

Spring Independent School District

Twin Creeks Middle School

2023-2024 Improvement Plan



Twin Creeks Middle School

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Mission Statement

Our mission is to provide an education that emphasizes high academic achievement and addresses the social , emotional, and physical needs of the middle school learner through a cooperative effort between staff and the community.

Vision

Our vision, as a community, is to inspire a passion for life-long learning through innovative activities that promote critical thinking and problem solving in order to empower students to be productive citizens in an ever-changing global society.

Core Beliefs

The Springway Core Beliefs

We base our decisions on what is **best for our students**.

We **strive for excellence** in all we do.

We **build trust** through integrity and lead by example.

We **communicate openly**.

We **value diversity** and treat everyone with dignity and respect.

We **win as a team**.

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action.

We recognize our students varying heritages by hosting events like Hispanic Awareness Month, Black History and Cinco de Mayo celebrations. We also recognize our scholars for academic growth (Growth Parties), honor roll, attendance, character (Warrior of the Month), and honors/awards earned in extracurricular events. Some of our scholars are also acknowledged at the May School Board meeting with the Points of Pride Award for their academic and PVA achievement.

Another strength that is aligned with our diverse population is keeping our parents informed about all things TCMS. 99% of our parents proclaim that we keep them well-informed. As much as possible, we send information in two languages, English and Spanish.

Families are engaged, turning out in large numbers for our Grandparents Day, Hispanic Heritage, Black History Month, GT Parent Night, Science & History Fairs, choir, theater and band showcases. Parents attend sports activities with their scholars cheering them to success.

Students also have the opportunity to take advantage of a variety of courses such as advanced core courses, on level courses, high school credit courses, special interests courses and electives, and LOTE courses.

At Twin Creeks Middle School, we value our parents and community members. At the beginning of the year we host events such as Warrior Camp to welcome our incoming 6th graders and their families. Literacy Night, Open House, a Book Fair, Warrior Camp, Teacher/Parent Conferences, band & choir concerts, Title I Parent Nights and a Thanksgiving Feast. Our PTO is small but mighty, and supports students, staff, and the community throughout the school year. We recognize our staff via email shout outs for behaviors aligned to the leadership definition. The "Warrior Wagon" provides surprise treats for staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student discipline increased. **Root Cause:** Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .

Student Learning

Student Learning Summary

For the 22-23 academic year, 100% of our students were required to return to school for in-person learning. No other options were available. As a result, teachers could deliver direct instruction to all learners. Because so many families were concerned about the post-pandemic safety of their scholars, Twin Creeks experienced an increase in chronic absenteeism, resulting in an annual attendance rate of 91%, causing a decrease in yearly attendance. Our attendance committee met monthly to respond to the attendance needs of the students. Through the parent survey, emails, and telephone calls, it was determined that nearly 70% of our parents believe that TCMS has high learning standards. TCMS improved overall communication with parents during the 22-23 year. 90% of parents now say they know essential information such as how to access attendance, grades, homework, class work, tutorials and interventions, extracurricular activities, and other requirements for success. As a result, we will continue sending out weekly SMORES newsletters and Blackboard messages with links to all information. Our website will also continue to post video tutorials for pertinent information.

Two of our areas of demographic concern are our parents' perception of our discipline and our increase in ISS/OSS. 30% of our parents believe discipline is not enforced fairly. We had an increase of ISS/OSS for our SpEd, AA males, and At-Risk scholars due to our scholars being out of school for nearly two years. Realistically, due to COVID-19, our 6th Graders had not been in a structured school environment since the 4th Grade (2020), and likewise for our 7th and 8th Graders. With scholars returning to school full-time since 2020, we had to reacclimate our scholars to our expectations. In addition, we had an increased enrollment of RTC scholars, foster scholars, and at-risk scholars. We did implement PBIS and had daily SEL lessons in our Social Studies classes.

TEA requires students to take a standardized assessment annually in reading, math, science, and social studies. Because of HB4545, SSI is no longer a requirement; therefore, scholars are only afforded one opportunity to take STAAR. Nearly all TCMS scholars took the STAAR with a 98% to 100% attendance rate each day of testing. With the return of direct instruction, Twin Creeks scholars performed very well, showing academic growth for all subgroups. TCMS has a TEA B Rating with two distinctions: Comparative Academic Achievement and Comparative Closing the Gaps. TCMS continued to outperform the majority of the non-specialized middle schools in Spring ISD. Our AA, EBs, and SpEd scholars showed comparative growth and improved their achievement. 100% of our Algebra scholars tested and met Approaches, with 86% Meets and 59% Mastered. Our 7th/8th Grade Reading scholars were 71% and 81% Approaches, 44%, and 45% Meets, respectively. 63% of our 8th Grade Scholars scored at Approaches. The majority of our EBs scored Advanced or Advanced High in all 4 domains in each grade level. Our growth is attributed to our teacher's commitment to implementing SWSR and best practices, including implementing Amplify and Carnegie with fidelity, implementing Aggressive Monitoring, HODS, Marzano 6 vocabulary strategies, in-the-moment coaching, DDAP, and, immediate and specific feedback. TCMS 2021-2022 STAAR, TELPAS, and MAP data are reflected below:

6th Grade STAAR Results

		Total	Approaches	Meets	Masters
			%	%	%
Reading	Am In/AN	3	66.67%	0%	0%
	Asian	8	75%	62.5%	62.5%
	B/Af Am	86	65.12%	30.23%	4.65%
	Hisp/Lat	129	66.67%	36.43%	13.18%
	White	25	84%	60%	16%
	N Hwn/PI	6	83.33%	16.67%	0%
	Level Total	257	68.48%	36.58%	11.67%

		Total	Approaches	Meets	Masters
			%	%	%
Mathematics	Asian	8	87.5%	62.5%	25%
	B/Af Am	86	58.14%	13.95%	0%
	Hisp/Lat	131	62.6%	15.27%	3.05%
	N Hwn/PI	6	66.67%	16.67%	0%
	White	24	75%	37.5%	12.5%
	Am In/AN	3	33.33%	33.33%	0%
	Level Total	258	62.79%	18.6%	3.49%

7th Grade STAAR Results

		Total	Approaches	Meets	Masters
			%	%	%
Mathematics	Asian	6	100%	83.33%	33.33%
	B/Af Am	109	56.88%	18.35%	33.33%
	Hisp/Lat	108	53.7%	31.48%	5.56%
	White	24	66.67%	50%	12.5%
	N Hwn/PI	3	100%	66.67%	0%
	Level Total	250	58%	29.2%	4.8%
Reading	B/Af Am	109	72.48%	40.37%	12.84%
	Hisp/Lat	108	76.85%	46.3%	27.78%
	N Hwn/PI	3	100%	66.67%	0%
	White	24	91.67%	66.67%	25%
	Asian	6	100%	100%	66.67%
	Level Total	250	77.2%	47.2%	21.6%

8th Grade STAAR Results

		Total	Approaches	Meets	Masters
Mathematics	Am In/AN	7	71.43%	57.14%	0%
	Asian	2	100%	100%	50%
	B/Af Am	121	74.38%	34.71%	7.44%
	Hisp/Lat	146	79.45%	46.58%	5.48%
	White	33	78.79%	45.45%	6.06%
	Level Total	309	77.35%	42.39%	6.47%
Reading	Asian	4	100%	100%	75%
	B/Af Am	126	80.16%	47.62%	20.63%
	Hisp/Lat	159	84.28%	48.43%	17.61%
	N Hwn/PI	3	100%	100%	66.67%
	White	35	80%	48.57%	17.14%
	Am In/AN	7	85.71%	42.86%	28.57%
	Level Total	334	82.63%	49.1%	20.06%
Social Studies	Asian	4	100%	75%	50%
	B/Af Am	129	37.98%	17.83%	5.43%
	Hisp/Lat	158	43.04%	10.76%	2.53%
	N Hwn/PI	3	100%	66.67%	33.33%
	White	36	44.44%	19.44%	2.78%
	Am In/AN	6	50%	0%	0%
	Level Total	336	42.56%	15.48%	4.46%

		Total	Approaches	Meets	Masters
Science	B/Af Am	128	59.38%	28.12%	3.12%
	Hisp/Lat	157	67.52%	26.11%	2.55%
	N Hwn/PI	3	100%	100%	66.67%
	White	36	83.33%	44.44%	8.33%
	Am In/AN	7	71.43%	28.57%	0%
	Asian	4	100%	100%	50%
	Level Total	335	66.87%	30.45%	4.48%

Algebra 1 EOC

		Total	Approaches	Meets	Masters
Algebra I	Hisp/Lat	12	100%	75%	66.7%
	White	3	100%	100%	100%
	Asian	2	100%	100%	100.0%
	B/Af Am	8	100%	62.50%	37.50%
	Nat HW/PI	3	100%	100%	66.67%
	Level Total	28	100%	78.57%	50%

ELA Projected STAAR Performance based on Fall 2023 NWEA MAP Scores

Grade	Projected to Approach	Projected to Meet	Projected to Master
6th	43.3%	17.2%	8.6%
7th	36.5%	22.3%	10.1%
8th	38.0%	28.0%	12.2%

Math Projected STAAR Performance based on Fall 2023 NWEA MAP Scores

Grade	Projected to Approach	Projected to Meet	Projected to Master
6th	47.8%	14.6%	2.2%

Grade	Projected to Approach	Projected to Meet	Projected to Master
7th	42.9%	14.5%	4.7%
8th	47.0%	20.4%	5.4%

6th Grade TELPAS

TELPAS Results		2022-23				
		Beginning	Intermediate	Advanced	Advanced High	Total
1) Overall	Hisp/Lat	8.33%	25%	55.56%	11.11%	72
	N Hwn/PI	0%	0%	100%	0%	1
	Asian	0%	50%	50%	0%	2
	B/Af Am	0%	50%	50%	0%	2
	Am In/AN	0%	0%	100%	0%	1
	White	0%	0%	100%	0%	1
	Total	7.59%	25.32%	56.96%	10.13%	79
2) Listening	Hisp/Lat	6.94%	23.61%	44.44%	25%	72
	N Hwn/PI	0%	0%	0%	100%	1
	Asian	0%	50%	50%	0%	2
	B/Af Am	0%	50%	50%	0%	2
	An In/AM	0%	0%	100%	0%	1
	White	0%	0%	0%	100%	1
	Total	6.33%	24.05%	44.30%	25.32%	79

TELPAS Results		2022-23				
		Beginning	Intermediate	Advanced	Advanced High	Total
3) Speaking	N Hwn/PI	9.72%	37.50%	45.83%	6.94%	1
	B/Af Am	0%	50%	50%	0%	2
	Hisp/Lat	9.72%	37.50%	45.83%	6.94%	72
	Asian	0%	50%	50%	0%	2
	An In/AM	0%	0%	100%	0%	1
	White	0%	0%	100%	0%	1
	Total	8.86%	37.97%	46.84%	6.33%	79
4) Reading	Hisp/Lat	18.06%	27.78%	31.94%	22.22%	72
	B/Af Am	0%	50%	50%	0%	2
	Asian	0%	50%	0%	50%	2
	N Hwn/PI	0%	0%	0%	100%	1
	An In/AM	0%	0%	100%	0%	1
	White	0%	0%	100%	0%	1
	Total	16.46%	27.85%	32.91%	22.78%	79
5) Writing	Hisp/Lat	16.67%	30.56%	44.44%	8.33%	72
	B/Af Am	0%	100%	0%	0%	2
	N Hwn/PI	0%	100%	0%	0%	1
	Asian	50%	0%	50%	0%	2
	An In/AM	0%	0%	100%	0%	1
	White	0%	0%	100%	0%	1
	Total	16.46%	31.65%	44.30%	7.59%	79

7th Grade TELPAS

TELPAS Results		2022-23				
		Beginning	Intermediate	Advanced	Advanced High	Total
1) Overall	Hisp/Lat	6.38%	34.04%	42.55%	17.02%	47
	Asian	0%	0%	33.33%	66.67%	3
	N Hwn/PI	0%	0%	50%	50%	2
	B/Af Am	0%	66.67%	0%	33.33%	3
	Total	5.45%	32.73%	40%	21.82%	55
2) Listening	Asian	0%	0%	33.33%	66.67%	3
	Nat Hw/PI	0%	0%	0%	100%	2
	Hisp/Lat	8.51%	27.66%	21.28%	42.55%	47
	B/Af Am	0%	66.67%	0%	33.33%	3
	Total	7.27%	23.27%	20%	45.45%	55
3) Speaking	Nat Hw/AI	0%	50%	50%	0%	2
	Asian	0%	0%	66.67%	33.33%	3
	Hisp/Lat	4.26%	46.81%	40.43%	8.51%	47
	B/Af Am	0%	0%	33.33%	66.67%	3
	Total	3.64%	41.82%	41.82%	12.73%	55
4) Reading	Nat Hw/PI	0%	0%	0%	100%	2
	B/Af Am	33.33%	33.33%	0%	33.33%	3
	Hisp/Lat	23.40%	21.28%	29.79%	25.53%	47
	Asian	0%	0%	0%	100%	3
	Total	21.82%	20%	25.45%	32.73%	55
5) Writing	Nat Hw/PI	0%	0%	100%	0%	2
	Asian	0%	0%	100%	0%	3
	Hisp/Lat	14.89%	27.66%	46.81%	10.64%	47
	B/Af Am	0%	66.67%	0%	33.33%	3
	Total	12.73%	27.27%	49.09%	10.91%	55

8th Grade TELPAS

TELPAS Results		2022-23				
		Beginning	Intermediate	Advanced	Adv High	Total
1) Overall	Hisp/Lat	4.35%	33.33%	43.48%	18.84%	69
	Am In/AN	0%	0%	75%	25%	4
	Asian	0%	0%	0%	100%	1
	B/Af Am	0%	0%	50%	50%	2
	White	0%	100%	0%	0%	2
	Total	3.85%	32.95%	43.59%	20.51%	78
2) Listening	Am In/AN	0%	0%	50%	50%	4
	White	0%	100%	0%	0%	2
	Hisp/Lat	5.80%	21.74%	26.09%	46.38%	69
	Asian	0%	0%	0%	100%	1
	B/Af Am	0%	0%	0%	100%	2
	Total	5.13%	21.79	25.64%	47.44%	78
3) Speaking	Am In/AN	0%	25%	50%	25%	4
	B/Af Am	0%	50%	50%	0%	2
	White	0%	100%	0%	0%	2
	Asian	0%	0%	100%	0%	1
	Hisp/Lat	10.14%	40.58%	39.13%	10.14%	47
	Total	8.97%	41.03%	39.74%	10.26%	55
4) Reading	Hisp/Lat	5.80%	27.54%	37.68%	28.99%	47
	White	50%	50%	0%	0%	2
	B/Af Am	0%	0%	50%	50%	2
	Asian	0%	0%	0%	100%	1
	Am In/AN	0%	0%	50%	50%	47
	Total	6.41%	26.92%	37.18%	29.49%	55

TELPAS Results		2022-23				
		Beginning	Intermediate	Advanced	Adv High	Total
5) Writing	Hisp/Lat	16.67%	29.49%	43.59%	10.26%	47
	Asian	0%	0%	0%	100%	1
	B/Af Am	0%	0%	100%	0%	2
	White	50%	50%	0%	0%	2
	Am In/AN	0%	0%	75%	25%	4
	Total	16.67%	29.49%	43.59%	10.26%	55

Student Learning Strengths

The 2023 STAAR data shows an increase in scores and achievement compared to the 2022 STAAR data. TCMS continues to perform relatively better than the regular comprehensive middle schools in Spring ISD in the following areas: (does not include Springwoods Village MS & Roberson MS)

100% Approaches in Algebra 1. 79% Meets, and 50% Masters

Highest Approaches in 8th Grade Social Studies amongst comprehensive middle schools

Highest Approaches in 8th Grade Science amongst comprehensive middle schools

Highest Approaches in 8th Grade Math amongst comprehensive middle schools and two specialty schools, Spring Leadership, and Springwoods Village M.S.

Highest Approaches in 7th Grade Math amongst comprehensive middle schools

Highest Approaches in 6th Grade Math amongst comprehensive middle schools

Highest Approaches in 6th Grade Reading amongst comprehensive middle schools

Highest Approaches in 7th Grade Reading amongst comprehensive middle schools and one specialty school, Springwoods Village M.S.

Highest Approaches in 8th Grade Reading amongst comprehensive middle schools

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): In reading, although the scores improved we still have not met our school goal. **Root Cause:** Student performance was hindered by teacher absences and lack of solid Tier 1 instruction due to DOIs and Interims.

Problem Statement 2 (Prioritized): Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. **Root Cause:** Teachers failed to

differentiate instruction using best practices and progress monitoring for various student groups.

Problem Statement 3 (Prioritized): Low academic achievement in Social Studies and Science. **Root Cause:** District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.

Problem Statement 4 (Prioritized): Low performance at Meets and Masters level for all content. **Root Cause:** Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Problem Statement 5 (Prioritized): Increase of ISS/OSS for our SpEd, AA& Latino males as well as our At-Risk scholars . **Root Cause:** Faculty and staff were inconsistent with the implementation of school processes, including the SWSR, CHAMPS, PBIS, SEL, TLAC, and BIPS, as well as student incentives for Perfect Attendance, Honor Roll, etc.

Problem Statement 6 (Prioritized): Although we met our Attendance Goal, student absenteeism is still high and affects learning. **Root Cause:** Faculty and staff were inconsistent with the implementation of attendance protocols (contacting parents and truancy paperwork) as well as student incentives for Perfect Attendance, Honor Roll, etc

School Processes & Programs

School Processes & Programs Summary

Twin Creeks is a data-driven school where teachers utilize various resources to make informed decisions regarding planning, adjusting, and delivering instruction. Teachers meet three-five times weekly with an administrator to plan and prepare effective lessons. During those meetings, multiple data sources are analyzed and utilized to ensure that lessons are created based on students' academic performance. The curriculum and assessments are guided by the district's scope and sequence, which is aligned to state standards. In addition, checkpoint benchmark blueprints, STAAR blueprints, English Language Proficiency Standards (ELPS), instructional framework, Lead4Ward documents, TLAC strategies, and the curriculum overview are used as well to help plan rigorous instruction. To ensure that the needs of "ALL" students are met, teachers are required to obtain their ESL and GT certifications. For the past two years, 100% of the teachers have obtained their GT certification. In addition, 100% of the ELA teachers instructing students in the ELL program are ESL certified.

Along with analyzing data and making sound instructional decisions, teachers at Twin Creeks receive consistent feedback from walkthroughs, observations, and in-the-moment coaching. Administrators video teachers to provide an optimal coaching experience aligned with Get Better Faster. Feedback is provided during face-to-face conferences via Whetstone, email, DDAPs, and/or on the spot. Feedback is also provided during BOY, MOY, and EOY reviews.

In order to retain highly qualified staff, an extensive array of professional development training is provided within the district and on campus. Teachers are able to design individualized professional development plans tailored to their needs and the needs of their students. Members of the leadership staff attend job fairs throughout the year to recruit HQ teachers. To complement these recruiting efforts, Spring ISD offers a highly competitive salary to attract and retain teachers. Hard-to-staff positions, such as Math, Science, ELA teachers with ESL certifications, and some Special Education teachers receive a substantial stipend. As a means to recruit qualified teachers, we participate in all district job fairs, as well as job fairs hosted by the regional service center and universities. We have also connected with alternative certification programs to assist with increasing the number of possible hires. Our teachers are provided different levels of support; for example, instructional support from campus mentors, instructional coaches, district program directors, development specialists, Amplify and Carnegie curriculum vendors, administration, classroom management support from behavior specialists and administration, and social-emotional support through an open door policy. Additional Reading, Math, Science, and Social Studies teachers were hired to help meet the needs of students and to reduce the teacher-to-student ratio in core classes. To retain teachers, we open all faculty meetings with celebrations which provides us an opportunity to highlight teachers and staff members who are going above and beyond the call of duty. In support of our teacher retention, we also host themed social gatherings throughout the school year to increase staff morale. More importantly, we strive to build a collaborative work environment where teachers and staff members are able to join committees (Discipline, Attendance, Campus Advisory, Student Motivation, and Data Committee) focused on improving the school culture and climate. Twin Creeks is a family-oriented environment, and the positive, collaborative culture established by the staff members at Twin Creeks is radiated through the motto "Together We Can, Whatever It Takes, No Excuses."

All teachers support and assist one another in ensuring that the needs of the students are a top priority. Administrators monitor and support intervention time daily.

The Curriculum, Instruction, and Assessment focus at Twin Creeks Middle School is guided by the TEKS and district scope and sequence and the results of campus (bi-monthly formative assessments) and district-based assessments. Core teachers will implement All in Learning software, which engages all students and tracks their progress while providing teachers with real-time data for decision-making and lesson planning. After each assessment, teachers complete a Data-Driven Action Plan, which outlines the teacher's response to the data and identifies students' needs. The TEKS promotes critical thinking and problem-solving, communication skills, creativity, collaboration, and information media literacy skills. Every six weeks, each grade level team will map out the specific skills and standards that will be taught for the upcoming quarter. Guiding questions used during the process include: What are the key components? What are the standard expectations? What is the Do Now? How will we reteach? What is the vocabulary? What is the current lesson, and how will we teach the current lesson? What is the exit ticket? Teachers will determine how they will accomplish these targets.

Assessment is very important in decision-making and take on many different forms at Twin Creeks. Although TCMS is not, The campus is committed to ensuring that all classes show evidence of being a part of Lift 6. We will implement TLAC and the other Lift 6 characteristics of the classroom.

PLC'S are held to discuss the what and model the how. The principal, coaches, specialists, and AP's will attend the content planning meetings, analyze data, and map out strategies.

Instructional Leadership Team meetings are held every second and fourth Thursday of the month, to build instructional leadership capacity and to involve campus leaders in the decision making process.

Twin Creeks continues to place a high priority in employing and recruiting high-quality, talented staff. All teachers will attend at least one professional development session on campus each month. The professional development will be based upon the needs identified in this improvement plan and will be provided by our own teacher leaders, the campus instructional specialist, campus administration, and district administration. Professional development will be ongoing, targeted, job-embedded professional learning. In addition to professional development, the weekly PLC meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other.

Parent, teachers, and students take pride in their school and the school's reputation of success. The perception among all is that it is a safe and positive environment with a strong focus on academic excellence. There is a high standard for best instructional practices as well as building character centered around accountability rules. Twin Creeks focus goes beyond STAAR scores we provide an education that emphasizes high academic achievement and addresses the social, emotional, and physical needs of the middle school learner through a cooperative effort between staff and community. Our commitment is to keep students at the center of all actions and decisions by asking Is it best for students? When students do not learn, adjustments will be made within instruction, the school context, and organizations. Teachers value planning time they have to prepare for their individual classroom instruction. There is a healthy sense of urgency among the staff that promotes

professionalism and unity of purpose.

All decisions regarding professional development, programs and practices are based upon district requirements and the needs identified in this improvement plan.

School Processes & Programs Strengths

Our instructional program is one of our greatest strengths. Data-driven decisions are made daily based on exit tickets, and weekly during PLC meetings to address the needs of all students. Web based programs such as Measures of Academic Progress (MAP) are utilized to strengthen instruction and target student deficits. Weekly PLC meetings are held to align assessments to the standards, analyze data, plan instruction and practice instructional delivery. Weekly team planning sessions occur with the instructional specialist to support teachers with designing effective lessons. Consistent feedback using Whetstone walkthroughs and observations are provided utilizing the SpingWay Systems, Routines, & Procedure as well as Get Better Faster: See it, Name it, Do it. Low teacher attrition rate/ability to retain HQ teachers provides stability to the Twin Creeks community and admin and teacher leaders participate in job fairs to help recruit teachers. District funds are allocated for a Student Support Specialist that will serve as an interventionist to support and monitor students in RtI. This individual will also conduct campus decision point meetings every six weeks to monitor the progress of students receiving RtI interventions. All staff members are required to obtain their GT certification and all ELA teachers instructing EL students are required to obtain their ESL certification. All staff members are trained to implement CHAMPS, Restorative, and Teach Like a Champion strategies. The Campus Advisory Team meets once a month on the 1st Monday to discuss program funding, parental involvement, culture/climate, and other campus needs. The Leadership Team meets weekly to discuss teacher performance, student data, and campus concerns/needs.

Our teachers are provide different levels of support; for example, instructional support from instructional specialist, development specialists, and administration, classroom management support from behavior specialists and administration, and social emotional support through an open door policy. To retain teachers, we open all faculty meetings with celebrations which provides us an opportunity to highlight teachers and staff members who are going above and beyond the call of duty. In support of our teacher retention, we also host themed social gatherings throughout the school year to increase staff morale. More importantly, we strive to build a collaborative work environment where teachers and staff members are able to join committees. Administration recognizes teachers through weekly newsletters, email shout outs, notes in boxes and on doors, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student attendance is low. It decreased to 91% for the 22-23 school year. **Root Cause:** Parents and students thought we were following the 21-22 Contact Tracing policy. They allowed their scholars to remain home if someone they knew had COVID-19 for multiple days. Too, parents/scholars were reluctant to send scholars to school if someone in the building stated they tested positive.

Perceptions

Perceptions Summary

At Twin Creeks Middle School our vision, as a community, is to inspire a passion for life-long learning through innovative activities that promote critical thinking and problem solving in order to empower students to be productive citizens in an ever-changing global society. Our mission is to provide an education that emphasizes high academic achievement and addresses the social, emotional, and physical needs of the middle school learner through a cooperative effort between staff and a community.

The development of pride in the efforts and successes of each student's endeavors is part of our teaching responsibility. Teachers who are aware of the importance of this will be most effective in this area. Student behavior and enthusiasm are related to school climate. Administrators, faculty, and staff must work together to be effective in this important area of student growth and development. Students and staff are appreciated and acknowledged for their efforts. Through our campus-wide implementation of Positive Behavior Interventions and Supports (PBIS), students are awarded points for displaying positive behaviors identified by the campus which results in improved social and academic outcomes. Displaying student work, sending notes home and making positive phone calls and emails are all ways to connect with students and their families in order to build positive school climate. Teachers are recognized through newsletters, emails, faculty meetings, notes, etc.

Before school starts, teachers will receive training on the Spring Way Systems, Literacy, CHAMPS and SEL/Restorative Discipline to ensure that a healthy classroom climate is created and maintained. Teachers know that CHAMPS is an expectation for students to learn expected routines and procedures, create a climate where students feel respected.

According to our School Quality Survey, only 55% of our parents believe discipline is enforced fairly. We will continue to host monthly and annual reviews of the discipline records, including student conflicts, bullying, drug offenses and DAEP placements. There was an increase in discipline during the 22-23 year due to scholars returning to school full-time and having to reacclimate to our school's processes and management. CHAMPS, PBIS REwards, & restorative practices has helped, team leaders supporting teams and Instructional specialist supporting teams. Current practices and procedures will continue with the implementation of improved EC procedures, restorative discipline, and reverse suspension choices utilized by the administrator. Additionally, while bullying is not considered a major problem, the campus feels that it is important not to be complacent about bullying and was recognized for No Place for Hate to support bullying and implements kindness challenges by posting bulletin boards around the campus. Faculty (counselors) will remind students about strategies to use with any type of verbal aggression or harassment.

The campus implements recommendations provided by the PE department. All campus personnel make an effort to recognize and promote healthy lifestyles through good nutrition, rest, stress reduction, time for studying and time for active and physical activity.

Twin Creeks works very hard at creating a family-friendly safe school environment. We strive to partner with more business partners and provide the best customer service for parents and to widely communicate ways for parents to partner with us in educating their children. We involve parents in the decision making process for educating their child(ren). With diversity being a major factor, Twin Creeks has a parent liaison to help strengthen connections between home and school. We are committed to open communication with all parents through the weekly Parent Newsletters, school calendar, school website, TCMS Marquis, Remind 101, Parent Townhalls, and by offering printed materials in Spanish and English. Spanish interpreters are provided for school events, especially those early in the year, such as registration, Warrior Camp, and Open House.

Perceptions Strengths

Twin Creeks has a reputation of upholding the core values especially when it comes to doing what's best for kids. Twin Creeks ensures that it has an open line of effective communication by sending weekly SMORES newsletters and robocalls through BlackBoard Connect. The website is constantly updated and Schoology/HAC is live and active, We also provided a technical support link through our DLC.

Our greatest perceptions according to our School Quality Survey is that 84% of our parents and students know that there is a teacher, counselor or other staff member to whom a student can go for help; 90% confirmed that TCMS has an effective communication plan; 84% are encouraged to attend school-sponsored events. According to the SQ survey, Family Involvement, Student Support and Safety and Behavior are our highest ranking indicators.

Only 59% of our parents of our parents rated the overall qulaity of TCMS between Excellent and Good. However, TCMS has a noted legacy for its consistent academic achievement. Many non-zoned parents in the Spring ISD community and teachers requests transfers allows their child to attend Twin Creeks. For the 22-23 year, TCMS is a TEA B Rated campus with two Distinctions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents are concerned that discipline is inconsistent. **Root Cause:** Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Priority Problem Statements

Problem Statement 1: Student discipline increased.

Root Cause 1: Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .

Problem Statement 1 Areas: Demographics

Problem Statement 2: In reading, although the scores improved we still have not met our school goal.

Root Cause 2: Student performance was hindered by teacher absences and lack of solid Tier 1 instruction due to DOIs and Interims.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners.

Root Cause 3: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Low academic achievement in Social Studies and Science.

Root Cause 4: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Low performance at Meets and Masters level for all content.

Root Cause 5: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Increase of ISS/OSS for our SpEd, AA& Latino males as well as our At-Risk scholars .

Root Cause 6: Faculty and staff were inconsistent with the implementation of school processes, including the SWSR, CHAMPS, PBIS, SEL, TLAC, and BIPS, as well as student incentives for Perfect Attendance, Honor Roll, etc.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Although we met our Attendance Goal, student absenteeism is still high and affects learning.

Root Cause 7: Faculty and staff were inconsistent with the implementation of attendance protocols (contacting parents and truancy paperwork) as well as student incentives for Perfect Attendance, Honor Roll, etc

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parents are concerned that discipline is inconsistent.

Root Cause 8: Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Student attendance is low. It decreased to 91% for the 22-23 school year.

Root Cause 9: Parents and students thought we were following the 21-22 Contact Tracing policy. They allowed their scholars to remain home if someone they knew had COVID-19 for multiple days. Too, parents/scholars were reluctant to send scholars to school if someone in the building stated they tested positive.

Problem Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- 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
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 1: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Reading assessment will increase performance by 1% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 5% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %





Approaches	75%	to	80%
Meets	44%	to	49%
Masters	17%	to	23%

High Priority

Evaluation Data Sources: STAAR Results
CFAs
DCAs

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1 All ELA teachers will engage in lesson preparation using the Amplify curriculum by completing the following:</p> <ol style="list-style-type: none"> 1. Plan the exemplar-draft the ideal response, including vocabulary and key ideas, you would expect your students to produce for core tasks and questions. 2. Plan for Error-Plan how you might respond to specific errors or misunderstandings you are likely to see on core tasks and questions. 3. Plan the Means of Participation (MOP)-script how you want students to engage with tasks and/or questions within a lesson. 4. After reviewing the implementation of Amplify, teachers are in need of professional development in lesson preparation through Region IV. 5. Through targeted planning and PLC, teachers will design learning experiences that document specific strategies for accommodating student learning needs in terms of content, product and/or process. <p>Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Administration, Department Chair, Team Leads, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: Region IV Training (Lead4Ward) - 211 Title I, Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: ELA Teachers will incorporate Habits of Discussions into the lesson cycle daily. Strategy's Expected Result/Impact: Supports literacy, increases rigor & engagement for all student groups. Staff Responsible for Monitoring: Department Chair, Team Leads Instructional Coach, and evaluating supervisor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 4 Funding Sources: General supplies - 211 Title I, Part A - \$500		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: ELA Teachers will spiral readiness standards in the Do Nows & Exit Tickets daily. Strategy's Expected Result/Impact: Repetition of high yield TEKS will lead to improved student outcomes Staff Responsible for Monitoring: Department Chair, Team Leads Instructional Coach, and evaluating supervisor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 4		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: ELA Teachers will incorporate weekly small group reteaching plans using data from Do Nows, Exit Tickets, or other common assessments. Strategy's Expected Result/Impact: Closing the gaps and an increase in student achievement. Staff Responsible for Monitoring: Department Chair, Team Leads Instructional Coach, and evaluating supervisor Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 4 Funding Sources: General supplies - 211 Title I, Part A - \$500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Identified students will receive 15 - 30 hours of accelerated instruction per HB1416. Strategy's Expected Result/Impact: Accelerate instruction & improve student achievement for all student groups. Staff Responsible for Monitoring: ELA Administrator, Instructional Specialist, Literacy Coach, ELA Department Chair, ELA Interventionist Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 4 Funding Sources: Contracted services for during school tutorials - 211 Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In reading, although the scores improved we still have not met our school goal. Root Cause: Student performance was hindered by teacher absences and lack of solid Tier 1 instruction due to DOIs and Interims.
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.

Student Learning
<p>Problem Statement 3: Low academic achievement in Social Studies and Science. Root Cause: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.</p> <p>Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 2: By June 2024, students enrolled in Grades 6-8 participating in the 2024 Spring STAAR Math assessment will increase performance by 7% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 6-8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Math assessment.

Performance Level 2023 % 2024 %





Approaches	66%	to	73%
Meets	29%	to	36%
Masters	5%	to	6%

High Priority

Evaluation Data Sources: STAAR Results
CFAs
DCAs

Strategy 1 Details	Reviews			
Strategy 1: All math teachers will implement the Universal Problem-Solving Process (UPS) for Math. 1. Understand what the problem is asking -read, stop, and jot. 2. Plan by choosing a problem-solving strategy to help solve. 3. Solve the actual problem to find the answer. 4. Check to ensure that the answer makes sense and answers the question that was being asked. 5. Through targeted planning and PLC, teachers will design learning experiences that document specific strategies for accommodating student learning needs in terms of content, product, and/or process. Strategy's Expected Result/Impact: Improve instruction & student achievement for all student groups to 70% Meets. Staff Responsible for Monitoring: Administration, Instructional Specialist/Chair/Team Leaders/SSS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: - 211 Title I, Part A - \$8,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All math teachers will engage in lesson preparation using the Carnegie Learning curriculum and the Carnegie Internalization Guide by completing the following:</p> <ol style="list-style-type: none"> 1. Plan the exemplar-draft the ideal response, including vocabulary and key ideas, you'd expect your students to produce for core tasks and questions. 2. Plan for Error-Plan how you might respond to specific errors or misunderstandings you're likely to see on core tasks and questions. 3. Plan the Means of Participation (MOP)-script how you want students to engage with tasks and/or questions within a lesson. <p>Strategy's Expected Result/Impact: Math Instructional Specialist & DC will attend the Carnegie summer training.</p> <p>Improve instruction and student achievement for all student groups to 70% Meets.</p> <p>Staff Responsible for Monitoring: Math administrator, At Risk Math teacher, Math Coach, SSS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: All math teachers will utilize Marzano's 6-Step process to implement math vocabulary with a particular focus on the Frayer Model in students' interactive notebooks. Word walls will be posted by unit.</p> <p>Strategy's Expected Result/Impact: Increase academic vocabulary; improve understanding of word problems; increased student growth.</p> <p>Staff Responsible for Monitoring: Math administrator, At Risk Math teacher, Math Coach, SSS</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 4</p> <p>Funding Sources: - 211 Title I, Part A - \$3,000, - 211 Title I, Part A - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Based on data "DO NOWs" will be spiraled concepts by completing the following: 1. Math teacher will have a daily DO NOW with the same concepts for 9 days 2. On the 10th day quiz. 3. Keep concepts on the DO NOW that students DO NOT reach the whole class goal of 70%. Strategy's Expected Result/Impact: Student achievement will increase in targeted HYT. Increased student achievement and growth. Staff Responsible for Monitoring: Math administrator, At Risk Math teacher, Math Coach, SSS Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.
Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 3: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Science assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Science assessment.





Performance Level 2023 % 2024 %

Approaches	67%	to	70%
Meets	30%	to	33%
Masters	5%	to	6%

High Priority

Evaluation Data Sources: STAAR Results
CFAs
DCAs

Strategy 1 Details	Reviews			
Strategy 1: Science teachers will implement the new Amplify curriculum into weekly lesson plans. Strategy's Expected Result/Impact: Improves initial instruction, builds background knowledge, & increase student achievement in all student groups.	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Science Administrator, Principal, Science Program Director, Science Department Chair/Team Leader</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: General supplies for experiments (specimen including frogs as well as milk, foil, lemons and other perishable items)plastic bags - 211 Title I, Part A - \$1,500</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.</p>
<p>Problem Statement 3: Low academic achievement in Social Studies and Science. Root Cause: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.</p>
<p>Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 4: By June 2024, students enrolled in Grade 8 participating in the 2024 Spring STAAR Social Studies assessment will increase performance by 5% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grade 8 and participating in the Gifted and Talented program will increase performance by 1% at the Masters level on the 2024 Spring STAAR Social Studies assessment.

Performance Level 2023 % 2024 %

Approaches	43%	to	48%
Meets	15%	to	20%
Masters	4%	to	5%

High Priority

Evaluation Data Sources: STAAR Results
CFAs
DCAs

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 5: By June 2024 (EOY), 42% of students enrolled in Grades 6-7 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 53%

High Priority
Evaluation Data Sources: STAAR Results
CFAs
DCAs

Strategy 1 Details	Reviews			
Strategy 1: Targeted students will be enrolled in Reading Enrichment and/or Acceleration courses to address gaps and to accelerate instruction using Apex Learning. Strategy's Expected Result/Impact: Reduce gaps for all student groups Staff Responsible for Monitoring: ELA Administrator, Literacy Coach, Student Support Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: - 211 Title I, Part A - \$60,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.
Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 6: By June 2024 (EOY), 48% of students enrolled in Grade 8 participating in the NWEA MAP Math Assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 47%

High Priority
Evaluation Data Sources: STAAR Results
CFAs
DCAs
MAP

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Targeted/Tutorial students will be enrolled in Numeracy Enrichment courses to address gaps and to accelerate instruction using Success Maker Software. Strategy's Expected Result/Impact: Reduce gaps for all student groups. Staff Responsible for Monitoring: Math Administrator & Student Support Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: - 211 Title I, Part A - \$13,000				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups. Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students.

Performance Objective 7: By June 2024, the campus will maintain a 96% attendance rate.

2023 Attendance Rate: 93.0%

High Priority

Evaluation Data Sources: Daily and End of Cycle Attendance Reports

Goal 2: Equity - Remove unacceptable barriers to student and staff success.

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

High Priority

Evaluation Data Sources: MAP Data, CFAs, DCAs, STAAR Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: All core teachers will improve initial instruction using the TCMS PLC Protocol: Intellectual Prepare, Backwards Design Rigorous Aligned Assessments, Daily Demonstrations of Learning (Do Now, Exit Tickets, Independent Practice), Create Exemplars, At-Bats, Analyze Student Work Samples, Data-Driven Action Planning (DDAP), & Plan for Special Populations (AA, GT, SPED, LEP). Instructional materials and instructional supplies will be purchased to help students achieve.</p> <p>Strategy's Expected Result/Impact: Improve instruction, increase student growth & student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Coach, Student Support Specialist, Department Chairs/Team Leaders, Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3, 4</p> <p>Funding Sources: TCMS Planning Protocols, journals, paper, toner for printing, math manipulative & materials for hands-on activities in Science, Reading and SSs - 211 Title I, Part A - \$1,500, Ancillary materials for Do Nows & Exit Tickets (Zingers, Sirius) - 211 Title I, Part A - \$7,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: All core teachers will plan & implement reteaching/small group instruction and track progress at least once a week using results from formative assessments. Strategy's Expected Result/Impact: Accelerate instruction & improve student achievement for all student groups. Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Coach, Student Support Specialist, Department Chairs/Team Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4 Funding Sources: General supplies, folders and papers to track student data - 211 Title I, Part A - \$225	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Targeted students will participate in high dosage tutorials in preparation for state testing. This includes after school, before school and Saturday School (if necessary). Strategy's Expected Result/Impact: Accelerate instruction & improve student achievement for all student groups. Teachers will print additional supplemental assignments, track attendance, monitor student progress using Exit Tickets. Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Coach, Student Support Specialist, Department Chairs/Team Leaders Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2, 4 Funding Sources: Teachers and Paraprofessional Supplemental Pay - 211 Title I, Part A - \$6,000, Extra Duty Pay, General & Instructional Materials & Transportation - 211 Title I, Part A - \$30,886, Snacks for after school tutorials & STAAR testing - 211 Title I, Part A - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. **Root Cause:** Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.

Problem Statement 3: Low academic achievement in Social Studies and Science. **Root Cause:** District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.





Problem Statement 4: Low performance at Meets and Masters level for all content. **Root Cause:** Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Goal 2: Equity - Remove unacceptable barriers to student and staff success.

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

High Priority
Evaluation Data Sources: Certify Discipline Reports, Monthly Discipline Meetings

Strategy 1 Details	Reviews			
Strategy 1: All teachers will implement restorative discipline practices for Level 1 infractions based on individual students' needs. Strategy's Expected Result/Impact: Decrease discipline referrals for targeted student groups Staff Responsible for Monitoring: All Administrators, Counselors, Administrative Assistants, Student Support Specialist Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: PD for classroom management, SEL and Restorative Practices - 211 Title I, Part A - \$1,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Implement Warrior Bucks to establish clear behavioral expectations and rewards for students. Strategy's Expected Result/Impact: Improve student behavior and reduce disciplinary referrals for all student groups. Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Administrative Assistants, Student Support Specialist, Instructional Coaches Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Warrior Bucks & Varying Rewards for Being Responsible, Kind & Obedient - 211 Title I, Part A - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All teachers will receive ongoing training, coaching and feedback on the implementation of SpringWay Systems & Structures, Get Better Faster, Literacy Across Content, Lead4Ward, and best practices for special education students, Gifted & Talented students, and Emergent Bilinguals. Strategy's Expected Result/Impact: Develop effective teachers & improve student achievement Staff Responsible for Monitoring: Administrators, Instructional Specialist, Literacy Coach & Student Support Specialist Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 3, 4 Funding Sources: Lead4Ward Training, Region 4 Training & General Supplies - 211 Title I, Part A - \$2,000, General supplies - 211 Title I, Part A - \$300	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Student discipline increased. Root Cause: Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .
Student Learning
Problem Statement 3: Low academic achievement in Social Studies and Science. Root Cause: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.
Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.
Perceptions
Problem Statement 1: Parents are concerned that discipline is inconsistent. Root Cause: Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 95% rate .

High Priority

Evaluation Data Sources: Sign in sheets, planning documentation, agendas, fliers

Strategy 1 Details		Reviews			
Strategy 1: By June 2024, at least two Parent Engagement socials (one per semester) will be held to ensure parents and the community are abreast of students' and TCMSs' academic progress. Strategy's Expected Result/Impact: Increased parental engagement, increased student achievement and improved overall perception of the school. Staff Responsible for Monitoring: Admin, Counselors, Parent Liaison, Instructional Specialists, Team Leads and Department Chairs, CTC Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Parental Involvement Instructional Materials & General Supplies - 211 Title I, Part A - \$400, Light Snacks - 211 Title I, Part A - \$800		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: By June 2024, to increase community awareness and engagement about TCMS, fliers detailing upcoming events will be sent to neighborhood apartment complexes and businesses. Strategy's Expected Result/Impact: Increase perceptions about TCMS. Increase community awareness.		Formative			Summative
		Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Admin, Counselors, Teachers, SSS & Instructional Coaches</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: General Supplies - 211 Title I, Part A - \$500</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student discipline increased. Root Cause: Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .
Perceptions
Problem Statement 1: Parents are concerned that discipline is inconsistent. Root Cause: Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

High Priority

Evaluation Data Sources: Teacher lesson plans
Sign-In Sheets (participants)
Agendas
Impact data (Certify discipline results)

Strategy 1 Details		Reviews			
Strategy 1: All 6th & 7th Grade students will receive the 7 Mindsets social emotional learning curriculum every day during Social Studies. 8th Graders will receive the 7 Mindsets social emotional learning curriculum every day during their CTE classes. Strategy's Expected Result/Impact: Support the social & emotional needs of students in all student groups. Staff Responsible for Monitoring: Administrators, Counselors, Student Support Specialist, Instructional Coach, Literacy Coach & CTC Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement community circles at least once every week throughout the year. Strategy's Expected Result/Impact: Builds positive relationships with students, supports SEL & restorative practices. Staff Responsible for Monitoring: Administrators, Counselors, Student Support Specialists & Instructional Coaches Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement 7 Mindsets social emotional learning curriculum as outlined by the district. The leadership team will attend the HAABSE, & Texas Association of Secondary School Principal & Ron Carter Conferences professional development in order to better implement SEL strategies for all students. The Leadership Team along with teachers will immerse in opportunities for educators to gain knowledge and skills to improve leadership, social-emotional learning, and school culture. Strategy's Expected Result/Impact: Support the social & emotional needs of students in all student groups and reduce discipline infractions. Staff Responsible for Monitoring: Administration, Counselors, Instructional Coach and CTC. Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 5 - Perceptions 1 Funding Sources: Registration for TASSP & TCA Conference - 211 Title I, Part A - \$3,000, Travel for Conferences - 211 Title I, Part A - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Student discipline increased. **Root Cause:** Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .

Student Learning

Problem Statement 5: Increase of ISS/OSS for our SpEd, AA& Latino males as well as our At-Risk scholars . **Root Cause:** Faculty and staff were inconsistent with the implementation of school processes, including the SWSR, CHAMPS, PBIS, SEL, TLAC, and BIPS, as well as student incentives for Perfect Attendance, Honor Roll, etc.

Perceptions

Problem Statement 1: Parents are concerned that discipline is inconsistent. **Root Cause:** Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn and excel.

Performance Objective 1: To maintain/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. TCMS will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

High Priority

Evaluation Data Sources: Fliers created to advertise school events & Agenda/Notes from Attendance Meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Faculty and staff will host two Success Walks (Fall & Spring) and one community engagement event in one apartment complex in the Fall to build stronger relations with families/community. Strategy's Expected Result/Impact: To sustain/increase student enrollment and enhance the communities perception of TCMS. Staff Responsible for Monitoring: Admin, Counselors, Teachers, SSS, Instructional Coaches and Paras Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Fliers, Instructional Giveaways & General Supplies - 211 Title I, Part A - \$400				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student discipline increased. Root Cause: Lack of proactive protocols to address the increased enrollment from residential treatment centers, foster scholars and repeated disruptive behaviors .
Perceptions
Problem Statement 1: Parents are concerned that discipline is inconsistent. Root Cause: Parents are not aware of our discipline management policies especially regarding our subpops and our implementation of SEL/Restorative practices especially for first and second time incidents.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

High Priority

Evaluation Data Sources: District Summer Teacher Institute Sign In Sheets, Strive Professional Learning Courses, Admin T-TESS Certificates, Calibration Walkthrough Forms, Instructional Calendar Look-fors

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Will host monthly progress checks during none PLC days (M & F) to ensure 100% of the faculty and staff are attending/completing the required trainings. Admin will submit their annual TPESS recertification certificates to the area superintendent by July 25. Admin/SSS/CTC/EB Coaches will have weekly calibration walks every Monday to ensure the content learned from the Passports are being implemented with fidelity & effectively. Strategy's Expected Result/Impact: Enhanced school culture, improved academic achievement and student growth, improved school-wide systems of support (SWSR) and teacher knowledge. Staff Responsible for Monitoring: Admin, Instructional Coaches, SSS & CTC Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 2, 3, 4				
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups. Problem Statement 3: Low academic achievement in Social Studies and Science. Root Cause: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns. Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

High Priority

Evaluation Data Sources: District Summer Teacher Institute Sign In Sheets, Strive Professional Learning Courses, Admin T-TESS Certificates, Calibration Walkthrough Forms, Instructional Calendar Look-fors

Strategy 1 Details	Reviews			
Strategy 1: Will host weekly calibration walks targeting specific SWSR and instructional practices to ensure the administrative team is aligned and have the same expectational look fors. Principal will ensure all admins attend TPESS training (online or in-person). Strategy's Expected Result/Impact: Build principal & APs capacity; Provide immediate and quality feedback to build teacher capacity to affect learning outcomes Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In reading, although the scores improved we still have not met our school goal. Root Cause: Student performance was hindered by teacher absences and lack of solid Tier 1 instruction due to DOIs and Interims.
Problem Statement 2: Achievement gaps exist between student groups, specifically SPED and Emergent Bilingual Learners. Root Cause: Teachers failed to differentiate instruction using best practices and progress monitoring for various student groups.
Problem Statement 3: Low academic achievement in Social Studies and Science. Root Cause: District curriculum alignment concerns, inconsistent implementation of best instructional practices, as well as teacher efficacy and classroom management concerns.
Problem Statement 4: Low performance at Meets and Masters level for all content. Root Cause: Inconsistent implementation of best Tier 1 instructional practices, lack of student engagement, and response to data with progress monitoring.

State Compensatory

Budget for Twin Creeks Middle School

Total SCE Funds: \$23,062.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will offer after school tutoring for all students in preparation of the STAAR test and grade level mastery. We will purchase "instructional materials" for student use (6th, 7th, & 8th Reading and Math as well as 8th Science and SS, all grade level EBs and SpEd students) for after school. We will purchase general supplies for after school support for the teacher/student. We have some funds for academic bus transportation for after school tutoring. 6118.TU = \$14,000 - Extra Duty Pay (Teachers) 6321.00 = \$3,000 - Instructional Materials (EBs, SpEd, 6-8 Math, 6-8 Reading; 8 Social Studies) 6399.00 = \$3,000 - Supplies 6494.ub = \$3,062 - Transportation