Volunteers in Public Schools (VIPS) provide valuable resources, energy, support and assistance to the campus. In addition, individuals donate items to the school, such as books for the library. Various scheduled opportunities are provided throughout the year for parents to visit and interact with school staff. These include events such as individual conferences, sports, concerts, talent shows, orientations, showcases, course selection meetings, and parenting workshops.

Consistently providing campus information to parents is an ongoing need. Including parents as valuable members of the educational experience affords a more solid foundation from which students can grow. Texas Middle School is committed to continually finding ways to improve the interchange of positive communication between school and home. One example is by providing current information through the TMS website with individual staff and program web pages. These communication methods provide current information to both students and parents. The ultimate goal of education is to prepare students to be productive members of their community. Therefore, the community's involvement with the school is critical for planning and implementing the best possible education for students. The wealth of community resources, expertise and experiences are a valued asset at Texas Middle School. Talents provided by the members of our community continue to enrich all TMS career academy student learning opportunities with real world skills, experiences and role models. Included in these enrichment activities are leadership training and community service projects. The need for continued community involvement and support is crucial. The focus of the academy is to provide students with real world exposure and experiences. Speakers, mentors, and field trips provided by community members and businesses will enrich the career academy experience.

Demographics Strengths

Student exposure to a large diverse population is viewed as a strength at Texas Middle School. In every demographics, students are able to find strengths, build relationships, and get a real world perspective from all walks of life.

Because of the diverse population, students are able to find others with similar interests, personalities, and beliefs.

The staff's level of teaching experience in conjunction with the TISD professional development provides a stronger knowledge base of best practices. This experience leads to a peer coaching and mentoring environment for beginning teachers that supports our campus and district vision.

Teachers receive multiple opportunities to participate in district and campus professional development.

Over half of our teachers at Texas Middle School have more than 5 years of teaching experience, and 44% of our teachers hold a master's degree.

Our parents at Texas Middle School support our campus through participation in VIPS, family nights, academic nights, and extracurricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Domain 3- Closing the Gap is an area of concern for TMS. **Root Cause:** Did not meet the targets in "Meets" or above.

Problem Statement 2: High mobility in the low socioeconomic student population. **Root Cause:** Poverty

Student Academic Achievement

Student Academic Achievement Summary

Students at Texas Middle School are tested in Reading and Mathematics in grades 6-8, Writing in grade 7, and Science and Social Studies in grade 8. Overall, TMS scored a 76% on the 2018 Accountability Rating. Student Achievement category for STAAR performance received a score of 75%. In the Student Progress category under Student Growth, TMS scored 59%. In the Relative Performance category which takes into consideration the economically disadvantaged, TMS scored an 82%. In Domain 3: Closing the Gap, TMS scored a 62%.

Percent of Test	All Students	African American	Hispanic	White	Two or More Races	Econ. Disadv.	EL(Current & Monitored)	Special Ed
Overall								
Approaches	72%	54%	78%	89%	82%	64%	72%	27%
Meets	42%	23%	44%	62%	53%	32%	37%	14%
Masters	19%	7%	17%	32%	30%	10%	14%	3%
Reading								
Approaches	72%	55%	79%	88%	80%	64%	75%	27%
Meets	43%	25%	45%	62%	53%	33%	35%	14%
Masters	21%	9%	20%	35%	32%	12%	15%	4%
Math								
Approaches	76%	61%	79%	91%	87%	70%	75%	34%
Meets	44%	27%	44%	64%	51%	34%	38%	15%
Masters	17%	5%	17%	28%	24%	10%	15%	3%
Algebra								
Approaches	98%							
Meets	84%							
Masters	55%							
Writing								
Approaches	69%	53%	71%	83%	82%	57%	65%	22%
Meets	44%	24%	45%	64%	50%	32%	43%	12%
Masters	18%	6%	14%	32%	27%	8%	10%	0%
Science								
Approaches	75%	54%	86%	94%	88%	68%	76%	20%
Meets	46%	20%	50%	72%	67%	35%	45%	16%

Percent of Test	All Students	African American	Hispanic	White	Two or More Races	Econ. Disadv.	EL(Current & Monitored)	Special Ed
Masters	23%	6%	16%	46%	46%	10%	9%	5%
Social Studies								
Approaches	60%	34%	73%	84%	67%	49%	58%	19%
Meets	27%	12%	30%	39%	46%	17%	21%	9%
Masters	14%	6%	11%	25%	29%	8%	12%	4%

At the beginning of the year, students that did not meet the passing standard on their STAAR assessments are identified and placed into an Academy class that provides intervention in reading and math. Our RtI Specialist, Stacy Bius, monitors student progress, and provides support to teachers. In order to support instruction, IStation and Renaissance Star is utilized to track progress and provide an instructional focus. Renaissance Star assesses students and provides a reading lexile or grade equivalent math level. This information can be further broken down into specific learning objectives. IStation is an online instructional program that tracks student performance on specific learning objectives and assess student fluency.

In order to serve students who did not meet a satisfactory score on the grade 8 STAAR Reading and Math, the teachers provide accelerated instruction to all students. The students are organized into small groups and provided intense instruction that supports the lowest performance categories on their previous STAAR test. Accelerated instruction is documented in Aware.

Texas Middle School's retention rate of 0.2% is very low and below the state average retention rate of 0.4%

Student Academic Achievement Strengths

Texas Middle School has a strong academic foundation that has consistently met state academic standards.

Areas of Excellence include:

- 98% of Seventh and Eighth grade students passed the Algebra EOC
- ELA and Math Intervention classes consistently show strong academic growth

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: All demographic groups are showing limited growth. **Root Cause:** The lack of a systematic approach to identify and target specific student needs.

Problem Statement 2: For three consecutive years, we have missed 4 indicators in Domain 3: Closing the Gap (All Students, African American, Economically Disadvantaged, and Special Education). **Root Cause:** The lack of a systematic approach to identify and target specific student needs.

School Processes & Programs

School Processes & Programs Summary

Texas Middle School has a commitment to assessment and accountability. At Texas Middle School, the teachers use the Texas Essential Knowledge and Skills as set forth by the Texas Education Agency and the state of Texas. Each reading, math, science, and social studies teacher meets with their content specific curriculum coach to ensure alignment and rigor in the classroom lessons. Each department meets monthly to review assessment data and vertically discuss student strengths and weaknesses with the curriculum. Through classroom walks, data walks, walkthroughs, and evaluations, all teachers are monitored and assessed for curriculum implementation.

Learning Keys and district designed training focuses on equipping teachers with necessary tools to implement the research-based instructional strategies in the classroom. Teachers use a variety of pre-assessment strategies, such as skill checks, concept maps, drawings, and others. Student responses will be analyzed, and then the teacher will address any misconceptions through instruction. At the completion of each unit, teachers administer a unit assessment. Vertical Meetings utilize this data from each assessment to disaggregate, distribute to teachers and administrators, and use to identify students who may require remediation. As a part of the instructional planning process, teachers use the data to restructure instructional plans to meet the needs of all students.

In addition to unit assessments, Texas Middle School focuses on framing the standards in terms of desired performances and ensure the performances are authentic. Teachers present the assessment tasks to students at the beginning of a new unit or course. Students have authentic applications to develop the skills necessary to transfer the knowledge to different levels of thinking.

We believe that the school organization can greatly impact the quality of instruction. At Texas Middle School, our core content teachers have time planned into their schedule to meet in Professional Learning Committees (PLCs). During this time, grade level departments collaborate and create lessons that create a cohesive instructional lessons to encourage high levels of thinking and foster student engagement. Each content area has a Curriculum Coach that specializes in content specific instructional strategies and best practices. The Curriculum Coaches ensure lesson alignment and provide instructional support. Curriculum Coaches are responsible for coaching all teachers to improve overall instructional practices that provide the best chance of academic success for the students. In addition to PLCs, the Curriculum Coaches meet with their specific content area from all three grade levels after school. These Vertical meetings allow teachers to collaborate with one another across all grade levels. Through this process, teachers discuss and create systematic approaches for teaching foundational skills to ensure alignment and cohesiveness across all grade levels. Teachers receive professional development to support campus goals that will impact instruction and student achievement.

At TMS, we believe that all students can learn, and we are continuing our goal of PLUS TEN. We emphasize this idea of a growth mindset for our students and staff members. In order to support all students, we have a variety of classes that meet their educational needs. We offer accelerated math classes that challenge our high achieving students to accomplish educational tasks at a higher level. For example, students take their high school Algebra EOC during their seventh grade year. Also, we provide STAAR Academies that provide intervention to students who were unsuccessful on their state assessments. In 8th grade, a small selection of students are placed in a math or reading intervention class with a master teacher.

In the fall of 2019, a classroom management plan was standardized and shared to all instructional staff members at TMS. We understand the importance of a strong classroom management plan and how it can impact the classroom environment. Our leaders focused on three main areas: organization, systems, and routines. By creating a standardized plan, students will know expectations before entering all classroom. In addition to standardizing a classroom management plan, our campus installed safety devices to ensure our campus is protected from unsupervised guests. Each door that leads outside was installed with a mechanism that allows students to call the front office who will unlock that specific door. The security measure will ensure that all people inside the building are students, staff, or registered guests.

The old 6th grade POD has been converted to "Tiger Hall" and features a district robotics lab, a robotics classroom, and a drone classroom. The Tiger Hall will continue to be used for new and innovative courses. In addition, new electives such as bowling, water sports, 8th grade Synergistic Technology, and 8th grade Coding were added to provide opportunity and choice to our students.

Texas Middle School understands the importance of embracing the technological advances of the 21st century. We believe in the power of technology to enhance learning and engage students. This campus is home to students born as digital natives and adults that have grown as digital immigrants. By supporting the growth of technology, TMS has become one of the district's forerunners in technological advances. With a fully wireless environment, our students are provided with technology from multiple platforms that enable them to experience a wide range of devices including laptops, iPads, and chrome books. Through these devices, teachers provide an instructional platform through Google Classroom to increase engagement and communication among students, staff, and parents.

Staff members at Texas Middle School have embraced technology integration and continually strive to learn more and better ways to incorporate technology through professional development opportunities. Administration and staff are committed to providing students with a learning environment focused on 21st century skills. In order to provide the most effective learning environment, all staff members will be trained on the Google platform in order to improve instructional effectiveness and campus communication.

School Processes & Programs Strengths

Curriculum is vertically and horizontally articulated and aligned so that teaching and learning expectations are clear for each grade level and subject area. Performance assessments that engage students in authentic work and solve complex, real-world problems.

The unit assessments are tightly aligned with the written and taught curriculum.

Student progress is tracked and shared during department, vertical, and leadership meetings.

A strength at Texas Middle School is our Curriculum Coaches for each content area. Our coaches provide instructional support to ensure achievement for both the teacher and student.

The grade level and department time are a unique characteristic that provides a structured time for teachers to plan and ensure alignment in all classes.

Teachers are part of a districtwide Chromebook cohort that provides more technology to enhance instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The need for refinement of department roles. **Root Cause:** Priority of the departments need to be clarified.

Perceptions

Perceptions Summary

The Climate and Culture Staff Survey indicates that our teachers believe TMS is a safe, inviting place to learn that sets high academic standards for all students. Teachers believe all students have equal opportunities to participate in classroom discussions, take rigorous courses, participate in extracurricular activities, and have opportunities to make a difference by helping others. Teachers believe that TMS promotes trust and collegiality among staff provides resources, materials, and training to do their job effectively.

Texas Middle School creates a trusting environment among each other. Teachers are respected and treated as professionals by both parents and leadership. The school sets a clear sense of direction and all teachers support the mission to promote academic success. Through professional development, teachers learn to care for and empower students. They have the opportunity for professional growth which builds a strong knowledge base in their content area.

Teachers feel the instructional leadership team values and protects the instructional planning time. Through clear communication, the instructional leadership encourages the use of different instructional strategies to help support achievement in academic goals. The instructional leadership provides frequent feedback regarding classroom performance and interpreting test results.

TMS highly encourages students to show P.R.I.D.E. each day by incorporating positive character traits and student responsibility. P.R.I.D.E. assemblies are held to recognize students who exemplify Personal Responsibility In Daily Effort. Community leaders are invited to the P.R.I.D.E. assemblies to motivate students to show their P.R.I.D.E. daily.

Texas Middle is a very safe campus with multiple safety measures. These include a newly installed door security system that controls access to all parts of the main building. Also, there have been many cameras installed in strategic locations throughout all buildings and various outdoor locations. There is a continued effort to update and replace all cameras throughout the campus.

Perceptions Strengths

At Texas Middle School, our teachers work together to create a trusting environment that sets high expectations for all students.

Priority Problem Statements

Problem Statement 1: Domain 3- Closing the Gap is an area of concern for TMS.

Root Cause 1: Did not meet the targets in "Meets" or above.

Problem Statement 1 Areas: Demographics

Problem Statement 2: All demographic groups are showing limited growth.

Root Cause 2: The lack of a systematic approach to identify and target specific student needs.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: High mobility in the low socioeconomic student population.

Root Cause 3: Poverty

Problem Statement 3 Areas: Demographics

Problem Statement 4: The need for refinement of department roles.

Root Cause 4: Priority of the departments need to be clarified.

Problem Statement 4 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.


Performance Objective 1: By May 2020, students will meet the following standards on their Math assessment: 77% Approaches, 50% Meets, and 21% Masters.

Evaluation Data Source(s) 1: Benchmark, STAAR

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement professional development from Region 8 (Building Powerful Numeracy & Moving Meets to Masters). Purchase of teacher resources to support implementation. (Building Powerful Numeracy for Middle and High School Students and Lessons and Activities for Building Powerful Numeracy)	2.4, 2.5, 2.6	Math Curriculum Coach	Increased connections to prior knowledge and increased student application. Teachers will be more aware of vertical alignment.				
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00						
2) Implementation of a standard math instructional routine.	2.4, 2.5, 2.6	Math Curriculum Coach	Increased time on student application and provide more time for small group instruction.				
	Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00, 211 - Title I, Part A - 0.00						
3) Realignment of scope and sequence.		Math Curriculum Coach	Quickly address common gaps in the TEKS from 5th to 6th grade. (additional 13 TEKS for 6th grade)				
4) Identify student growth needs from previous STAAR data. Help students set an individual, achievable goal to promote "leveling up."		Math Curriculum Coach	Increase student growth in math.				
	Problem Statements: Student Academic Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
5) Identify students' literacy level and implement cross curriculum (math/literacy) activities and word walls that will increase literacy level and promote mathematical process.		Math Curriculum Coach	Increased student growth.				
	Problem Statements: Student Academic Achievement 1						
6) Increased small group instruction for reteach or intervention during class time and tracking student mastery or intervention with checklists.		Grade Level Principal	Improved student performance in low performing sub groups.				
7) Provide additional tutoring during grade 6 enrichment for students that are not demonstrating mastery on unit assessments.		Grade Level Principal	Increased student knowledge and improved student performance in low performing subgroups.				
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: All demographic groups are showing limited growth. Root Cause 1: The lack of a systematic approach to identify and target specific student needs.

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 2: By May 2020, 20% of students enrolled in STAAR Academy will meet the passing standard.

Evaluation Data Source(s) 2: Benchmarks, STAAR

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide individualized instruction based on Star Renaissance data and monitor their growth throughout the year.	2.4, 2.5, 2.6	RTI Specialist	Improved student performance on grade level content.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00							

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 3: By May 2020, 70% of all eighth grade students will meet the passing standard on their Social Studies STAAR.

Evaluation Data Source(s) 3: Unit Assessments, Benchmark, STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Monitor implementation of Lowman program and meet monthly to assess progress toward goal.		Social Studies Curriculum Coach	Ensure student mastery of social studies content.				
Funding Sources: 199 - General Fund - 5000.00							
2) Collaborate with English teachers and implement cross curricular activities to build vocabulary and background knowledge.		Grade Level Principal	Reinforcement of knowledge and increase understanding of content.				
							

Goal 1: Strategic Objective: We will commit to providing a relevant, challenging curriculum that rapidly responds to the diverse needs of the students, community, and global workforce.

Performance Objective 4: By May 2020, students will meet the following standards in Reading: 75% Approaches, 50% Meets, and 29% Masters.

Evaluation Data Source(s) 4: Benchmarks, STAAR

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will receive training on the Reading and Writing Workshop approach within vertical planning and implement.		AP of Curriculum	Increase student reading levels.				
2) Teachers will receive LETRS training on Vocabulary, Comprehension, and Fluency.		AP of Curriculum	Increase students' reading levels.				
3) Add an ELAR teacher to reduce class sizes in 6th and 7th grade.		AP of Curriculum	Quality instruction such as providing intervention in small groups.				
<p>TEA Priorities Build a foundation of reading and math</p> 4) TISD/TMS will provide a leveled book room for student lessons. Books will include decodable texts for specialized ELA rooms.		AP of Curriculum	Provide appropriate reading levels for students in order to master reading skills. Quick access and resources to ELAR teachers.				
Funding Sources: 211 - Title I, Part A - 0.00, 199 - General Fund - 0.00							
5) Teachers will continue implementation of silent sustained reading as part of their instructional routine.		AP of Curriculum	Improve student reading fluency and comprehension while exposing them to new vocabulary.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 461 - Campus Activity Fund - 0.00							
6) Students will set reading goals based on Renaissance STAR data and track progress throughout the year.		AP of Curriculum	Increased student ownership in their own growth.				
7) Teachers will implement interactive word walls, utilize academic vocabulary, and provide explicit instruction on using dictionaries.		Grade Level Principal	Increase knowledge of vocabulary, decoding skills, and intervention for struggling readers.				
8) Implement student conferences to discuss strengths and weaknesses. Tracking progress through checklists.		Grade Level Principals	Improved student performance.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 1: By May 2020, Texas Middle School will decrease the number of ISS placements by 25%.

Evaluation Data Source(s) 1: Office Referrals
End of Year Discipline Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Monitor and counsel identified students to teach skills needed to be successful in the classroom.	2.5, 2.6	Student Services Specialist	Improved student behavior and academic performance.				
	Funding Sources: 461 - Campus Activity Fund - 0.00, 199 - General Fund - 0.00						
2) Introduce identified students to future vocational and college opportunities.	2.5	Student Services Specialist	Enlightened students of different career opportunities after high school graduation.				
	Funding Sources: 199 - General Fund - 0.00, 461 - Campus Activity Fund - 0.00						

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 2: All elective teachers and sixth grade students and teachers will participate in Leader in Me to instill ownership in learning and set personal and academic goals.

Evaluation Data Source(s) 2: Lesson Plans, Evidence of student work in classroom and hallways, Classroom Observations/Visits

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) 100% of sixth grade students will participate in Leader in Me activities during their enrichment class to learn and practice the 7 habits.	2.5	Principal	Develop student leaders at the middle school level.				
Funding Sources: 199 - General Fund - 0.00, 211 - Title I, Part A - 0.00, 199-PIC 21 - State Gifted & Talented - 0.00							
2) 100% of students in elective classes will complete leadership projects or activities to strengthen their skills in the 7 habits.		Principal	Develop student leaders at the middle school level.				

Goal 2: Strategic Objective: All students will take ownership in their personal learning in a trusting, supportive and mutually respectful environment.

Performance Objective 3: By May 2020, all students will become more aware of their beginning levels and track growth throughout the year.

Evaluation Data Source(s) 3: Unit Assessment, Renaissance Star, Benchmark

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Students will identify a goal prior to beginning each unit. Students will plot grade prediction and then plot actual grade. Students will self-reflect and determine a new test goal for next unit test.		Grade Level Principal	Better student awareness of growth.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: All demographic groups are showing limited growth. Root Cause 1: The lack of a systematic approach to identify and target specific student needs.

Goal 3: Strategic Objective: We will develop a highly qualified and diverse staff that will promote high expectations for all.

Performance Objective 1: We will improve student performance by ensuring targeted professional development based on staff needs.

Evaluation Data Source(s) 1: Benchmark, STAAR, Discipline Referrals

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Implement the TMS Classroom Management Plan to ensure high expectations and a consistent structure is implemented in all classrooms.		Grade Level Assistant Principals	Establish classroom expectations that are consistent in all classrooms.				
2) Embed relationship building activities into staff meetings to encourage a positive school culture.		Principal	Developing a positive school climate within the staff that will ultimately impact staff and student relationships.				
3) 100% of sixth grade and electives teachers will receive training on the 7 Habits.		Associate Principal	Improve teacher effectiveness in developing student leaders.				
4) Train all 7th and 8th grade social studies teacher in the Lowman LPC in August.		Social Studies Curriculum Coach	Intentional and focused instruction in social studies classrooms that positively affect student achievement.				
Funding Sources: 211 - Title I, Part A - 0.00							
							

Goal 4: Strategic Objective: We will facilitate family and community involvement in the growth and success of the student.

Performance Objective 1: By May 2020, Texas Middle School will increase parent involvement by 5% to develop a positive and trusting school-community relationship.

Evaluation Data Source(s) 1: Sign-in sheets, Monthly parent involvement reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) All homeroom teachers will send monthly communication to the parents informing them of upcoming events or academics.		Team Leader	Increase parent involvement in school events and academics.				
2) Utilize social media to share information to parents and the community.		Counselors	Improved parent communication on school events and academics.				
3) The administrative staff will meet with VIPS to gather input on school improvement, student needs, and parent perceptions.		Assistant Principal of Student Services	Improved relationships between parent volunteers and administration.				

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Tim Lambert	Principal
Administrator	Brooke Beall	Asst. Principal for Curriculum & Instruction
Administrator	Karen Brown	Associate Principal
Administrator	Zachary Fowler	Associate Principal/8th Grade
Administrator	Natosha Jones	Asst. Principal for Student Services
Administrator	Kevin Hamilton	Asst. Principal/7th
Administrator	Daniel Pritchett	Asst. Principal/6th
Administrator	Amy Maxey	Asst. Principal/SPED
Administrator	Mindee McBryde	Curriculum Coach/Math
Administrator	Emily Burns	Curriculum Coach/Science
Administrator	Franschicka Banks-Brown	Curriculum Coach/Soc. Studies
Classroom Teacher	Daniel Beall	Classroom Teacher
Classroom Teacher	Shannon Bishop	Classroom Teacher
Classroom Teacher	Joey Gammons	Classroom Teacher
Classroom Teacher	David Walls	Classroom Teacher
Classroom Teacher	Sarah Gustafson	Classroom Teacher
Classroom Teacher	Meagan Hensley	Classroom Teacher
Classroom Teacher	Hadaway Jocelyn	Classroom Teacher
Classroom Teacher	Amber Merrick	Classroom Teacher
Classroom Teacher	Misty Garland	Classroom Teacher
Classroom Teacher	Quoquise Nickelberry	Classroom Teacher
Parent	Kandi McHenry	Parent

Committee Role	Name	Position
Parent	Monica Davis	Parent
Parent	Jennifer Snow	Parent
Parent	Claudia Jordan	Parent
Parent	Melva Flowers	Parent
Parent	Latrina Howard	Parent
Business Representative	Angie Wilson	Business
Business Representative	Lindsey Pilgreen	Business
District-level Professional	Christy Tidwell	District Rep.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Karen Brown	Associate Principal
Administrator	Tim Lambert	Principal
Classroom Teacher	Daniel Beall	Classroom Teacher
Classroom Teacher	Shannon Bishop	Classroom Teacher
Classroom Teacher	Jordan Guillory	Classroom Teacher
Classroom Teacher	David Walls	Classroom Teacher
Classroom Teacher	Sarah Gustafson	Classroom Teacher
Classroom Teacher	Julie Monholland	Classroom Teacher
Administrator	Franschicka Banks-Brown	Curriculum Coach
Administrator	Kevin Hamilton	Administrator
Classroom Teacher	Jocelyn Ho	Classroom Teacher
Classroom Teacher	Amber Merrick	Classroom Teacher
Classroom Teacher	Misty Garland	Classroom Teacher
Administrator	Daniel Pritchett	Adminstrator
Non-classroom Professional	Mindee McBryde	Curriculum Coach
Classroom Teacher	Claire Wilson	Classroom Teacher
Administrator	Christy Tidwell	District Employee
Parent	Christina Seidenschwarz	Parent
Parent	Debra Buxton	Parent
Parent	Monica Davis	Parent
Business Representative	Angie Wilson	Business
Business Representative	Sports Magic	Business

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tim Lambert	Principal
Administrator	Karen Brown	Associate Principal
Administrator	Daniel Pritchett	Asst. Principal - 6th Grade
Administrator	Kevin Hamilton	Asst. Principal - 7th grade
Classroom Teacher	Daniel Beall	Teacher
Classroom Teacher	Shannon Bishop	Teacher
Classroom Teacher	Gammons Joey	Teacher
Classroom Teacher	David Walls	Teacher
Classroom Teacher	Sarah Gustafson	Teacher
Classroom Teacher	Hensley Meagan	Teacher
Non-classroom Professional	Franschicka Banks-Brown	Curriculum Coach
Classroom Teacher	Jocelyn Hadaway	Teacher
Classroom Teacher	Amber Merrick	Teacher
Classroom Teacher	Misty Garland	Teacher
Non-classroom Professional	Mindee McBryde	Curriculum Coach
Classroom Teacher	Quoquise Nickleberry	Teacher
District-level Professional	Christy Tidwell	Executive Director of Instructional Services

REACH Parent Meeting

Committee Role	Name	Position
Administrator	Karen Brown	Administrator
Classroom Teacher	Tressie Morgan	Teacher
Classroom Teacher	Misty Price	Teacher
Classroom Teacher	Dorthea Smith	Teacher
Classroom Teacher	Quoquise Nickleberry	Teacher
Classroom Teacher	Krystal Willis	Teacher
Classroom Teacher	Stefanie Laird	Teacher
Classroom Teacher	Adrian George	Teacher
Classroom Teacher	Stella Cochran	Teacher
Classroom Teacher	Whitney Allen	Teacher

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	3	1	Software Purchase and Professional Development		\$5,000.00
1	4	4			\$0.00
1	4	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	2	1			\$0.00
Sub-Total					\$5,000.00
199-PIC 21 - State Gifted & Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	4	5			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$5,000.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase Texarkana ISD’s ability to focus on a limited number of targeted initiatives in this improvement plan, Texarkana ISD will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, Texarkana ISD Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Sherry Young	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Jamie Friday	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	George Moore	The school will follow the Student Code of Conduct and Board Policies: FOCA, FO, FEA, and FOC.
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Holly Tucker	The school will follow Board Policies: BQ, BQA, and BQB.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
5. Dropout Prevention	TEC 11.252		The school will follow Board Policy EHBC.
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Laurie Pace	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Mindy Basurto	
8. Pregnancy Related Services <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 		Sherry Young	The school will follow the Student Handbook, Student Accounting Handbook and Board Policy FFAC.
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs 	TEC 11.252(4) TEC 11.252(3)(G)	Christy Tidwell	The school will follow the Student Handbook and the TISD Program of Studies handbook.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid ● Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers 	ESSA	Autumn Thomas	The school will follow the Retention and Recruitment Plan and Board Policy DC.
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9)	Sherry Young	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Sherry Young	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	TISD PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> ○ Suicide prevention and suicide prevention parent/guardian notification procedures ● Training for teachers, school counselors, principals and all other appropriate personnel. 			
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> ● Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Sherry Young</p>	<p>The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> ● Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Shawn Davis</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Holly Tucker</p>	