

Tuloso-Midway Independent School District
Tuloso-Midway Primary School
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Improvement Committee met on May 18, 2023 to work on and finalize the Comprehensive Needs Assessment and Campus Improvement Plan. We strive for academic achievement improvement and closing achievement gaps in all subjects. Specifically, performance of Special Education, at-risk, economically disadvantaged, and Emergent Bilingual students continues to be a focus on our campus. Parent and family engagement and communication will continue to be an area of focus to maintain positive relationships with parents and students. We will also continue to address student learning gaps in core content areas.

Demographics

Demographics Summary

Tuloso-Midway Primary is located in Corpus Christi, TX. It currently serves 778 students. The community has new subdivisions under construction. Over the past few years, demographics at TM Primary have remained relatively unchanged.

The following is a breakdown of our student population. Data is from the 2021-2022 TAPR report:

African Am.	Hispanic	White	Am. Indian	Asian	Pacific Islander	Two or More
0.8%	82.0%	15.8%	0.1%	0.2%	0.1%	0.9%

Attendance:

TM Primary has seen a steady decrease in student enrollment since 2019-2020. The following is the breakdown of student enrollment. Data is from the 2021-2022 TAPR report:

2018-2019	2019 - 2020	2020 - 2021	2021 - 2022
940	1,004	962	955

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance at TM Primary continues to decline and rarely reaches 95% daily ADA. **Root Cause:** We have seen a rise in chronic absenteeism, and this has had an impact on our daily ADA.

Student Learning

Student Learning Summary

Tuloso-Midway Primary continues to make impressive gains on beginning, middle, and end of year testing at all grade levels.

<u>Grade</u>	<u>Reading Benchmark (BOY, MOY, EOY)</u>	<u>Math Benchmark (BOY, MOY, EOY)</u>
Pre-Kinder	CIRCLE	CIRCLE
Kinder	TX-KEA	TX-KEA
First	NWEA MAP Growth	NWEA MAP Growth
Second	NWEA MAP Growth	NWEA MAP Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Twenty-five percent of our students are ending the year below grade-level in reading and math. **Root Cause:** With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.

Problem Statement 2 (Prioritized): Students in Tier 3 of the MTSS process are showing little to no progress and their gaps continue to grow.. **Root Cause:** Tier 3 students have not been provided the intense interventions needed to make sufficient progress to be approaching grade level.

Problem Statement 3 (Prioritized): Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic intervention throughout the school day. **Root Cause:** Instructional rigor continues to increase with the implementation of STAAR 2.0. With outdated curriculum resources, teachers struggle to find resources that meet the depth and complexity of the TEKS standards.

School Processes & Programs

School Processes & Programs Summary

Tuloso-Midway Primary is staffed by 100% certified teachers, and highly qualified paraprofessionals. All staff members are knowledgeable strong instructors, and are able to meet all of our students' needs. Curriculum, Instruction, and Assessment are all a strong focus at TM Primary.

We continue to focus all efforts on providing teachers with meaningful and impactful staff development.

School Processes & Programs Strengths

- All teachers are fully certified.
- Talented and effective personnel are recruited through job vacancies posted on an active district web-page.
- The district mentor program for new hires has expedited the learning curve of our younger teachers.
- TM Primary implements evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students in grades K-2.
- TM Primary uses various assessments to track student progress such as, Star Early Literacy, and Star Reading and Math.
- Staff development is made available.
- Teachers have been issued Chrome Books for use in their classrooms.
- During the 2023-2024 school year, TM Primary will implement a school-wide curriculum focusing on Social Emotional Learning and Character Education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): TM Primary collects student data to determine student needs. Teachers need to be given more time and support to disaggregate data, and monitor/track student progress. **Root Cause:** With demands of daily instruction, interventions, and MTSS, teachers are limited in time to properly track data needed to show student progress.

Problem Statement 2 (Prioritized): We need a school-wide curriculum that targets social emotional learning and character education for students in PK -2. **Root Cause:** Students are facing social and peer challenges that they are not equipped to handle.

Priority Problem Statements

Problem Statement 1: Attendance at TM Primary continues to decline and rarely reaches 95% daily ADA.

Root Cause 1: We have seen a rise in chronic absenteeism, and this has had an impact on our daily ADA.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Twenty-five percent of our students are ending the year below grade-level in reading and math.

Root Cause 2: With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students in Tier 3 of the MTSS process are showing little to no progress and their gaps continue to grow..

Root Cause 3: Tier 3 students have not been provided the intense interventions needed to make sufficient progress to be approaching grade level.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: TM Primary collects student data to determine student needs. Teachers need to be given more time and support to disaggregate data, and monitor/track student progress.

Root Cause 4: With demands of daily instruction, interventions, and MTSS, teachers are limited in time to properly track data needed to show student progress.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: We need a school-wide curriculum that targets social emotional learning and character education for students in PK -2.

Root Cause 5: Students are facing social and peer challenges that they are not equipped to handle.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic intervention throughout the school day.

Root Cause 6: Instructional rigor continues to increase with the implementation of STAAR 2.0. With outdated curriculum resources, teachers struggle to find resources that meet the depth and complexity of the TEKS standards.

Problem Statement 6 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
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Goals


Goal 1: Increase Student Achievement



Performance Objective 1: Literacy: Students reading and writing at/above grade level as measured by the meets grade level standard in NWEA MAP Growth for 2nd grade will increase 3% annually.



High Priority






HB3 Goal

Evaluation Data Sources: Domain II: Student Growth (NWEA MAP Growth)

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide acceleration, intervention and/or enrichment opportunities for students before/during/after school and intersessions.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Facilitators Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$5,000</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 2 Details	Reviews		
<p>Strategy 2: Analyze data across all grade levels/subjects to develop and implement action plans to address student instructional needs.</p> <p>Strategy's Expected Result/Impact: Focused data meetings Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Increase instructional focus in the area of reading at all grade levels to improve ability, fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in ELR</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: - 199-PIC 36 Early Education Allotment - \$5,000</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 4 Details	Reviews		
<p>Strategy 4: Integrate all core areas and increase opportunities for students to engage in writing across all subjects to increase student achievement.</p> <p>Strategy's Expected Result/Impact: Increase in number of students who meets or masters on 3rd Grade STAAR Test</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 199-PIC 36 Early Education Allotment - \$2,000</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 5 Details	Reviews		
<p>Strategy 5: Incorporate research based instructional practices in the instructional schedule to support reading and math.</p> <p>Strategy's Expected Result/Impact: Students will be at grade-level in reading in math skills.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199-PIC 36 Early Education Allotment - \$2,000</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 6 Details	Reviews		
<p>Strategy 6: Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-2.</p> <p>Strategy's Expected Result/Impact: Increase in students who Meets and Masters on 3rd grade STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: - 199-PIC 36 Early Education Allotment - \$2,000</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Twenty-five percent of our students are ending the year below grade-level in reading and math. Root Cause: With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.</p>
<p>Problem Statement 2: Students in Tier 3 of the MTSS process are showing little to no progress and their gaps continue to grow.. Root Cause: Tier 3 students have not been provided the intense interventions needed to make sufficient progress to be approaching grade level.</p>
<p>Problem Statement 3: Tier 1 instruction need to be strengthened to limit the amount of students needing additional academic intervention throughout the school day. Root Cause: Instructional rigor continues to increase with the implementation of STAAR 2.0. With outdated curriculum resources, teachers struggle to find resources that meet the depth and complexity of the TEKS standards.</p>



Goal 1: Increase Student Achievement







Performance Objective 2: Mathematics: Students mathematically at/above grade level as measured by the meets grade level standard on NWEA MAP Growth for 2nd grade will increase 3% annually.

High Priority

HB3 Goal

Evaluation Data Sources: Domain II: Student Growth (NWEA MAP Growth)

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-2. Strategy's Expected Result/Impact: Increase in students who Meets and Masters on 3rd grade STAAR test.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: - 211 Title I, Part A - \$20,000</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Use HQIM (Eureka Math) for TIER 1 math instruction to increase student rigor and align to state standards. Strategy's Expected Result/Impact: Alignment to state standards and STAAR 2.0. Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide acceleration, intervention and/or enrichment opportunities for students before/during/after school and intersessions.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Admin. Instructional Facilitators Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Extra Duty Pay - 211 Title I, Part A - \$5,000</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Analyze data across all grade levels/subjects to develop and implement action plans to address student instructional needs.</p> <p>Strategy's Expected Result/Impact: Focused data meetings Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Twenty-five percent of our students are ending the year below grade-level in reading and math. Root Cause: With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.</p>

Student Learning

Problem Statement 3: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic intervention throughout the school day. **Root Cause:** Instructional rigor continues to increase with the implementation of STAAR 2.0. With outdated curriculum resources, teachers struggle to find resources that meet the depth and complexity of the TEKS standards.

School Processes & Programs

Problem Statement 1: TM Primary collects student data to determine student needs. Teachers need to be given more time and support to disaggregate data, and monitor/track student progress. **Root Cause:** With demands of daily instruction, interventions, and MTSS, teachers are limited in time to properly track data needed to show student progress.



Goal 1: Increase Student Achievement



Performance Objective 3: Special Education: Students receiving special education services reading at or above grade level as measured by the approaches grade level standard on the NWEA Map for 2nd grade will increase 3% annually.

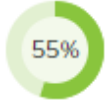
High Priority


HB3 Goal

Evaluation Data Sources: Domain II: Student Growth (NWEA MAP Growth)

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide awareness to all staff of districtwide special programs and resources (i.e. ESL/Bilingual, At-Risk, Sp. Ed. /504). Strategy's Expected Result/Impact: Increase in the number of students in Special Programs who Meets and Masters on 3rd grade STAAR test. Staff Responsible for Monitoring: Campus Administrators SPED Dept.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Assure full awareness of all teachers of the impact of state testing, including available accommodations for 504/Special Ed. Strategy's Expected Result/Impact: Increase in the number of students in Special Programs who Meets and Masters on 3rd grade STAAR test. Staff Responsible for Monitoring: Campus Administrators SPED Dept.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 3 Details	Reviews		
<p>Strategy 3: Monitor ARD/504 decisions in regard to state testing and ensure proper documentation is used.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students in Special Programs who Meets and Masters on 3rd grade STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Dept. Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Increase effectiveness of inclusion through consistent scheduling and in class support.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students in Special Programs who Meets and Masters on 3rd grade STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Dept. Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 5 Details	Reviews		
<p>Strategy 5: Provide and implement research-based instructional resources and strategies in special education classes to meet the needs of all Special Education students.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students in Special Programs who Meets and Masters on 3rd grade STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Dept. Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Students in Tier 3 of the MTSS process are showing little to no progress and their gaps continue to grow.. Root Cause: Tier 3 students have not been provided the intense interventions needed to make sufficient progress to be approaching grade level.</p>


Goal 1: Increase Student Achievement


Performance Objective 4: CCMR (HB3): 100 % of all K-3 students will receive research based phonics instruction daily as part of their RLA instructional block for building a strong literacy foundation.

High Priority

HB3 Goal

Evaluation Data Sources: Domain II: Student Growth (Circle, TX-KEA)

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement research-based research-based instructional resources and strategies for phonics instruction.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students reading and writing on grade level by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 2 Details	Reviews		
<p>Strategy 2: Reading Specialists will be working with TIER 3 students as identified by campus benchmarks, focusing on Phonics and Phonemic Awareness.</p> <p>Strategy's Expected Result/Impact: Number of students needing TIER 3 intense intervention will decrease, resulting in student reading on or close to grade level.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Reading Specialists Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Twenty-five percent of our students are ending the year below grade-level in reading and math. Root Cause: With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.</p>

Goal 2: Invest in a High Quality Staff

Performance Objective 1: Strategic Compensation Plan: Ensure a competitive salary and progressive pay scale commiserate to Region 2 districts.

Evaluation Data Sources: Region 2 District Staff TAPR Reports
District Strategic Plan (Priority)

Goal 2: Invest in a High Quality Staff

Performance Objective 2: Staff Development: All student groups, including Dyslexia, will be the recipients of high quality instructional techniques and strategies to increase student achievement and decrease the drop out rate as measured by meeting the literacy and math goals for Domain I: Student Achievement.

High Priority

HB3 Goal

Evaluation Data Sources: Dyslexia Referrals/Exits Reports
NWEA MAP B/M/EOY Data
Domain I: Student Achievement (Graduation Rate)

Goal 2: Invest in a High Quality Staff

Performance Objective 3: Staff Recruitment: Adhere to targeted recruiting and effective screening of teacher and administrator employment applicants.

Evaluation Data Sources: Interview Materials (Review Audit)

Hiring and Staffing Rates






Substitute Rates

District Strategic Plan

Goal 2: Invest in a High Quality Staff



Performance Objective 4: Staff Retention: Establish a teacher mentor and induction program for new to the profession and new to the district teachers.



Evaluation Data Sources: Professional Development Feedback Survey Results
 CNA (Faculty Perceptions)
 Exit Survey Data



Strategy 1 Details	Reviews		
<p>Strategy 1: Provide support to new teachers through, professional development and an induction/mentoring program.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and rigor.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators C & I Dept.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			






Goal 2: Invest in a High Quality Staff

Performance Objective 5: Staff Wellness: Increase offerings and opportunities for faculty and staff to engage in activities for personal growth and professional learning.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide classroom coaching opportunities for teachers through administrative walkthroughs for continued instructional support.</p> <p>Strategy's Expected Result/Impact: Increase in student rigor and achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Instructional coaches will provide support to teachers to deliver high quality instruction to all students.</p> <p>Strategy's Expected Result/Impact: Increase in student rigor and achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 3 Details	Reviews		
<p>Strategy 3: Vertical Alignment Teams will meet each six weeks as part of PLC with the purpose to improve instruction campus wide.</p> <p>Strategy's Expected Result/Impact: Improve instruction and student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Provide teachers with additional time to plan interventions, engaging lessons and analyze student data to that focus on student achievement.</p> <p>Strategy's Expected Result/Impact: Improve instruction and student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 5 Details	Reviews		
<p>Strategy 5: Provide professional development opportunities for all staff to increase student achievement in math and reading.</p> <p>Strategy's Expected Result/Impact: Improve instruction and student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 6 Details	Reviews		
<p>Strategy 6: Provide focused professional development and training for all staff in classroom management techniques.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Facilitators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 7 Details	Reviews		
<p>Strategy 7: Provide professional development opportunities to all staff to improve effectiveness of "in-class support" and special education services.</p> <p>Strategy's Expected Result/Impact: Number of special education students who meets or masters on 3rd grade STAAR will increase.</p> <p>Staff Responsible for Monitoring: Campus Administrators SPED Instructional Facilitator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 5 Problem Statements:






Student Learning
<p>Problem Statement 1: Twenty-five percent of our students are ending the year below grade-level in reading and math. Root Cause: With increased demands to student learning, students are falling behind. Teachers are unable to find time to remediate and provide necessary interventions in a timely manner.</p>
<p>Problem Statement 2: Students in Tier 3 of the MTSS process are showing little to no progress and their gaps continue to grow.. Root Cause: Tier 3 students have not been provided the intense interventions needed to make sufficient progress to be approaching grade level.</p>
<p>Problem Statement 3: Tier 1 instruction need to be strengthen to limit the amount of students needing additional academic intervention throughout the school day. Root Cause: Instructional rigor continues to increase with the implementation of STAAR 2.0. With outdated curriculum resources, teachers struggle to find resources that meet the depth and complexity of the TEKS standards.</p>
School Processes & Programs
<p>Problem Statement 1: TM Primary collects student data to determine student needs. Teachers need to be given more time and support to disaggregate data, and monitor/track student progress. Root Cause: With demands of daily instruction, interventions, and MTSS, teachers are limited in time to properly track data needed to show student progress.</p>

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 1: Student Attendance: Prioritize student attendance for all Tulosos-Midway Primary students.

Evaluation Data Sources: Campus Attendance Incentive Programs
 Daily ADA Tracker by District by Campus
 Daily Enrollment Tracker by District by Campus
 Parent Liaison Job Description

Strategy 1 Details	Reviews		
<p>Strategy 1: Monitor attendance throughout the school year, and provide perfect attendance incentives for students and staff.</p> <p>Strategy's Expected Result/Impact: Increase student attendance Increase staff attendance</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Attendance Clerk Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Attendance Incentives - 199 General - \$500</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 2 Details	Reviews		
<p>Strategy 2: Monitor student attendance and contact parents (i.e. phone call, home-visits, etc.) when determined to be excessive.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance Stronger partnership with parents/families</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative		Summative
	Nov	Feb	May
			
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance at TM Primary continues to decline and rarely reaches 95% daily ADA. Root Cause: We have seen a rise in chronic absenteeism, and this has had an impact on our daily ADA.</p>

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

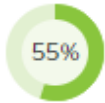




Performance Objective 2: Safe and Secure Schools: Ensure safe and efficient facilities with sufficient instructional space for all staff and students where learning is the top priority.

Evaluation Data Sources: Energy Usage Reports
Substitute Reports
Facility Work Tickets
Reduction in Receipt of Complaints
DAEP Referrals
Special Education ISS/OSS
Parent and Family Engagement Rates
Coordinated Health Program Evaluation

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 3: Student Health and Nutrition: Meet or exceed federal and TEA standards for student wellness and a secure and drug free teaching and learning environment.

- Evaluation Data Sources:** Student Wellness Survey
 Safe and Supportive Schools Program PEIMS Data
 CH 21 Discipline PEIMS Data
 EOP Audit Review
 SHAC Program Evaluation (Wellness Plan)
 FitnessGram Participation and Scores

Strategy 1 Details	Reviews		
<p>Strategy 1: Drug awareness will be addressed through classroom and campus activities.</p> <p>Staff Responsible for Monitoring: Counselors Teachers</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Red Ribbon Week Items - 461 Campus Activity Fund - \$1,000</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			


Performance Objective 3 Problem Statements:







School Processes & Programs
<p>Problem Statement 2: We need a school-wide curriculum that targets social emotional learning and character education for students in PK -2. Root Cause: Students are facing social and peer challenges that they are not equipped to handle.</p>

Goal 3: Improve School Climate, Campus Safety and Security, and Violence Prevention

Performance Objective 4: Student Welfare and Abuse Prevention: Meet or exceed federal and TEA standards for bullying, dating violence, and suicide prevention.

Evaluation Data Sources: Safe and Supportive Schools Program PEIMS Data
 CH 21 Discipline PEIMS Data
 EOP Audit Review
 Mental Health Referrals (Social Worker, CPS)
 Annual Compliance Training Completion (Eduhero)

Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a school-wide positive behavior program.</p> <p>Strategy's Expected Result/Impact: Increase in positive behaviors Decrease in behavior referrals Decrease in bully reports</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 2 Details	Reviews		
<p>Strategy 2: Implement a school-wide MTSS Behavior framework to address challenging behaviors.</p> <p>Strategy's Expected Result/Impact: Provide support and strategies for teachers to implement for challenging behaviors Increase student learning time by decreasing behaviors that impede learning</p> <p>Staff Responsible for Monitoring: Campus Administrators District Behavior Specialist Counselors Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 3 Details	Reviews		
<p>Strategy 3: Implement a school-wide character education and social emotional curriculum to enhance a positive school culture.</p> <p>Strategy's Expected Result/Impact: Meet the social emotional needs of all students Increase in positive school culture</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Teachers</p> <p>Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:






School Processes & Programs
<p>Problem Statement 2: We need a school-wide curriculum that targets social emotional learning and character education for students in PK -2. Root Cause: Students are facing social and peer challenges that they are not equipped to handle.</p>

Goal 4: Increase College and Career Readiness

Performance Objective 1: Dropout Reduction and Prevention: Leavers will be less than 1% of annual student graduates.

High Priority

Evaluation Data Sources: ADA Daily Tracker by District by Campus
 Domain III: Graduate Rate
 Fall Submission (Leaver) PEIMS Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase awareness and instructional focus on College and Career Readiness skills K-12. Strategy's Expected Result/Impact: Students will be able to determine pathways early on. Staff Responsible for Monitoring: Campus Administrators Counselors</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1</p>	Formative		Summative
	Nov	Feb	May
			
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance at TM Primary continues to decline and rarely reaches 95% daily ADA. Root Cause: We have seen a rise in chronic absenteeism, and this has had an impact on our daily ADA.</p>

Goal 4: Increase College and Career Readiness

Performance Objective 2: Special Student Population Services: 100% of Highly Mobile and At-Risk students (Homeless, PRS, Migrant) will graduate with their Cohort Class.


Evaluation Data Sources: Domain III: Graduate Rate




Strategy 1 Details	Reviews		
<p>Strategy 1: Increase awareness and instructional focus on College and Career Readiness skills K-12.</p> <p>Strategy's Expected Result/Impact: Students will be able to determine pathways early on.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
			
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Goal 5: Increase Parent and Family Engagement

Performance Objective 1: Parent and Family Engagement: Collaborate with various stakeholders including parents to improve district policies, activities, and events, and increase parent and family engagement.

Evaluation Data Sources: Comprehensive Needs Assessment
 DEIC Agenda and Meeting Minutes
 PFE Event Participation Rate
 Parent Square (Evidence of Communication and Promotion)

Strategy 1 Details	Reviews		
<p>Strategy 1: Involve community businesses and agencies to develop and foster support and provide relativity to careers and opportunities. Strategy's Expected Result/Impact: Increase in the number of community partners. Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Communicate effectively with parents in ARD meetings to assure they are knowledgeable in state assessment options and possible impacts of assessment decisions on current academic year and into the next grade level. Strategy's Expected Result/Impact: Partnerships and knowledge of parents will lead to an increase in student achievement. Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
	N/A		

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide opportunities for parents/guardians, school staff, and community members to learn about Title 1 requirements, benefits, and practices to increase student performance.</p> <p>Strategy's Expected Result/Impact: Partnerships and knowledge of parent will lead to an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 4 Details	Reviews		
<p>Strategy 4: Ensure that all parents and guardians receive notice of the required Title I meetings. This includes communication in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Partnerships and knowledge of parent will lead to an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 5 Details	Reviews		
<p>Strategy 5: Provide a campus resource, such as a Parent Liaison, to provide supports to parents. This person will coordinate activities, meetings, and serve as the campus Title 1 contact.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents attending meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative		Summative
	Nov	Feb	May
			

Strategy 6 Details	Reviews		
<p>Strategy 6: Provide opportunities for parents and community members to be active members of the school community. (i.e. Watch D.O.G.S., mentor programs, etc.)</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents involved in parent programs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Parent Involvement Supplies - 211 Title I, Part A</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 7 Details	Reviews		
<p>Strategy 7: Continue to improve parent communication through the campus website, parent newsletters, Parent Square & parent conferences. This is to include communication in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Increase school-home communication.</p> <p>Staff Responsible for Monitoring: Campus Administrators Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I, Part A - \$500</p>	Formative		Summative
	Nov	Feb	May
			
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