

Texas City Independent School District

Giles Middle School

2023-2024 Improvement Plan



Mission Statement

Sarah Giles Middle School is dedicated to creating opportunities for success for all students through maintaining high expectations of quality instruction and data-driven decisions in a culture of collaboration.

Vision

Sarah Giles Middle School staff, students, and parents work together to facilitate learning for all students in a culture of collaboration with a focus on results using schoolwide approaches to ensure student success.

Core Beliefs

SGMS Core Values: Our Actions

- Learners Leading Learners
- Collaboration Instead of Isolation
- Data Drives Decisions
- Consistency Counts

SGMS Beliefs: Our Thoughts

- Yes, We Can!
- All Students Can Learn
- Success Breeds Success
- Students First!
- Celebrate the Wins

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	Black	White	Hispanic	Total
6th Grade	89	16	60	175
7th Grade	91	10	65	178
8th Grade	94	13	64	184
	51%	7%	35%	

After viewing campus data and surveys, we found that due to the percentage of economically disadvantage students the staff must consistently communicate with the students, staff, parents and community through different platforms (social media and traditional methods).

- Parent Survey – The number of parents that completed the survey is considerably low. Parents agree that there was communication from the school. The comments do not seem to reflect the survey. The comments reflect that there is a lack of communication from the school.
- Student Survey – Student’s responses reflect that they are academically supported, but when it comes to peer relationships they are not satisfied.
- Students are considerably low academically.
- TAPR – Large number of students (93%) are economically disadvantaged

Demographics Strengths

- Teachers are aware of the challenges that the students and families we serve face.
- The staff acknowledges that the delivery of lessons must be more engaging and purposeful.
- Utilization of the Cadres: Communication, Standards, C & I, Climate, and Technology
- Shared Leadership Opportunities
- PLC Meetings held consistently
- Focused on the growth of Individual students, teachers, and administrators
- Emphasize and support Teacher Clarity

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Giles Middle School students are performing two or more years below grade level. **Root Cause:** Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Student Learning

Student Learning Summary

2023 STAAR Data

8th Grade	Subject	Total Tested	Did Not Meet	Percent	7th Grade	Subject	Total Tested	Did Not Meet	Percent	6th Grade	Subject	Total Tested	Did Not Meet	Percent
	Math	157	79	50%		Math	167	64	38%		Math	140	51	36%
	Math Sped	28	25	89%		Math Sped	37	27	73%		Math Sped	38	26	68%
	Math ELL	25	12	48%		Math ELL	26	15	58%		Math ELL	25	9	36%
	Math A.A.	77	51	66%		Math A.A.	83	41	49%		Math A.A.	73	29	40%
	Math W.	11	5	45%		Math W.	9	3	33%		Math W.	14	4	29%
	Math H.	59	31	53%		Math H.	63	29	46%		Math H.	46	16	35%
	Math 2 Races.	10	7	70%		Math 2 Races.	9	3	33%		Math 2 Races.	7	2	29%
						Math A.I/ A.N	3	1						
8th Grade	Reading	170	86	51%	7th Grade	Reading	167	67	40%	6th Grade	Reading	140	56	40%
	Reading Sped	29	26	90%		Reading Sped	38	30	79%		Reading Sped	38	29	76%
	Reading ELL	28	12	43%		Reading ELL	26	11	42%		Reading ELL	25	12	48%
	Reading A.A	84	48	57%		Reading A.A	82	42	51%		Reading A.A	73	30	41%
	Reading W.	12	1	8%		Reading W.	10	3	30%		Reading W.	14	3	21%
	Reading H.	63	30	48%		Reading H.	63	27	43%		Reading H.	46	21	46%
	Reading 2 Races.	11	7	64%		Reading 2 Races.	9	4	44%		Reading 2 Races.	7	2	29%
						Reading A.I/A.N	3	3	100%					

- The majority are performing two or more grade levels below expectations.
- 75% of students read at 4th grade level or lower

Student Learning Strengths

- Evidence of student growth
- 6th - 8th grade growth evident in Reading
- 7th grade Math competitive with district average score
- Significant increase in 8th grade Math scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The lack of foundational learning directly correlates to the lack of grade level learning. **Root Cause:** Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

School Processes & Programs

School Processes & Programs Summary

Some of the issues located in the campus report that the staff agree with are:

1. Difference in consequences for students that commit the same offense.
2. Lack of staffing and the quality of the teachers that are hired.
3. Special Education and ESL is understaffed.

School Processes & Programs Strengths

A great majority of the teachers care about the students and community. We want to make sure that the staff that is hired is not only concerned with teaching student about content, but also teaching students how to be amazing citizens.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community. **Root Cause:** The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.

Perceptions

Perceptions Summary

- Based on review of the campus improvement plan, we found to be our campus to be doing well in following through in most of the steps/goals in trying to take steps to follow the campus improvement plan (utilizing Kagan coaching, providing clubs for behavior accountability, utilizing WWE, PAWS, PLC, Sunday Shine, etc.)
- Based on review of the staff survey, we found that there are a lot of mixed feelings about various aspects of the school. Most of--if not all—the questions/prompts had a range of answers consisting of all the available options (Strongly agree, Agree, Neither agree or disagree, Disagree, and Strongly disagree).
- Staff survey indicates that the approximately 50% of the staff feels that administrators are approachable and have a clear understanding of their roles and responsibilities. Adequate systems are in place for identifying students that are academically challenged and need additional supports to be successful in and out of the class.
- 95% of the staff lack experiences in shared leadership and responsibilities. There are 213 students who read at 4th grade level or lower. There is no actual reading intervention plan (RTI) in place currently. Therefore, students may not grasp content and therefore become behavior problems. Last minute notice for meetings, assignments, and a lack of follow through from admin

Perceptions Strengths

- Campus being on the same page as the district mission for preparing students- 62% (24/39) of staff surveyed agree or strongly agree with that statement.
- Staff finding their work engaging and worthwhile- 79% (31/39) of staff agree (18/39) or strongly agree (13/39) with that statement
- Campus administrators having expertise on curriculum, instructional research, and teaching practices- 66.7% (26/39) of staff agree or strongly agree with that statement, and no one strongly disagreed with the statement.
- Staff cohesiveness is visible within grade levels and teams. Campus Improvement Plan was adhered to as much as possible. Based on the survey, teachers demonstrate expertise and knowledge regarding curriculum, educational research, and effective teaching practices and that is acknowledged by administrators.
- PLC Meetings

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior.

Root Cause: The enforcement of discipline must be consistently practiced schoolwide.

Priority Problem Statements

Problem Statement 1: Giles Middle School students are performing two or more years below grade level.

Root Cause 1: Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior.

Root Cause 2: The enforcement of discipline must be consistently practiced schoolwide.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community.

Root Cause 3: The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The lack of foundational learning directly correlates to the lack of grade level learning.

Root Cause 4: Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

Problem Statement 4 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.





3rd Grade Reading 28% to 40%

5th - 8th Grade Reading 34% to 46%

English I & English II 36% to 48%

Performance Objective 1: Improve the performance in Reading by increasing meets by 10%.

Evaluation Data Sources: STAAR Reading 6-8

Strategy 1 Details	Reviews			
<p>Strategy 1: ELA Teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards.</p> <p>Strategy's Expected Result/Impact: Assist teachers in building their content capacity, which positively impacts their ability to effectively teach students essential skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Giles intervention program, WWE (We Will Excel), will be provided during the instructional day. The program will address Targeted Reading support for the following groups: African American, Hispanic, White, Economically Disadvantaged, and EL.</p> <p>Strategy's Expected Result/Impact: Increased understanding and mastery of the on-grade level TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd Grade Math 35% to 45%





5th - 8th Grade Math 39% to 49%

Algebra I 41% to 51%

Performance Objective 1: Improve the performance in Math by increasing meets by 10%.





Evaluation Data Sources: STAAR Math 6-8

Algebra I EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will attend PLC meetings twice a week to boost quality, targeted instruction through identifying Essential Standards.</p> <p>Strategy's Expected Result/Impact: Assist teacher in building their content capacity, which positively impacts their ability to effectively teacher students essential skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Giles intervention program, WWE (We Will Excel), will be provided during the instructional day. The program will address Targeted Math support for the following groups: African American, Hispanic, White, Economically Disadvantaged, and EL</p> <p>Strategy's Expected Result/Impact: Increased understanding and mastery of the on-grade level TEKS.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.





Performance Objective 1: Increase CCMR indicator by 2% each school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Giles Middle School will begin year 3 of AVID (Advancement Via Individual Determination), which targets first generation college students and provides instructional support for core and elective teachers.</p> <p>Strategy's Expected Result/Impact: Expose 7th and 8th grade students to effective study skills, advanced level courses, as well as college, career, and military opportunities.</p> <p>Staff Responsible for Monitoring: Principal Dean of Student Support AVID Elective Teacher</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 1: Increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: STAAR 6-8
EOC Assessments





Strategy 1 Details	Reviews			
<p>Strategy 1: Building Essential Standards: 5 per content area per semesters, With Learning Intentions and Success Criteria. Strategy's Expected Result/Impact: Students will learn essential skills in the core content areas. Staff Responsible for Monitoring: Campus Administrators and Core Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 2: Strategically develop instruction for targeted populations including economically disadvantaged, special education, Hispanic, White, English Learners and African American students.

Evaluation Data Sources: STAAR 6-8
EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for practice and repetition</p> <p>Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Consistent Teacher Clarity support and training</p> <p>Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback Provide students with a visible ladder of success</p> <p>Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training and support to increase student engagement</p> <p>Strategy's Expected Result/Impact: Increase proficiency of essential skills Administrator walkthroughs that provide effective feedback Provide students with a visible ladder of success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Quarterly data review meetings with the Special Ed dept.</p> <p>Strategy's Expected Result/Impact: Effectively provide interventions and support to SpEd students and staff.</p> <p>Staff Responsible for Monitoring: Principal & Dean of Student Support</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 4: Compared to state standards, all TCISD campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets.

Performance Objective 3: By the end of the 23-24 school year, 85% all tests taken will meet the STAAR growth measure that indicates one year of growth.

Evaluation Data Sources: STAAR 6-8
EOC Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued development to build teacher and leadership capacity Strategy's Expected Result/Impact: Learning Intentions and Success Criteria are built during PLC LI and SC must be submitted to Principal and Dean for approval prior to use Walkthroughs will provide feedback on the use of EL and SpEd support Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement effective MTSS strategies Strategy's Expected Result/Impact: RtI Committee will meet every three weeks to review attendance, academic, and discipline data Committee will assist in planning targeted interventions Monitor and ensure the completion of failure ARDs Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Essential Standards will be taught using specific instructional methods and strategies. We will prescribe the "how to" for each essential standard.</p> <p>Strategy's Expected Result/Impact: Increased student achievement Classroom observations - Campus administrators are to complete a minimum of three walkthroughs per week All Formal Observations will be completed by 12-15-22 Review growth data by content in weekly ATeam and Instructional Meetings Staff Responsible for Monitoring: Campus Administrators and Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Projected STAAR growth measure per student</p> <p>Strategy's Expected Result/Impact: Calculate growth measure for Reading and Math After each unit test, CBA, and benchmark, growth measures will be calculated and recorded Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Built-in Intervention period, WWE (We Will Excel), will provide opportunities to build students on-grade level skills.</p> <p>Strategy's Expected Result/Impact: Students are drafted by teachers to attend interventions. Teachers select 12-15 per session.</p> <ul style="list-style-type: none"> o Monday - Math Priority o Wednesday - ELA Priority o Students not drafted are allowed to attend their chosen club o Class lists are audited and maintained by the Dean of Student Support o Once students meet the exit criteria, they will be allowed to join the chosen club. o Draft is for a 6-week cycle <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize ACE 21st Century for intervention and enrichment opportunities</p> <p>Staff Responsible for Monitoring: Principal and Dean of Student Support</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Referrals, Incident Reports, and Event Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Schoolwide Discipline Management Plan Strategy's Expected Result/Impact: Effective policies and procedures that positively impact student behavior Staff Responsible for Monitoring: GMS Staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Effective MTSS Strategies Strategy's Expected Result/Impact: RtI Committee will meet every three weeks to review attendance, academic, and discipline data Committee will assist in planning targeted interventions Monitor and ensure the completion of failure ARDs Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide training and support to increase student engagement through Kagan Coaching Strategy's Expected Result/Impact: Engaging classrooms that positively impact student achievement. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June


Title I:


2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 5: The District will establish and all TCISD campuses and departments will implement a comprehensive plan to create and maintain safe and secure schools and facilities throughout the district.

Performance Objective 2: Provides opportunities for students to feel connected to and engaged with the campus.

High Priority

Evaluation Data Sources: Student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide grade-level t-shirts to each student to create a sense of belonging and comradeship.</p> <p>Strategy's Expected Result/Impact: Students will begin to take pride in representing the campus and their contribution to their grade level.</p> <p>Staff Responsible for Monitoring: Principal Grade-Level Leaders</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Desired breakfast and snacks will be provided to each student in their testing room on test day.</p> <p>Strategy's Expected Result/Impact: Students will perform to the best of their ability having had a good meal.</p> <p>Staff Responsible for Monitoring: Principal CTC</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p> <p>Funding Sources: - 211 - Title I</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Giles Middle School students are performing two or more years below grade level. **Root Cause:** Giles Middle School students lack fundamental basic knowledge, which could be attributed to a lack of vertical alignment in the curriculum, and elements of poverty impacting student learning.

Student Learning

Problem Statement 1: The lack of foundational learning directly correlates to the lack of grade level learning. **Root Cause:** Multiple factors have affected students learning, including but not limited to: team planning, effective teachers with classroom management strategies, teacher attendance, and lack of technological resources and trainings.

School Processes & Programs

Problem Statement 1: The teacher's need the capacity to do more than teach content. Also be involved in the community to promote change with parent involvement being the key to having pride in Giles Middle School and the La Marque, Texas community. **Root Cause:** The lack of parent and community involvement in the different aspects of the school that service the children in the La Marque feeder pattern.





Perceptions

Problem Statement 1: There is a need for the campus is correcting discipline/misbehaviors and the consistency of implementation of consequences for misbehavior. **Root Cause:** The enforcement of discipline must be consistently practiced schoolwide.

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 1: Execute a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.





Evaluation Data Sources: Referrals
 ISS/OSS Placements
 DAEP Assignments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilizing PAWS, the Standards Cadre will use the PBIS Model to successfully execute schoolwide expectations for classrooms, restrooms, hallways, cafeteria, arrival, and dismissal.</p> <p>Strategy's Expected Result/Impact: All staff will be aware and held accountable for following and enforcing school-wide expectations.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 2: Assist students in developing socially appropriate problem solving skills.





Evaluation Data Sources: Referrals
 OSS/ISS
 DAEP Assignments

Strategy 1 Details	Reviews			
<p>Strategy 1: Group counseling lessons that highlights character traits, identifies student concerns/needs, and supports student's social development.</p> <p>Strategy's Expected Result/Impact: Targeted social-skill building</p> <p>Staff Responsible for Monitoring: Principal and Counselors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will provide opportunities to support students through mentoring.</p> <p>Strategy's Expected Result/Impact: Groups will offer the opportunity to learn age-appropriate social skills.</p> <p>Staff Responsible for Monitoring: Counselors and Club Sponsors</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 3: Address the individual needs and talents of students through Fine Arts.

Evaluation Data Sources: State and National Performance Opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide students exposure to Fine Arts courses.</p> <p>Strategy's Expected Result/Impact: Students will have the option to select Art, Band, Choir, Dance, or Theatre Arts during course selections.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates, and decrease number of truancy referrals.

Evaluation Data Sources: Attendance Rates
 Graduation Rates
 Cohort and leaver Information
 Truancy Dockets

Strategy 1 Details	Reviews			
<p>Strategy 1: Individual conferences for students with habitual attendance concerns.</p> <p>Strategy's Expected Result/Impact: Increased student attendance through key practices....</p> <ul style="list-style-type: none"> *Teachers review attendance biweekly and send list of concerns to administrators *Review teacher attendance weekly *Monitor social distancing practices *RtI Committee will review attendance, grading, and discipline reports for each three-week period <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 9-Week Celebrations! Trophies will be give to the grade level with the lowest number of discipline referrals (Impact Trophy), the highest attendance rate (Determination Trophy), and the highest number of students on the honor roll (Excellence Trophy). This celebration will also give each grade level an opportunity to share their grade level chants to win</p>	Formative			Summative
	Nov	Jan	Mar	June

the Spirit Stick.

Strategy's Expected Result/Impact: Increase focus on success
Decrease number of Referrals
Increase student attendance
Increase school spirit and pride


Staff Responsible for Monitoring: Campus Administrators


Title I:


2.6

- **TEA Priorities:**

Improve low-performing schools

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 6: The District will provide resources and all TCISD campuses will implement programs to appropriately address the psychological, social and behavioral needs of TCISD students. All campuses will develop and implement positive behavior strategies to be measured by a reduction in bullying incidents, a decrease in student discipline referrals and a decrease in student drop out rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.

Evaluation Data Sources: Increased participation
 Course selection
 Interest surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Built-in Intervention period, WWE (We Will Excel), will provide high-interest club and enrichment options.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to select from a list of high-interest clubs and activities.</p> <p>Students are drafted by teacher to attend interventions. Teacher select 12-15 per session. Session are held two days a week. *Students not drafted are allowed to attend their chosen club *Class lists are audited and maintained by the Dean of Student Support *Once students meet the intervention exit criteria, they will be allowed to join the chosen club. *Draft is for a 6-week cycle</p> <p>Students will be motivated to lean into and be successful in the learning, in order to attend their club or activity as often as possible.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 7: The district will provide all campuses with innovative technology equipment, support and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support, and training to staff.

Evaluation Data Sources: Successful implementation of the use of technology.





Strategy 1 Details	Reviews			
<p>Strategy 1: Develop partnerships with the TCISD technology to pinpoint targeted areas of support based on current access and future availability to technology.</p> <p>Strategy's Expected Result/Impact: Reduce frustrations for students and staff regarding to technology concerns and reoccurring issues.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development.

Evaluation Data Sources: Retention Rate
Improved Instruction





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide continuous PD through PLC meetings and coaching opportunities. Strategy's Expected Result/Impact: Building the instructional and leadership capacity of teachers. Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the opportunities to provide additional support to new and inexperienced Assistant Principals Strategy's Expected Result/Impact: First year APs will receive networking and mentoring opportunities, as well as continuous learning and support. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus-wide book study to promote student engagement, positive interactions, and professional growth. Strategy's Expected Result/Impact: The GMS staff will utilize newly developed skills to positively impact student achievement. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Professional development for campus administrators in the area of documentation, leadership, coaching, and campus improvement.</p> <p>Strategy's Expected Result/Impact: Campus Administrators that are fully prepared to lead a campus through school improvement.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization.





Evaluation Data Sources: Meeting Minutes
Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher leaders will take on the roles of Department Chair and Cadre Leader. Strategy's Expected Result/Impact: Shared leadership will create shared ownership as expectations, policies, and procedures are enforced. Staff Responsible for Monitoring: Principal and Dean of Student Support</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify, support, and utilize a Guiding Coalition of teachers and campus leaders for the following instructional initiatives: Visible Learning, PLC, and AVID. Strategy's Expected Result/Impact: Shared leadership will generate buy-in, support, and continuous improvement with each initiative. Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: The District will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Recruit and retain high quality and highly effective staff.

Evaluation Data Sources: Staff Retention Rate
Campus Staffing Information

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize all recruitment opportunities (social media, job fairs, job boards, etc) to bring in staff members. Strategy's Expected Result/Impact: A fully staffed campus with highly-effective teachers. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize ROAR Academy for targeted support for new to the profession teachers. Strategy's Expected Result/Impact: New to the profession teachers will meet with the Principal on the 4th Wednesday of each month for support in instruction, classroom management, and certification testing. Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 9: Members of the District leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources: Parent Involvement Events

Campus Events





Community Representation

Strategy 1 Details	Reviews			
<p>Strategy 1: Shared leadership and collaborative decision-making practices will occur through QUEST, Cadre, ATeam, and Instructional Leadership Team meetings.</p> <p>Strategy's Expected Result/Impact: Stakeholders will be knowledgeable and apart of campus decision-making, which will assist in building collective efficacy.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase school to home/community communication through newsletter and social media.</p> <p>Strategy's Expected Result/Impact: Stakeholders will be consistently informed of what is happening and upcoming on campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 10: The District will provide support and encourage parental engagement at all campuses throughout the year.

Performance Objective 1: Offer opportunities for all parents to engage in their child's education.





Evaluation Data Sources: Events Calendar
Event Participation Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistent communication through campus newsletter and social media. Parent will be made aware of instructional targets, campus celebrations and concerns, and events. Strategy's Expected Result/Impact: Parents will receive consistent information regarding their students success. Staff Responsible for Monitoring: Principal and Librarian</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent engagement opportunities at high-interest activities, such as tailgating, rallies. etc. Strategy's Expected Result/Impact: Build stronger relationship between the community and the school. Staff Responsible for Monitoring: Campus Administrators and Student Activity Sponsors</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 11: The district will provide a guaranteed and viable curriculum to meet the needs of all students.

Performance Objective 1: Develop and track essential standards by grade-level and content areas.

Evaluation Data Sources: PLC Documents
Tracking Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide continuous learning and support in the breakdown TEKS to create and understand essential standards. Strategy's Expected Result/Impact: Increased Teacher Clarity Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will create common assessments that target essential standards. Strategy's Expected Result/Impact: Individualized and targeted instruction Staff Responsible for Monitoring: Dean of Student Support, Specialists, and Interventionists</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GMS will track individual students raw scores. Strategy's Expected Result/Impact: Projecting the percentage of students at Approaches, Meets, and Masters. which will assist in meeting campus goals.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00