Waco Independent School District

Tennyson Middle School

2023-2024 Campus Improvement Plan

Mission Statement

At Tennyson Middle School we believe our duty is to educate the whole child by expecting, modeling, and reinforcing both social-emotional and academic development in a consistently positive environment.

Value Statement

At Tennyson Middle School we have G.R.I.T:

Generosity

Respect

Integrity

Teamwork

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Tennyson Middle School (TMS) serves approximately 960 students in grades 6-8. As of the 2021-2022 Texas Academic Performance Report (TAPR), TMS demographics were as follows: 57.9% Hispanic, 28.1% African American, and 11.1% White. Of these 960 students 88% are economically disadvantaged and 66% at-risk. 10.1% of the students receive Special Education (SPED) services, and 17% were designated Limited English Proficiency (LEP). Since the campus houses the District's Gifted and Talented (GT) ATLAS Academy, the percentage of GT students is currently 26%. The Atlas Academy is a Gifted and Talented program within Tennyson Middle School. Students that have been identified as Gifted and Talented by the Advanced Academics Department may apply to attend the Academy. The campus also houses a functional academic classroom and a behavioral unit (BASE). The mobility rate is 16.2%, and 2.9% of students are coded homeless.

According to the 2021-22 TAPR report, TMS had a staff of 84.1 with 67.2 being teachers. There are four administrators, three instructional specialist, three counselors, and six support staff. Of the teachers, 22.9% are minorities with 14.7% of the teachers being African American, 8.2% Hispanic, and 73.8% White. 20.2% of the teachers have a Master's Degree or higher. 11.6% of the teachers are first-year teachers while 18.9% of teachers have less than five years of experience.

Demographics Strengths

Tennyson Middle School is one of the most diverse campuses in the area. While the campus as a whole is **88%** economically disadvantaged, **72%** of the ATLAS Academy students are also economically disadvantaged. There are students from all socio-economic levels particularly attracted to the specialized gifted and talented instruction within the ATLAS Academy. Gifted students from throughout Waco ISD and surrounding districts apply to attend ATLAS including several students that leave local private schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance percentage continues to be below the goal of 96.4%.   **Root Cause:** The campus does not have a specific plan to address how to positively affect attendance.

Problem Statement 2: Not all demographic populations have achieved their full potential academically or behaviorally.   **Root Cause:** A diverse population requires a deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Achievement

Student Achievement Summary

According to the 2022-2023 School Report Card, Tennyson Middle School overall score and grade was a D (65). TMS scores in the following domains were as follows:

- Student Achievement Domain D (65),
- School Progress Domain C (75),
- Closing the Gap Domain F (40).

Student Achievement Strengths

- Algebra I meet and master's are higher than district and state counterparts (42 out of 58 scored Meets or better)
- Approximately 1/4 OR 25% of 8th grade RLA students scored Masters
- Approximately 1/2 OR 50% of 8th grade RLA students scored Meets or better

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement in 6th-grade reading and 7th-grade math has fallen in the last two years. Social Studies and Science have also decreased significantly and continue to fall below campus expectations. **Root Cause:** The tier 1 instruction is not aligned to the standards.

Problem Statement 2: The percentage of students achieving Masters level in all areas except Algebra have been below the state averages. **Root Cause:** Tier 1 Instruction is not aligned to the standards and the rigor is low.

Problem Statement 3: Emergent Bilingual students continue to struggle with passing STAAR tests and scoring Advanced or Advanced High on the Listening and Speaking portion of TELPAS. **Root Cause:** The campus intervention for ELL students is not comprehensive nor rigorous enough to produce adequate growth across all content areas.

Problem Statement 4: Our math scores have continued to decrease in 6th and 7th grade the last two years, with the greatest decline being in 7th-grade math. **Root Cause:** There was a lack of quality tier 1 instruction and students need more intense small group and individual interventions.

Problem Statement 5: A large number of students are below grade level in reading , struggle to pass STAAR, and show minimal growth. **Root Cause:** Students need more small group and individual interventions to help fill the gaps in learning, and tier 1 instruction is not aligned to the standards.

School Culture and Climate

School Culture and Climate Summary

- Continued efforts have been made to unite the Tennyson MS main campus with the ATLAS Academy, which is a smaller education unit within the school that has a separate educational program, staff, and students. By doing so, it will provide a positive learning environment for all that contributes to improved student achievement and a sense of overall well-being of all students.

- The campus transition from four (4) lunches to three (3) lunches which will create a united campus and interaction with grade-level peers. It will also allow campus administrators, who monitor the cafeteria during lunches, additional opportunities to provide instructional support within the classrooms.

- All teachers were trained on the Big Six: Routines Playbook, which includes Threshold and First Five, Learning Readiness, Last Five, Hallway Transitions, Passes, and Cafeteria Behavior. These campus wide expectations are designed to develop common practices school wide and create continuity.

- TMS received the "No Place For Hate" campus designation for two (2) year in a row and continue to support anti-bullying initiatives during the school.

- Grace-level hallways and portable areas were

- PBIS, a management system that assists our campus in Positive Behavioral Interventions and Support, continues to be implemented with fidelity. Increased support to Check In and Check Out (CICO) students and for students earning Positive Referrals for demonstrating TMS core values of Generosity, Respect, Integrity, and Teamwork (GRIT).

- A high number of discipline referrals for the 22-23 SY were a direct result of the campus shortage of teachers and other key personnel. In the absences of teachers, the students lacked consistent campus and classroom expectations. The hiring of high qualified teachers is a priority for the 23-24 SY.

- The Campus Intervention Specialist (*formerly Behavior Specialist*) and two campus aides have redefined roles, expectations, and responsibilities. The plan is to be proactive with student behavior and have plans in place to address persistent misconduct.
The 6th-grade team has established a more controlled environment to ease the transition from elementary to middle school with a gradual reduction of structure. The focus has been on interventions and transitions. With a collaborative approach to refining the 6th-grade system, significant gains can be made both academically and behaviorally.

- 1/3 of students participate in some type of extracurricular activity. The students who participate in these activities tend to perform better academically and have a more positive social influence among their peers. This has been encouraged by the staff and this encouragement will continue.

- The current design of the campus, in conjunction with the two portable areas, has been shown to be an impediment to having effective overal campus management. Although the current system are in place, a new campus will ensure that effective systems will be developed based on the facility.

- Implementation of AVID and WICOR strategies will be the hallmark of the campus instructional agenda. The campus has two (2) AVID teachers and will shift campus-wide to focus Interactive Notebooks (INBs) which will help teach students new ways to study. The activities within the notebook provide students with visual pictures. This helps students remember content. Having everything to complete, organized, and in one place makes studying much easier.

- Weekly Parent Newsletters and Staff/Faculty Newsletters will be sent in order to effectively communicate with all key stakeholders. These newsletters are a quick way to encourage parent involvement by keeping the families in the loop about important dates, events happening in the classroom and at school, and a brief overview of what their children are learning.

- Professional Learning Communities (PLC) have been restructured to be conducted by grace-level with a renewed focus on interdisciplinary instruction. A continued effort and focus in this area will increase collaboration and individual ownership.

School Culture and Climate Strengths

- Shared goals and vision - We know where we're going
- Collegiality – We're in this Together
- Continuous Improvement & Lifelong Learning - We can always get better
- Risk Taking - We learn by trying something new
  - Celebration and Humor: We Feel Good about Ourselves

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: TMS utilizes PBIS rewards to encourage students to model core values; however, we need to do more for our teachers, so they can understand how appreciated they are, and we must continue to motivate/support students.   **Root Cause:** Teachers can easily become overwhelmed and feel underappreciated. We need to make sure they are recognized so they will continue to work and help students achieve at the highest level

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Tennyson main campus had a total 25 vacancies (*including teacher promotions within the district*) at the end of the 22-23 SY and the ATLAS Academy had total of 5 vacancies. The department least impacted by teacher loss was the Math department and the department most impacted was the English department. Structurally, the ATLAS program staffing stayed the same, but an additional teacher was needed for the Research class. The Tennyson main campus received an extra allocation for the 23-34 SY. Administrators were able to secure resignation early on in the hiring season in order to fill pending vacancies.

All first-year teachers and teachers new to the Waco ISD have a mentor teacher assigned to them through the SUCCCEED program. These mentors are assigned at the campus level but managed through central administration. Communication, collaboration, and organization within the campus level of the mentor program will be addressed to provide a more functional support system for first-year teachers and teachers new to the district. A Campus Instructional Specialist is assigned to oversee the program. All second year teachers have a "buddy" teacher assigned to help support the teacher.

In terms of professional development, teachers all new teacher received training through the district titled Behavior Bootcamp. Additionally, our first year teacher will need professional development with the lesson cycle. Prior year walkthrough feedback and observations indicates a need Data Driven Instruction to align the instruction to the TEKS and improve Tier 1 instruction. Teachers that fail to perform at district and state standards are provided with several interventions, professional development, and an administrator coach.

If a teacher leaves during the year or at the end of the year, the administrative team will meet to develop a list of qualifications needed for replacement. Likewise, the team will decide if a currently employed teacher would be better in the vacant position. Student achievement and T-TESS data is used to determine if this change of assignment was necessary.

Teacher Turnover Rates over the last three years:

School Year	20/21	21/22	22/23		
Teacher Separations	13	19	30		
Teacher Turnover	20.44%	29.28%	51.67%		

Reasons for leaving (22/23): one promotion within the campus, one promotion within the district, multiple relocations, multiple transfers to other districts

Staff Quality, Recruitment, and Retention Strengths

- Hiring highly qualified staff members
- Professional development offered on campus based on high needs
- New Teacher mentor program
- Implementation of PLC+ and time dedicated to PLCs daily
- Staff personally invested in the campus and our students

- Multiple morale-boosting activities provide teachers with motivation
- Teachers have also been divided into houses to increase a sense of community and ownership

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers were covering classes during PLC instead of sharing best practices and brainstorm innovative ways to improve learning and drive student achievement. **Root Cause:** Teacher vacancies and teacher absences.

Problem Statement 2: Low teacher morale **Root Cause:** Student behavior caused by teacher vacancies and teacher absences.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Tennyson Middle School (TMS) teachers use curriculum that is aligned with the state standards. All curriculum at TMS is research-based and instructionally centered on best practices. We make data-driven decisions for improvement in our written curriculum and instructional methodologies using district Taught Curriculum Assessments (TCA's), district assessments, campus assessments, and campus walkthrough data. The world of education is ever-evolving and TMS teachers and staff require new learning and updates to the written, taught, and assessed curriculum areas in order to stay abreast of latest educational trends and instructional best practices. Student engagement, rigorous coursework, and innovative educational strategies are focus areas.

Curriculum, Instruction, and Assessment Strengths

- Use of data by teachers and students via check-ins during conferences.

- Staff and leadership participation in the school year and summer professional development

- Implementation of small group instruction

- Implementation of WICOR strategies school-wide as adopted through AVID; poster displays in all classrooms.

- Collaboration with district coordinators on pacing guide updates.

- Enhanced understanding and additional training of rigor and relevance

- Student centered instruction has improved and teachers feel it benefits students and teachers building individualized relationships, leading to greater opportunities of learning needs, and differentiation.

- More kinesthetic learning opportunities seen across campus

- Higher Costas level of questioning across the campus

- Backwards planning has improved across all contents

- ATLAS - positive early implementation of depth and complexity

- Adequate planning time for instruction planning via conference and PLC times.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students lack the critical thinking skills necessary to excel in academic areas. **Root Cause:** Teachers need additional training on best practices, such as Depth & Complexity, RTI strategies, Rigor & Relevance, blended learning, guided reading, differentiation, and AVID.

Problem Statement 2: Students are not meeting achievement expectations in multiple areas. **Root Cause:**
Teachers need professional development in aligning curriculum and data-driven instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Tennyson Middle School (TMS) is committed to the development of family and community involvement. TMS strives to achieve family and community partnerships that positively impact the lives of all TMS students. We incorporate the components of the school, family, and community partnerships to help our students succeed.

Our structure includes parental organizations that regularly interact with the campus such as the Parent-Teacher Association (PTA) which is involved in campus activities and initiatives. The Campus-based Decision Making Committee (CDMC) welcomes parents, teachers, and members of the community to TMS 4-5 times throughout the year to discuss pressing business and update the Campus Improvement Plan as needed.

We know that communication is key to the effectiveness of family and community involvement. Through the use of electronic and printed communication, such as the School Messenger System, mail correspondence, and social media, TMS keeps parents informed of campus-wide alerts and information. We also maintain a school website (http://tennyson.wacoisd.org/home/) that showcases the latest happenings on and around campus. TMS strives for frequent interactions between school, family, and community so that students are more likely to receive a message of solidarity.

Parent and Community Engagement Strengths

- Parent Teacher Association (PTA)

- Campus-based Decision Making Committee (CDMC)

- Parent Weekly Newsletters

- Website

- Frequent use of Social media (Facebook, Twitter, and Instagram)

- School Messenger System

- Parent/Community volunteer support at campuses

- Parent/Community feedback (campus survey)

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent engagement of at-risk students. **Root Cause:** Their attitude towards the school and staff, staff attitudes towards parents, lack of awareness, parent cliques, or an absence of effective communication. Other barriers that prevent parent involvement can include childcare, work conflicts, time restraints, language barriers, and

cultural differences.

School Context and Organization

School Context and Organization Summary

Tennyson Middle School places an emphasis on making sure that the most qualified teachers are employed at the campus. Core-content teachers have the opportunity to meet daily for content level PLCs, which focus on planning, professional development/growth, RTI, AVID strategies, student assessment, interventions, student work, and data disaggregation (DDI).

Tennyson provides opportunities for tutoring and intervention, both during the school day and before/after school by TMS teachers.

Teachers are an integral part of the Campus Decision-Making Committee.

School Context and Organization Strengths

- Teachers provide before/after school tutorials to increase student achievement and close the achievement gaps. Currently, teachers have at least two mornings and/or two afternoons a week identified as tutoring times.

- Snacks are provided to students who attend after-school tutoring.

- Teachers are invited to attend and become involved in the Campus Decision Making Committee.

- Teachers have many opportunities to participate in committees, clubs, extracurricular activities and participate in decision-making.

- Core teachers have grade-level PLC/planning periods daily.

- Monthly grade level meetings are attended by teachers and staff to discuss struggling students and strategies to help them

- We have a collaborative environment.

- People are willing to go beyond their subject areas, job descriptions, and boundaries to help each other.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need better incorporation of social-emotional learning campus-wide in order to really serve the "whole child." We can utilize peers, advisory, and a tiered system.   **Root Cause:** The staff cares about students, works on building relationships with students, and understands how to work with students from low SES backgrounds.

Problem Statement 2: We have a high level of students who do not meet the standard on STAAR tests.   **Root Cause:** Students continue to have gaps in learning and tier 1 instruction is not aligned to the standards.

Technology

Technology Summary

TMS has laptops, iPads, iPods, laptop mobile labs, Mobis, Clickers, T-184 calculators, desktops, printers, studio recording equipment, document cameras, and projectors. This equipment is accessible to all teachers. TMS is a one-to-one campus, where all students are equipped with a Chromebook.

Teachers continue using Canvas with positive results in student engagement and achievement. Computers and Interactive displays were purchased but more are still needed. We use Eduphoria and TEAMS for curriculum, instruction, and assessment support.

Technology Strengths

TMS leadership is dedicated to seeing better use of technology. District and campus funds are allocated to buying and repairing technology. Interactive whiteboards have been installed and are used regularly in math classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: TMS teachers need additional professional development to improve the use of instructional technology in order to ensure a balance of blended learning so students can reach their full potential. **Root Cause:** Teachers became dependent on technology use as a method of instruction during the pandemic and lack a balance between using instruction to enhance learning rather than the method of learning.

Priority Problem Statements

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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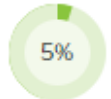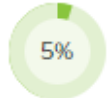
Goals

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 1: 75% of all math students will be at approaches grade level and there will be a 15% increase for students who meet grade level and 5% increase of students who master grade level on the STAAR exam.

    Evaluation Data Sources: STAAR exam data.

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Each Math teacher will analyze previous year's STAAR data, as well as current TCAs and Interim Assessments to guide targeted instruction. Additional targeted support will be provided to at-risk students, current students in special education, and African American students in order to increase academic growth.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments.
     Staff Responsible for Monitoring: Math teachers, Principal, Instructional Specialists (IS)
 	
     Targeted Support Strategy
	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement targeted Math tutorials conducted after school and Saturday School for Tier 1 and Tier 2 students. Teachers will utilize research-based, best-practice instructional strategies to support students in extending and reteaching classroom learning.	**Formative**		
	Jan	May	May

Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments.
     Staff Responsible for Monitoring: Math Lead, Instructional Specialist, Assistant Principal
 	
     Targeted Support Strategy
	5%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Student Intervention Teacher (SIT) will work with at-risk students to increase mathematical competency.	**Formative**		
	Jan	May	May
Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments. **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principal	5%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will attend professional development with a specific emphasis on high-yield instructional strategies to bridge the gap between student needs and targeted academic achievement goals.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Lesson plans will show alignment and the progressions of unit, as well as the gradual release of instruction. Improved creation and use of student learning targets as documented through classroom observations and walkthroughs.	5%		

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

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 2: 80% of all reading students will be at approaches grade level and there will be a 15% increase for students who meet grade level and 5% increase on students who master grade level on the STAAR exam.

    Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		

Strategy 1: Each RLA teacher will analyze previous year's STAAR data, as well as current TCAs and Interim Assessments to guide targeted instruction. Additional targeted support will be provided to at-risk students, current students in special education, and African American students in order to increase academic growth.
 	
    Strategy's Expected Result/Impact: Increased academic growth on STAAR assessment.
    Staff Responsible for Monitoring: RLA Teachers, Principal, and Instructional Specialists
	Formative		

	Jan	May	May
	10%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Student Intervention Teachers (SIT) RLA teachers will work with at-risk students to increase word recognition, reading fluency, vocabulary, reading comprehension, and writing related to authentic texts.
 	
    Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments.
    Staff Responsible for Monitoring: RLA Teachers, Principal, and Instructional Specialist
	Formative		

	Jan	May	May
	10%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to implement targeted RLA tutorials conducted after school and Saturday School for Tier 1 and Tier 2 students. Teachers will utilize research-based, best-practice instructional strategies to support students in extending and reteaching classroom learning. **Strategy's Expected Result/Impact:** Increased academic growth on STAAR assessments.	**Formative**		
	Jan	May	May
	5%		

Strategy 4 Details	Formative Reviews		
Strategy 4: RLA teachers will attend professional development with a specific emphasis on high-yield instructional strategies to bridge the gap between student needs and targeted academic achievement goals. **Strategy's Expected Result/Impact:** Lesson plans will show alignment and the progressions of unit, as well as the gradual release of instruction. Improved creation and use of student learning targets as documented through classroom observations and walkthroughs.	**Formative**		
	Jan	May	May
	10%		
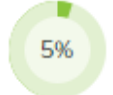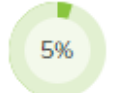
0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 3: 80% of all science students will be at approaches grade level and there will be a 5% increase for students that meet grade level on the STAAR exam.
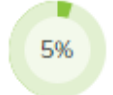
Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to implement targeted Science tutorials conducted after school and Saturday School for Tier 1 and Tier 2 students. Teachers will utilize research-based, best-practice instructional strategies to support students in extending and reteaching classroom learning.
    Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments.
    Staff Responsible for Monitoring: Science Teachers, Assistant Principal, Instructional Specialists
	Formative		

	Jan	May	May
	5%		

Strategy 2 Details	Formative Reviews		

Strategy 2: Science teachers will attend professional development with a specific emphasis on high-yield instructional strategies that will bridge the gap between student needs and targeted academic achievement goals.
    Strategy's Expected Result/Impact: Lesson plans will show alignment and the progressions of unit, as well as the gradual release of instruction. Improved creation and use of student learning targets as documented through classroom observations and walkthroughs.
    Staff Responsible for Monitoring: Science Teachers, Assistant Principal, Instructional Specialist
	Formative		

	Jan	May	May
	5%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Implementation of Defined Learning curriculum for 6th graders which will help develop critical future-ready skills as they apply their knowledge and skills to solve real-world challenges. **Strategy's Expected Result/Impact:** Increased academic growth on STAAR assessments.	**Formative**		
	Jan	May	May
	10%		

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

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 4: 70% of all social studies students will be at approaches grade level and there will be a 5% increase for students who meet grade level on the STAAR exam.
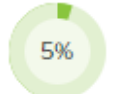
    Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to implement targeted Social Studies tutorials conducted after school and Saturday School for Tier 1 and Tier 2 students. Teachers will utilize research-based, best-practice instructional strategies to support students in extending and reteaching classroom learning.
    Strategy's Expected Result/Impact: Increased academic growth on STAAR assessment.
    Staff Responsible for Monitoring: Social Studies Teachers, Assistant Principal, Instructional Specialist
	Formative		

	Jan	May	May
	10%		
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Social Studies teachers will attend professional development with a specific emphasis on high-yield instructional strategies that will bridge the gap between student needs and targeted academic achievement goals.
    Strategy's Expected Result/Impact: Lesson plans will show alignment and the progressions of unit, as well as the gradual release of instruction. Improved creation and use of student learning targets as documented through classroom observations and walkthroughs.
    Staff Responsible for Monitoring: Social Studies Teachers, Assistant Principal, Instructional Specialist
	Formative		

	Jan	May	May
	5%		

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

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 5: 100% of GT (Gifted and Talented) students will obtain Meets Grade Level standard on the STAAR tests and 75% will obtain Masters Grade Level on the STAAR.
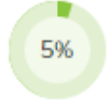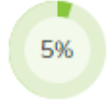
    Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		

Strategy 1: Selected GT students will participate in field-based instruction to extend their learning and prepare them for both the STAAR and the Texas Performance Standards Project (TPSP).
    Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments.
    Staff Responsible for Monitoring: GT Coordinator
	Formative		

	Jan	May	May
	5%		
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Teachers of GT students will attend related conferences such as TAGT to gain knowledge on specific strategies to work with gifted learners to help extend their learning and how to provide enrichment activities and learning opportunities.
    Strategy's Expected Result/Impact: Improved lesson design and instruction that results in student's academic growth.
    Staff Responsible for Monitoring: GT Coordinator
	Formative		

	Jan	May	May
	10%		
Strategy 3 Details	**Formative Reviews**		

Strategy 3: ATLAS Academy will focus on STEAM Education which is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.
    Strategy's Expected Result/Impact: Enrollment in STEAM related classes and development of additional course with an emphasis on STEAM curriculum (i.e. Research and NuMinds curriculum).
    Staff Responsible for Monitoring: Principal, Assistant Principal
	Formative		

	Jan	May	May
	5%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 6: 75% of Emergent Bilingual students will be at approaches grade level on all STAAR tests and there will be a 5% increase for students that meet grade level on the STAAR exam.
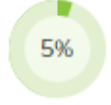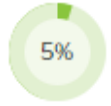
    Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		

Strategy 1: Schedule and conduct parent outreach meetings for parents of emergent bilingual students to increase communication and help parents understand how they can use literacy strategies at help students at home. Parents will learn about community resources and materials for extended learning.
     Strategy's Expected Result/Impact: Increased parent involvement
     Staff Responsible for Monitoring: ELL/ELLA Teacher, Principal
	Formative		

	Jan	May	May
	5%		

Strategy 2 Details	Formative Reviews		

Strategy 2: EBs who demonstrate challenges in literacy will have access to a variety of printed materials for reading to support academic achievement and literacy. This will include diverse classroom libraries, Spanish to English dictionaries as well as glossaries to support content-based language instruction in the classroom and to engage beginning EB students and struggling readers.
     Strategy's Expected Result/Impact: Improved student growth in reading as measured by Renaissance 360 and STAAR assessments.
     Staff Responsible for Monitoring: ELL/ELLA Teacher
	Formative		

	Jan	May	May
	5%		

Strategy 3 Details	Formative Reviews		

Strategy 3: Teachers will incorporate English Language Proficiency Standards (ELPS) alongside the TEKS within lesson plans to ensure that emergent bilingual students have an opportunity to learn English and to succeed academically.
     Strategy's Expected Result/Impact: Align lesson plans that reflect both TEKS and ELPS to effectively support instruction for EB students.
     Staff Responsible for Monitoring: Teachers, Instructional Specialist, ELL/ELLA teacher, Principal
	Formative		

	Jan	May	May
	10%		

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

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 7: 75% of all African American students will be at approaches grade level for all STAAR tests and there will be a 5% increase for students that meet grade level on the STAAR exam.

    Evaluation Data Sources: STAAR exam data

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule and conduct parent outreach meetings for parents of African American students to increase communication and help parents understand how they can use literacy strategies at help students at home. Parents will learn about community resources and materials for extended learning.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased parent involvement; additional reading material present within the classroom that is culturally relevant **Staff Responsible for Monitoring:** Principal	5%		
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Continue to implement targeted tutorials conducted after school and Saturday School for Tier 1 and Tier 2 students. Teachers will utilize research-based, best-practice instructional strategies to support students in extending and reteaching classroom learning.	Formative		
	Jan	May	May
Strategy's Expected Result/Impact: Increased academic growth on STAAR assessments. **Staff Responsible for Monitoring:** All teachers, Principal, Instructional Specialist	5%		

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

Goal 1: Tennyson MS will provide relevant, rigorous, and engaging learning opportunities to achieve academic success of all students.

Performance Objective 8: All AVID students will obtain college readiness skills that will prepare them to succeed in rigorous curricula, enter mainstream activities in school, and increase their opportunities to enroll in four-year colleges.

    Evaluation Data Sources: Summative Evaluation

Strategy 1 Details	Formative Reviews		
Strategy 1: Schedule and implement AVID site-team meetings held monthly involving staff, parents, and students.	**Formative**		
Strategy's Expected Result/Impact: Increased student college readiness through partnerships with staff, students, and parents.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Site Team Members; AVID Coordinator **Funding Sources:** - State Compensatory Education	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Once per semester, host an AVID Family Night.	**Formative**		
Strategy's Expected Result/Impact: Increased student academic achievement due to increased parent involvement.	**Jan**	**May**	**May**
Staff Responsible for Monitoring: AVID Coordinator	5%		

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure all AVID students are enrolled in a rigorous course of study.	**Formative**		
Strategy's Expected Result/Impact: Increased number of AVID students enrolled and succeeding in rigorous course work	**Jan**	**May**	**May**
Staff Responsible for Monitoring: AVID Coordinator	5%		

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase enrollment in the AVID program by bringing in former AVID students to discuss the importance of AVID and shadowing high school AVID students at the feeder high school. Additionally, taking current TMS AVID students to elementary schools to speak to students will be used to recruit incoming 6th grade students.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Increased interest and enrollment in the AVID program, and increased community involvement and relationships built throughout campuses/grade levels. **Staff Responsible for Monitoring:** AVID Site Team, AVID Coordinator	10%		

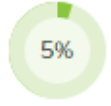0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Tennyson MS will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 1: 100% of all core teachers will actively participate in our Professional Learning Community (PLC).

    Evaluation Data Sources: PLC walkthroughs and minutes

Strategy 1 Details	Formative Reviews		

Strategy 1: The campus will focus on strengthening the PLC process. Teachers and administrators will attend the PLC+ Training/Conference to build instructional capacity and to increase the collaborative environment among teachers.
    Strategy's Expected Result/Impact: Increased collaboration around instruction that leads to improved and targeted instruction for students and an overall increase in student achievement.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialist
	Formative		

	Jan	**May**	**May**
	10%		
Strategy 2 Details	Formative Reviews		

Strategy 2: Professional T-TESS goals will center around professional development based on teacher needs.
    Strategy's Expected Result/Impact: Teachers will feel supported and develop expertise as content area experts
    Staff Responsible for Monitoring: Principal
	Formative		

	Jan	**May**	**May**
	5%		

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

Goal 2: Tennyson MS will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 2: Implement a Teachers Supporting Teachers program that will mobilize and support novice and veteran teachers to have a lasting impact in the campus personally and professionally (instructionally).

    Evaluation Data Sources: Teacher observe other teachers; feedback form

Strategy 1 Details	Formative Reviews		
Strategy 1: At least once per 6-week grading period, every teacher will have the opportunity to observe another teacher's classroom to learn a new instructional strategy, to get valuable feedback from a colleague, or seek support.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Improved teacher morale and feeling of support; increased unity of staff and improved campus culture and teacher retention. **Staff Responsible for Monitoring:** Instructional Specialist, Assistant Principal	10%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: Tennyson MS will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 3: Successfully implement the See It, Name It, Do It action coaching model
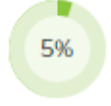
Evaluation Data Sources: Through classroom observation, high-leverage precise action steps that impact teacher growth will be identified. Teacher expertise will improve through incremental changes in
teacher practice has a tremendous impact on student growth and achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that Instructional Specialist and Assistant Principals are trained in the Get Better Faster Instructional Coaching model.	**Formative**		
Strategy's Expected Result/Impact: At least 1 coaching cycle for each teacher; teacher retention; walkthrough data **Staff Responsible for Monitoring:** Principal	**Jan**	**May**	**May**
	10%		

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

Goal 2: Tennyson MS will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 4: Plan and schedule regular SUCCEED Teacher Mentor Program (for all first year teachers) meetings.
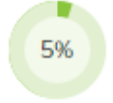
    Evaluation Data Sources: Succeed mentor agenda based on teacher needs, schedule PD

Strategy 1 Details	Formative Reviews		
Strategy 1: Pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher.	**Formative**		
	Jan	**May**	**May**
Strategy's Expected Result/Impact: Teacher retention **Staff Responsible for Monitoring:** Principal; assigned IS	5%		
 0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue 			

Goal 2: Tennyson MS will recruit, retain, and develop highly qualified staff by providing professional growth opportunities and supporting employee wellness and self-care.

Performance Objective 5: Recognize, celebrate, and award teachers.

Evaluation Data Sources: Recognition for teachers builds off of some of the well known extrinsic and intrinsic motivational theories. It offers hope for meaningful recognition to the other teachers working to improve student-learning
outcomes

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct award and recognitions during staff meetings.	**Formative**		
Strategy's Expected Result/Impact: Staff morale; teacher retention	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal; Assistant Principal	5%		

Strategy 2 Details	Formative Reviews		
Strategy 2: Complete weekly Texan Applause recognitions of teachers	**Formative**		
Strategy's Expected Result/Impact: Staff morale; teacher retention	**Jan**	**May**	**May**
Staff Responsible for Monitoring: Principal, Assistant Principal	N/A		

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

Goal 3: Tennyson MS will engage in transparent, timely communication with all stakeholders to build positive, supportive relationships with the community.
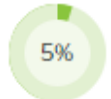
Performance Objective 1: Increase parent/community engagement by 20%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase involvement in PTA by advertising upcoming events through blackboard connect.	**Formative**		
Strategy's Expected Result/Impact: Increased membership in PTA. **Staff Responsible for Monitoring:** Staff, PTA President	Jan	May	May
	5%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase parent usage of Parent Portal (through TEAMS) by offering training to parents and students during 6th grade orientation and meet the teacher.	**Formative**		
Strategy's Expected Result/Impact: Increased usage of parent by parents to support student success. **Staff Responsible for Monitoring:** All Staff	Jan	May	May
	10%		

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

Goal 4: Tennyson MS will meet the social emotional needs of all students by fostering resilient relationships and providing a safe and healthy learning environment.

Performance Objective 1: All students will be safe as the TMS staff focus on Classroom Management, Bullying, and Multi-Tiered System of Support (MTSS).

 Evaluation Data Sources: Behavior data; StopIt app reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Conduct committee will address safety and security issues (meet once a month).	**Formative**		
Strategy's Expected Result/Impact: The TMS campus will be a safe place to learn which will increase student engagement and achievement. **Staff Responsible for Monitoring:** Administrative staff	**Jan**	**May**	**May**
	10%		
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers new to TMS will be required to attend Behavior Bootcamp offered by the district.	**Formative**		
Strategy's Expected Result/Impact: Decreased behavior incidents in 1st year teacher classrooms; teacher retention **Staff Responsible for Monitoring:** New Teachers, Principal	**Jan**	**May**	**May**
	5%		
Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers will be trained in Emergent Tree, which turns classrooms into thriving communities with social-emotional-behavioral intelligence.	**Formative**		
Strategy's Expected Result/Impact: Decreased behavior issues throughout the campus **Staff Responsible for Monitoring:** All Staff	**Jan**	**May**	**May**
	10%		
Strategy 4 Details	Formative Reviews		
Strategy 4: Schedule a Challenge Day, a day-long interactive workshop where students and their teachers experience for themselves that compassion and connection.	**Formative**		
Strategy's Expected Result/Impact: Reduces teasing, stereotyping, social oppression, and bullying; teaches tools for peaceful conflict resolution; Enhances skills for healthy emotional expression; Increases students' self-esteem, sense of purpose, and integrity; Builds empathy and community on campus **Staff Responsible for Monitoring:** Principal	**Jan**	**May**	**May**
	50%		

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

State Compensatory

Budget for Tennyson Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Tennyson Middle School

Name	Position	FTE
Avra Merritt	SIT Math	1
Ebony Brooks	Behavior Intervention	1
Kathryn Marteney	SIT ELAR	1
Stephanie Allen	aide behavior	1

Title I Personnel

Name	Position	Program	FTE
Hannah Mullen	IS PCN 7264	Title I	1
Karlie Berry	IS 7259	Title I	1
Nicole Rodriguez	IS PCN 7731	Title I	1
Shatel Mosley	aide behavior PCN 8085	Title I	1

Campus Funding Summary

			State Compensatory Education		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$379,693.00
				+/- Difference	$379,693.00
			Title 1		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$323,250.00
				+/- Difference	$323,250.00
				Grand Total Budgeted	$702,943.00
				Grand Total Spent	$0.00
				+/- Difference	$702,943.00