

Spring Independent School District

Twin Creeks Middle School

2019-2020 Goals/Performance Objectives/Strategies



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Goals

Goal 1: By June 2020, student achievement in Reading for Grades 6 through 8 will increase from 35% to 45% at the meets level as measured by the STAAR Reading test. By June 2020, English 1 will increase from 98% to 100% at the approaches level, increase meets from 89% to 100%, and increase masters level performance from 21% to 31% as measured by the English 1 test. By June 2020, student achievement in Reading for Grades 6 through 8 will increase from 64% to 74% as measured by EOY MAP.

Performance Objective 1: Building teacher capacity, throughout the implementation of DDAP, Practice, Learning and Planning PLC's.

Evaluation Data Source(s) 1: STAAR, MAP, EOC, Benchmarks, Campus Formative Assessments





Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 1) Lift 6: Data Driven Instruction 100% implementation of SpringWay Data Driven Action Planning, Conduct student data conferences at least once per six week period, open communication with parents and students about academic progress every three weeks, utilize standards-based district curriculum and assessments | Principal Associate Principal Department Chair Team Leaders | Reduce achievement gaps between struggling learners, EL, & SPED scholars by 10% on formative assessments & benchmarks by developing & implementing effective plan for scholars. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| Funding Sources: 199 State SCE - State Compensatory Education (PIC - 7550.00) | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>2) Lift 6: High Dosage Tutoring 100% identified students will have schedules that allow them to get the help they need after school. 100% of scholars will have more opportunities for enrichment and learning outside of the classroom.</p> | Principal Associate Principal Team Leaders, Department Chairs, Student Success Specialist | <p>Reduce the achievement gaps between struggling learners, EL, SPED scholars by 10% on formative assessments and benchmarks by developing and implementing effective action plans for scholars. Increase Meets on Reading STAAR and MAP by 10%. Increase scaled scores in Domains by 1 & 3 by 10%.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>3) All Reading teachers will routinely incorporate Springway, Systems, Structures & Routines.</p> | Principal Associate Principal Department Chair, Team Leaders | <p>Improve initial instruction which results in a 10% increase of students scoring Meets and Masters on Reading STAAR for all learners. 10% increase in Domains 1& 3.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>4) Teachers will administer weekly formative assessments and have ongoing progress monitoring using My Perspectives Textbook adoption resources.</p> | Principal Associate Principal Team Leaders Department Chair | <p>Scholars will be regularly assessed on TEKS taught during specified periods of time.</p> <p>Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations.</p> | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 5) Literacy Coach-The coach helps to improve the delivery of instruction and ensures the district instructional framework is delivered with efficacy. The coach, will support classroom teachers at least 90% of time coaching and supporting literacy teachers to strengthen instruction and increase student learning. The coach will be directed by data and provide coaching on the instructional rounds. | Principal Associate Principal | 90% of Reading Teachers performance rating in the Student Achievement Dimension will be proficient or higher, which will ultimately result in students' MEETS performance increasing by 10% on campus formative assessments, benchmarks, and Reading STAAR and MAP. Increase Domains 1-3 by 10%. Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations | | | | |
| TEA Priorities Build a foundation of reading and math 6) All Reading teachers will provide small group instruction and the Guided Reading model using Scholastic and any district approved vendor with Guided Reading Libraries and Leveled Readers. | Principal Associate Principal Team Leaders Department Chair | Reduce the achievement gaps between struggling learners, EL & SPED scholars by 10% and increase Meets on Reading STAAR and MAP by 10%. Increase Domains 1-3 by 10%. Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations. | | | | |
| TEA Priorities Build a foundation of reading and math 7) Intervention class focused on current TEKS during the school day for scholars who meet set criteria based on STAAR performance. | Principal Associate Principal Assistant Principals | Reduce the achievement gaps between struggling learners, EL & SPED scholars by 10% and increase Meets on Reading STAAR and MAP by 10%. Increase Domains 1-3 by 10%. Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 8) Incorporate Habits of Discussions into all literacy classes to foster positive interactions, promote peer-to-peer feedback, and increase scholar dialogue and deepen the scholars' level of understanding. | Principal Associate Principal | Scholars will engage in more discussions deepening their understanding of the content. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| TEA Priorities Build a foundation of reading and math 9) Literacy will be incorporated in math, science, social studies and electives daily through the critical reading processes. | Principal Associate Principal Assistant Principals Math & Department Chairs Team Leaders | Support for literacy will result in a 10% increase in Meets on Reading STAAR and in EOY MAP. Increase Domains 1-3 by 10%. Student voice and choice will increase by 10% through feedback from student surveys. Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations. | | | | |
| 10) Incorporate the Springway Coaching Model protocol with all literacy teachers to strengthen content knowledge and instructional delivery. | Principal Associate Principal | Teachers will receive scripted feedback with actionable steps to address areas for improvement. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 11) Implement the Lift 6 Initiatives. | Principal Associate Principal Assistant Principals | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 12) Lift 6: Every teacher and administrator will have a planning binder for Professional Learning Community meetings. | Principal Associate Principal Assistant Principals Department Chairs Team Leaders | Increased teacher preparation, improved teacher instruction, maximization of instructional time, increased scholar success. | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Goal 2: By June 2020, student achievement in Science for Grade 8 will increase from 39% to 49% at meets level as measured by the Sciene STAAR test.



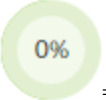

Performance Objective 1: Build teacher capacity throughout the implementation of DDAP, Practice, Learning and Planning PLCs.

Evaluation Data Source(s) 1: Science STAAR, Benchmarks, Campus Formative Assessments

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 1) Lift 6: Data Driven Instruction 100% implementation of SpringWay Data Driven Action Planning, Conduct student data conferences at least once per six week period, open communication with parents and students about academic progress every three weeks, utilize standards-based district curriculum and assessments. | Principal, Associate Principal, Department Chair, Team Leaders | Reduce achievement gaps between struggling learners, EL, & SPED scholars by 10% on formative assessments & benchmarks by developing & implementing effective plan for scholars. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 2) Lift 6: Provide high dosage, TEKS-based tutorials after-school, and Fridays/Saturdays, focused on addressing scholars' specific instructional gaps using varied data sources. | Principal, Associate Principal, Student Support Specialist, Department Chair, Science Teachers | Scholars will receive the support needed to close instructional gaps. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 3) All science teachers will routinely incorporate Springway Systems, Structures, & Routines. | Principal, Associate Principal, Science Department Chair, Science Team Leaders | <p>Improve initial instruction which results in a 10% increase of students scoring Meets on Science STAAR for all learners. 10% increase in Domains 1 & 3.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| 4) Teachers will spiral tested supporting standards from grades 6 and 7, and grade 8 readiness standards in weekly formative assessments using STEMScopes science resource. | Principal Associate Principal 8th grade science teachers | <p>Allows scholars more opportunities to access grade level curriculum and meet academic standards.</p> <p>Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| Funding Sources: 211 Title I, Part A - 2577.00 | | | | | | |
| 5) Students throughout the school will routinely use the aligned curriculum resources to implement(Writing, Inquiry, Collaboration, Organization, Reading) | Principal, Associate Principal, Science Department Chair, Science Team Leaders AVID Site Team | <p>Improve initial instruction which results in a 10% increase of students scoring Meets on Science STAAR for all learners. 10% increase in Domains 1 & 3.</p> <p>Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| Funding Sources: 211 Title I, Part A - 14999.00 | | | | | | |

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|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 6) Incorporate the Springway Coaching Model with all science teachers to strengthen content knowledge and instructional delivery. | Principal Associate Principal | Teachers will receive scripted feedback with actionable steps to address areas for improvement. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 7) Implement the tenets of the Lift 6 initiative. | Principal Associate Principal Assistant Principal | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 8) Purchase instructional resources (science equipment, School specialty) to supplement literacy instruction. | Principal Associate Principal Science Department Chair | Result: Allows scholars more opportunities to access grade level curriculum and meet academic standards. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| Funding Sources: 199 General Fund - 2303.56 | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Goal 3: By June 2020, student achievement in Math for Grades 6 through 8 will increase from 37% to 47% at the meets level as measured by the STAAR Math test. By June 2020, student achievement in Algebra will increase from 96% to 100% at the meets level, and increase masters level performance from 64% to 74% as measured by the Algebra I test. By June 2020, student achievement in Math for Grades 6 through 8 will increase from 64% to 74% as measured by EOY MAP.

Performance Objective 1: Building teacher capacity throughout the implementation of DDAP, Practice, Learning and Planning PLCs.

Evaluation Data Source(s) 1: 2020 Math STAAR, 2020 Algebra I EOC, MAP, Benchmarks, Campus Formative Assessments





Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 1) Lift 6: Data Driven Instruction 100% implementation of SpringWay Data Driven Action Planning, Conduct student data conferences at least once per six week period, open communication with parents and students about academic progress every three weeks, utilize standards-based district curriculum and assessments | Principal, Math Assistant Principal, Department Chair, Team Leaders | Reduce achievement gaps between struggling learners, EL, & SPED scholars by 10% on formative assessments & benchmarks by developing & implementing effective plan for scholars Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |

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|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>2) Lift 6: High-Dosage Tutoring 100% of identified students will have schedules that allow them to get the help they need during and after school. 100% of scholars will have more opportunities for enrichment and learning outside of the classroom with the support of the Math Teaching Fellows.</p> | Math Assistant Principal, Department Chair, Team Leaders, Student Support Specialist | <p>Reduce the achievement gaps between struggling learners, EL, SPED scholars by 10% on formative assessments & benchmarks by developing & implementing effective action plans for scholars. Increase Meets on Math STAAR by 10%. Increase scaled scores in Domains 1 & 3 by 10%.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| Funding Sources: 199 State SCE - State Compensatory Education (PIC - 7550.00) | | | | | | |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>3) All math teachers will routinely incorporate SpringWay Systems, Structures, & Routines.</p> | Principal, Math Assistant Principal, Department Chair, Team Leaders | <p>Improve initial instruction which results in a 10% increase of students scoring Meets on Math STAAR for all learners. 10% increase in Domains 1 & 3.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>4) Teachers will administer weekly formative assessments and have ongoing progress monitoring using Mentoring Minds math resources.</p> | Principal, Math Assistant Principal, Math Department Chair, Math Team Leaders | <p>Allows scholars more opportunities to access grade level curriculum and meet academic standards.</p> <p>Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations</p> | | | | |
| Funding Sources: 211 Title I, Part A - 13571.02 | | | | | | |
| 5) Math Coach-The coach helps to improve the delivery of instruction and ensures the district instructional framework is delivered with efficacy. The coach, will support classroom teachers at least 90% of time coaching and supporting math teachers to strengthen instruction and increase student learning. The coach will be directed by data and provide coaching on the instructional rounds. | Principal, Associate Principal, Math Assistant Principal | <p>90% of Math Teachers performance rating in the Student Achievement Dimension will be proficient or higher, which will ultimately results in students' MEETS performance increasingly by 10% on campus formative assessments, benchmarks, and Math STAAR. Increase Domains 1-3 by 10%.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>6) All math teachers will provide small group instruction during the problem solving block. (frequency TBD)</p> | Math Assistant Principal, Department Chair, Student Support Specialist | <p>Reduce the achievement gaps between struggling learners, EL, & SPED scholars by 10% and increase Meets on Math STAAR by 10%. Increase Domains 1-3 by 10%</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| <p>7) Intervention class focused on current TEKS during the school day for scholars who meet set criteria based on STAAR performance while allowing teachers to provide RTI Tier 2 & 3 interventions with the support of Math Teaching Fellows.</p> | Principal, Associate Principal, Math Assistant Principal | <p>Reduce the achievement gaps between struggling learners, EL, & SPED scholars by 10% and increase Meets on Math STAAR by 10%. Increase Domains 1-3 by 10%</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| <p>TEA Priorities Build a foundation of reading and math</p> <p>8) Supplement 6th-8th grade math instruction with instructional software TBD. (frequency TBD)</p> | Math Assistant Principal, Math Department Chair | <p>Supports 10% increase of students scoring Meets on Math STAAR for all learners by providing alternative instructional opportunities for math application. Increase Domains 1-3 by 10%.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 9) Incorporate the SpringWay Coaching Model protocol with all math teachers to strengthen content knowledge and instructional delivery | Principal, Associate Principal, Math Assistant Principal | Teachers will receive scripted feedback with actionable steps to address areas for improvement. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 10) Implement the tenets of the Lift 6 initiative. | Principal Associate Principal Assistant Principal | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 11) Lift 6 - Tenant 3: All math teachers will ensure that class time is focused on teaching and learning. | Principal, Associate Principal, Math Assistant Principal | Supports 10% increase of students scoring Meets on Math STAAR for all learners by providing alternative instructional opportunities for math application. Increase Domains 1-3 by 10%. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

Goal 4: By June 2020, student achievement in Social Studies for Grade 8 will increase from 20% to 30% at the meets level as measured by the STAAR Social Studies test.

Performance Objective 1: Building teacher capacity throughout the implementation of DDAP, Practice, Learning and Planning PLCs.

Evaluation Data Source(s) 1: Social Studies STAAR, Benchmarks, Campus Formative Assessments

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 1) Lift 6: Data Driven Instruction 100% implementation of SpringWay Data Driven Action Planning, Conduct student data conferences at least once per six week period, open communication with parents and students about academic progress every three weeks, utilize standards-based district curriculum and assessments. | Principal, Associate Principal, Department Chair, Team Leaders | Reduce achievement gaps between struggling learners, EL, & SPED scholars by 10% on formative assessments & benchmarks by developing & implementing effective plan for scholars. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 2) Lift 6: High-Dosage Tutoring Provide high dosage, TEKS-based tutorials before school , after-school, and Fridays/Saturdays, with transportation, focused on addressing scholars' specific instructional gaps using varied data sources. | Principal, Associate Principal, Student Support Specialist, Department Chair, Social Studies Teachers | Students will receive the support needed to close instructional gaps. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 3) All social studies teachers will routinely incorporate Springway Systems, Structures, & Routines. | Principal, Associate Principal, Social Studies Department Chair, Social Studies Team Leaders | <p>Improve initial instruction which results in a 10% increase of students scoring Meets on Social Studies STAAR for all learners. 10% increase in Domains 1 & 3.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| 4) Teachers will administer weekly formative assessments using Mastering Grade 8 Social Studies TEKS. | Principal, Associate Principal, 8th grade Social Studies teachers | <p>Students will be regularly assessed on TEKS taught during specified periods of time.</p> <p>Q1: 40% of scholars will meet grade level expectations Q2: 50% of scholars will meet grade level expectations Q3: 60% of scholars will meet grade level expectations Q4: 70% of scholars will meet grade level expectations.</p> | | | | |
| 5) Students throughout the school will routinely embed aligned curriculum resources to embed WICOR (Writing, Inquiry, Collaboration, Organization, Reading) | Principal, Associate Principal, Social Studies Department Chair, Social Studies Team Leaders | <p>Improve initial instruction which results in a 10% increase of students scoring Meets on Social Studies STAAR for all learners. 10% increase in Domains 1 & 3.</p> <p>Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations.</p> | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 6) Incorporate the SpringWay Coaching Model with all social studies teachers to strengthen content knowledge and instructional delivery. | Principal Associate Principal | Teachers will receive scripted feedback with actionable steps to address areas for improvement. Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 7) Implement the tenets of the Lift 6 initiative. | Principal Associate Principal Assistant Principals | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| | | | | | | |


Goal 5: By June 2020, overall student attendance for middle school will increase from 95% to 96.5% individually for all Lift 6 schools as measured by the EOY PEIMS submission.

Performance Objective 1: Monitor student absences weekly.

Evaluation Data Source(s) 1: 2020 PEIMS submission

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 1) The attendance clerk will contact the parent/guardian of any student with more than 2 consecutive absences. | Principal, Associate Principal, Assistant Principals, Counselors, Attendance Clerk, Attendance Committee | Results: Student and his/her 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 the student. Impact: Increased student attendance. | | | | |
| 2) Students will receive incentives (PBIS rewards) for either having perfect attendance or missing no more than 1 day during each grading period. | Principal, Associate Principal, Assistant Principals, Counselors, Attendance Clerk, Attendance Committee | Implementation: Measured by outlining and executing incentives and student participation. Results: Students will be motivated to earn rewards/recognition for attending school. Impact: Increase of 1.5% in student attendance. | | | | |
| Funding Sources: 199 General Fund - 1500.00 | | | | | | |
| 3) Administrators and attendance committee members will meet with any scholar that has 2 or more absences in a marking period. The committee will monitor scholar attendance and outline incentives to motivate and reinforce regular scholar attendance. | Principal, Associate Principal, Assistant Principal, Attendance Clerk Attendance Committee | Student and his/her 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 the student. Impact: Increased student attendance. Impact: EOY attendance will be at least 96.5% and increase student achievement on all assessments. | | | | |
| Funding Sources: 199 General Fund - 1000.00 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| 4) Automated daily call out to parents when students are marked absent. | Principal, Associate Principal, Assistant Principals, Attendance Clerk | Student 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 the student. Impact: Increased student attendance. Impact: EOY attendance will be at least 96.5% and increase student achievement on all assessments. | | | | |
| 5) The Attendance/Discipline committee members will meet each six weeks to review each grade-level's data, trends, certify information, dropouts, input of accurate teacher attendance, ISS/OSS incidents. Administrators will adhere to the student code of conduct. | Principal, Associate Principal, Assistant Principals, Attendance Clerk Attendance Committee | The school will be empowered with information regarding student absences and discipline to provide support to ensure regular attendance from the student and adherence to the student code of conduct. Impact: Increased student attendance. Impact: EOY attendance will be at least 96.5% and increase student achievement on all assessments. Impact: Decrease number of behavior referrals will increase student attendance. | | | | |
| 6) Implement the tenets of the Lift 6 initiative. | Principal Associate Principal Assistant Principals | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 7) Teachers, counselors, SSS, and administrators will routinely implement Restorative Practices and CHAMPS to address behavior concerns. | Principal, Associate/Assistant Principal, SSS, Counselor | Result: Lift6-Maximize learning time in all classes. Impact: Decrease ISS/OSS | | | | |
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Goal 6: By June 2020, Twin Creeks will improve parent perception of the campus as excellent or good from 78% to 83% as measured by the School Quality Survey.

Performance Objective 1: TCMS will increase two-way communication with timely feedback.

Evaluation Data Source(s) 1: 2020 School Quality Survey

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| 1) Communicate the School Quality Survey window using varied methods: such as campus website, marquee, verbal, and written correspondence. | Principal AP's Counselors Teachers Parent Liasion | The campus will receive an increase in parent participation by 5% and insight on the parent's perception on how staff educates their children and the perception of school. | | | | |
| 2) The campus will utilize the district's parent engagement coordinator and parent liaison to help increase parental involvement and by recruiting volunteers at campus events such as the Community Cook Out, Warrior Camp, Open House, Curriculum Nights, Field Trips, parent workshops, Pastries with the Principal, Watch Dog, etc. | Principal Associate/ Assistant Principal Counselors Teachers Parent Liaison | The campus will receive an increase in parent participation by 5%. | | | | |
| Funding Sources: 211 Title I, Part A - 2000.00 | | | | | | |
| 3) Initiate a student-led committee to offer student voice and help communicate the perception of the campus that will also contribute to maintaining an environment conducive for learning. | Principal Associate/Assistant Principals | Opportunities for students to take ownership in decisions. Increase in parent's perception of the school. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | Oct | Jan | Apr | July |
| 4) LIFT 6: Data Driven Instruction, open communication about academic progress every 3 weeks. Maintain open lines of communication by sending correspondences to parents focused on academic, behavior, and attendance progress, in addition to school events, and ways to support the campus. | Principal Associate/Assistant Principals Parent Engagement Liaison | Parents are more informed and involved in educating their children. Teachers will ensure there are no blank grades for progress reports and report cards. Increase parental involvement and more resources to support student and faculty needs. Increase in the percentage of parents who a positive perception of the campus by 24% | | | | |
| 5) Purchase paper and resources to provide parents with reading and math activities to use at home to maintain academic engagement. | Principal Parent Engagement Liaison | Parents and students will learn together; therefore, ensuring students are consistently exposed to academics. Increase in parent and student perception as measured by School Quality Survey. Increase in student performance on STAAR in Domains 1-3. | | | | |
| 6) Create a campus culture with teachers, students, and parents being charged with outlining initiatives to support a positive campus culture. Parents will sign school/parent compact (staff/student/parent compacts). | Principal Associate Principal Assistant Principals Counselors | Increase in campus initiatives to support positive culture. Decrease in behavior infractions by 20% as measured by EOY PEIMS data. | | | | |
| 7) Increase and recognize more positive student to student, and student to teacher relationships and engagement. | Principal Associate Principal Assistant Principals Counselors | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Improvement in campus culture. | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| | | | Formative | | | Summative |
| | | | Oct | Jan | Apr | July |
| 8) Implement the tenets of the Lift 6 initiative. | Principal Associate Principal Assistant Principals | Result: Teachers and students receiving the support needed to show gains in all areas. Impact: Q1: 40% of scholars will meet grade level expectations. Q2: 50% of scholars will meet grade level expectations. Q3: 60% of scholars will meet grade level expectations. Q4: 70% of scholars will meet grade level expectations. | | | | |
| 9) Provide opportunities for teachers and administrators to participate in professional development focused on professional growth based on campus need such as: Effective PLC's, Teach Like A Champion, Leverage Leadership, Hacking Discipline, Get Better Faster, Co-Teach Models, Data Analysis, SIOP, Small Group Instruction, and RTI. | Principal Associate Principal Assistant Principals | Result: Teachers and administrators will have the knowledge needed to support effective instructional delivery. Impact: Increase in student performance on STAAR in Domains 1-3. Increase in TELPAS. Increase in teacher retention rates. Increase in teachers' dimension ratings on T-TESS walk-throughs and observations. | | | | |
| Funding Sources: 199 General Fund - 1000.00, 211 Title I, Part A - 1000.00 | | | | | | |
| 10) Purchase student academic planners to encourage organizational skills and ownership of scholar learning. | Principal Associate Principal Assistant Principals AVID Site Team | Result: Students will be able to record their daily objectives, homework, academics, grades, and parent communication. Impact: Increase in student performance on STAAR in Domains 1-3. Increase percentage of parents and students who perceive the school supports the need for academic and career planning. To increase two-way communication with timely feedback. | | | | |
| Funding Sources: 199 General Fund - 3300.00 | | | | | | |
| 11) Provide opportunities for scholars to attend college and career field experiences. | Principal Associate Principal Assistant Principals Counselors | Results: Students will be exposed to more college and career experiences . Impact: Increase in student and parent perceptions in the school offering a variety of activities measured by the School Quality Survey. | | | | |
| Funding Sources: 199 General Fund - 5000.00, 211 Title I, Part A - 5000.00 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
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| 12) Purchase additional technology (Chromebooks) to provide alternatives for maximize learning time. | Principal Associate/Assistant Principals Instructional Technologist | Result: The ratio of scholars to technology will increase. Impact: Increase in student performance on STAAR in Domains 1-3. | | | | |
| | | | Funding Sources: 211 Title I, Part A - 10800.00, 199 State Bilingual/ESL (PIC 25, 35) - 10000.00 | | | |
| 13) Purchase supplies and materials (pencils, tape, copy paper, ink, staples) | Principal Associate/Assistant Principals | Result: Students will be prepared to access the curriculum resources. Impact: Increase in student performance on STAAR in Domains 1-3. | | | | |
| | | | Funding Sources: 199 General Fund - 5000.00, 211 Title I, Part A - 5000.00 | | | |
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