

Tuloso-Midway ISD



District Improvement Plan 2022 -2023

10/17/2022
Date of School Board Approval


Paul B. Mostella, President, Board of Trustees


Steve VanMatre, Superintendent


Stephen Hoelscher, Secretary, Board of Trustees

Tuloso-Midway ISD



Tuloso-Midway Academic
Career Center



Tuloso-Midway
High School



Tuloso-Midway
Middle School



Tuloso-Midway
Intermediate School



Tuloso-Midway
Primary School

TULOSO-MIDWAY ISD

District Improvement Plan

2022/2023

MISSION

The teachers, staff and administration of Tuloso-Midway Independent School District believe in educating every student to be a lifelong learner, a person of integrity, and a positive contributor to society.

OUR VALUES & BELIEFS

*High Expectations; Cultural Diversity; Technology Integration
Good Character; Lifelong Learning; Continuous Improvement & Adaptability*



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Date Reviewed: 10/06/2022

Date Approved: 10/17/2022

TULOSO-MIDWAY ISD Site Base

Name	Position
White, John	Chairperson - Assistant Superintendent
Davila, Laura	Principal - Primary
Shirley, Valerie	Teacher - Primary
Luis, Sarah	Teacher - Primary
Cantu, Lorena	Teacher - Primary
Carvajal, Andrea	Teacher - Primary
Rivera, Liliana	Parent - Primary
Trevino, Christina	Principal - Intermediate
Ledesma, Ericka	Teacher - Intermediate
Frost, Kailey	Teacher - Intermediate
Ramon, Terry	Teacher - Intermediate
Watkins, Amber	Parent - Intermediate
Arias, Melanie	Principal - Middle School
Yates, Lanisa	Teacher - Middle School
Garcia, Audrey	Teacher - Middle School
Mares, Larissa	Teacher - Middle School
Patino, April	Parent - Middle School
Alvarado, Gabe	Principal - High School
Grey, Laura	Teacher - High School
Walker, Sarah	Teacher - High School
Bacak, Julie	Teacher - High School
Gutierrez, Dr. Alexis	Parent - High School
Zavala, Ricardo	Teacher - ACC
Crisp, Ashlen	Teacher - ACC
Alvaro, Yolanda	Director - Special Education
Gonzalez, Raymond	Community Member
VanMatre, Steve	Superintendent

Goals and Beliefs of the TMISD Board of Trustees

The District Improvement Plan for Tuloso-Midway ISD is recognized by all stakeholders as the plan for ensuring student achievement and personal growth. This plan aligns with the goals of the Campus Improvement Plans of all campuses within the district as well as federal, state, and local requirements.

In addition, it addresses the District Goals adopted by the Board of Trustees:

- TMISD will exceed increasing academic standards by addressing the needs of each student and enable students to develop and pursue their vision for success in education, life, and career.
- TMISD will recruit, retain, and develop highly qualified employees with a sense of responsibility for the success of a new generation of students.
- TMISD will commit to fostering a community that will support the success of all students.
- TMISD will provide a safe, healthy and drug-free environment that promotes positive lifestyles.
- TMISD will aggressively obtain and allocate resources to facilitate optimal student achievement.
- TMISD will incorporate innovative technologies to optimize teaching, learning, and working.
- TMISD will demonstrate effective planning of maintenance, operations, and facilities.

Board Adopted Plans and Goals from House Bill 3 (Education Code 11.185, .186)

- The percent of 3rd grade students that scores meets grade level or above on STAAR Reading will increase from 49% to 60% by 2024.
- The percent of 3rd grade students that scores meets grade level or above on STAAR Math will increase from 42% to 57% by 2024.
- The percentage of graduates that meet the criteria for CCMR credit will increase to 95% by November 2024.
- The percentage of graduates that meet the criteria for CCMR will increase from 63% in August 2019 to 74% by August 2024.
- Increase the number of students successfully completing a TEA-approved Industry Based Certification from 4.5% in August 2019 to 5.1% by August 2024.
- Increase the number of students meeting TSIA(2) criteria in both reading and math from 31% in August 2019 to 50% by August 2024.

Alignment of Tuloso-Midway ISD District Goals

- Goals adopted by the Board of Trustees
- Campus Improvement Plan Goals
- The 3 Elements of a Title I Schoolwide Program
- TEA Strategic Priority 2 - Building a Foundation in Reading and Math
- Coordinated Health Program Goals (TEC 11.253 (d) (10))

Every child, prepared for success in college, a career or the military.

Strategic priorities

RECRUIT SUPPORT RETAIN

Recruit, support
and retain teachers
and principals



Build a foundation
of reading
and math



Connect high
school to
career and college



Improve
low-performing
schools

Enablers



Increase **transparency, fairness** and **rigor** in district and campus
academic and financial performance



Ensure **compliance**, effectively **implement legislation**
and **inform** policymakers



Strengthen **organizational foundations**
(resource efficiency, culture, capabilities, partnerships)

**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Resources

Resource	Source
211 - Title I, Part A	Federal
212 - Title 1, Part C	Federal
224 - IDEA SPED Formula	Federal
225 - IDEA SPED Preschool	Federal
240 - Food Service	Federal
244 - CTE Perkins Grant	Federal
255 - Title II, Part A	Federal
263 - Title III, Part A	Federal
263 - Title III, Part A ELA	Federal
281 - ESSER II	Federal
282 - ESSER III	Federal
284 - IDEA SPED ARP	Federal
285 - IDEA SPED Preschool ARP	Federal
289 - Title IV, Part A	Federal
429 - Security Grant	Federal
181 - Athletics	Local
199 - ACC	Local
199 - ADC	Local
199 - Bilingual & ESL	Local
199 - Campus Administration	Local
199 - CCMR	Local
199 - Central Administration	Local
199 - Co/Extra-Curricular	Local
199 - Counseling & Evaluation Services	Local
199 - CTE	Local
199 - Data Processing	Local
199 - Dyslexia	Local
199 - Dyslexia SPED	Local

Resources

Resource	Source
199 - Early Education Allotment	Local
199 - Facilities/Construction	Local
199 - Food Service	Local
199 - General Operating	Local
199 - Gifted & Talented	Local
199 - Health Services	Local
199 - Instruction	Local
199 - Instructional Administration	Local
199 - JJAEP	Local
199 - Library & Media Services	Local
199 - Maintenance/Custodial	Local
199 - Parent Involvement	Local
199 - Safety & Security	Local
199 - Social Services	Local
199 - SPED	Local
199 - Staff Development	Local
199 - Transportation	Local
685 - Building Maintenance	Other
749 - TMPM	Other
865 - Student Activities	Other
192 - State Compensatory	State
410 - Instructional Materials Allotment	State
461 - Campus Activities	State
462 - TM Education Foundation	State

TULOSO-MIDWAY ISD

Goal 1. (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.

Objective 1. Expect and promote high achievement for all students through academic achievement, extracurricular involvement, appropriate classroom behavior, and excellent attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement credit recovery intervention with students at risk of not graduating with their cohort group and monitor school leaver codes to ensure correct coding. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Every 3 Weeks	(S)192 - State Compensatory	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability indicators. Increase TELPAS composite scores for all EB students.
2. Increase student achievement for gifted and talented students by implementing research-based instructional strategies, identification practices, and program components aligned with the Texas State Plan for the Education of Gifted/Talented Students. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: GT) (Strategic Priorities: 2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s), Teacher(s), Teacher(s) - Special Programs	Semester Benchmark Cycles	(L)199 - General Operating	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability indicators. Increase TELPAS composite scores for all EB students.
3. Establish and maintain high quality extracurricular and CTE programs that encourage participation by all student groups, and equip those teachers, sponsors, and students with needed materials and supplies. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,CTE) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Principal(s), Teacher(s), Teacher(s) - CTE	Ongoing/As Needed	(F)244 - CTE Perkins Grant, (L)199 - CTE	Criteria: Increase in IBCs earned in program of study by senior students. Score at or above 90% in CCMR.
4. High school counselors monitor and counsel students so that graduation requirements from HB5 are fully implemented and as many students as possible graduate with an endorsement and CCMR criteria. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: CTE) (Strategic Priorities: 2,3)	Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Director of Special Education, Principal(s)	Every 6 Weeks	(F)244 - CTE Perkins Grant, (L)199 - CCMR, (L)199 - CTE	Criteria: Meet or exceed 99% graduate rate. Score at or above 90% in CCMR.
5. Implement activities and professional development according to the needs	Assistant Superintendent - District Operations, Assistant	Implementation Ongoing	(F)255 - Title II, Part A, (L)199 - Staff Development	Criteria: Culture and climate surveys.

TULOSO-MIDWAY ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assessment summary and the professional development plan that is designed to positively impact student achievement and improve student behavior. (Title I SW Elements: 1.1,2.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1)	Superintendent - Leadership & Learning, Principal(s)			Reduction of discipline referrals and assignments to ISS/OSS/DAEP.
6. Conduct annual comprehensive needs assessments on each campus and for the district to identify educational strengths and weaknesses in student achievement, attendance, parent and family engagement, and school climate and implement activities as indicated. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent - Leadership & Learning, Principal(s)	Yearly	(L)199 - General Operating, (L)199 - Instructional Administration, (L)199 - Parent Involvement	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability indicators. Increase TELPAS composite scores for all EB students.
7. Provide staff development on working with students from diverse backgrounds on the importance of planning for their futures including college, career, and military readiness. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2) (Target Group: SPED) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Dean of Instruction, Director of Special Education, Principal(s), Teacher(s)	July	(F)224 - IDEA SPED Formula, (F)255 - Title II, Part A, (L)199 - Staff Development	Criteria: 90% of students receiving special education services will graduate CCMR ready.
8. Monitor discipline (including discretionary DAEP and ISS placement of all student groups) and attendance data and intervene if indicated by data. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), Director of Special Education, Principal(s)	Every 3 Weeks	(L)199 - ADC, (S)192 - State Compensatory	Criteria: Culture and climate surveys. Reduction of discipline referrals and assignments to ISS/OSS/DAEP.
9. Implement peer sharing opportunities and provide professional development as indicated by District Professional Development Plan including instructional technology, differentiation, and addressing learning loss and extended learning opportunities. (Title I	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Special Education, Director of	Campus PD Days	(F)255 - Title II, Part A, (L)199 - Bilingual & ESL, (L)199 - SPED, (L)199 - Staff Development	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.

TULOSO-MIDWAY ISD

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Objective 1. Expect and promote high achievement for all students through academic achievement, extracurricular involvement, appropriate classroom behavior, and excellent attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Target Group: All,ECD,ESL,EB,SPED,504) (Strategic Priorities: 1,2)	Technology & Digital Learning, Instructional Facilitator(s), Principal(s)			
10. Respond to and address learning loss through the addition of CCR programs and enhanced intersession/summer learning opportunities available to students in grades K-12 and all student groups. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Superintendent - Leadership & Learning, CTE/CCMR Coordinator, Director of Curriculum & Instruction, Principal(s), Superintendent	Ongoing	(F)281 - ESSER II, (F)282 - ESSER III	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.

TULOSO-MIDWAY ISD

- Goal 1.** (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.
- Objective 2.** Ensure that all student groups are the recipients of high quality instructional techniques and strategies in order to increase student achievement as measured by meeting state testing targets and maintaining a student drop out rate of less than 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development to ensure multiple sources of data, including early literacy and math facts, are used to determine and guide targeted instruction/intervention through the use of curriculum and research-based strategies that strengthen the core academic program . (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,ECD,AtRisk) (Strategic Priorities: 1)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s), Teacher(s)	July	(F)255 - Title II, Part A, (L)199 - Staff Development	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
2. Continued implementation with ongoing professional development of vertically and horizontally aligned curriculum, utilizing a wide range of resources including instructional technology and strategies for differentiation. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,ECD) (Strategic Priorities: 1,2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Special Education, Principal(s), Teacher(s)	Implementation Ongoing	(F)211 - Title I, Part A	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
3. Provide staff development for instructional paraprofessionals on research-based strategies for assisting struggling students in the classroom and educational environment, and provide home language supports. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5) (Target Group: ECD,ESL,EB,SPED,AtRisk,Dys,504) (Strategic Priorities: 1,2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Special Education, Principal(s)	Campus PD Days	(F)282 - ESSER III, (L)199 - Bilingual & ESL, (L)199 - Dyslexia, (L)199 - Dyslexia SPED, (L)199 - SPED	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
4. Implement strategies aligned with MTSS guidelines which include: Student Intervention Teams (SIT), Progress Monitoring resources, Research-based strategies, and Tier 1,2, and 3 Intervention which are actions identified as having the greatest likelihood of improving the achievement of participating children in meeting the state's student achievement standards including teachers in the decision making process (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Counselor(s), Director of Curriculum & Instruction, Principal(s)	Semester Benchmarks	(F)282 - ESSER III, (S)192 - State Compensatory	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.

TULOSO-MIDWAY ISD

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- Objective 2.** Ensure that all student groups are the recipients of high quality instructional techniques and strategies in order to increase student achievement as measured by meeting state testing targets and maintaining a student drop out rate of less than 1%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide all student groups access to the general curriculum with the implementation of inclusion, accommodations/modifications, and interventions that will increase the number of students identified for special education that are served in the regular education classroom according to the Strategic Support Plan for SPED. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All,SPED,504) (Strategic Priorities: 2,4)	Assistant Superintendent - Leadership & Learning, Counselor(s), Director of Special Education, Principal(s), Teacher(s), Teacher(s) - SPED	Ongoing	(F)224 - IDEA SPED Formula, (F)282 - ESSER III, (L)199 - General Operating, (L)199 - Instruction, (S)410 - Instructional Materials Allotment	Criteria: MS TIP Progress Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
6. Support and provide staff development for teachers of grades K-3 as required by HB3 (Reading Academies). (Title I SW Elements: 1.1,2.5) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 1)	Assistant Director of Curriculum & Instruction, Director of Curriculum & Instruction	Ongoing	(F)255 - Title II, Part A, (L)199 - Early Education Allotment, (L)199 - Staff Development	Criteria: 100% of assigned teachers will complete the Reading Academies certification by May 2023.
7. Plan for and coordinate activities for long-term closures in the event they are needed to ensure educational services can continue. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent - District Operations, Assistant Superintendent - Leadership & Learning, Chief Financial Officer, Director of Curriculum & Instruction, Director of Special Education, Director of Staff Services, Director of Technology & Digital Learning, Principal(s), Superintendent	Ongoing	(F)282 - ESSER III	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability indicators. Increase TELPAS composite scores for all EB students.
8. Provide all student groups access to the general curriculum with the implementation of interventions that will appropriately identify special populations students. (Title I SW Elements: 1.1,2.2) (Target Group: All,ESL,EB,GT,Dys,504) (Strategic Priorities: 2,4)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Special Education, Director of Technology & Digital Learning, Principal(s)	Ongoing; As Necessary	(F)224 - IDEA SPED Formula, (F)225 - IDEA SPED Preschool, (F)263 - Title III, Part A ELA, (L)199 - Bilingual & ESL, (L)199 - Dyslexia, (L)199 - Dyslexia SPED, (L)199 - Gifted & Talented	Criteria: MS TIP progress. Local assessment data. State assessment data.

TULOSO-MIDWAY ISD

Goal 1. (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.

Objective 3. Provide and improve the use of technological resources to increase student achievement for all student groups by all meeting the state testing targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Equip teachers with and maintain classroom technology, as contained in the professional development plan, materials and supplies for instructional purposes, and provide staff development in its use. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Technology & Digital Learning, Instructional Facilitator(s), Media Specialists, Principal(s)	Campus PD Days	(F)211 - Title I, Part A, (F)282 - ESSER III, (L)199 - Staff Development	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
2. Ongoing evaluation of library media resources with improvements and staff development provided as needed (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 1,2)	Director of Technology & Digital Learning, Instructional Facilitator(s), Media Specialists, Principal(s)	Ongoing	(L)199 - General Operating, (L)199 - Library & Media Services	Criteria: Staff surveys. Review of PD participation and completion data.
3. Provide ongoing improvements for classroom technology and virtual learning platforms in order to increase student achievement. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Chief Financial Officer, Director of Curriculum & Instruction, Director of Technology & Digital Learning, Instructional Facilitator(s), Principal(s)	Ongoing	(F)211 - Title I, Part A, (F)224 - IDEA SPED Formula, (L)199 - Early Education Allotment, (L)199 - General Operating	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
4. Ongoing monitoring and improvements for technology infrastructure. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - District Operations, Assistant Superintendent - Leadership & Learning, Chief Financial Officer, Director of Technology & Digital Learning, Principal(s)	Ongoing	(F)282 - ESSER III, (L)199 - Facilities/Construction, (L)199 - General Operating	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability indicators. Increase TELPAS composite scores for all EB students.
5. Provide specialized software for monitoring of Emergent Bilingual, Gifted and Talented, and At Risk students. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: EB,GT,AtRisk) (Strategic Priorities: 2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of	Implementation Ongoing	(F)282 - ESSER III, (L)199 - Bilingual & ESL, (L)199 - General Operating, (L)199 - Gifted & Talented, (L)199 - Instruction	Criteria: Meet state accountability targets in all three domains at or above a score of "B". Score Stage 1 or below on Results Driven Accountability

TULOSO-MIDWAY ISD

- Goal 1.** (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.
- Objective 3.** Provide and improve the use of technological resources to increase student achievement for all student groups by all meeting the state testing targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	Technology & Digital Learning			indicators. Increase TELPAS composite scores for all EB students.

TULOSO-MIDWAY ISD

- Goal 1.** (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.
- Objective 4.** Comply with state and federal guidelines in order to increase achievement for all student groups with all meeting the state testing targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure targeted intervention for all student groups based on data that includes teacher input, through an Accelerated Instructional Plan (AIP) and other measures to be held before, after, and/or during the school day. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: ECD,AtRisk) (Strategic Priorities: 2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s), Teacher(s)	Every 6 Weeks	(F)263 - Title III, Part A ELA, (F)282 - ESSER III, (L)199 - General Operating, (L)199 - Instruction, (S)192 - State Compensatory	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
2. Provide staff development on Accountability standards and set goals of increasing the percent of students that meet Approaches, Meet, and Masters grade level standards on STAAR 2.0 in accordance with Program Measures and Goals from federal grants. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Principal(s), Superintendent, Teacher(s)	Semester Benchmark Cycles	(F)255 - Title II, Part A, (L)199 - Staff Development	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
3. Using PEIMS and state mandated testing data provided by the TEA (technical assistance) and following all fiscal requirements of 1120A (supplementing and not supplanting), support campus initiatives for increasing achievement for all student groups. (Title I SW Elements: 1.1,2.1,2.2,2.4) (Target Group: All,ECD) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Chief Financial Officer, Director of Curriculum & Instruction, Director of Special Education, Principal(s)	Ongoing	(F)211 - Title I, Part A, (L)199 - Data Processing, (L)199 - General Operating	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
4. Provide staff development in the areas of LPAC, ARD, State Assessment, GT, 504, dyslexia, and other procedures as required by state and federal programs. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 2)	Assistant Director of Curriculum & Instruction, Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Director of Special Education, Principal(s)	Campus PD Days	(F)255 - Title II, Part A, (L)199 - Bilingual & ESL, (L)199 - Gifted & Talented, (L)199 - Staff Development	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance; and Local assessment performance.
5. Facilitate the transition of students with disabilities with information and activities associated with postsecondary education, vocational education, integrated employment,	Assistant Principal(s), Director of Special Education, Principal(s), Teacher(s), Teacher(s) - SPED	Every 6 Weeks	(F)224 - IDEA SPED Formula, (L)199 - Dyslexia SPED, (L)199 - SPED	Criteria: Increased success observed through - Diagnostic assessment data; State assessment performance;

TULOSO-MIDWAY ISD

- Goal 1.** (Increase Student Achievement and Growth) Expect and promote high achievement for all student groups in English Language Arts, Mathematics, Science, and Social Studies in compliance with federal and state objectives.
- Objective 4.** Comply with state and federal guidelines in order to increase achievement for all student groups with all meeting the state testing targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
continuing and adult education/independent living. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: SPED,Dys) (Strategic Priorities: 2)				and Local assessment performance.
6. Provide professional development through Eduhero in order to comply with all state and federal staff development requirements. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent - Leadership & Learning, Principal(s), Teacher(s)	July-November	(L)199 - Staff Development	Criteria: 100% staff will complete the assigned annual compliance trainings by the assigned date.

TULOSO-MIDWAY ISD

- Goal 2.** (Provide a Safe and Secure Educational Environment) Provide a safe, secure, and healthy educational environment and one that promotes health for all staff and all student groups.
- Objective 1.** Ensure safe facilities with sufficient instructional space for all staff and students where learning is the top priority.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide, maintain, and upgrade security cameras, doors, communication equipment, and other safety measures as identified/requested by principals. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Superintendent - District Operations, Chief Financial Officer, Principal(s), School Resource Officer(s), Superintendent	Ongoing	(F)289 - Title IV, Part A, (F)429 - Security Grant, (L)199 - Facilities/Construction, (L)199 - Maintenance/Custodial, (L)199 - Safety & Security	Criteria: Monitoring of compliance drills and random security checks.
2. Establish and provide sustained TEA approved training for Campus Crisis Intervention Teams including restraint, and CPR on every campus. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent - District Operations, Director of Special Education	July	(L)199 - Staff Development	Criteria: 100% staff will complete the assigned annual compliance trainings by the assigned date.
3. Continued use of identification badges and requirement that all visitors are "buzzed" in and check in with the front office immediately upon arrival. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent - District Operations, Principal(s), Superintendent	Ongoing	(L)199 - General Operating	Criteria: Monitor for compliance.
4. All staff and students will be familiar with the discipline steps and bus policy contained in the campus and student handbooks; teachers will review discipline steps with students periodically throughout the school year. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Principal(s), Teacher(s)	Ongoing/As Needed	(L)199 - General Operating	Criteria: Reduction in discipline and bus referrals.
5. Implement and provide professional development in Positive Behavior Support strategies and research best practices and establish a behavior support program that includes a variety of multi-tiered steps for discipline placements. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All,AtRisk,PRE K) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), Director of Curriculum & Instruction, Director of Special Education, Principal(s)	Campus PD Days	(F)211 - Title I, Part A, (F)225 - IDEA SPED Preschool	Criteria: Student and staff surveys. Reduction in discipline referrals and assignments to ISS/OSS/DAEP.

TULOSO-MIDWAY ISD

- Goal 2.** (Provide a Safe and Secure Educational Environment) Provide a safe, secure, and healthy educational environment and one that promotes health for all staff and all student groups.
- Objective 2.** Meet all federal and state objectives regarding student health and nutrition and a secure and drug free teaching and learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain, with ongoing monitoring, a school safety and security committee that will maintain a multi hazard emergency operations manual with which all staff will be familiar. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent - District Operations, Chief Financial Officer, Director of Technology & Digital Learning, School Resource Officer(s), Superintendent, Teacher(s)	Ongoing	(F)211 - Title I, Part A, (L)199 - General Operating	Criteria: Committee monitoring.
2. Provide procedures and staff development to recognize and address the sexual abuse and other maltreatment of children and reporting requirements. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Counselor(s)	July	(L)199 - Counseling & Evaluation Services, (L)199 - Social Services	Criteria: Monitor documented incidents and update processes/procedures as needed.
3. Coordinate efforts to promote healthy lifestyles for all students and staff including nutritional foods, health services, drug and violence prevention/intervention, and suicide prevention. (Title I SW Elements: 2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Principal(s), School Nurse(s)	July; Ongoing	(L)199 - Counseling & Evaluation Services, (L)199 - Health Services, (L)199 - Social Services	Criteria: Monitor incident rates and update processes/procedures as needed through the SHAC Committee.
4. Complete FitnessGram assessment for students in grades 3-12 and provide results to parents via PISD website (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 3)	Director of Technology & Digital Learning, Principal(s), School Nurse(s)	Spring Semester	(L)199 - General Operating, (L)199 - Health Services	Criteria: 100% of students will complete FitnessGram assessment by assigned deadline.
5. Implement and provide professional development in evidence-based practices that will address awareness, prevention, identification, self-defense in response to, and resolution of and intervention in bullying and harassment. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), Principal(s)	July	(L)199 - General Operating, (L)199 - Staff Development	Criteria: Review student and staff surveys. Monitor incident reports and adjust processes/procedures as necessary.
6. Include social/emotional health strategies in the coordinated response to learning loss implemented through the advisory and WIN periods. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Communities in Schools Liaison, Counselor(s), Parent Liaison(s), Social Worker(s)	Ongoing	(F)282 - ESSER III, (L)199 - Health Services, (L)199 - Social Services	Criteria: Reduction of referrals for school counseling reasons.

TULOSO-MIDWAY ISD

Goal 3. (Promote and Develop Districtwide Programs and Services for Parent and Family Engagement) Ensure that all students graduate from high school with college, career or military readiness.

Objective 1. Ensure that all students graduate from high school with college, career or military readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track cohort groups and meet with parents and students that appear to be at risk of not graduating with their group to explain the implications. (Title I SW Elements: 2.1,2.2,2.3,3.1,3.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Principal(s), Teacher(s)	Every 6 Weeks	(L)199 - Parent Involvement, (S)192 - State Compensatory	Criteria: At least 90% of graduating students will graduate with CCMR indicator met.
2. Ensure that all students graduate and provide assistance for any learning loss by monitoring all student groups and meet with parents and/or students to inform them of any areas of concern and provide information and assistance to parents and families on effectively supporting students. (Title I SW Elements: 2.1,2.2,2.3,3.2) (Target Group: All,12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Principal(s)	Every 6 Weeks	(L)199 - General Operating, (L)199 - Parent Involvement	Criteria: At least 90% of graduating students will graduate with CCMR indicator met.
3. Ensure all graduating seniors complete the required FAFSA. (Title I SW Elements: 2.3) (Target Group: 12th) (Strategic Priorities: 3)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Counselor(s), Principal(s)	May	(L)199 - Counseling & Evaluation Services, (L)199 - General Operating	Criteria: 100% FAFSA completion.
4. Provide students, parents, and community members with a variety of opportunities to attend/participate in districtwide programs and events that showcase district initiatives, course offerings, and student learning opportunities. (Title I SW Elements: 1.1,2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Counselor(s), CTE/CCMR Coordinator, Director of Curriculum & Instruction, Director of Special Education, Principal(s), Superintendent(s)	Ongoing; As Planned	(L)199 - General Operating, (L)199 - Parent Involvement	Criteria: Districtwide surveys. Feedback data. Program and event participation.
5. Provide high school students with a variety of opportunities and options in advanced academics to earn CCMR credit. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1,3.2) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, CTE/CCMR Coordinator, Principal(s), Superintendent	Ongoing	(F)244 - CTE Perkins Grant, (F)282 - ESSER III, (L)199 - CCMR, (L)199 - CTE, (L)199 - Instruction, (L)199 - Student Services	Criteria: Monitor the percentage of students graduating College, Career or both.
6. Provide all students and parents with various and differentiated educational opportunities to become familiar with and knowledgeable of CCMR and the district	Assistant Superintendent - Leadership & Learning, CTE/CCMR Coordinator, Principal(s), Superintendent	Ongoing	(L)199 - CCMR, (L)199 - CTE, (L)199 - Parent Involvement	Criteria: Districtwide surveys. Feedback data. Attendance and participation rates.

TULOSO-MIDWAY ISD

Goal 3. (Promote and Develop Districtwide Programs and Services for Parent and Family Engagement) Ensure that all students graduate from high school with college, career or military readiness.

Objective 1. Ensure that all students graduate from high school with college, career or military readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
programs of study. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 3)				

TULOSO-MIDWAY ISD

Goal 3. (Promote and Develop Districtwide Programs and Services for Parent and Family Engagement) Ensure that all students graduate from high school with college, career or military readiness.

Objective 2. Adhere to federal and state guidelines that promote parent and family engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Spanish translation services and on-line translation abilities in order to provide information, to the extent possible, in the home language for all parents. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s)	July; As Needed	(F)263 - Title III, Part A ELA, (L)199 - Bilingual & ESL	Criteria: Parent and community feedback data. Monitoring for compliance.
2. Review/update District Parent Involvement Policy and Parent/School Compacts with District and Campus Planning Committees; incorporate strategies designed to inform parents of the importance of their contributions to their child's education and publish on the website. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Superintendent	Annual	(F)263 - Title III, Part A ELA, (L)199 - Bilingual & ESL, (L)199 - Parent Involvement	Criteria: Maintaining up to date documentation and records of the DEIC.
3. Continue an anonymous hotline for reporting of bullying in accordance with SB 179 (David's Law), with the addition of a district bullying and harassment handbook that delineates school personnel responsibilities for responding to incidents. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Assistant Superintendent - Leadership & Learning, Director of Technology & Digital Learning, Principal(s), School Resource Officer(s), Superintendent	July	(L)199 - General Operating, (L)199 - Student Services	Criteria: Monitor processes and procedures and update annually through the DEIC.
4. Annually conduct comprehensive needs assessments on every campus to identify parental involvement strengths and weaknesses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Principal(s)	Annually	(F)211 - Title I, Part A, (L)199 - General Operating	Criteria: Maintain current and up to date documentation of records for the CNA and DEIC.

TULOSO-MIDWAY ISD

Goal 3. (Promote and Develop Districtwide Programs and Services for Parent and Family Engagement) Ensure that all students graduate from high school with college, career or military readiness.

Objective 3. Use varied means of developing partnerships with parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue report card pickup on all campuses, Meet the Teacher, Special Recognition activities for high school seniors, Student Council, National Honor Society, CTE students, Community Unity Party, STAAR nights, on-line grade and attendance availability, 3 week progress reports and strive to implement other opportunities to provide assistance to parents in understanding the challenging State academic standards and local assessments. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Principal(s), Superintendent	Ongoing	(F)211 - Title I, Part A, (L)199 - General Operating, (L)199 - Student Services	Criteria: Maintain documentation of activity records.
2. Continuously update TMISD and campus websites to include required postings, Spanish translations as available, access to student grades and attendance, calendars, and other information as needed. (Title I SW Elements: 2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - Leadership & Learning, Director of Special Education, Director of Technology & Digital Learning	Ongoing; As Needed	(L)199 - General Operating	Criteria: Feedback data. Maintaining documentation of policy requirements.
3. Promote parent/family meetings with special emphasis placed on communicating with parents/students all students, and specifically who are at risk of dropping out. (Title I SW Elements: 3.1) (Target Group: All,AtRisk) (Strategic Priorities: 3)	Assistant Superintendent - Leadership & Learning, Principal(s), Superintendent	Semester	(L)199 - General Operating, (L)199 - Parent Involvement	Criteria: Feedback data. Maintaining documentation of policy requirements.
4. Continued use of digital calling system to inform parents, community, and staff of emergency school-related information in a timely manner. (Title I SW Elements: 1.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Superintendent - District Operations, Director of Technology & Digital Learning, Principal(s), Superintendent	As Needed	(F)211 - Title I, Part A, (L)199 - General Operating, (L)199 - Safety & Security	Criteria: Feedback data. Districtwide and community surveys.
5. Annually conduct comprehensive needs assessments to identify strengths and weaknesses of school facilities including the physical structures and the campus climates.	Assistant Superintendent - District Operations, Assistant Superintendent - Leadership & Learning, Principal(s)	Annually	(L)199 - General Operating	Criteria: Feedback data. Maintaining documentation of policy requirements.

TULOSO-MIDWAY ISD

Goal 3. (Promote and Develop Districtwide Programs and Services for Parent and Family Engagement) Ensure that all students graduate from high school with college, career or military readiness.

Objective 3. Use varied means of developing partnerships with parents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 2)				
6. Provide materials and training to help parents work with their children to improve student achievement and close learning gaps as a result of COVID. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s), Superintendent	Ongoing	(F)282 - ESSER III	Criteria: Parent program participation.
7. Include parents, families, and community members in the ESSER needs assessment. (Title I SW Elements: 2.1,2.3) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Superintendent - Leadership & Learning, Director of Curriculum & Instruction, Principal(s), Superintendent	As Required	(F)211 - Title I, Part A, (L)199 - General Operating	Criteria: Feedback data. Maintaining documentation of policy requirements.

TULOSO-MIDWAY ISD

Goal 4. (Attract and Retain Highly Qualified Personnel) Implement and maintain strategies for continued employment of highly qualified personnel.

Objective 1. Ensure staff compensation is competitive for the 21st century educator.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continued pay above state base for all employees. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Chief Financial Officer, Director of Staff Services, School Board, Superintendent	Contract Dates	(F)211 - Title I, Part A, (F)255 - Title II, Part A, (F)281 - ESSER II, (F)282 - ESSER III, (L)199 - General Operating, (S)192 - State Compensatory	Criteria: Staff feedback data. Survey data. Committee feedback data.
2. Provide retention bonuses to qualified personnel and implement activities to continue to employ existing staff and maintain continuity of services. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Chief Financial Officer, Director of Staff Services, School Board, Superintendent	As Determined	(F)281 - ESSER II, (F)282 - ESSER III, (L)199 - General Operating	Criteria: Staff feedback data. Survey data. Committee feedback data.
3. Participate in University/district agreements for job fairs and placements of student teachers. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Director of Staff Services, Principal(s), Superintendent	Semester; As Determined	(L)199 - General Operating	Criteria: Staffing data.

Expenditures

Resource	Source	Strategy	Amount
192 - State Compensatory	State	1.1.1, 1.1.8, 1.2.4, 1.4.1, 3.1.1, 4.1.1	
199 - ADC	Local	1.1.8	
199 - Bilingual & ESL	Local	1.1.9, 1.2.3, 1.2.8, 1.3.5, 1.4.4, 3.2.1, 3.2.2	
199 - CCMR	Local	1.1.4, 3.1.5, 3.1.6	
199 - Counseling & Evaluation Services	Local	2.2.2, 2.2.3, 3.1.3	
199 - CTE	Local	1.1.3, 1.1.4, 3.1.5, 3.1.6	
199 - Data Processing	Local	1.4.3	
199 - Dyslexia	Local	1.2.3, 1.2.8	
199 - Dyslexia SPED	Local	1.2.3, 1.2.8, 1.4.5	
199 - Early Education Allotment	Local	1.2.6, 1.3.3	
199 - Facilities/Construction	Local	1.3.4, 2.1.1	
199 - General Operating	Local	1.1.2, 1.1.6, 1.2.5, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.4.1, 1.4.3, 2.1.3, 2.1.4, 2.2.1, 2.2.4, 2.2.5, 3.1.2, 3.1.3, 3.1.4, 3.2.3, 3.2.4, 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.7, 4.1.1, 4.1.2, 4.1.3	
199 - Gifted & Talented	Local	1.2.8, 1.3.5, 1.4.4	
199 - Health Services	Local	2.2.3, 2.2.4, 2.2.6	
199 - Instruction	Local	1.2.5, 1.3.5, 1.4.1, 3.1.5	
199 - Instructional Administration	Local	1.1.6	
199 - Library & Media Services	Local	1.3.2	
199 - Maintenance/Custodial	Local	2.1.1	
199 - Parent Involvement	Local	1.1.6, 3.1.1, 3.1.2, 3.1.4, 3.1.6, 3.2.2, 3.3.3	
199 - Safety & Security	Local	2.1.1, 3.3.4	
199 - Social Services	Local	2.2.2, 2.2.3, 2.2.6	
199 - SPED	Local	1.1.9, 1.2.3, 1.4.5	
199 - Staff Development	Local	1.1.5, 1.1.7, 1.1.9, 1.2.1, 1.2.6, 1.3.1, 1.4.2, 1.4.4, 1.4.6, 2.1.2, 2.2.5	
199 - Student Services	Local	3.1.5, 3.2.3, 3.3.1	
211 - Title I, Part A	Federal	1.2.2, 1.3.1, 1.3.3, 1.4.3, 2.1.5, 2.2.1, 3.2.4, 3.3.1, 3.3.4, 3.3.7, 4.1.1	
224 - IDEA SPED Formula	Federal	1.1.7, 1.2.5, 1.2.8, 1.3.3, 1.4.5	
225 - IDEA SPED Preschool	Federal	1.2.8, 2.1.5	

Expenditures

Resource	Source	Strategy	Amount
244 - CTE Perkins Grant	Federal	1.1.3, 1.1.4, 3.1.5	
255 - Title II, Part A	Federal	1.1.5, 1.1.7, 1.1.9, 1.2.1, 1.2.6, 1.4.2, 1.4.4, 4.1.1	
263 - Title III, Part A ELA	Federal	1.2.8, 1.4.1, 3.2.1, 3.2.2	
281 - ESSER II	Federal	1.1.10, 4.1.1, 4.1.2	
282 - ESSER III	Federal	1.1.10, 1.2.3, 1.2.4, 1.2.5, 1.2.7, 1.3.1, 1.3.4, 1.3.5, 1.4.1, 2.2.6, 3.1.5, 3.3.6, 4.1.1, 4.1.2	
289 - Title IV, Part A	Federal	2.1.1	
410 - Instructional Materials Allotment	State	1.2.5	
429 - Security Grant	Federal	2.1.1	
35 Resource(s)			Total: \$0

Tuloso-Midway ISD
Needs Assessment Summary
for
2022-2023 District Improvement Plan

This narrative includes a summary of the staff, community, student, and parent needs assessments for each of the five campuses and the district as a whole. It also includes a description of the comprehensive needs assessment process. These results do not include a summary of staff development requests. That information is included in the 2022-23 TMISD Comprehensive Professional Development Plan.

District

Tuloso-Midway ISD is a school district in the city of Corpus Christi, in Nueces County. It has five campuses serving a current enrollment of 3,837 students. Demographic data has remained consistent over the past few years. Of its current students, 1.3% are African American, 81.6% are Hispanic, 15.7% are White, and 1% are Two or More Races. Approximately 65% are economically disadvantaged, 9.8% of our students receive Special Education services, and 7.4% of our Hispanic students are current English Learners.

Student Achievement

State accountability data was analyzed by the administrative team. District performance is as follows:

Reading - 81% Approaches, 58% Meets, 27% Masters

Math - 74% Approaches, 39% Meets, 15% Masters

Science - 82% Approaches, 52% Meets, 20% Masters

Social Studies - 81% Approaches, 56% Meets, 33% Masters

Process

Tuloso-Midway ISD has both a district and campus needs assessment process that encompasses staff, community members, students, and parents. For staff, district administration creates a district needs assessment. The questions in the district needs assessment are aligned to requirements of both state and federal programs. This assessment is then duplicated five times under each campus name. Campus administrators add questions pertinent to each individual campus. The surveys are distributed electronically, by campus, to all employees. Results are gathered electronically and tabulated by the software at both the district level and the campus level. After the deadline to respond, campus and district administrators print the surveys, read all responses, and produce campus and district summaries. The district and campus site based committees include members from the community and parents. Needs are discussed during SBDM meetings and anecdotal documentation is maintained at the campus and district level in the meeting minutes. Needs assessments are provided to students, community members, and parents via the district website. Notification of availability of the survey is provided via text to all parents and staff. Responses are tabulated by campus and for the district as a whole.

Surveys

The needs assessments yielded high percentages of favorable response for each topic surveyed. Results that received the least amount of favorable responses (although all were above 90% favorable) involved strategies to respond to teaching and learning needs created by COVID-19. Strategies to address these areas of importance will be included in the District Improvement Plan. Needs indicated by the site based decision making committees also involves effective strategies to address learning loss caused by COVID-19. Suggestions are incorporated into the District Improvement Plan. Parent and student survey responses were very favorable. All concerns at this time are related to COVID-19.

Prioritized Areas of Concern

- COVID-19 impact on student learning; knowledge gaps and learning loss
- Integrity of student work and impact on student learning
- Fidelity of student behavior standards and expectations
- Student enrollment and attendance
- Blended classroom resources and support
- Staff compensation and quality of work experience

- Focused professional development and instructional resources
- Staff knowledge level of online resources and proper use
- Varied parental engagement and support
- Social and emotional needs of students

Prioritized Areas of Concern Data Sources

- State assessment data
- Teacher and parent feedback
- Discipline reports
- SIS data
- Faculty and staff feedback
- TAPR Report
- DMAC student data
- Attendance data
- STAAR EOC data
- Academic Calendar
- Grade Reports

Areas of Concern

- Intersession instructional use
- Fidelity of curriculum K-12
- College-Ready performance: ACT, SAT, TSIA, AP and Dual Credit
- Parental resources and support tools
- Action needed on data analysis outcomes
- Student performance at Masters Grade Level
- Police presence
- Special Education student STAAR performance
- Consistent defined Inclusion strategies/approach
- EB student STAAR performance
- Intervention strategies to address specific student instructional and behavioral needs
- Kindergarten Readiness
- Reading ability/fluency/comprehension and writing
- Competitive teacher salaries. Teacher attendance/retention
- Limited English speaking parent support
- Monolingual student entrance support
- Number of Bilingual/ESL certified staff

Areas of Concern Data Sources

- TAPR Report
- DMAC student data
- Attendance data
- STAAR EOC data
- Academic Calendar
- Grade Reports
- Student Performance Reports
- Qualitative: Feedback from staff and administration

- PBMAS
- Discipline reports
- Reports at Texas Assessment Data Portal
- TMISD Safety Committee Report
- TEA Correspondence
- Accountability Report/Safeguards
- Kindergarten Readiness Reports
- Region 2 Salary Survey
- District Substitute Report
- Campus Enrollment Reports
- Local HR Staffing Needs
- Parent Feedback

Needs Assessment: Professional Development

Professional development as determined by District and Campus Needs Assessment summaries signal the importance of all Tuloso-Midway ISD educators in taking an active role in the development and implementation of continuous learning opportunities. Professional development for the 2022-2023 school year at Tuloso-Midway ISD was determined through the following activities:

Campus Student Achievement Data Analysis Meetings
Unit/Benchmark/STAAR Assessment Data
Professional Development Surveys included in the Needs Assessments
District and Campus Site-Based Meetings
Response to learning loss as a result of COVID-19

The following topics for professional development emerged as priorities for Tuloso-Midway ISD:

Strategies to increase student engagement
Strategies to increase engagement for students suffering from learning loss especially those participating in extended learning opportunities.

Implementation strategies for instructional technology
Continued integration of technology, curriculum, and TEKS and utilization of updated hardware, software, and connectivity from ESSER funds

Differentiation strategies
Research based learning strategies for EBs including ELPS review
Targeted Support for teachers to obtain ESL certification
Identification and Intervention for students showing signs of dyslexia
Multi-Tiered System of Supports for students
Research based learning strategies for students identified for accommodations including those identified for special education

To support the District professional development plan, Title II, Part A funds are allocated to each campus based on the percentage of enrolled students who are economically disadvantaged.

CAMPUS	ORG #	ECO DIS PER CAMPUS	TOTAL ECO DIS	ECO DIS %	RANK	255 BUDGET
TM PRIMARY	101	687	2373	28.95%	1	120,361.00
TM HIGH SCHOOL	001	579	2373	24.40%	2	120,361.00
TM INTERMEDIATE	104	552	2373	23.26%	3	120,361.00
TM MIDDLE SCHOOL	041	518	2373	21.83%	4	120,361.00
TM ACC	002	37	2373	1.56%	5	120,361.00
		2373		100.00%		

BUDGET PER CAMPUS AS PERCENTAGES		LESS BUDGETED AS 6299	BALANCES TO BE BUDGETED 6219 OR 6239
TM PRIMARY	34,844.51	1,800.00	33,044.51
TM HIGH SCHOOL	29,368.082,700.00 26,688.08		
TM INTERMEDIATE	27,995.975,400.00 22,595.97		
TM MIDDLE SCHOOL	26,274.816,300.00 19,974.81		
TM ACC	1,877.63	1,800.00	77.63
	120,361.00	18,000.00	102,361.00

Policy on Bullying, Cyberbullying, Sexual Harassment & Dating Violence

As required by state law, the district has adopted policies regarding bullying and cyberbullying, as well as sexual harassment and dating violence, and these policies are included in the DIP.

Policy FFJ[Local] addresses bullying and cyberbullying under the broader category of STUDENT WELFARE: FREEDOM FROM BULLYING.

Definition of Bullying

Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
Infringes on the rights of the victim at school; and
- Includes cyberbullying.

FFH[Local] addresses sexual harassment and dating violence under the broader category of STUDENT WELFARE: FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION.

Definition of Dating Violence

Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.

The preamble to district policy FFH(Local) states

"The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, sexual orientation, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy."

More information regarding policies and procedures adopted under TEC 37.0832(c) can be found in the TMISD Anti-Bullying and Anti-Harassment Handbook.

Legal References

Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Process for Identifying Students

Students are identified as being at risk of dropping out of school by applying the state of Texas Student Eligibility Criteria (see following page). Students are coded appropriately as at-risk at the campus level, carefully noting the criteria for each student.

Process for Exiting Students

The principal shall ensure that each identified student is offered services. The student eligibility shall be reviewed for at-risk status at the close of each grading period. A consistent, updated list of at-risk students shall be available on each campus for all administrators and teachers, at all times.

State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

- Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
- Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
- Was not advanced from one grade to the next for one or more school years.
- Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
- Is pregnant or is a parent.
- Has been placed in an AEP during the preceding or current school year.
- Has been expelled during the preceding or current school year.
- Is currently on parole, probation, deferred prosecution, or other conditional release.
- Was previously reported through PEIMS to have dropped out of school.
- Is a student of Limited English Proficiency.
- Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
- Is homeless.

- Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
- Have been incarcerated or who have parents that have been incarcerated within the student's lifetime, in a penal institution as defined by Penal Code.

Emergent Bilingual/ESL Program

As required by the Texas Education Code, the district offers a Bilingual Education program at PK-6 for any language with 20 students or more enrolled at any grade level across the district. Furthermore, Texas law requires that students who do not receive a bilingual education program, receive support via an ESL program; the district provides this instruction at grades 7-12.

Instructional Program

- Bilingual education services, following a transitional bilingual/early exit program model, are provided for student enrolled in Pre-Kindergarten through grade 5.
- ESL (English-as-a-second language) services are provided in grades 6 -12.
- Both the Bilingual and the ESL programs are developmental in nature and include instructional approaches that are based in listening, speaking, reading and writing in English.

Goals

- Enable Limited English Proficient (LEP) students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English.
- Address the instructional needs of English language learners by providing instruction and activities that lead to the acquisition of a new language.
- Emphasize the mastery of English language skills, mathematics, science and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school.
- Enable students to develop proficiency in English, using the language to achieve academically in all content areas and to communicate in socially and culturally appropriate ways.

Gifted & Talented Program

As required by Texas Education Code 29.121 and policy EHBB, the district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level.

Mission

- To provide advanced, appropriate and quality educational experiences, which develop in students: higher level thinking skills, creative problem solving and the desire for excellence.

Goal

- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies and science.
- Provide ongoing and appropriate training and staff development opportunities for administrators, counselors and teachers involved in serving gifted and talented students.
- Conduct annual evaluations of the gifted education program for the purpose of continued improvement and development.
- Implement learning experiences that lead to the development of advanced-level products and performances.
- Facilitate opportunities for students to accelerate in areas of strength.
- Provide instructional opportunities that enable gifted and talented students to work together as a group, work with other students and work independently during the school day, as well as the entire school year.

School Safety

According to District policy CK (Legal/Local) SAFETY PROGRAM/RISK MANAGEMENT, the Superintendent or designee shall be responsible for developing, implementing and promoting a comprehensive safety program. The District shall take every reasonable precaution regarding the safety of its students, employees, visitors and all other with whom it conducts business.

The general areas of responsibility include but are not limited to:

- Creation of a school safety and security committee.
- Development and implementation of guidelines and procedures for responding to emergencies (Emergency Operations Plan).
- Conduct a safety and security audit of the District's facilities at least once every three years. The results of this audit shall be reported to the Board of Trustees, TxSSC and as required by the Education Coe 37.108 (b)-(c).

To address the area of safety the district has committed resources to the following:

- Providing police officers at campuses and special events.
- Providing drug sniffing canines for secondary campuses.
- Providing security intrusion entrances and security cameras at various locations throughout the district.
- Providing training to all staff members on topics and concerns related to school violence and safety.
- Providing an emergency notification system to notify parents and staff of events and emergency situations.
- Evaluation of the effectiveness of safety procedures and update guidelines and procedures for responding to emergency situations.

[illegible][illegible][illegible]

Tuloso-Midway ISD
Summary of STAAR Results

	READING								WRITING		SOCIAL STUDIES	
2022	3rd Gade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	80	86	89	72	86	89	66	80			70	94
% Meets	51	61	65	41	62	61	52	66			35	81
% Masters	33	29	40	24	37	39	14	9			20	47
2021	3rd Gade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	75	71	82	71	74	79	73	79	63	62	66	94
% Meets	40	46	53	37	47	49	53	65	33	31	29	75
% Masters	17	23	34	17	24	22	11	10	5	5	9	44
2020*	3rd Gade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches												
% Meets												
% Masters												
2019	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	81	84	86	69	76	87	72	79	74	72	73	96
% Meets	49	51	53	36	46	58	53	61	39	42	36	74
% Masters	30	25	26	16	24	23	14	8	10	16	18	40
2018	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	82	73	84	67	71	87	73	77	53	67	64	93
% Meets	41	43	59	36	44	43	47	53	28	34	34	71
% Masters	22	18	31	16	21	21	7	7	6	6	16	34
2017	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	69	73	82	66	61	85	73	70	59	64	62	90
% Meets	44	45	46	29	32	47	54	54	29	31	24	62
% Masters	23	22	23	12	13	20	9	6	7	7	11	25
2016	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	English I	English II	4th Grade	7th Grade	8th Grade	US History
% Approaches	78	81	77	69	72	88	75	75	69	74	67	92
% Meets^												
% Masters^												

	MATHEMATICS							SCIENCE		
2022	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	68	73	76	71	65	80	75	72	85	85
% Meets	34	44	46	34	33	42	41	48	49	60
% Masters	15	20	20	10	11	6	21	25	21	15
2021	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	62	59	79	75	56	68	68	80	83	84
% Meets	28	28	52	36	27	33	26	52	53	56
% Masters	12	13	31	13	9	5	10	22	29	16
2020*	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches										
% Meets										
% Masters										
2019	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	76	76	93	77	76	87	86	74	85	92
% Meets	42	43	57	36	43	54	53	46	53	63
% Masters	19	22	32	12	15	9	28	22	23	14
2018	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	76	76	93	77	68	81	88	79	80	92
% Meets	34	39	57	39	34	37	49	49	51	66
% Masters	12	15	30	15	13	9	24	21	28	21
2017	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	66	74	90	69	61	85	89	72	83	89
% Meets	31	45	48	31	28	38	44	40	56	55
% Masters	12	21	20	10	12	7	18	16	20	13
2016	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Algebra I	5th Grade	8th Grade	Biology
% Approaches	75	80	81	64	68	81	79	75	84	91
% Meets^										
% Masters^										

* 2020 STAAR testing was cancelled due to the COVID-19 pandemic.

^ % Meets and % Masters not broken out by grade level for 2016.

Source: TMISD TAPR for all years except 2021; 2021 updated to TMISD TAPR (was TMISD TAMS)

Tuloso-Midway ISD
2022-2023

STAAR READING						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2019 vs 2022	2021 vs 2022
3	Approaches	81	75	80	1	5
	Meets	49	40	51	2	11
	Masters	30	17	33	3	16
4	Approaches	84	71	86	2	15
	Meets	51	46	61	10	15
	Masters	25	23	29	4	6
5	Approaches	86	82	89	3	7
	Meets	53	53	65	12	12
	Masters	26	34	40	14	6
6	Approaches	69	71	72	3	1
	Meets	36	37	41	5	4
	Masters	16	17	24	8	7
7	Approaches	76	74	86	10	12
	Meets	46	47	62	16	15
	Masters	24	24	37	13	13
8	Approaches	87	79	89	2	10
	Meets	58	49	61	3	12
	Masters	23	22	39	16	17

STAAR MATHEMATICS						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2019 vs 2022	2021 vs 2022
3	Approaches	76	62	68	8	6
	Meets	42	28	34	8	6
	Masters	19	12	15	4	3
4	Approaches	76	59	73	3	14
	Meets	43	28	44	1	16
	Masters	22	13	20	2	7
5	Approaches	93	79	76	17	3
	Meets	57	52	46	11	6
	Masters	32	31	20	12	11
6	Approaches	77	75	71	6	4
	Meets	36	36	34	2	2
	Masters	12	13	10	2	3
7	Approaches	76	56	65	11	9
	Meets	43	27	33	10	6
	Masters	15	9	11	4	2
8	Approaches	87	68	80	7	12
	Meets	54	33	42	12	9
	Masters	9	5	6	3	1

STAAR SCIENCE						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2019 vs 2022	2021 vs 2022
5	Approaches	74	80	72	2	8
	Meets	46	52	48	2	4
	Masters	22	22	25	3	3
8	Approaches	85	83	85	0	2
	Meets	53	53	49	4	4
	Masters	23	29	21	2	8

STAAR SOCIAL STUDIES						
Grade	Performance	Spring 2019	Spring 2021	Spring 2022	2019 vs 2022	2021 vs 2022
8	Approaches	73	66	70	3	4
	Meets	36	29	35	1	6
	Masters	18	9	20	2	11

STAAR EOC						
Assessment	Performance	Spring 2019	Spring 2021	Spring 2022	2019 vs 2022	2021 vs 2022
English I	Approaches	72	73	66	6	7
	Meets	53	53	52	1	1
	Masters	14	11	14	0	3
Biology	Approaches	92	84	85	7	1
	Meets	63	56	60	3	4
	Masters	14	16	15	1	1
Algebra I	Approaches	86	68	75	11	7
	Meets	53	26	41	12	15
	Masters	28	10	21	7	11
English II	Approaches	79	79	80	1	1
	Meets	61	65	66	5	1
	Masters	8	10	9	1	1
US History	Approaches	96	94	94	2	0
	Meets	74	75	81	7	6
	Masters	40	44	47	7	3

http://www.ntxe-news.com/artman/publish/article_129508.shtml



TMISD District Planning & Decision Making Committee

District Chairperson: Dr. John White

April 14, 2022

AGENDA

Welcome

Recap: Process of Becoming a District of Innovation

- Final DOI Plan will be presented for approval at the April 25, 2022 Regular Board Meeting

Review: Comprehensive Needs Assessment, Day 1

- Multiple Measures of Data
 - Demographics
 - Student Learning
 - District Processes & Programs
 - Perceptions

Workshop: Comprehensive Needs Assessment, Day 2

- Multiple Measures of Data
 - Problem Statements
 - Root Causes

Questions/Concerns

Next Meeting: TBD

Norms for Successful Collaboration

- Consideration of opinions
- Everyone has a voice
- Mindful of everyone's time and stay focused on topic
- Consider all campuses when making decisions
- Personal behavior inside the room-Be attentive (put phones away)

W 4-13-22

4:00 - 5:36 p.m.

(15 people)

CNA Data - District Site-Based Team

Needs Assessment - discussion - Demographics

- Declining enrollment (80 stu)
- John declined (5)
- 2019-20 + 2020-21 COVID years - decline
- Transfer stu - not always the highest academically like when Landa ISD students came here. No room at Pri or Int.
- John not paying for TPM is good!
- May 4 - job fair - advertise
- Mom + pop district - We are family - not like CCISD.
- We need to advertise our good selling points:
culture, t. can do what they want,
staff quality meeting needs of students

Student Learning

- STAAR scores dropped
All subjects, esp. math
- Remote learning - students not engaged
- Closing the gaps is harder.
- Small advisory group - bldg relationships

• HB4545 - time

I - Excel for intervention

• RTI/MTSS - training needed

District processes, structure, what's working?

- CTE - Public Service - add paraprofessional trig.
8th gr needs more career exploration + Career Day
Grant - Necessary? Grow your own

Perceptions at TM

Not dir of choice - lost credibility
Year-round school

We are broken - TEA, Chronicle, bad rep.

Compartmentalized (stay in room)

Be forward thinking - technology -

New supt - excite peo, be part of community
while peo do not trust

Nov. Bd Election - tech may leave

Morning faculty mtgs build comradery (HS) - get to
know each other. Admin new.

T attitudes - Prin try to build morale, build relationships

Too many changes → get a funtup @ mtgs

Be more celebratory, celebrate success, spotlight
what is good.

TV news coming for positive reports → PR person

Return parents to campuses. Need parent liaison.

Problem statements - next mtg

New supt may want to add ideas, etc.

4-13-22

Notes from Jyhone