

Spring Independent School District

Twin Creeks Middle School

2018-2019 Goals/Performance Objectives/Strategies



Table of Contents

Goals	3
Goal 1: Reach Every Student	3
Goal 2: Excellence in Every School	14
Goal 3: High Performance from Every Employee	22
Goal 4: Opportunities and Choice for Every Family	25
Goal 5: Engaged Stakeholders in Every Community	29
Comprehensive Support Strategies	32

Goals







Goal 1: Reach Every Student

Performance Objective 1: By the end of the 2018-2019 school year, SPED students' performance will increase by 10% or more on all STAAR tests.

Evaluation Data Source(s) 1: 2019 STAAR Index 1 Student Achievement, Benchmark, Checkpoints

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
Comprehensive Support Strategy PBMAS 1) All SPED teachers and administrators will be trained to implement more efficient ARD procedures.							
Comprehensive Support Strategy PBMAS 2) All SPED teachers will have an additional instructional conference period in order to participate in collaborative planning with core teachers.							
Comprehensive Support Strategy PBMAS 3) SPED teachers will attend District SPED Connections meetings							
Comprehensive Support Strategy PBMAS 4) The SPED Department will have a department chair and a team leader to help guide implementation of new ARD procedures including the development & alignment of the PLAAFP, Goals, Objectives, Critical Needs, & accommodations. (Resources: FIE, Goalbook, SPED Instructional Support Manual-G's & Accommodations, Campus SPED Coordinator)							







<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p>5) Co-teachers will implement the 4 highly effective co-teach models regularly: Team Teaching Parallel Teaching Station Teaching Alternative Teaching</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach Every Student

Performance Objective 2: By the end of the 2018-2019 school year, the achievement gaps between all student groups in 6th, 7th, 8th grade will be reduced to 10% or less on all STAAR test.

Evaluation Data Source(s) 2: 2019 STAAR results, STAAR Index, Benchmark, Checkpoints

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS</p> <p>1) Tutors for ELL students to push in and pull out students.</p>		Administrators ESL Coordinator					
<p>2) Standards Based Interventions during the school day to address the needs of struggling learners.</p> <p>Reading & Math-additional class during the day Science & Social Studies-alternative bell schedule on Tuesdays & Thursdays</p>							
<p>3) Provide training to implement stations in Reading & Math electives.</p>							
<p>4) Additional instructional planning in all content areas to improve initial instruction.</p>							
<p>5) After school tutorials & Funtastic Fridays</p>							
<p>6) Tutors-certified contracted tutors (SHUTTLE FREEMAN)</p>							
<p>7) Paper, ink, notebooks, highlighters, glue sticks, clear tape, pencils, poster maker supplies, for all core subject areas.</p> <p>Title 1 \$2000,00</p>		Specialists, AP'S, Principal	Directly relating to instruction for student success on STAAR				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach Every Student

Performance Objective 3: By the end of the 2018-2019 school year, meets and mastery student performance will increase by 10% on all STAAR tested subjects.

Evaluation Data Source(s) 3: 2019 STAAR tests, Index 1 Student Achievement, Benchmark, Checkpoints

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All staff will be trained by ICLE on the Rigor & Relevance framework and implement one Quadrant D Lesson each six weeks.							
2) Science will implement two performance based labs in PreAP science using science consumables & other supplies.							
3) PreAP Social Studies classes will complete projects for History Fair.							
							







Goal 1: Reach Every Student

Performance Objective 4: At least 85% of all students in grades 6 and 8 will score Approaches Grade Level or higher and 80% of all 7th grade students will score Approaches Grade level on STAAR Math after the first administration.

Evaluation Data Source(s) 4: 2019 STAAR Math, Index 1 Student Achievement, Benchmark, Checkpoints, Reasoning Minds

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Supplement 6th grade math instruction with Imagine Learning Title 1: \$4,500			Implementation measured by PLC discussions, lesson plans, and classroom walkthrough observations. Impact-increase student engagement and achievement on assessments.				
2) Implement station teaching in all Math Elective classes.							
3) Math Coach-The coach helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The coach, under the direction of district leadership, will support classroom teachers, instructional specialists, and campus administration to strengthen instruction and increase student learning. The coach will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.							
4) Data Driven Instruction & Data Conferences- Teachers will participate in data conferences after unit assessments, checkpoints, and district benchmarks and develop action plans to address the needs all learners. Administrator will use documents from Get Better Faster-(6 Steps) for coaching & feedback.							

<p>5) All Math teachers will incorporate TLAC Techniques, Kagan Structures, & other best instructional practices.</p> <p>AVID Site Based Team will implement WICOR based strategies including Cornell Notes & other Focused Note-Taking process strategies.</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 1: Reach Every Student

Performance Objective 5: At least 80% of all 6th grade students and 85% of all 7th & 8th grade student will score Approaches Grade Level or higher on STAAR Reading and Writing after the first administration.

Evaluation Data Source(s) 5: 2019 STAAR Reading Index 1 Student Achievement, Benchmark, Checkpoints, PEG Writing, MAP

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Literacy Coach-The coach helps to improve the delivery of the state standards and ensure the district instructional framework is delivered with efficacy. The coach, under the direction of district leadership, will support classroom teachers, instructional specialists, and campus administration to strengthen instruction and increase student learning. The coach will be directed by data and provide coaching on the instructional frames as supported by instructional rounds.							
2) Data Driven Instruction & Data Conferences- Teachers will participate in data conferences after unit assessments, checkpoints, and district benchmarks and develop action plans to address the needs all learners. Administrator will use documents from Get Better Faster-(6 Steps) for coaching & feedback.							
3) All Reading teachers will incorporate TLAC Techniques, Kagan Structures, & other best instructional practices. Brainpop: State Comp ED: \$1795 AVID Site Based Team will implement WICOR based strategies including Cornell Notes & other Focused Note-Taking process strategies.		Literacy Coach, ELL Specialist, AP's, Principal	Impact: Increase student engagements and achievement on assessments				
4) Teachers will use MAP (Guided Reading, Independent Reading, & Read Alouds) as literacy interventions.							

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p>		<p>Media specialists will support.</p>					
<p>5) Tier 2 Intervention-Literacy time increased to allot for remediating and intervention for scholars that do not demonstrate TEKS mastery and for ELL and SPED learners.</p>							
<p>6) STAAR MASTER (ESC LEARNING Systems) Triumph Learning and Kamico</p> <p>Title 1: \$7281,90</p>		<p>AP's. Principal, Math Coach, Literacy Coach</p>	<p>Increase STAAR scores on Reading and Writing</p>				
<p>7) All ELA teachers will incorporate open ended response questions on unit assessments to support writing and utilize Flocabulary and PEG Wrting to assist with Reading skills.</p> <p>PEG Writing: Title 1 \$ 3869,00</p>		<p>Testing Coordinator, SSS, Administrators</p>	<p>Implementation measured by reviews of student samples of assessments.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Reach Every Student

Performance Objective 6: By the end of the 2018-2019 school year, at least 70% of all students in 8th grade will score Approaches Grade Level or higher on STAAR Social Studies.

Evaluation Data Source(s) 6: 2019 STAAR Social Studies, Index 1 Student Achievement, Benchmark, Checkpoints

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) 8th grade Social Studies teachers will design lessons & Checks for Understanding that are aligned to the readiness standards to ensure mastery are spiraled in with DO NOW's.							
2) Data Driven Instruction & Data Conferences- Teachers will participate in data conferences after unit assessments, checkpoints, and district benchmarks and develop action plans to address the needs all learners. Administrator will use documents from Get Better Faster-(6 Steps) for coaching & feedback.							




✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 1: Reach Every Student

Performance Objective 7: By the end of the 2018-2019 school year, at least 85% of all students in 8th grade will score Approaches Grade Level or higher on STAAR Science.

Evaluation Data Source(s) 7: 2019 STAAR Science, Index 1 Student Achievement, Benchmarks, Checkpoints

Summative Evaluation 7:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All 8th grade Science teachers will implement DO NOW's to spiral supporting standards tested from grades 6 and 7 and grade 8 readiness standards daily.							
2) Data Driven Instruction & Data Conferences- Teachers will participate in data conferences after unit assessments, checkpoints, and district benchmarks and develop action plans to address the needs all learners. Administrator will use documents from Get Better Faster-(6 Steps) for coaching & feedback.							
3) All Science teachers will incorporate TLAC Techniques, Kagan Structures, & other best instructional practices. AVID Site Based Team will implement WICOR based strategies including Cornell Notes & other Focused Note-Taking process strategies.							
							

Goal 1: Reach Every Student

Performance Objective 8: By the end of the 2018-2019 school year, at least 80% of ELL scholars will increase at least one level as evidenced by their TELPAS reading performance

Evaluation Data Source(s) 8: TELPAS, STAAR, MAP

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS</p> <p>1) Part time LEP tutors will provide additional small group instruction</p>							
<p>2) use knowledge of their L1 to enhance vocabulary in L2</p> <p>use context of connected discourse</p> <p>vocabulary development</p> <p>develop their oral language through structured listening and discussion</p> <p>read grade level text with fluency and comprehension through sheltered instruction support</p> <p>use the writing process to compose multiple texts aligned to the TEKS in each grade level</p>		LEP Coordinator LEP Administrator Principal					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Reach Every Student

Performance Objective 9: By the end of the 2018-2019 school year, there will be a 10% increase on domain 1, domain 2 part A, B, and domain 3

Evaluation Data Source(s) 9: STAAR, Benchmarks, Checkpoints


Summative Evaluation 9:

Goal 2: Excellence in Every School

Performance Objective 1: 2018-2019 survey data will increase 5% in the number of students/parents/staff members who strongly agree and agree that discipline is enforced fairly as compared to the previous year.

Evaluation Data Source(s) 1: K12 Insight student surveys and discipline data viewed by special populations (Hispanic, African American, White, ED, LEP, SPED, Male, and Female)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Counselors will conduct lessons and small group sessions on relevant student topics. These may include bullying, respect for authority, verbal aggression, sexual harassment, conflict resolution, and violence prevention.		Grade level Counselors Administrators	A decline in discipline infractions, an increase in attendance, and an increase in the number of students who feel safe on campus.				
2) Restorative discipline strategies will be implemented in all grade levels. These may include reverse suspensions, restorative circles, mediations, mentoring, community service, and other forms of restoring the damage created from inappropriate behavior.		Student Support Specialist Administrators	A decline in discipline infractions resulting in ISS and OSS, and increase in attendance, and an increase in the number of students who feel safe and treated fairly on campus.				
3) Implement that program in EC to teach students skills and give them time to meditate.							
4) Administrator, EC Coordinator, and counselor will attend Professional Development for effective Restorative Discipline practices.		Administrator EC Coordinator Counselor					
							

Goal 2: Excellence in Every School

Performance Objective 2: 100% of collaborative teams will develop action plans focused on curriculum alignment and instructional improvement. They will analyze data to understand what is working and what isn't and make adjustments to their improvement strategies as needed to meet department goals.

Evaluation Data Source(s) 2: One-on-one meeting data, Spring Way data analysis plans, lesson plans, and classroom observations.

Summative Evaluation 2:







Goal 2: Excellence in Every School

Performance Objective 3: Attendance rates will improve from 96% to 98% in the 2018-2019 school year.

Evaluation Data Source(s) 3: ADA data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) A progressive intervention program will be implemented to support students with more than 2 absences.		Attendance committee members	Students will receive the support they need to attend school regularly and attendance rates will increase.				
2) Students will receive incentives for regular attendance at each the end of each grading period.		Grade level administrators	Students will feel motivated to attend school because they are rewarded for their commitment to attendance.				
3) Any student with more than 2 absences will receive a phone call from a staff member.		That student's current second period teacher	Students and his or her family will feel connected to the school and the school will be empowered with information regarding the absence(s) to provide support to ensure regular attendance from that student.				
4) Administrators will meet with any student that has 2 consecutive absences in a marking period.		Grade Level Administrator Attendance Clerk					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Excellence in Every School

Performance Objective 4: 2018-2019 survey results will indicate a 5% increase in survey results to indicate that community members feel teachers give timely and helpful feedback about student work

Evaluation Data Source(s) 4: K12 Insight survey

Summative Evaluation 4:

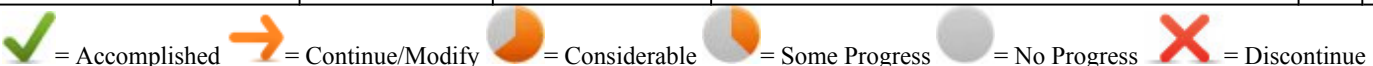
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Grade book will be monitored weekly to ensure that two grades are inputted weekly and assignment description includes the skill assessed.		Grade level administrators	Teachers, parents, and students will be kept up to date on their current progress and will know when to intervene as needed.				
2) Parent booth established at all events to help disseminate information regarding student performance on assignment(s) and assessment(s) results and match the student's performance with instructional support such as tutorials and software access.		Parent liaison	Parents will have access to information regardless of their access to technology or busy schedules.				
3) All minor/major grades that fall below a certain % must be accompanied with a suggested plan for support?		Team leaders	Feedback will become helpful in the sense that students/parents will know how to improve the low performing skills.				
4) Teachers will notify parents of missing assignments after the student reaches a total of 2 assignments missing.		Teacher of record					

Goal 2: Excellence in Every School

Performance Objective 5: Provide opportunities for technology professional development, idea sharing, collaboration, and innovation and add technology devices, as funding allows.

Evaluation Data Source(s) 5: Technology survey and technology assessment on paper and Chromebooks and carts for charging the chromebooks

Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) All teachers will utilize chromebooks and carts for students to access for instructional purposes		Administrators Literacy Coach ELL Specialist					
2) Math teachers will utilize wireless interactive whiteboard systems for all students to access for instructional purposes.		Administrators Math Coach					
3) Ongoing staff development in the overarching area of technology Continue to upgrade and increase technology available to students, and staff		Administrators CIT CLT	Increased student engagement				
							

Goal 2: Excellence in Every School

Performance Objective 6: TCMS will implement a high quality mentoring program that results in a 10% increase in teacher retention for new teachers.

Evaluation Data Source(s) 6: Culture, T-TESS, teacher attendance, feedback, recognition, building capacity/teacher leadership opportunities, provide resources, survey throughout the year (BOY, MOY, EOY)

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) 2) Implement the campus new teacher Induction Model, designed to close the equity gap, develop teachers and increase teacher retention with surveys.		Lead mentor Administrators	Result - Preparedness and instructional capacity for new teachers will increase. Impact - TCMS scholars are served by experienced teachers.				
							

Goal 2: Excellence in Every School

Performance Objective 7: Develop processes and systems that use accurate data to inform decisions and/or improve student performance

Evaluation Data Source(s) 7: TLAC data sheet during PLC's

Summative Evaluation 7:

Goal 2: Excellence in Every School







Performance Objective 8: We will reduce the number of ISS & OSS placements by 10%.

Evaluation Data Source(s) 8: Professional Development Sign-In sheets, ISS and OSS data, Data Stewards Reports, restorative discipline data, restorative alternative bell schedule on Monday's once a month, behavioral RtI data

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

<p align="center">PBMAS Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>1) All classroom teachers, counselors, and administrators will be trained in Restorative Practices (Tier I and Tier II techniques).</p>	<p>2.5, 2.6</p>	<p>Administrators</p> <p>Implementation measured by walkthrough observations of restorative circles, teacher usage of level 1 behavior interventions/accommodations.</p> <p>Monitor office use of alternatives to discipline that restore the harm caused by the behavior: Stop & Think forms, student behavior contracts, reverse suspensions, mediation, proactive counseling, mentoring, and alternative assignments.</p> <p>Monitor sign in sheets from the trainings.</p>	<p>Staff will be equip to manage conflicts and tensions on campus and strengthening of relationships as a way of building a positive community. The restorative approach will increase time on task, academic achievement, and our school quality survey results in the area of safety and behavior.</p>				
<p align="center">Problem Statements: School Processes & Programs 1</p>							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) All instructional staff will complete professional development in academic and discipline systems, structures, and routines.</p>	<p>2.4, 2.5, 2.6</p>	<p>Administrators</p> <p>Implementation measured by walkthrough observations and completion of Stop & Think forms, and sign in sheets from the trainings.</p>	<p>Reduce the number of students removed from class and increase time on task and achievement.</p>				
<p align="center">Problem Statements: School Processes & Programs 1</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) All classroom teachers will participate in Cultural Proficiency training and a book study (Beginning Nov. 9)</p>	<p>2.4, 2.5, 2.6</p>	<p>AP's/Principal</p>	<p>Implementation measured by sign in sheets.</p> <p>Impact-teachers will gain insight to assist with reducing student behaviors that lead to the causes of achievement gaps.</p>				
<p align="center">Problem Statements: School Processes & Programs 1</p>							

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) All staff will implement CHAMPS to provide clear expectations (beyond voice levels) for students before every transition within the lesson and throughout the school including hallways, cafeteria, gym, restroom, & library.</p>	2.4, 2.5, 2.6	Counselors AP's Principal	Implementation measured by walkthrough observations and CHAMPS posters posted throughout the school. Impact-students are aware of the expectations and accountability which results in positive student behaviors.				
Problem Statements: School Processes & Programs 1							
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) All instructional staff will participate in Teach Like A Champion-TLAC professional development through the year.</p> <p>Checking for Understanding Strong Voice Threshold 100% No Opt Out Cold Call</p>	2.4, 2.5, 2.6	Literacy Coach, SSS, Math Coach, AP's, Principal Implementation measured by walkthrough observations, PLC discussions, & lesson plans.	Increase student achievement on STAAR tests compared to last year's scores.				
Problem Statements: School Processes & Programs 1							
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>6) By the first progress reporting period, all staff members will select two students to mentor for academic, behavior, or attendance support. Staff members will meet with their chosen students at least weekly (can be more frequent if needed) to set goals and provide feedback/coaching.</p>		Administrators, counselors, and SSS	Connection with a mentor and coaching on setting goals and how to meet those goals should decrease the number of students with discipline referrals, increase student academic achievement, and increase attendance for those students in the mentoring group.				
Problem Statements: School Processes & Programs 1							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 8 Problem Statements:







School Processes & Programs
Problem Statement 1: Student population becomes more culturally diverse. Root Cause 1: Teachers are predominately monocultural, resulting in cultural mismatch in classrooms.

Goal 3: High Performance from Every Employee

Performance Objective 1: Teacher retention will increase by 10%

Evaluation Data Source(s) 1: Survey, ongoing feedback from monthly meetings, 2018-2019 retention rate

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) New teachers will be assigned a campus mentor and experienced, but new to the campus, teachers will be assigned a campus buddy.</p>		Monthly during check-in meetings with Principal	Improved retention and increased academic achievement for students served by new teachers,				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Appraisers will provide weekly constructive feedback to teaching staff through observations using walkthrough app aligned to RRR, CHAMPS, and TLAC or TTESS aligned feedback using Eduphoria.</p>		Administrators K12 Employee Engagement Survey App Data and Eduphoria reports that indicate completed observations	Create an atmosphere that motivates and encourage employees, thus decreasing the desire to resign.				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) All leaders will publicly recognize 2 staff members weekly by sending staff wide emails, announcing in weekly staff newsletters, and Tweeting out specific praise for individual staff accomplishments and growth.</p>		Principal, APs, and instructional coaches.	Teacher engagement and campus morale will improve, thus leading to an increase in teacher retention.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: High Performance from Every Employee

Performance Objective 2: Increase the number of teachers that are rated distinguished and accomplished by 15% in the T-TESS learning domain.

Evaluation Data Source(s) 2: T-Tess walkthrough and observation reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>1) Appraisers will spend 70% of their time and instructional coaches will spend 90% of their time coaching instructional staff. They will use the 6 step feedback model to guide a positive shift in student performance specifically in rigor and relevance and in the areas SPED, GT, and LEP.</p>		Administrators Staff calendars TTESS appraisal documents	Teachers will feel that leadership helps them be more effective at their job, and student achievement will increase with an increase in teacher effectiveness. .				
				Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) All teachers will be trained and coached in RRR and TLAC strategies to increase ratings in achieving expectations, content knowledge and expertise, communication, differentiation, and monitor and adjust dimensions within the learning domain according to T-TESS evaluations.</p>		Appraisers Training sign-in Observations and walk thoughts	TTESS ratings will improve and student performance will increase.				
				Problem Statements: School Processes & Programs 1, 2 - Perceptions 1, 2			
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Student population becomes more culturally diverse. Root Cause 1: Teachers are predominately monocultural, resulting in cultural mismatch in classrooms.</p>

Problem Statement 2: Teachers struggle to teach students reading skills. **Root Cause 2:** Teachers will need to be trained in teaching Reading skills.

Perceptions

Problem Statement 1: The K-12 Insight survey reveals that lessons relating to life outside of school is needed. **Root Cause 1:** Teachers need training on Rigor, and Relevance framework.

Problem Statement 2: The K-12 Insight survey reveals that timely feedback is needed about student work. **Root Cause 2:** Teachers need to use the timely feedback rubric for students.







**Goal 4:
Opportunities and Choice for Every Family.**

Performance Objective 1: Enhance GT Programs by 50%

Evaluation Data Source(s) 1: Student enrollment, program review data, STAAR, data from 2 6th grade classes
Rosters of student fair participation from 17-18 compared to 18-19. Surveys from staff, students and parents. Sign in sheets, flyers, agendas, campus website

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) TCMS will provide specialized programs to support diverse learning experiences for its scholars. Through purposeful programming create and implement a stronger gifted and talented program by having more than 50% of GT students participate in STEAM/Curriculum Fair /GT Expo, GT Field experiences, TPSP projects, enrolled in all Pre-AP classes, Renzulli projects		Administrators GT Liaison Counselors	Student performance will increase STAAR data, checkpoints, benchmarks				
2) Increase by an additional 10% the overall number of identified GT scholars scoring Masters performance level on STAAR and making parents aware of GT programs and testing.		Administrators GT Liasion	STAAR data				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue


Goal 4:

Opportunities and Choice for Every Family.

Performance Objective 2: 100% of teachers will be proficient with technology tools to actively engage learners and increase student achievement.

Evaluation Data Source(s) 2: Surveys, monitoring of teachers using technology in class with students, district and state assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) The campus instructional technology teacher will offer PD afterschool, before school , and during the district staff pd days.		Administrators	Classrooms will be more engaging which will increase student achievement.				
							

Goal 4:







Opportunities and Choice for Every Family.

Performance Objective 3: Create a college and career culture among our students.

Evaluation Data Source(s) 3: Rosters of how many students took English 1 and Algebra 1 in 17-18 and compare to 18-19 enrollment. Student enrollment, tracking data of the 60 students enrolled in the AVID classes.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide scholars an opportunity to enroll in AVID classes to increase support for the expansion of awareness of college and career and readiness. Provide students an opportunity to take English 1 and Algebra 1 classes.		Administrators AVID Administrator	More students will be college and career ready.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 4:

Opportunities and Choice for Every Family.

Performance Objective 4: CTE teachers will provide 5-6 field experiences expand partnerships to CTE students to learn leadership skills and expose students to universities and colleges to provide students with college preparation experiences.

Evaluation Data Source(s) 4: Feedback from students, monitoring of pathway selections in 8th grade

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Provide scholars an opportunity to attend field experiences with Honda, Lowe's, and more partnerships/(Chamber of Commerce)		CTE teachers Administrators	Students will demonstrate more leadership skills and be prepared for the work force.				
							

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 1: Culture of High Community Engagement and Families as Partners in Student Success
Engage More Families in Student Learning and Expand Volunteer Opportunities

TCMS will increase the engagement of parents and community members by 10% through the participation of campus level activities in an effort to increase scholar academic performance

Evaluation Data Source(s) 1: -Sign in sheets, Flyers, Website, Parent connects, surveys, advertisements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>1) TCMS will increase its academic and social/emotional parent workshops by 50%</p> <p>-Parent groups (parent advisory councils, family leadership groups) -Sign-in sheets, agendas, minutes and advertisement -Attendance at events -Parent survey results following workshops -Academic, behavior and attendance data for scholars of participating families Train sponsors to track volunteer hours. All parents volunteering will sign in through Raptor.</p> <p>Ensure clearly defined expectations of the parent liaison (informing parents about all campus events and volunteer opportunities that) and extend the parent resource center</p>		Administrators Parent Liason	Parent participation will increase which will impact student achievement.				
<p>2) 80% of parents will increase by hosting a Dinner with Gentleman Event to encourage men to volunteer and promote Watch Dogs and Dinner with Dames. The campus will collaborate with recruiting the feeder elementary campuses. Parent Resource will be created for parents.</p>		Administrators Counselors	Parent participation will increase which will impact student achievement.				

<p>3) Create campus committees to involve community members by hosting: Career Day, College Fair</p> <p>Host a variety of parent and community events to foster a positive relationship with TCMS: Pride Night, Beginning of the Year Community Outreach Scavenger Hunt, STEAM Fair, School Programs, Dances, Fundraisers,</p> <p>Aug. 9 we will have conducted Warrior Night and Sept. 12 Open House to encourage parents to join PTO, inform parents about Title , student achievement data, and welcome students to middle school which will increase the percentage of parent participation in both events by 10% when compared with last year's participation numbers.</p> <p>Parent Meetings: Volleyball, Cross Country, Football</p> <p>Business Partners: Lowe's, Honda Spring, McDonald's</p>		<p>Administrators Counselors CTE Teachers</p>	<p>Positive relationships with the community which will increase student achievement.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: Engaged Stakeholders in Every Community

Performance Objective 2:

TCMS will increase two-way communication with timely feedback by 10%.

Evaluation Data Source(s) 2: Parent surveys, Elevate, attendance in general meetings, school events, School Quality Survey and volunteer hours, AVID binders, newsletters, blackboard, bulletin boards

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Promoting the use of established two-way communications tools by both staff and parents to ensure clear, timely and transparent communications and develop and implement effective two-way communication channels. Surveys AVID binders Newsletters Bulletin Boards Parent Resource Center		Administrators Parent Liaison Counselors	Communication increase will impact student achievement.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	All SPED teachers and administrators will be trained to implement more efficient ARD procedures.
1	1	2	All SPED teachers will have an additional instructional conference period in order to participate in collaborative planning with core teachers.
1	1	3	SPED teachers will attend District SPED Connections meetings
1	1	4	The SPED Department will have a department chair and a team leader to help guide implementation of new ARD procedures including the development & alignment of thePLAAFP, Goals, Objectives, Critical Needs, & accommodations. (Resources: FIE, Goalbook, SPED Instructional Support Manual-G's & Accommodations, Campus SPED Coordinator)
1	1	5	Co-teachers will implement the 4 highly effective co-teach models regularly: Team Teaching Parallel Teaching Station Teaching Alternative Teaching
1	2	1	Tutors for ELL students to push in and pull out students.
1	5	5	Tier 2 Intervention-Literacy time increased to allot for remediating and intervention for scholars that do not demonstrate TEKS mastery and for ELL and SPED learners.
1	8	1	Part time LEP tutors will provide additional small group instruction
2	8	6	By the first progress reporting period, all staff members will select two students to mentor for academic, behavior, or attendance support. Staff members will meet with their chosen students at least weekly (can be more frequent if needed) to set goals and provide feedback/coaching.
3	1	2	Appraisers will provide weekly constructive feedback to teaching staff through observations using walkthrough app aligned to RRR, CHAMPS, and TLAC or TTESS alinged feedback using Eduphoria.
3	2	1	Appraisers will spend 70% of their time and instructional coaches will spend 90% of their time coaching instructional staff. They will use the 6 step feedback model to guide a positive shift in student performance specifically in rigor and relevance and in the areas SPED, GT, and LEP.
3	2	2	All teachers will be trained and coached in RRR and TLAC strategies to increase ratings in achieving expectations, content knowledge and expertise, communication, differentiation, and monitor and adjust dimensions within the learning domain according to T-TESS evaluations.