

Texarkana Independent School District

Texas Middle School

Improvement Plan

2020-2021



Texarkana
Independent School District

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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 (Prioritized): 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 (Prioritized): High mobility in the low socioeconomic student population. **Root Cause:** Poverty

Student Learning

Student Learning 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%

Percent of Test	All Students	African American	Hispanic	White	Two or More Races	Econ. Disadv.	EL(Current & Monitored)	Special Ed
Science								
Approaches	75%	54%	86%	94%	88%	68%	76%	20%
Meets	46%	20%	50%	72%	67%	35%	45%	16%
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 Learning 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 Learning Needs

Problem Statement 1 (Prioritized): 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 district wide Chromebook cohort that provides more technology to enhance instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 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 Learning

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: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 21, 2020

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 2021, students will meet the following standards on their Math assessment: 77% Approaches, 50% Meets, and 21% Masters.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmark, STAAR

Summative Evaluation: None

Strategy 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)

Strategy's Expected Result/Impact: Increased connections to prior knowledge and increased student application. Teachers will be more aware of vertical alignment.

Staff Responsible for Monitoring: Math Curriculum Coach

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

199 - General Fund
211 - Title I, Part A

Formative

Dec

Feb

Apr

Summative

June

Strategy 2: Implementation of a standard math instructional routine.		
Strategy's Expected Result/Impact: Increased time on student application and provide more time for small group instruction.		Formative
Staff Responsible for Monitoring: Math Curriculum Coach		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	199 - General Fund	Summative
	461 - Campus Activity Fund	June
	211 - Title I, Part A	
Strategy 3: Realignment of scope and sequence.		
Strategy's Expected Result/Impact: Quickly address common gaps in the TEKS from 5th to 6th grade. (additional 13 TEKS for 6th grade)		Formative
Staff Responsible for Monitoring: Math Curriculum Coach		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 4: Identify student growth needs from previous STAAR data. Help students set an individual, achievable goal to promote "leveling up."		
Strategy's Expected Result/Impact: Increase student growth in math.		Formative
Staff Responsible for Monitoring: Math Curriculum Coach		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 5: Identify students' literacy level and implement cross curriculum (math/literacy) activities and word walls that will increase literacy level and promote mathematical process.

Strategy's Expected Result/Impact: Increased student growth.	Formative
Staff Responsible for Monitoring: Math Curriculum Coach	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June


Strategy 6: Increased small group instruction for reteach or intervention during class time and tracking student mastery or intervention with checklists.


Strategy's Expected Result/Impact: Improved student performance in low performing sub groups.	Formative
Staff Responsible for Monitoring: Grade Level Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June


Strategy 7: Provide additional tutoring during grade 6 enrichment for students that are not demonstrating mastery on unit assessments.

Strategy's Expected Result/Impact: Increased student knowledge and improved student performance in low performing subgroups.	Formative
Staff Responsible for Monitoring: Grade Level Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: By May 2021, 20% of students enrolled in STAAR Academy will meet the passing standard.

Evaluation Data Sources: Benchmarks, STAAR





Summative Evaluation: None

Strategy 1: Provide individualized instruction based on Star Renaissance data and monitor their growth throughout the year.	
Strategy's Expected Result/Impact: Improved student performance on grade level content.	Formative
Staff Responsible for Monitoring: RTI Specialist	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 199 - General Fund 211 - Title I, Part A	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: By May 2021, 70% of all eighth grade students will meet the passing standard on their Social Studies STAAR.

Evaluation Data Sources: Unit Assessments, Benchmark, STAAR

Summative Evaluation: None

Strategy 1: Monitor implementation of Lowman program and meet monthly to assess progress toward goal.	
Strategy's Expected Result/Impact: Ensure student mastery of social studies content.	Formative
Staff Responsible for Monitoring: Curriculum Coach-Social Studies	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Software Purchase and Professional Development 199 - General Fund \$5,000	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: By May 2021, students will meet the following standards in Reading: 75% Approaches, 50% Meets, and 29% Masters.

Targeted or ESF High Priority

Evaluation Data Sources: Benchmarks, STAAR

Summative Evaluation: None

Strategy 1: Teachers will receive training on the Reading and Writing Workshop approach within vertical planning and implement.	
Strategy's Expected Result/Impact: Increase student reading levels.	Formative
Staff Responsible for Monitoring: Curriculum Coach-ELA	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will receive LETRS training on Vocabulary, Comprehension, and Fluency.	
Strategy's Expected Result/Impact: Increase students' reading levels.	Formative
Staff Responsible for Monitoring: Curriculum Coach-ELA	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Add an ELAR teacher to reduce class sizes in 6th and 7th grade.

Strategy's Expected Result/Impact: Quality instruction such as providing intervention in small groups.	Formative
Staff Responsible for Monitoring: Curriculum Coach-ELA	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 4: TISD/TMS will provide a leveled book room for student lessons. Books will include decodable texts for specialized ELA rooms.

Strategy's Expected Result/Impact: Provide appropriate reading levels for students in order to master reading skills. Quick access and resources to ELAR teachers.	Formative
Staff Responsible for Monitoring: Curriculum Coach-ELA	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: 211 - Title I, Part A 199 - General Fund	Feb
	Apr
	Summative
	June

Strategy 5: Teachers will continue implementation of silent sustained reading as part of their instructional routine.



Strategy's Expected Result/Impact: Improve student reading fluency and comprehension while exposing them to new vocabulary.	Formative
Staff Responsible for Monitoring: Curriculum Coach-ELA	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: 199 - General Fund 211 - Title I, Part A 461 - Campus Activity Fund	Feb
	Apr
	Summative
	June

Strategy 6: Students will set reading goals based on Renaissance STAR data and track progress throughout the year.

Strategy's Expected Result/Impact: Increased student ownership in their own growth.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Curriculum Coach-ELA	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Teachers will implement interactive word walls, utilize academic vocabulary , and provide explicit instruction on using dictionaries.





Strategy's Expected Result/Impact: Increase knowledge of vocabulary, decoding skills, and intervention for struggling readers.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Curriculum Coach-ELA and Grade Level Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: By May 2021, students will meet the following standards in Science: 80% Approaches, 50% Meets, and 26% Masters.

Evaluation Data Sources: Unit Assessment, Benchmark, STAAR

Summative Evaluation: None





Strategy 1: Teachers will implement hands-on activities, labs, and student-centered projects.	
Strategy's Expected Result/Impact: Students will increase depth of knowledge and application of academic vocabulary and science concepts.	Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Curriculum Coach-Science	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Activity and lab supplies 211 - Title I, Part A	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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 2021, Texas Middle School will decrease the number of ISS placements by 25%.

Evaluation Data Sources: Office Referrals
End of Year Discipline Data





Summative Evaluation: None

Strategy 1: Monitor and counsel identified students to teach skills needed to be successful in the classroom.		
Strategy's Expected Result/Impact: Improved student behavior and academic performance.		Formative
Staff Responsible for Monitoring: Student Behavior Specialist		Dec
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	461 - Campus Activity Fund 199 - General Fund	Summative
		June
Strategy 2: Introduce identified students to future vocational and college opportunities.		
Strategy's Expected Result/Impact: Enlightened students of different career opportunities after high school graduation.		Formative
Staff Responsible for Monitoring: Student Behavior Specialist		Dec
Title I Schoolwide Elements: 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	199 - General Fund 461 - Campus Activity Fund	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

Evaluation Data Sources: Lesson Plans, Classroom LIM bulletin board, student work in classroom and hallways, Classroom Observations/Visits

Summative Evaluation: None

Strategy 1: 100% of the students will participate in Leader in Me activities to learn and practice the 7 habits.		
Strategy's Expected Result/Impact: Develop student leaders at the middle school level.		Formative
Staff Responsible for Monitoring: Meagan Hensley/Natosha Jones		Dec
Title I Schoolwide Elements: 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	199 - General Fund	Summative
	211 - Title I, Part A	
	199-PIC 21 - State Gifted & Talented	June
Strategy 2: 100% of students in elective classes will complete leadership projects or activities to strengthen their skills in the 7 habits.		
Strategy's Expected Result/Impact: Develop student leaders at the middle school level.		Formative
Staff Responsible for Monitoring: Meagan Hensley/Natosha Jones		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: By May 2021, all students will become more aware of their beginning levels and track growth throughout the year.

Evaluation Data Sources: Unit Assessment, Renaissance Star, Benchmark

Summative Evaluation: None

Strategy 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.

Strategy's Expected Result/Impact: Better student awareness of growth.

Staff Responsible for Monitoring: Meagan Hensley/Natosha Jones

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec


Feb


Apr

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Strategic Objective: We will focus on the development of a highly qualified instructional staff that will promote high academic expectations for all students.

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

Evaluation Data Sources: Benchmark, STAAR

Summative Evaluation: None

Strategy 1: Implement and monitor the TMS Classroom Management Plan to ensure high expectations that will promote structure consistently in all classrooms.	
Strategy's Expected Result/Impact: Establish classroom expectations that are consistent in all classrooms.	Formative
Staff Responsible for Monitoring: Grade Level Assistant Principals	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Embed staff relationship building activities throughout the school year to encourage a positive school culture.	
Strategy's Expected Result/Impact: Develop a positive school climate within the staff that will ultimately impact staff and student relationships.	Formative
Staff Responsible for Monitoring: Meagan Hensley/Natosha Jones	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: New and returning staff members for the 2020-21 school year will receive training on the 7 Habits.

Strategy's Expected Result/Impact: Improve teacher effectiveness in developing student leaders.	Formative
Staff Responsible for Monitoring: Natosha Jones	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 4: Train all 7th and 8th grade social studies teacher in the Lowman LPC in August.

Strategy's Expected Result/Impact: Intentional and focused instruction in social studies classrooms that positively affect student achievement.	Formative
Staff Responsible for Monitoring: Curriculum Coach-Social Studies	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Dec
Funding Sources: 211 - Title I, Part A	Feb
	Apr
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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





Performance Objective 1: By May 2021, Texas Middle School will increase parent involvement by 5% to develop a positive and trusting school-community relationship.

Evaluation Data Sources: Sign-in sheets, monthly Parent Involvement reports, 6th-Grade Orientation, Schedule Pick-Up, Parent/Teacher Conferences, and End of the Year Showcase.

Summative Evaluation: None

Strategy 1: All homeroom teachers will send monthly communication to the parents informing them of upcoming events or academics.		
Strategy's Expected Result/Impact: Increase parent involvement in school events and academics.		Formative
Staff Responsible for Monitoring: Team Leaders/Classroom Teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Utilize social media to share information to parents and the community.		
Strategy's Expected Result/Impact: Improved parent communication on school events and academics.		Formative
Staff Responsible for Monitoring: Counselors		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

Strategy 3: The administrative staff will meet with VIPS to gather input on school improvement, student needs, and parent perceptions.

Strategy's Expected Result/Impact: Improved relationships between parent volunteers and administration.		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: Assistant Principal of Student Services/Latasha Harris		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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)	Jennelle Ingram	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)	Holly Tucker	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.

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 ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid 	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.

<ul style="list-style-type: none"> • 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	Amy Nix	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 ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	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.
<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 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)	Sherry Young	The school will follow Board Policies: FFB, FOC, FOCA, DMA and FFE

<ul style="list-style-type: none"> o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence 	TEC 37.001 Family Code 71.0021 TEC 37.0831		
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Shawn Davis	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Holly Tucker	
16. Child Sexual Abuse, Trafficking, and Other Maltreatment of Children <ul style="list-style-type: none"> • Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other maltreatment of children, including prevention techniques and possible warning signs; • Age-appropriate, research-based anti-victimization programs for students; • Actions that a child should take to obtain assistance and intervention; and • Available counseling options for affected students. 	Education code 38.0041	Sherry Young	Board Policy BQ (LEGAL), FFG (LEGAL) and (LOCAL)
17. College and University Admissions and Financial Aid (All grade levels)	Education Code 11.252.28.026, 51.803 19 TAC 5.5, 61.1201	Christy Tidwell	Board Policy BQ (LEGAL), EIC (LEGAL)
18. Comprehensive School counseling Program that includes: <ul style="list-style-type: none"> • A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives; • A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's 	Education Code 33.005	Sherry Young	Board Policy BQ (H), FFEA(H)

continued educational, career, personal, or social development at risk;

- An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- Systems to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

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