Waco Independent School District

Tennyson Middle School

2025-2026 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tennyson Middle School is one of 3 Middle School campuses in Waco ISD. Tennyson currently serves 963 students in 6th through 8th grade. In the 2023-2024 school year, the campus served 959 students, 2022-2023 served 999 students, 2021-2022 961 students, 888 students during the 2020-2021 school year, and 931 students in the 2019-2020 school year.

Our current enrollment has fluctuated significantly over the course of this year from a high of over 1100 students to 963. This created stress to our facilities, faculty, staff, students and services offered. Factors that may have influenced our early influx of students include the opening of our new school campus, past reputation for academic rigor, Waco ISD being an open enrollment district.

Tennyson serves a very diverse population of students with specific supports in place for EB (Emergent Bilinguals), Gifted & Talented, Students Receiving Special Education services, and Economically Disadvantaged students with the support of Community in Schools.

Our student body demographics have changed. White students are underrepresented on this campus. They made up 16.11% of the student body in 2014-2015 and this year they make up 11.11%. African American enrollment has remained steady between 29.6% to 30% of our student body over the past 10 years. Hispanic enrollment fluctuates between 53% and 59%. Ten years ago they made up 52% of our student body. Our Asian and Pacific Islander, as well as Native American and Native Hawaiian student numbers fluctuate from 0 to 7 students over a ten year period. Female enrollment has been slightly less than male enrollment (5%) steadily over time.

The overall mobility rate is trending downward. Currently, it is lower than the district at 16.2% and 0.1% above the state. Tennyson's average daily attendance rate for students is 92.3%, which is a decline from an average of 95% over the past ten years. Over the past decade, demographics of the community have changed and the population of disadvantaged students have increased from 79.1%in 2014-15 to a high of 89.9% in 2019-2020 to 86.2% in 2022-2023 (The last year we have data for.)

In 2017-2018, the last year we scored a B rating, core classes had 3 teachers in each subject at every grade level, and our student enrollment was 921 students. We only have 43 more students this year than five years ago, our rating is a D. Student teacher ratios have increased in Science and Social Studies and Math, because we have less teachers teaching core classes full-time. This increase can be correlated directly to lower student performance, as the teachers have larger class sizes and must divide their attention among more students. In addition, we have had a high attrition rate amongst our faculty since 2020-2021. Cycling in new faculty members at this high a rate also contributes to poor performance.

In order to improve student learning outcomes at our school, we strongly recommend returning to three full-time grade level core teachers in each grade level. (Not split duties with other subjects/grade levels.)

Demographics Strengths

While the number of White students attending Tennyson has declined by 5% over the past ten years, our student body has an equitable representation of Hispanic, African American and Asian populations and supports learning about each other. Tennyson families are supportive of the campus and activities. Tennyson is growing community connections and opportunities for community volunteers to serve our student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Academic Performance is poor.
Root Cause: We only have 43 more students this year than five years ago, our rating is a D. Student teacher ratios have increased in Science and Social Studies and Math, because we have less teachers teaching core classes full-time. This increase can be correlated directly to lower student performance, as the teachers have larger class sizes and must divide their attention amongst more students. In additio

Problem Statement 2: Some students at Tennyson have academic challenges that make school difficult.
Root Cause: Academic gaps exist due to lack of resources, lack of family support and involvement, absenteeism, and language barriers for some students. These challenges are due to poverty, trauma, and absenteeism. Poverty and instability in the home environment demand the need for appropriate academic and intervention strategies training for staff.

Problem Statement 3: Over the years, the demographics of the community have changed and the population of economically disadvantaged students has increased from 68.9 percent in 2018-19 to 86.3% in 2022-23.
Root Cause: Tennyson is centrally located in a residential / commercial neighborhood with some areas for multi-unit housing to grow. Many of our families live in apartments. The cost of living has increased substantially and many families move often to find more affordable housing options or to be closer to work. This impacts student stability and academic success.

Student Learning

Student Learning Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**69**	**D**	
Student Achievement		**65**	**D**	**0%**
STAAR Performance	35	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**75**	**C**	**70%**
Academic Growth	51	57	F	
Relative Performance (Eco Dis: 86.3%)		75	C	✓
Closing the Gaps	**14**	**57**	**F**	**30%**

According to the 2023-24 School Report Card, Tennyson Middle School shows marked improvement on the Closing the Gap Domain (up 17 percent), achievement in Algebra I (up 19 percent), achievement in sixth-grade Reading (Meets Grade Level performance up 12 percent), and seventh-grade mastery performance (up 10 percent). The growth in these areas scored Tennyson Middle School at a C in the School Progress Domain. Tennyson can celebrate high student performances in both Algebra I, with 69 percent meeting grade level, and in sixth-grade reading, with 50 percent meeting grade level standards.
Student Learning
Nevertheless, student achievement remains low as a whole, and despite the improvement in Closing the Gap, this area and academic growth remain Tennyson's largest weaknesses.

Student Learning Strengths

Tennyson Middle School has a population of hard-working and high-achieving students. The campus is proud of many different student achievement strengths such as:

- Algebra I scores that exceed other districts and middle schools
- Students involved in school-sponsored extracurricular activities, clubs, and sports
- Students participate in the History Fair competitions.
- Band, choir, athletic teams, and theatre groups all consistently achieve top ratings in UIL-sanctioned competitions

Problem Statements Identifying Student Learning Needs

Problem Statement 1: With a D rating in student achievement, and F ratings in academic growth and closing the learning gap, Tennyson Middle School shows evidence of poor academic performance across the board.
Root Cause: Class sizes at Tennyson Middle School are large, with few teachers teaching core classes full time. There has also been a high attrition rate among the faculty ever since the 2020-21 academic school year.

Problem Statement 2: With only 30 percent of students meeting grade level in math (and only 5 percent in seventh grade), and low ratings in student growth (only 31 percent of seventh graders and 55 percent in sixth and eighth grades), Tennyson Middle School is showing particularly poor performance in math.
Root Cause: There is a misalignment between instruction and the rigor of the TEKS, as well as gaps in students' foundational math skills.

Problem Statement 3: Social Studies is another particularly low-performing core subject at Tennyson Middle School, with only 18 percent of students meeting grade level standards.
Root Cause: There is limited student engagement in social studies. Not only do weak reading comprehension skills contribute to poor performance in this area, students perceive little relevance to the curriculum.

Problem Statement 4: Tennyson Middle School's special education students are underperforming, with only 9 percent meeting grade level standards, and 0 percent mastering.
Root Cause: There are a lack of effective inclusion supports on campus (staff is being pulled to substitute), and general education teachers are insufficiently trained on IEP implementation.

Problem Statement 5: There are substantial achievement gaps between racial/ethnic groups on the TMS campus-65 percent of white students meet grade level standards, while 40 percent of Hispanic students do and only 36 percent of African American students.
Root Cause: There are a lack of culturally responsive teaching practices on campus, and a disparity between disciplinary issues affecting learning time across racial/ethnic groups.

Problem Statement 6: With only 38 percent of economically disadvantaged students meeting grade level standards, their performance lags behind the campus as a whole.
Root Cause: There are higher mobility and absentee rates among our economically disadvantaged students. In addition, unmet basic needs have an impact upon academic focus and engagement.

Problem Statement 7: Tennyson Middle School's EB/EL students are testing below the state average in both STAAR performance and student growth.
Root Cause: There is a lack of language support embedded in content instruction. Additionally, newcomer students are challenged by limited family engagement and few extant support structures on campus.

Problem Statement 8: Low rates of accelerated instruction success, with 25 percent in ELA and 30 percent in math, demonstrate the current impact of TMS's accelerated instruction programming (WIN periods and SIT classes).
Root Cause: Students are not using iReady with fidelity. A lack of engagement with the programming led to low performance on mastery tests.

School Processes & Programs

School Processes & Programs Summary

At Tennyson, we believe all students can succeed when they feel safe, valued, and included. Student academic success grows from our teamwork — through professional learning communities, vertical teams, and shared planning.

By working together, we align best practices and take collective responsibility for every student's progress. Relationships with students are central to our work, and through Restorative Practices, social-emotional learning, and cultural celebrations, we focus on connecting before correcting while teaching positive school behaviors. We welcome parents and community members to partner with us in supporting our shared vision and mission.

School Processes & Programs Strengths

School Processes & Programs Strengths

- We have highly qualified teachers
- PLC/Intervention Lead Professional Development with Administration
- Extracurricular opportunities have played a key role in fostering students' sense of community and belonging on campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Class sizes are unevenly distributed, with some classes having as few as 4 students and others as many as 35. Additionally, student-teacher ratios in Math, Science, and Social Studies have risen significantly. This increase directly affects student performance, as teachers must divide their time and attention across larger groups, limiting individualized support. Compounding the issue, we have exp
Root Cause: The number of core subject teachers is insufficient to meet student needs and to maintain balanced, manageable class sizes. This shortage strains existing staff and makes it difficult to stabilize class rosters and provide consistent, high-quality instruction.

Problem Statement 2: While we have made meaningful progress and have seen a reduction in the number of students reporting that they feel unsafe at school, the frequency of physical aggression incidents remains higher than desired.
Root Cause: Many students are still struggling to adapt to the behavioral expectations and social norms required for success in the school environment. Additionally, there is a need to establish a consistent and shared language across cultures to promote understanding and respectful interactions.

Problem Statement 3: The absence of regular faculty and staff meetings has contributed to a sense of disconnection and lack of alignment across our campus. Without consistent opportunities for all staff to communicate, collaborate, and stay informed, it becomes challenging to build a cohesive school culture, align goals and practices, and ensure that all team members are working toward shared priorities.
Root Cause: There is currently no structured system or dedicated time built into the school schedule for regular faculty and staff meetings, making it difficult to prioritize collective

communication and collaboration.

Perceptions

Perceptions Summary

Tennyson Middle School's climate and culture reflects an ever-growing and evolving campus. The 2024-2025 academic year is the first year for the school in a new building with a new leadership team. Tennyson Middle School is a diverse campus with students of varied races and ethnicities, socioeconomic backgrounds, and students from every area of Waco.

Students at Tennyson Middle School feel they are expected to show academic growth; be safe, respectful, and responsible; and accept others. Student surveys show 57 percent feel they are expected to show academic growth; 80 percent feel that staff expect them to be safe, respectful, and responsible; and 65 percent understand they are expected to be accepting of others' differences. The staff survey data agree that teachers and staff hold students to high standards.

However, teachers feel students are disrespectful to one another, especially based on differences. According to survey data, 90 percent of teachers feel teasing is common at Tennyson Middle School; 68 percent of teachers feel students are not respectful of differences in race, gender, ethnicity, and culture; and 68 percent of teachers also believe that students are mean to each other on purpose. Student survey data aligns with this data.

Teachers see student behavior as an issue at Tennyson Middle School. They feel disrespected by students and overwhelmed with behavior problems. Students as well as teachers feel that too much classroom time is spent on disruptions and discipline (46 and 72 percent, respectively). Only 17 percent of students believe "students at TMS follow the rules." Teachers see a link between student behavior in classrooms and accountability ratings. More support in classroom management and teaching students with Tier 2 behaviors is wanted.

A quarter (24 percent) of students report not feeling safe in the hallways, while a third of them (31 percent) feel unsafe in bathrooms. Teachers share a concern for student safety in the bathrooms, hallways, and cafeteria.

On a more positive note, students feel they are encouraged to participate in extracurricular activities at Tennyson Middle School, such as band, choir, theatre, sports, cheerleading, student council, and various teacher-led clubs. Parents at Tennyson Middle School attend concerts, sporting events, library after-dark events, PTA meetings, and fundraisers, and according to survey data, parents rate Tennyson Middle School's parental involvement efforts as satisfactory.

Perceptions Strengths

Teachers and administrators are doing a fine job conveying high social and cultural expectations to the students of Tennyson Middle School. Students appreciate that they are expected to grow academically. Survey data show parents and guardians care about how students do in school, and that Tennyson teachers take pride in their work. These are areas to celebrate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to survey answers, both teachers and students report that teachers are spending too much instructional time managing student behavior. State assessments demonstrate TMS students are underperforming in most areas, a logical result of less effective instructional time.
Root Cause: TMS has a diverse student population with varying social, emotional, behavioral, and academic needs. Teachers are not adequately trained to address this, and especially need more education on managing multiple students with Tier 2 and 3 behaviors in the classroom.

Problem Statement 2: Survey responses indicate that both teachers and students perceive that students of varying backgrounds and cultures are deliberately disrespectful and malicious to one another, to the point where students do not feel safe in certain areas of the school.
Root Cause: As a campus, Tennyson Middle School lacks cohesion or a sense of school unity. Initiatives like Challenge Day, aiming to change student disrespect toward one another, reach a limited number of students and lack follow-up.

Priority Problem Statements

Goals

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 1: Increase student achievement in math by implementing engaging, hands-on instructional strategies and providing targeted interventions to ensure all students experience success in a supportive learning environment.

High Priority

HB3 Goal

Evaluation Data Sources: TCA data

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Use data to identify student learning gaps in math and provide small-group instruction, hands-on learning activities, and regular progress monitoring to close gaps and improve student confidence and achievement. **Strategy's Expected Result/Impact:** Increase student performance on standardized test. **Staff Responsible for Monitoring:** All key stakeholders: Teachers, ISs, and administrative staff **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Implement daily small-group math instruction and hands-on learning activities using manipulatives, visual models, and real-world problem-solving tasks, with regular progress checks to adjust instruction based on student needs. **Strategy's Expected Result/Impact:** Increase student understanding and of math problems and thus improve student performance on standardized test. **Staff Responsible for Monitoring:** All key stakeholders: Teachers, ISs, and administrative staff	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 3: Professional Learning Support: Facilitate after-hours PD sessions on engaging math instruction, small-group routines, or differentiation strategies. Host "Make & Take" sessions where teachers create manipulatives or station materials. Lead a Math Strategy Lab (modeling lessons or strategies on video for teacher use). **Strategy's Expected Result/Impact:** Improve collective teacher efficacy in the math department **Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 **Funding Sources:** Planning Time - State Compensatory Education - $5,000	No Progress		

Strategy 4 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 4: Family & Student Engagement: Plan and host a Family Math Night or Math Game Night to promote real-world connections and parent involvement. Design home math kits or guides for families to reinforce targeted skills at home. **Strategy's Expected Result/Impact:** Improve family's institutional knowledge in math so that they can help students **Staff Responsible for Monitoring:** Principal, APs, ISs **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Achievement 1 **Funding Sources:** Planning Time - State Compensatory Education - $5,000	No Progress		

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 2: Curriculum: Evaluate, design, and develop a vertically and horizontally aligned curriculum.

High Priority

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain a vertically and horizontally aligned curriculum.	Formative		
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: TCAs, report cards, progress reports, iReady data, PLC Meetings, MTSS-progress monitoring data sheets, SLO with TEKS focus **Staff Responsible for Monitoring:** RTI Coordinator, Testing Coordinator, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor the use of best instructional practices in the classroom and ensure accountability to follow vertically and horizontally curriculum.	Formative		
Strategy's Expected Result/Impact: Increase in student academic growth as measured by: TCAs, report cards, progress reports, iReady data, PLC Meetings, MTSS-progress monitoring data sheets, SLO with TEKS focus **Staff Responsible for Monitoring:** RTI Coordinator, Testing Coordinator, Assistant Principals, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 3: Purchase the NuMinds curriculum, a high-quality enrichment program, to support student learning for our GT students. **Strategy's Expected Result/Impact:** Enhance student engagement, critical thinking, and interdisciplinary learning through project-based and enrichment-focused instruction. **Staff Responsible for Monitoring:** Principal, AP assigned to ATLAS/GT program, and teachers. **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 3: Student Opportunities: Evaluate current student offerings and explore new student opportunities.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Implementing and increasing opportunities for students to pursue their passions and non-academic interests. **Strategy's Expected Result/Impact:** Increase student engagement and involvement through opportunities such as: clubs, electives, UIL, library, technology, tutorials, WIN, PTA Nights/Experiences, field trips, Fine Arts, and other electives **Staff Responsible for Monitoring:** Librarian, Grade-Level Leaders, Campus Administration **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Create a student interest survey to find out what programs, clubs, or activities students want, then use the results to add or improve offerings. **Strategy's Expected Result/Impact:** Increase student engagement and involvement through opportunities such as: clubs, electives, UIL, library, technology, tutorials, WIN, PTA Nights/Experiences, field trips, Fine Arts, and other electives **Staff Responsible for Monitoring:** Librarian, Grade-Level Leaders, Campus Administration **TEA Priorities:** Connect high school to career and college	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 4: Programs: Evaluate programs that serve identified populations and create opportunities tailored to student needs.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure compliance to support standards and best practices for identified populations.	Formative		
Strategy's Expected Result/Impact: Increased academic performance and growth for students served through special programs: SPED/504, GT, and ESL **Staff Responsible for Monitoring:** Campus SPED Coordinator, ESL Teacher, Campus Administration **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Hire highly qualified Math tutors for AVID students supporting mid-level learners	Formative		
Strategy's Expected Result/Impact: Increased TCA , interim assessments, STAAR scores **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Baylor degreed students - State Compensatory Education - 199.11.6125.00.044.30.000, Certified/retired teachers - State Compensatory Education - 199.11.6117.00.044.30.000	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 3: Provide access to support services, such as Communities in Schools which help at-risk students stay in school and maintain strong academic performances **Strategy's Expected Result/Impact:** Increased campus attendance, decrease dropout rate, **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Funding Sources:** Communities In Schools, Inc - State Compensatory Education - 199.61.6299.00.044.30.00			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

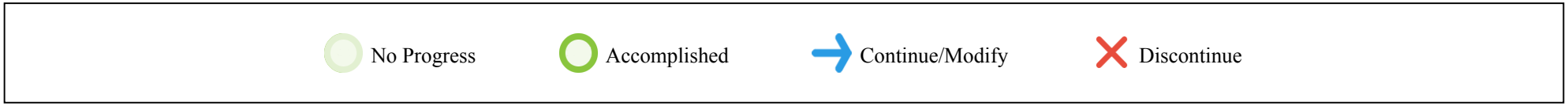
Performance Objective 5: Student Skills: Provide opportunities for students to develop essential skills for life.

Evaluation Data Sources: Effective implementation/roll out of the Leader In Me curriculum

Strategy 1 Details	Formative Reviews		
Strategy 1: Create opportunities for student to cultivate communication skills.	Formative		
Strategy's Expected Result/Impact: Encouraging and providing opportunities for students to advocate for themselves in a respectful and engaging manner, both academically and socially. **Staff Responsible for Monitoring:** Campus Counselors, Student Council Coordinator, Campus Administration, Behavior Specialist/ Aides **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for students to obtain additional academic support by attending the Academic Assistance and Resource Center (after school tutoring)	Formative		
Strategy's Expected Result/Impact: Increased student grades and STAAR passing rates, improved reading skills and math comprehension skills **Staff Responsible for Monitoring:** Principal, grade level AP, and department leads **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** - Title 1 - 211.11.6118.00.044.30.000	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule Challenge Day event to support students' social and emotional well-being	Formative		
Strategy's Expected Result/Impact: Develop/maintain SEL student leaders to promote overall student wellness and school culture **Staff Responsible for Monitoring:** Principal, Counselors, and teachers **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Challenge Day Program Facilitator - Title 1 - $8,000	Oct	Jan	May


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 6: Student Wellness: Support and enhance student and staff wellness.

Strategy 1 Details	Formative Reviews		
Strategy 1: Promote positive and support school environment that is safe and conducive to learning and achievement for all students.	Formative		
Strategy's Expected Result/Impact: Effective implementation of MTSS, reduced discipline referrals, Increased staff morale, increased celebrations with students and staff (i.e. SOTM, Friday Shout Outs, TOTM, monthly staff appreciation), provide staff luncheon and teacher treats, teacher incentives throughout the year **Staff Responsible for Monitoring:** Behavior Specialist/Aides, Assistant Principals, Sunshine Committee, Campus Counselors, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Create opportunities to develop resilience and conflict resolution skills to support healthy students	Formative		
Strategy's Expected Result/Impact: Students will be able to navigate difficult situations when challenges arise in order to solve problems successfully for all involved. **Staff Responsible for Monitoring:** Campus Administration, Campus Counselors **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Schedule and plan Challenge Day	Formative		
Strategy's Expected Result/Impact: Stop the teasing, violence, and alienation that are so deeply a part of the school experience for many students. **Staff Responsible for Monitoring:** Campus Administration, Counselors, Student Council Representatives, Teachers **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Learning and Development: Ensure strong, innovative, educational experiences and supportive learning environments for all students.

Performance Objective 7: 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		
	Formative		
	Oct	Jan	May
Strategy 1: Schedule and implement AVID site-team meetings held monthly involving staff, parents, and students **Strategy's Expected Result/Impact:** Increased student college readiness through partnership with staff, students, and parents. **Staff Responsible for Monitoring:** Site team members; AVID Coordinator **Funding Sources:** - State Compensatory Education			

Strategy 2 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 2: Provide regular instruction in AVID strategies (e.g., Cornell notes, tutorials, time management, and organization), and monitor student progress through binder checks, grade tracking, and participation in schoolwide and college-readiness activities. **Strategy's Expected Result/Impact:** Increased student college readiness through partnership with staff, students, and parents. **Staff Responsible for Monitoring:** Site team members; AVID Coordinator			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 1: Recruit: Develop recruiting strategies that are compelling to a new and seasoned staff.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: Promote Tennyson Middle School on multiple platforms as a campus known for excellence. **Strategy's Expected Result/Impact:** Increase in interested applicants; increase inquiries about potential opportunities to join the Tennyson Staff **Staff Responsible for Monitoring:** Campus Administration, Campus Social Media Liaison **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 2: Develop: Design and implement a professional growth strategy for staff.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Develop professional development opportunities tailored to teacher needs. **Strategy's Expected Result/Impact:** Improved practices based on individual, team and campus needs through PLC meetings, goal setting, and T-TESS **Staff Responsible for Monitoring:** Campus Administration and Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Develop an effective teacher supporting teachers program **Strategy's Expected Result/Impact:** Teachers will feel supported and stick with the profession, including new and novice teachers **Staff Responsible for Monitoring:** Campus Administration, Campus Succeed Representative, Instructional Specialist **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Oct	Jan	May

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Human Capital: Recruit, develop, retain, and empower highly qualified and passionate staff.

Performance Objective 3: Retain: Access and prioritize needs of dedicated and engaged staff for retention.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: Review and analyze the data gathered from surveys to create action steps to increase satisfaction and staff retention. **Strategy's Expected Result/Impact:** Improved Staff Retention **Staff Responsible for Monitoring:** Campus Administration, Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 1: Strengthen relationships with families and community partners to support student success.

Evaluation Data Sources: Parent sign in sheets for events

Strategy 1 Details	Formative Reviews		
Strategy 1: Host regular family nights focused on math, literacy, and student support services.	Formative		
Strategy's Expected Result/Impact: Increased parent participation. **Staff Responsible for Monitoring:** Teachers and administrative staff.	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Build partnerships with local organizations to provide additional academic and enrichment opportunities for students.	Formative		
Strategy's Expected Result/Impact: Increased parent engagement. **Staff Responsible for Monitoring:** Teachers and administrative staff.	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 2: Effective Communication: Enhance communication clarity and distribution.

Strategy 1 Details	Formative Reviews		
	Formative		
Strategy 1: Provide consistency and alignment on the delivery of all campus communication. **Strategy's Expected Result/Impact:** Positive feedback on consistent communication; increased parent and student participation in campus events **Staff Responsible for Monitoring:** Campus Administration, Student Council, Campus Social Media Representative, Classroom Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
	Formative		
Strategy 2: Increase student attendance through consistent messaging on various social media platforms. **Strategy's Expected Result/Impact:** Increase student attendance; increase in student engagement in various extracurricular activities **Staff Responsible for Monitoring:** Social Media specialist, Principal, Assistant Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** Social Media specialist stipend - Title I Parent Involvement - $1,000	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Community Engagement and Marketing: Expand opportunities to engage the community through effective communication, marketing, partnerships, and mentorships.

Performance Objective 3: Marketing: Promote the Tennyson mission, vision, and core values.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure social media and all modes of communication are promoting the events and efforts of all students and staff. To as well of increasing the communication with parents.	Formative		
Strategy's Expected Result/Impact: Increased participation in events; promotion of positive school culture and perceptions **Staff Responsible for Monitoring:** Campus Administration, Teachers, Student Council, Campus Social Media Representative	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Create specific signage throughout the school that underscores the campus expectations in academics and behavior.	Formative		
Strategy's Expected Result/Impact: Increased Awareness: Students, staff, and visitors will have a clear and consistent understanding of the academic and behavioral expectations. Reinforced School Culture: Visually displaying expectations helps to normalize and embed them into the daily school environment, reinforcing a positive and focused campus culture. Improved Student Behavior and Engagement: Clear, visible reminders can reduce ambiguity, leading to more consistent student behavior and increased accountability. Support for Staff Consistency: Staff are more likely to reinforce expectations consistently when those expectations are clearly posted and visible throughout the building. Enhanced Campus Aesthetics with Purpose: Strategically designed signage can contribute to a welcoming, structured, and intentional learning environment. Promotes Equity: Ensures that all students, regardless of background or literacy level, receive the same message through clear, accessible visuals. **Staff Responsible for Monitoring:** Principal, administrative team members, all staff **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Academic and Behavior Expectations Posters/Signage - Title 1	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Finance and Operations: Optimize, steward, and allocate resources to achieve campus objectives.

Performance Objective 1: Finance: Build and efficiently utilize financial resources across all operational and capital areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: Minimize the number of cross-function transfers.	Formative		
Strategy's Expected Result/Impact: Reduced number of needed board approvals. **Staff Responsible for Monitoring:** Principal and Administrative Assistant **ESF Levers:** Lever 1: Strong School Leadership and Planning	Oct	Jan	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Improve the attendance rate from 23-24 school year.	Formative		
Strategy's Expected Result/Impact: Increase ADA funding **Staff Responsible for Monitoring:** PEIMS Attendance Secretary and Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Oct	Jan	May

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 1: Privacy and Security: Develop and implement data privacy, security policies, and best practices.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: Implement accountability systems for appropriate use of technology for students and staff. **Strategy's Expected Result/Impact:** Reduced discipline referrals , completed compliance bundles, increase staff use of Lightspeed **Staff Responsible for Monitoring:** Campus Administration, Behavior Specialist/Aides, Teachers			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 2: Support: Provide proactive and responsive support and training for purposeful instructional technology usage.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: Review and analyze data gathered from the district student and parent surveys related to use of technology and usability training. **Strategy's Expected Result/Impact:** Determine if action steps are needed **Staff Responsible for Monitoring:** Campus Administration **ESF Levers:** Lever 1: Strong School Leadership and Planning			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 3: Learning Systems: Integrate and streamline learning and educational platforms.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: All Staff will meet the district expectations of Google Classroom and Canvas implementation. **Strategy's Expected Result/Impact:** Staff compliance with district expectations **Staff Responsible for Monitoring:** Campus administration, Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: Technology: Provide and support technological resources and continual training to promote efficiency, secure operations, and exceptional learning experiences.

Performance Objective 4: Purchase technology programs and systems to improve school operations

High Priority

Evaluation Data Sources: Tardy/pass tracking syste.

Strategy 1 Details	Formative Reviews		
	Formative		
	Oct	Jan	May
Strategy 1: Purchase Securely as an attendance management software system **Strategy's Expected Result/Impact:** Limit student out of class; increase student learning (minutes); improve tardies **Staff Responsible for Monitoring:** Behavior Specialist, Assistant Principals, Teachers **Funding Sources:** - Title 1			

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Tennyson Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 6.5
Brief Description of SCE Services and/or Programs

Personnel for Tennyson Middle School

Name	Position	FTE
Ebony Brooks	Campus Support Specialist	1
Keyera Young	Campus Support Aide	1
Michelle Armenta	SIT ELAR	1
Scott Kliewer	SIT	1
Scott Rabine	SIT	1
Shatel Moseley	Campus Support Aide	0.5
Vacant	SIT	1

Title I

Title I Personnel

Name	Position	Program	FTE
Emily Lopez	Instructional Specialist	Title	1
Kimberly McKnight	Instructional Specialist	Title	1
Nicole Rodriguez	Instructional Specialist	Title	1
Shatel Mosley	Campus Support Aide	Title	.5

Campus Funding Summary

State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Planning Time		$5,000.00
1	1	4	Planning Time		$5,000.00
1	4	2	Baylor degreed students	199.11.6125.00.044.30.000	$0.00
1	4	2	Certified/retired teachers	199.11.6117.00.044.30.000	$0.00
1	4	3	Communities In Schools, Inc	199.61.6299.00.044.30.00	$0.00
1	7	1			$0.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$432,966.00
				+/- Difference	$422,966.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	2		211.11.6118.00.044.30.000	$0.00
1	5	3	Challenge Day Program Facilitator		$8,000.00
3	3	2	Academic and Behavior Expectations Posters/Signage		$0.00
5	4	1			$0.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$331,215.00
				+/- Difference	$323,215.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Social Media specialist stipend		$1,000.00
				Sub-Total	$1,000.00
				Budgeted Fund Source Amount	$3,345.00
				+/- Difference	$2,345.00
				Grand Total Budgeted	$767,526.00
				Grand Total Spent	$19,000.00

Title I Parent Involvement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$748,526.00