Tarkington Independent School District

Middle School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Tarkington Middle School is to provide opportunities to ensure each student achieves his or her greatest potential through support of these academic and citizenship elements:

Solutions to problems in preparation for the future
High standards of achievement; mastery beyond curricular basics
Opportunities for learning and growing in a holistic atmosphere
Responsible members of the community
Thoughtful actions, "think twice before you act"
Honesty in all situations
Organization skills to meet the needs of today's students
Respect for all, for yourself, and for what you do
Never losing sight of goals
Spirit to achieve and never give up

Vision

Tarkington Middle School will empower and inspire *every* student
to meet the challenges of our rapidly changing world with
academic preparedness, a passion for life-long learning,
and a sense of social responsibility.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Middle School

Comprehensive Needs Assessment

Tarkington Middle School is one of four campuses in Tarkington Independent School District. TMS serves 396 students in grades 6 to 8.

The student population is .004% Multi-Racial, 76% Anglo, 18.1% Hispanic, .005% .003% Hawaiian/Pacific Islander 49% male and 51% female with a socioeconomic status of 49%. The staff population is, 20% male and 80% female with an average of 10 years of experience.

Our current drop-out rate is 0%. The average daily attendance rate for students is 96.44%. TMS serves 30 English Language Learner students, 25 students in the Gifted and Talented program, 54 students identified for 504 services, and 68 students served through special education services (30%). This means that approximately 30% of our students recieve some type of accomodation or modification.

Our State Compensatory Program (SCE) consists of math and reading intervention classes that are provided to students who did not meet minimum standards on the state assessment. We also develop personal graduation plans for these students to ensure proper planning for their future academic success. In addition, TMS provides counseling and progress monitoring for these students.

Demographics Strengths

TMS employs a highly experienced staff and faculty placing people in key places where their expertise can be utilized to the greatest extent.

At TMS all teachers are Highly Qualified and dedicated to the success of our students.

TMS continues each year having a high retention rate among our staff, of the approximately 60 faculty and staff members only 7 are new this year. All new teachers to TMS come to the district with 5 or more years of experience.

At TMS the teachers collaborate together to help meet the social, emotional and academic needs of all students across grade levels. Staff collaboration is a priority at TMS, and we welcome cross-campus and district involvement as well.

Student Achievement

Student Achievement Summary

Middle School STAAR Scores

	2017	2018	2019	2021 / State
6th Math	88%	83%	72%	56% / 66%
6th Reading	62%	64%	55%	61% / 43%
7th Math	61%	81%	87%	72%/ 54%
7th Reading	69%	63%	68%	67% / 68%
7th Writing	66%	63%	73%	76% / 62%
8th Math	81%	84%	85%	81% / 60%
8th Reading	86%	73%	83%	72% / 72%
8th Science	69%	73%	82%	69%/ 67%
8th Social Studies	61%	67%	66%*	66% / 56%
Algebra I	100%	100%	95%	100%

Student Achievement Strengths

TMS has high student achievement in Math, Science, and Social Studies. Opportunities for Growth are in STAAR are 6th grade reading and math.

TMS was higher than the State average in all but three of the nine state assessments we give.

TMS focuses on implementing best practices for instruction in all classes through Inclusive classrooms,

fluid RTI intervention, and a behavior program for Sp.Ed. students.

TMS Lesson plans closely follow TRS: YAG's (Year at a Glance), VAD's (Vertical Alignment Documents), and IFD's (Instructional Focus Documents).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): TMS STAAR Scores in 6th Grade reading and math must increase to State Average % passing level. **Root Cause:** The 2020-21 school year, in 6th grade, was an example of COVID complications. Multiple quarantine episodes involving a majority of the 6th graders and the two ELAR teachers disrupted instruction flow consistently.

School Culture and Climate

School Culture and Climate Summary

Overall, the staff and students feel safe, the schools are well-maintained and the physical environment or climate is comfortable. Our staff prides ourself in building strong relationships with one another, with our students, and with the community.

School Culture and Climate Strengths

Teachers work hard to build positive relationships with students and families.

TMS has a common set of rules that students understand across the campus.

TMS staff come to community events and support successes of the the school and community.

Entrances are secure with single door access to office areas.

There is a electronic locking system installed to control who can open the front door.

There is an SRO (Student resource officer) on campus full time.

The physical environment is very clean and the custodial staff work hard to keep the campus looking good.

The school and grounds are well-maintained and well groomed.

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

State required Drills and scenarios are routinely completed.

TMS is benefitting from teacher retention.

TMS is also benefitting from teachers and staff, who reside and have students in the district.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TMS must have more, up to date, cameras throughout the building **Root Cause:** TMS cameras are old and outdated. TMS has a few cameras in high-traffic areas. Most discipline infractions take place where there are no cameras present. This is a safety hazard to student and school security.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

TMS has high quality teachers and staff. Administrators of TMS attend Job fairs across Southeast Texas annually, searching and seeking out highly qualified and certified teachers. Retention is also very high at TMS. Of the 35 teachers on campus, only 5 are new to TMS this year, and of the entire 60 campus personnel only 5 are new to TMS.

Staff Quality, Recruitment, and Retention Strengths

All teachers are Highly Qualified and dedicated to the success of our students.

We continue to have a high retention rate among our staff.

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

TMS Administrators attend job fairs in College Station, Austin, Huntsville, Houston, Nacogdoches, Waco, and several other surrounding cities.

Retention is high at TMS due to many reasons; positive school culture, teacher mentoring program, and great students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

For Curriculum, TMS uses the District adopted TRS (TEKS Resource System). All classes and planning will be directed towards the TEKS Resource System; YAG (Year at a Glance), VAD (Vertical Alignment Documents), and the IFD's (Instructional Focus Documents).

TMS Teachers dedicate Wednesdays to gather during their conference periods (PLC). In these Professional Learning Communities TMS participates in wide range of topics: Fundemental Five discussions, TEKS Resource implementation, Data Talks, Teaching Best Practices, Classroom Management Strategies, New and Innovative ways to incorporate technology into the classroom.

For instruction, TMS teachers develop lesson plans based off the district lesson plan template, and Bell to Bell instruction is implemented across the campus. TMS teachers are expected to have lesson plans submitted by 11:59pm on Thursday. Instructional leaders make sure these lesson plans are TEKS aligned and contain rigor and relevance.

For assessment, TMS teachers and administrators use all types; Diagnostic, formative, summative, observational, and many others. TMS teachers use an online testing program(DMAC) to self evaluate their own performance and see where their students are struggling and need re-teaching. Administrators meet with teachers every 6 weeks to discuss DMAC data, student concerns, parent concerns, and anything else the teachers needs to inform us about.

TMS uses Renaissance 360. This is a reading and math assessment tool. This is used to established base line data and determine intervention groups. Renaissance 360 is used to progress monitor those who fall into Tier II and Tier III intervention for Math and Reading.

Curriculum, Instruction, and Assessment Strengths

All TMS teachers use TEKS Resource System, and follow the YAG's VAD's and IFD's.

TMS teachers will be incorporating elements of the Fundamental 5 in their classes as well as using the Essential School's Framework (lesson plan alignment) to guide their instruction.

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

All core teachers collaborate with their instructional departments through 6 week department meetings. All teacher collaborate on a weekly basis through Wednesday PLCs.

TMS has restructured 7th and 8th grade ELAR and Math classes to address the needs for struggling learners

TMS is also focusing on the High Priority TEKS in these subject areas to pinpoint instruction and increase rigor in our low areas.

Parent and Community Engagement

Parent and Community Engagement Summary

TMS is expanding the level of communication between the school and community, and providing more opportunities for the community to be involved on school and community.

TMS emails parents a monthly calendar of events and activities that are taking place on campus and in the district throughout the month.

TMS invites community members and parents to visit campus at lunch, sporting events, and school activities.

TMS uses the REMIND System or phone APP to communicate with parents, teachers, and campus stakeholders.

TMS uses the district FACEBOOK page to help promote and get information about upcoming events and activities happening on campus.

TMS send out a Monthly agenda and calendar to parents, teachers, staff, and faculty members in order to make sure people know what is happening around the campus.

Parent and Community Engagement Strengths

TMS has Football games, Volleyball games, Basketball games, Track meets, Pep Rallies, Band concerts, theatrical play performances, and numerous other related activities for the community and parents to attend and be an integral part of our school.

TMS has "Meet the Teacher" in the fall, and "Open House" in the spring, that allow parents and community members face to face meetings and communication with our faculty and staff.

TMS utilizes letters home, email, school marquee, facebook and our school website to keep the community up-to-date about all activities the school is having.

TMS also welcomes parent chaperons at certain events; to better involve families and build our learning community around the campus.

TMS has an Annual Fall Community Round-up held on campus for the community, school, parents, and students to come together and have a fun day of raising money for scholarships and the school.

TMS also host an annual volleyball tournament to help bring the community, parents and students together for the betterment of the school moral.

TMS will host a "Short Horn Talk" open to parents and community members; This open forum will be held once in the fall and once in the spring.

TMS plans to host a two curriculum nights in the spring.

School Context and Organization

School Context and Organization Summary

Tarkington ISD supports the campuses in the district by providing funds for implementing several special programs to meet the needs of the students attending the district. These special programs include the following:

Dyslexia Program – This program is designed to enable students to master and retain the reading strategies necessary to manage the difficulties associated with Dyslexia. TMS provides a Dyslexia teacher to aid the students. Our dyslexia trained teacher uses the Reading by Design Program for identified dyslexic students.

Gifted/Talented Program – This State funded program is intended to offer enrichment opportunities to students who perform or show the potential to perform at a remarkably high level of accomplishment when compared to others of the same age. Students may be nominated for GT screening by parents, teachers, and/or community members. After being nominated, parents are notified and asked permission to allow the identification process to continue, following District GT guidelines. Students in grades 6-8 are served by a GT Certified teachers.

Response to Intervention-TMS RtI Teams meets throughout the year to identify and monitor the progress of students identified on campus as needing interventions to the regular instruction at Tier II and/or Tier III. These students receive additional time during the regular school day with a highly qualified teacher/paraprofessional. Professional development has been held to assist teachers in differentiating instruction, inclusion strategies, and offering research-based strategies in the regular classroom at Tier I.

Special Education – This program is funded by local, state, and federal funds. It provides special services for students with disabilities. Programs available for students with disabilities include Resource reading and math, Life Skills, PASS Behavior Monitoring, Inclusion, Adaptive Behavior Unit, Speech Therapy, Diagnostic Services, and Counseling Services. In addition to these programs, Occupational/Physical Therapy and assistive devices for the visually impaired, auditory impaired and handicapped students are provided.

School Context and Organization Strengths

Tarkington Middle School excels in each of these areas multiple ways.

Dyslexia - We have three teachers trained in Reading by Design (Two Reg. Ed. Teachers, and One Special Ed. teacher).

Response to Intervention - We have a fluid RTI program at TMS. Our schedule dictates designated RTI time in Math and Englsih. Students do not need to be pulled from electives to other class to meet their RTI needs.

Special Education - TMS has one of the most up-to-date and accomodating Special Education programs in Texas. We offer PASS behavior monitoring, Resource reading and math classes for students who need them, Lifeskills classes, and Inclusion support classes in core subject areas. We also house a district secondary Adaptive Behavior Unit that can help students develop a behavior plan and get back in the regular education classroom.

Technology

Technology Summary

The technology at Tarkington Middle School continues to improve. The use of chromebooks and ipads has increased throughout each grade level. Teachers have access to online assessments to help in the data collection and monitoring of each of our students. These include DMAC, Eduphoria, STAAR Reading and Math, Reniassance 360, TPRI, and online programs such as Study Island help with intervention and extra tutoring support for our students.

Interactive projectors/ regular projectors are continuing to be added to classrooms. TMS will soon have 200 chromebooks to add to the chromebooks throughout the school. These chromebooks will be stored in mobile chromebook sets for the classroom so teachers can give each student their own computer when doing a project or activity.

Technology Strengths

All classrooms have a laptop or desktop computer and most classrooms have projector mounted on the ceiling for use at all times. Each grade level has a cart which contains a classroom set of chromebooks that may be checked out for use at anytime. There are two computer labs available for teachers to reserve as well if they would like to use them. The teachers have access to numerous online data assessment tools, and intervetion programs.

Problem Statements Identifying Technology Needs

Problem Statement 1: TMS is still in need of up to date technology for all classrooms and labs. A projector for our commons/ cafeteria is desperately needed to promote school communication and climate for our students. This is also needed to host parent nights and professional devlopement. **Root Cause:** Some teachers are without projectors or are trying to use projectors that are barely working. TMS is a 150 chromebooks away from being "1 to 1" on this campus. This would let each teacher have a chromecart in their room. TMS is in desperate need of drops to ensure all technology can work at all times.

Priority Problem Statements

Problem Statement 1: TMS STAAR Scores in 6th Grade reading and math must increase to State Average % passing level.

Root Cause 1: The 2020-21 school year, in 6th grade, was an example of COVID complications. Multiple quarantine episodes involving a majority of the 6th graders and the two ELAR teachers disrupted instruction flow consistently.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Goals

Goal 1: Provide a safe, positive, and orderly environment for students, staff, parents, and patrons of Tarkington ISD.

Performance Objective 1: To create a safe and positive learning environment.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Closely monitor the overall campus environment.	Formative			Summative
Strategy's Expected Result/Impact: Reduced number of incidents on campus	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators				→

Strategy 2 Details	Reviews			
Strategy 2: Work in conjunction with the School Resource Officer to help provide the safest learning environment.	Formative			Summative
Strategy's Expected Result/Impact: Reduced number of incidents on campus	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, School Resource Officer				→

Strategy 3 Details	Reviews			
Strategy 3: Create and sustain an inclusive school environment where all students feel valued and have the opportunity to succeed	Formative			Summative
Strategy's Expected Result/Impact: Achievement of the 2017-18 No Place for Hate School designation	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators				100%

Strategy 4 Details	Reviews			
Strategy 4: Increase Student Attendance rate by at least 1%. 2018-2019 Student attendance rate was 95.7%.	Formative			Summative
Strategy's Expected Result/Impact: Increase in overall campus Student attendance rate.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Campus and District Attendance clerks, School Resource Officer				100%

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Provide a safe, positive, and orderly environment for students, staff, parents, and patrons of Tarkington ISD.

Performance Objective 2: To better implement all aspects of crisis management.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Ascertain that all staff and faculty know the campus crisis management plans and procedures. **Strategy's Expected Result/Impact:** Meeting sign in sheets, Successful Drill and Scenario exercises **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct 9 fire drills, 2 intruder drills, 2 severe weather drills, 2 shelter in place drills, 2 reverse evacuation drills, and 4 scenario exercises. **Strategy's Expected Result/Impact:** Emergency Drill Report **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Use School Check In, a computer-based security system that requires anyone wanting to enter the building to scan their ID so the program may alert school officials to any danger. **Strategy's Expected Result/Impact:** Zero unauthorized visitors in the building **Staff Responsible for Monitoring:** Front Office Staff				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Provide a safe, positive, and orderly environment for students, staff, parents, and patrons of Tarkington ISD.

Performance Objective 3: To improve health and wellness of students and staff.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Work with SHAC (School Health Advisory Council) to implement CATCH, our Coordinated School Health Plan, through our cafeteria, Science, Health, and PE classes. **Strategy's Expected Result/Impact:** Attendance logs of meetings **Staff Responsible for Monitoring:** Principal, Food Service Coordinator, Nurse, Science teachers, Health teachers, and PE teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide and emphasize anti-drug and health awareness through Health and PE classes as well as the importance of continued improvement in regards to the Fitness Gram Assessment, school attendance, and moderate to vigorous physical activity. **Strategy's Expected Result/Impact:** Observations, Walkthroughs **Staff Responsible for Monitoring:** Health teachers, PE teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement and maintain a positive campus atmosphere in an effort to improve the health and wellness of all students and staff. **Strategy's Expected Result/Impact:** Feedback from students and staff **Staff Responsible for Monitoring:** Campus Administrators, Nurse				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 1: To assure that all students graduate from high school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Maintain a zero drop out rate by continuing to meet the social, academic, and emotional needs of all students. **Strategy's Expected Result/Impact:** Data from PIEMS clerk **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Paraprofessionals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
				→

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with other district personnel to better assure our courses and instruction helps all students graduate from high school. **Strategy's Expected Result/Impact:** Drop out rates, Graduation rates **Staff Responsible for Monitoring:** Campus Administrators	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
				→

Strategy 3 Details	Reviews			
Strategy 3: Ensure that enriched instruction is appropriate and relevant to meet the needs of students at-risk of not graduating. **Strategy's Expected Result/Impact:** Drop out rates, Graduation rates **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Paraprofessionals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
				→

Strategy 4 Details	Reviews			
Strategy 4: Work towards making sure all students are on the correct career path for post-secondary success, including college application assistance and financial aid information. **Strategy's Expected Result/Impact:** Graduation rates, College enrollment statistics **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Paraprofessionals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
				→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 2: To better provide enriched and appropriate instruction to all students with specific attention to those at-risk of not graduating.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide students identified as needing additional assistance in math, additional small group instruction within their math class. Also, Fluid pullout intervetion will take place with Tier 2 and Tier 3 students. **Strategy's Expected Result/Impact:** Monitor Data **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide students who are identified as needing additional assistance in reading a Fluid RTI Reading intervention that is designed to remediate any reading deficiencies. **Strategy's Expected Result/Impact:** Monitor Data **Staff Responsible for Monitoring:** Principal, Counselor, Intervention Teachers **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide intervention services for students who have been identified as having Dyslexia. **Strategy's Expected Result/Impact:** Data from dyslexic assessments **Staff Responsible for Monitoring:** Dyslexia Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement individual and/or group counseling for at-risk students as needed. **Strategy's Expected Result/Impact:** Log of students seen by counselor **Staff Responsible for Monitoring:** Counselor				

Strategy 5 Details	Reviews			
Strategy 5: Provide data informed instructional placement to ensure the closure of achievement gaps of all students	Formative			Summative
Strategy's Expected Result/Impact: Increase scores of low-performing students	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Department Chairs, Teachers **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
Strategy 6: Focusing on student instruction in the classroom by closely monitoring teacher behavior: Use of Fundamental 5 strategies being implemented. Teachers and administrators will collaborate to revise lesson plan writing according to ESF/ TIL 4.1 Lesson Plan Alignment	Formative			Summative
Strategy's Expected Result/Impact: Teachers using the Fundamental 5 strategies in the classroom on a daily basis. Teachers and administrators participating in PD regarding lesson plan alignment	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Teachers				

Strategy 7 Details	Reviews			
Strategy 7: Ensure that TRS Unit Test are being used. Closely monitoring Rigor and Relevance of questions that relate to the TRS curriculum and STAAR. TMS will participate in the STAAR interim assessment at end of February start of March.	Formative			Summative
Strategy's Expected Result/Impact: Increase in STAAR scores and student achievement in the core subject areas.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, District Administrators, Teachers				

Strategy 8 Details	Reviews			
Strategy 8: Ensure that all students will receive 100 minutes of instruction in R-LA each day. Students will have two English class. RELA will be TEK driven while LA will be skill driven/ TEK supported	Formative			Summative
Strategy's Expected Result/Impact: Increase in Reading scores of TMS students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers **Comprehensive Support Strategy**				

Strategy 9 Details	Reviews			
Strategy 9: Ensure that all students receive 100 minutes of instruction in Math each day. All students in need will have two math classes. TEKS, according to TRS, are spilt to ensure introduction, comprehension and review	Formative			Summative
Strategy's Expected Result/Impact: Increase in Math scores of TMS students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: TMS is restructuring 7th and 8th grade math classes to accommodate struggling learners. Smaller class sizes with support will help to increase academic achievement for all students. **Strategy's Expected Result/Impact:** Increase in Special Education Math and Reading STAAR scores and for those students who "did not approach" last year. **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Liberty County Special Education CoOp **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends.

Performance Objective 3: To better provide career and guidance counseling to students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Host an exhibition and lecture formatted Career Day for all grade levels featuring business and community members who will present the positive aspects of their respective industries. **Strategy's Expected Result/Impact:** Survey Guest Speakers and Students **Staff Responsible for Monitoring:** Sixth, Seventh, and Eighth Grade Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Support the Jr. FFA program which will meet with the high school FFA program. **Strategy's Expected Result/Impact:** Participation in agriculture shows **Staff Responsible for Monitoring:** Jr. FFA Sponsor				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teach college and career readiness skills through 7th and 8th grade elective classes. **Strategy's Expected Result/Impact:** Students' higher awareness of careers related to various content areas **Staff Responsible for Monitoring:** Department Chair, Elective Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Prepare all instructional staff to effectively educate and improve the achievement of all students through the use of best practices and research based strategies.

Performance Objective 1: Increase students' academic performance.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement district curriculum, TEKS Resource System. Implement TIL lesson plan alignment (4.1) with fidelity **Strategy's Expected Result/Impact:** Consistent delivery of curriculum from teacher to teacher **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: TMS participates in weekly PLCs every Wednesday. Here, teachers and administrators participate in meetings designed to enhance instruction, analyze data and develop plans for specific student needs. Administrators meet every Thursday. Department meetings are held every six weeks. **Strategy's Expected Result/Impact:** The use of common assessments and vertically aligned instruction **Staff Responsible for Monitoring:** Campus Administrators, Department Heads, Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Hold meetings between each core-area teacher and a curriculum leader each new 6 weeks. **Strategy's Expected Result/Impact:** Lower failure rates **Staff Responsible for Monitoring:** Director of Secondary Curriculum and Instruction, Campus Administrators **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Promote UIL participation among all students, specifically focusing on participation from our Gifted and Talented student population. **Strategy's Expected Result/Impact:** Student Participation / Sign-up sheets **Staff Responsible for Monitoring:** Classroom Teachers, UIL Coordinator **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Evaluate our Gifted and Talented Program by working to increase the number of teachers who are certified, and monitor students to see that their needs are being met. **Strategy's Expected Result/Impact:** G/T Training Attendance **Staff Responsible for Monitoring:** Principal, Counselor				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Train staff members in the use of Eduphoria, DMAC, and their various components which will allow teachers to enter lesson plans as well as track student data which will drive instruction. **Strategy's Expected Result/Impact:** Uniform lesson plans and track-able student data driving instruction **Staff Responsible for Monitoring:** Principal, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Monitor attendance and work to increase our attendance rate, utilize the school resource officers to assist with truancy issues, contact parents when students are absent. TMS will have gift card drawings for students with perfect attendance each semester to promote better attendance rates. **Strategy's Expected Result/Impact:** Increased attendance, Reduced truancy rates **Staff Responsible for Monitoring:** Principal, Resource Officers, PEIMS Secretary **Comprehensive Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Use Unit tests to monitor student's performance, improvements, and weaknesses as well as identify specific gaps in each of the core subject areas. **Strategy's Expected Result/Impact:** Lesson Plans, Assessment Data **Staff Responsible for Monitoring:** Department Chairs, Classroom Teachers **Comprehensive Support Strategy**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Continue training in and use of best practices and instructional strategies to increase the STAAR passing rate in Math, ELA, Science, Social Studies, and Special Education, along with receiving professional development regarding inclusion through the Co-Op. **Strategy's Expected Result/Impact:** Observations **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **Comprehensive Support Strategy**				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Work with Region Service center and TISD Central Administration office to find professional development activities designed to improve instruction in co-teaching and inclusion classes in Math, ELA, Science, Social Studies and Special Education. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal,Assistant Principal, Department Chairs **Comprehensive Support Strategy**				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Determine outstanding students every month who exemplify the values Tarkington Middle School strives to develop, and recognize them as TMS Student of the Month. **Strategy's Expected Result/Impact:** As many students as possible receive positive recognition through school-wide announcements and front-of-the-line passes during lunch **Staff Responsible for Monitoring:** Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Hold before and after school tutorials for students the are low-preforming in Reading, Math, Science, and Social Studies during the second semester and preceding the STAAR tests. **Strategy's Expected Result/Impact:** Increased number of students achieving Level 2 on STAAR tests **Staff Responsible for Monitoring:** Principal, Assistant Principal, Department Heads **Comprehensive Support Strategy**				

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Create a reward for 8th grade students that pass their Reading, Math, Science and Social Studies tests on the first try. **Strategy's Expected Result/Impact:** Increased percentages of students achieving Level 2 on STAAR tests **Staff Responsible for Monitoring:** Campus Administrators, Department Heads, Community Members **Comprehensive Support Strategy**				

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Work with Region Centers, TISD central office, and other organizations to provide more resources for our LEP, Sp.Ed., 504, Eco. Dis., and At Risk students. **Strategy's Expected Result/Impact:** Increase in student achievement, and giving more students access to resources that they can't normally use. **Staff Responsible for Monitoring:** Campus Administrators, Central Office Personnel, and other campus personnel				

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: TMS will data track and target the following sub pops for academic performance in reading and math and provide needed intervention: All, White, Eco Dis, Sped Continuously enrolled and Sped Non-Continuously enrolled **Strategy's Expected Result/Impact:** Data tracking and providing interventions for the following sub-populations will positively effect overall academic performance as well has achieved targeted areas in domain three not achieved in 2021. **Staff Responsible for Monitoring:** Administrators, teachers and staff **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Prepare all instructional staff to effectively educate and improve the achievement of all students through the use of best practices and research based strategies.

Performance Objective 2: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize the Co-Op for professional development activities to increase our knowledge, provide strategies for intervention, aid in identifying students with special needs and autism. **Strategy's Expected Result/Impact:** Classroom observations, observation of the presentation **Staff Responsible for Monitoring:** Principal, Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue offering professional development in technology along with utilizing our departments to provide professional development to the staff on strategies and hands-on activities that can be used to increase student engagement. **Strategy's Expected Result/Impact:** Increased usage of technology in the classroom by students and teachers **Staff Responsible for Monitoring:** Principal, Technology Department, Technology Teachers, Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish and/or maintain educational dialogue through professional learning communities to include research-based strategies, book studies, integration of technology, and training on STAAR. **Strategy's Expected Result/Impact:** Department meetings, Sign-in sheets, Agendas **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize technology to increase the rigor in Science and Writing classes for our Economically Disadvantaged students. **Strategy's Expected Result/Impact:** Increased usage of technology by Science and Writing students. **Staff Responsible for Monitoring:** Science and Writing Department Chairs, Science and Writing teachers **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Add interactive projectors to each classroom in several stages. To ensure instructional technology is increasing through appropriate use of district funds. **Strategy's Expected Result/Impact:** Increase used of new technology in each classroom, adding more student engagement and teaching strategies. **Staff Responsible for Monitoring:** Campus Principal, District Technology Staff, District Finance Personnel				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Add technology like computers, I-Pads, or chromebooks for LEP students to use in their Core Classes. This will help bridge the gap for learning and provide valuable resources for english language learners. **Strategy's Expected Result/Impact:** Allow limited English proficient students access to more hands on technology in their core classrooms. **Staff Responsible for Monitoring:** Campus principal, District Technology staff, District Finance Personnel				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Prepare all instructional staff to effectively educate and improve the achievement of all students through the use of best practices and research based strategies.

Performance Objective 3: Maintain 100% of all professional and paraprofessional personnel achieving the designation of Highly Qualified.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Continue to retain and recruit 100% Highly Qualified teachers. **Strategy's Expected Result/Impact:** Staff retention rate **Staff Responsible for Monitoring:** Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Join together as a faculty and staff to host a luncheon once a month to celebrate each department, including office personnel, as well as celebrate teacher birthdays and special occasions. **Strategy's Expected Result/Impact:** Improved school climate **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Paraprofessionals, Climate Committee				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish mentors or buddies for teachers new to teaching and/or new to the district. **Strategy's Expected Result/Impact:** Smooth transition into district, Reduction in turnover **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Vote to identify one teacher and one paraprofessional who exhibit the positive traits that promote a healthy campus climate as Teacher and Paraprofessional of the Month. **Strategy's Expected Result/Impact:** Teacher and paraprofessional recognition, Reduction in turnover **Staff Responsible for Monitoring:** Teachers				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, and expand opportunities for parental and community input.

Performance Objective 1: Maintain and increase opportunities for open communication and significant discussion between families, the community, and the school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Invite the parents of eighth grade students to assemblies regarding High School Personal Graduation Plans as well as inform parents and students as to higher education admissions, financial aid opportunities, Texas grant programs, and Teach for Texas Grant Programs. TMS will provide vocational information as well **Strategy's Expected Result/Impact:** Parent Attendance **Staff Responsible for Monitoring:** Campus Administrators, Counselors				→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Encourage parents to visit school by having programs that involve students, including but not limited to Open House, Career Day, award ceremonies, extra-curricular events, and pep rallies. Teachers will collaborate to host "curriculum fun nights". **Strategy's Expected Result/Impact:** Number of parents attending, Sign in sheets **Staff Responsible for Monitoring:** Principal, Counselor, Teachers				→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Seek community involvement in campus activities, such as the Campus Educational Improvement Committee, the Campus Improvement Plan, and Career Day. TMS will work to find business sponsorship for "curriculum fun night" activities. **Strategy's Expected Result/Impact:** Sign-in sheets, Agendas **Staff Responsible for Monitoring:** Principal				→

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilize Facebook, Twitter, the TMS web-page, and email as a means of communicating with more parents and community members. **Strategy's Expected Result/Impact:** Better communication with the community **Staff Responsible for Monitoring:** Central Office, Principal				→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, and expand opportunities for parental and community input.

Performance Objective 2: Increase access to helpful information regarding healthy family/school relationships.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide clear communication to parents via the following: student handbook, student code of conduct, campus website, Facebook, Twitter, campus marquee, progress reports, report cards, open house, parent teacher conferences, parent phone contacts, e-mail, and Texas Connect. **Strategy's Expected Result/Impact:** Level of parental involvement, Phone logs, Parent sign-in sheets **Staff Responsible for Monitoring:** Campus Administrators, Teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Encourage and assist all parents in becoming active partners in the education of their children at the middle school level, and expand opportunities for parental and community input.

Performance Objective 3: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Actively involve the parents and community members as partners in their students education via Open House, parent/teacher contacts, phone calls to parents, and notification to parents of special activities. **Strategy's Expected Result/Impact:** Level of Parental Involvement **Staff Responsible for Monitoring:** Principal, Counselor, Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Encourage membership in SHAC, the School Health Advisory Council, CEIC, the Campus Educational Improvement Committee, and Career Day. **Strategy's Expected Result/Impact:** Increased community involvement **Staff Responsible for Monitoring:** Central Office, Campus Administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize the district web site and emails from the principal to post school activities, district activities, calendar, and upcoming events. **Strategy's Expected Result/Impact:** Consistently updated website **Staff Responsible for Monitoring:** Principal, Secretary				

0% No Progress 100% Accomplished Continue/Modify Discontinue