

Tuloso-Midway High School

Campus Improvement Plan 2021-2022



Paul B. Mostella, President, Board of Trustees Stephen

Date of School Board Approval Dr. Rick Fernandez,

Hoelscher, Secretary, Board of Trustees

Superintendent Dr. John White, Interim Principal

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)

Mission Statement

Tuloso-Midway High School creates a safe, secure secondary campus able to educate and develop every student into a highly educated, successful, well adjusted, productive citizen through the implementation of both research-based and curriculum-based instruction satisfying the rigorous expectations of Tuloso-Midway Independent School District.

Tuloso-Midway High School Belief Statements

- We believe that we must solicit parental support and involvement.
- We believe that we must provide students the guidance and opportunities to make wise decisions in the school setting.
- We believe that we must equip students to compete in the work force.
- We believe that we must equip students to survive in the real world in terms of their ability to manage time, health, and personal finances in global society.
- We believe that we must provide students the guidance and opportunities to make wise choices, both academically and socially.
- We believe that we must foster a student's self-worth and acceptance of self-responsibility. • We believe that we must teach students tolerance of the diversities of society.
- We believe that we must solicit parents, community, and faculty to instill in each student a high standard of integrity, work ethic, and community service.

Planning and Decision-Making Committee

Name	Position <i>Parent, Business, Community, Teacher, etc.</i>	Signature
Dr. John White	Interim Principal	
Stacy Lucas	Asst. Principal	
Priscilla Vega	Asst. Principal	
Joey Mendoza	Asst. Principal	
David Syrgley	Parent	
Mathew Leal	Teacher	
Sarah Walker	Teacher	
Zeke Hernandez	Teacher	

Lamar Cardenas	Teacher	
Debbie Van Zandt	Librarian	
Patty Flores	Teacher	
Amanda Boone	Special Ed	
Dan Machalick	Teacher	
Stacey Figueroa	Teacher	

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Guy McClendon	Teacher	
Melissa Jimenez	Teacher	
Yvonne Chavera	Teacher	
Mahogany Garza	Teacher	
Wendy Pratt	Teacher	
Paul Startz	Teacher	
Hermelinda Cantu	Teacher	

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Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 5-5-2021.

Demographics and enrollment

Special populations monitoring reports

TAPR – STAAR EOC Performance, Student Growth and Graduation

PEIMS data

RDA reports

TELPAS data

Policies and procedures – course catalog and handbook

Senior concerns data

Graduation reports

Leaver data-disaggregated

Student attendance data

Benchmark assessment data

Checkpoint assessment data

CCMR & SAT/ACT/TSI testing data

Master schedule, staffing, and retention data

DAEP placements

Discipline consequences records

Intersession data

Credit recovery data

Attendance recovery data

At-risk indicator data

ACC referrals

Emergency operations and drills data

Summer school data

Comprehensive Needs Assessment:

Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
STAAR performance <ul style="list-style-type: none"> • Algebra I • English • All Subjects by special populations 	TAPR report RDA report DMAC formative assessment data
College, Career, and Military Readiness <ul style="list-style-type: none"> • SAT • TSI • Industry Based Certifications 	ACT, SAT and PLAN results State Accountability results CCMR student tracker
Professional Development <ul style="list-style-type: none"> • Schoology/blended learning • Staff turnover - zero year and new to district staff • Teacher and admin capacity for leadership and teamwork 	Teacher feedback Research-based best practices for program implementation Inventory sheets
Technology <ul style="list-style-type: none"> • Updating computer labs, technology devices • Tracking and monitoring usage • Blended learning 	Dual Credit growth STEM growth Online STAAR testing
Covid-19 Learning Loss <ul style="list-style-type: none"> • Attendance • Credits • Mental Health 	Excessive absence & truancy reports Grade reports Semester reports Counselor referrals Discipline referrals
Special Education <ul style="list-style-type: none"> • Inclusion support for co-teaching • Tracking and monitoring accommodations/modifications • Parent communication 	TAPR report STAAR EOC data RDA report T-TESS evaluations

Safety & Security <ul style="list-style-type: none"> • Protocols and procedures for emergency response • Communication via Chain of Command 	Discipline referrals Emergency operations and disaster drills reports Teacher and student surveys
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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

Total SCE funds allotted to this District: \$

Total FTEs funded through SCE at this Campus: \$ (Block Classes, Odyssey Lab, DAEP, GCS) The

process we use to identify students at risk is:

- 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 criteria for each student.

The process we use to exit students from the SCE program who no longer qualify is:

- 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 consistently updated list of At-risk students shall be available on each

campus for all administrators and teachers at all times.

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State Compensatory Education Program Program Evaluation/Needs Assessment Grades 9-12

The comprehensive, intensive, accelerated instruction program at this campus consists of after school tutorials for students At risk, Odyssey credit recovery lab, before & after school tutorials, instructional intersessions, in-school support classes, STAAR EOC block courses, Grand Central Station placement Level 2, referral and placement to the TMISD Academic Career Center.

Upon evaluation of the effectiveness of this program the committee finds that...

- *Zero-hour tutorials also aid at risk students in recovering and reclaiming credits.*
- *In-school support classes for core subjects tested on End of Course.*
- *School tutorials have positively affected our report card grades by enabling students to get help in a timely fashion.* •
- *Instructional intersessions for credit recovery, attendance hour recovery, End of Course preparation.*
- *The ACC campus benefits students with accelerated instruction and alternative academic approaches.*
- *Odyssey credit recovery continues to help our At-risk students to recover from one bad six weeks and reclaim credits.* •
- *Accelerated block classes keep At-risk students on grade level by offering opportunities to recover credits.*
- *In-school support classes for core subjects tested on End of Course.*
- *Instructional intersessions for credit recovery, attendance hour recovery, End of Course preparation.*
- *Grand Central Station placement level 2 supported our At-risk population and resulted in fewer failures.*

State Compensatory Education

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.

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Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

Program/Funding Source	
Federal Programs	Planning Amounts
<i>Title I, Part A</i>	
<i>Title II, Part A (TPTR)</i>	
<i>Carl Perkins</i>	
State Programs/Funding Source	Planning Amounts
<i>State Compensatory Education</i>	
<i>Ed Jobs</i>	
<i>Special Education</i>	
<i>Gifted/Talented, Dyslexia</i>	

<i>CTE</i>	
<i>Bilingual/ESL Program</i>	

Goal 1: Through high quality, research-based instruction, 90% of all students in each student group, will meet passing standards on all administered state assessments.

Objective 1: By the end of 2021-2022 school year, at least 90% of all students and student populations will meet or exceed state standards on state assessments.

Summative Evaluation: 90% of all students will meet Approaches for All Subjects of the STAAR EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Designing a student-driven master schedule focused on recovering Covid-19 learning loss.	Principal, Assistant Principals	July	Local	Continued growth in STAAR EOC scores
<i>*Increase number of students passing All Subjects district checkpoints</i>	<i>Principal, teachers</i>	<i>July-May</i>	<i>Local</i>	<i>Assessments, results/data/DMAC indicate increase</i>

<i>*Increase number of students performing at the Meets or Masters level on Algebra I and English STAAR EOC</i>	<i>Principal, Asst. Principal</i>	<i>July-May</i>	<i>Federal State Local</i>	<i>Lesson plans, classroom observations, T-TESS</i>
<i>*Use data across grade levels to develop and implement action plans to address special populations instructional needs</i>	<i>Principal , Teachers</i>	<i>July-May</i>	<i>Federal State Local</i>	<i>Increase in student achievement and graduation/completion rates</i>

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Goal 1: Through high quality, research-based instruction, 90% of all students in each student group, will meet passing standards on all administered state assessments

Objective 2: By the end of 2021-2022 school year, at least 80% of all students and student populations will meet or exceed state standards on state assessments for Algebra I and English.

Summative Evaluation: Domain 2: Student Growth for SPED, EL and Eco Dis students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue Grand Central Station learning lab for students who need additional help	GCS teachers, Classroom teachers	Jul-May	SCE	Increased enrollment in GCS, report cards
Continue to support inclusion for special education students to increase rigor	Regular Ed teacher, Special Ed teacher	Jul-May	Sp. Ed.	EOC scores, report cards
Continue to provide GT training for AP/PAP teachers to meet the needs of our GT students.	GT teacher/teachers	Jul-May	Local	Differentiated curriculum

Continue to provide 8 th grade orientation Fish Camp	Teachers, Principal	July	Local	Better transition for 9 th grade, fewer referrals, report cards
Continue to increase the number of ESL endorsed teachers throughout the high school	Teachers, Central office	Jul-May	Federal	ESL certificates
Continue acceleration and/or intervention opportunities for students before, during, and after school	Principal, teachers	July-May	Federal	Increase in student achievement and graduation/completion rates

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Examine variety of modes of instruction given to special education students	Special Ed Teachers, Principal, Regular Ed Teachers, Diagnostician	September-May	Federal State Local	Improvement in special education scores for standardized testing
Review of services provided to Special Education students as specified by ARD	Principal, special Ed director, Diagnostician	September-May	Federal State Local	Improved Grades as well as improved scores on EOC
Resource English teacher will attend same professional development as regular English teachers	Principal, General ed teachers	September	Federal State Local	Improvement in EOC testing for special education students

Specific targeting of bubble students, especially special education & ELL students during intersessions/and or Saturdays before EOC testing with specific skills targeted	Principal, Teachers, Counselor	July-May	Federal State Local	Improvement in EOC testing
Continue to assign TMHS administrator to a core subject for teacher/student support	Assistant Principal, Principal	July-May	Federal State Local	PLC sign in sheets, walkthroughs, T-TESS
All core teachers, (regular and special ed) will plan and follow same plans and give same exams including benchmarks And checkpoints	Principal, Teachers	September	Federal State Local	Increase in student achievement for special populations
Regularly evaluate GCS Rosters & staff for effectiveness	Principal, GCS teacher	July-May	Federal State Local	Continued student progress as noted by progress reports and report cards

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Goal 1: Through high quality, research-based instruction, 90% of all students in each student group, will meet passing standards on all administered state assessments.

Objective 3 : The average student scores on ACT/SAT/TSI will increase as well as meet/exceed the state by school year 2021-2022.

Summative Evaluation: CCMR results for ACT/SAT.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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Encourage students to take standardized tests earlier in their high school career. (PLAN, PSAT, ACT, SAT, TSI)	Counselors, teachers	Jul-May	Letters home, Counselor' s Comer, email	Increased number of students testing
Provide ACT/SAT/TSI training for students utilizing Odysseyware.	Counselors. Teachers	Jul-May	Local	Increase in ACT/SAT scores
Replace SAT vocabulary Supplementary materials as needed	Principal, Teachers	July	Local	Book count
Display ACT/SAT words on Marquee and in classrooms	Principal, Teachers	July-May	Local	Increase in ACT/SAT scores
Continue to be a TSI site	Principal, College and Career Director	July-May	Local	TSI data

Goal 1: Through high quality, research-based instruction, 90% of all students in each student group will meet passing standards on all administered state assessments.

Objective 4: The Career and Technology Education Programs will increase equity, quality, and access as evidenced by a 5% increase in enrollment and increased opportunities for student participation by school year 2021-2022.

Summative Evaluation: Increased participation in CTE programs, specifically within Health Science and STEM.

Activity/Strategy	Person(s)	Timeline	Resources	Formative Evaluation
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	Responsible			
Increase access to technology for all students to provide increased student achievement	Technology Director, Principal	Jul-May	TREmoney CATE	Increase in laptop inventory
Assure the quality and efficiency of technology hardware and equipment	Principal Technology Coordinator	July-June	State Local	Equipment inventory Technology service records
Continue to Implement replacement plan for current labs/software	Principal, Technology Director, Technology Teachers	July-May	State Local	Equipment inventory
Increase computer labs	Principal, Technology director, College and Career Readiness Director	July-May	State Local	Dual Credit increase, additional courses, Computer lab schedules
Maintain and update current computer labs	Principal, Technology Director, Techs	July-May	State, Local	Increased usage of students
Examine computer networking in labs to accommodate state testing	Principal, Technology director, techs	July-May	State Local	Ability to test in all labs
Continue to become a Google campus/school	Principal, Technology, Teachers	July-June	CATE State	Better prepared students in technology

Goal 2: All students will receive instructional and support services by 100% highly qualified staff and meet all federal highly

qualified requirements

Objective 1: TMHS will actively search and select highly qualified employees.

Summative Evaluation: 100% highly qualified employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to maintain and support educational network between TMISD campuses and other educational institutions, including alternative certification programs	Principal, Asst. Principals	Jul-May	No Additional Funding	100% highly qualified employees
Continue to attend job fairs at universities to attract highly qualified teachers that meet federal and district standards.	Principal, Asst. Principal	April, May	No Additional Funding	100% highly qualified employees

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Goal 2: All students will receive instructional and support services by 100% highly qualified staff and meet all federal highly qualified requirements.

Objective 2: TMHS will retain and support highly qualified employees throughout the entire year.

Summative Evaluation: 95% employee retention rate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
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Continue to hold meetings each six weeks to inform, support, and encourage new teachers	Principal	Jul-May	No Additional Funding	Employee retention rate
Continue to match highly qualified veteran teachers with new teachers and continue to support TMISD mentor program	Principal	July	No Additional Funding	Employee retention rate
Continue to hire certified teachers as inclusion teachers	Principal	July-May	Federal State, Local	Improved EOC scores in sub groups

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Goal 3: All students in Tuloso-Midway High School will be educated in learning environments that are safe, healthy, drug free, and conducive to learning.

Objective 1: Provide a safe and threat free environment that promotes academic success for all students through the development of programs that effectively address character building, bullying, suicide prevention, violence and drug/alcohol abuse resulting in a reduction of reported incidents and referrals.

Summative Evaluation: Decrease of 10% in office referrals involving bullying, violence, tobacco, alcohol, and other drug use (TAOD) by May 2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Train staff in Bullying management system and procedures	Principals, counselors, teachers	Jul-May	Local	District "Bullying" management procedures, training documentation
<i>*Expand Drug awareness program at high school</i>	<i>Principal, counselors,</i>	<i>Jul-May</i>	<i>Local</i>	<i>Activities evident on campus</i>

	<i>teachers</i>			
Continue procedures that address the state mandated sexual abuse and maltreatment of children policy as required by HB 1041 and SB 471	Principal, Counselors, teachers	July-May	Local	Responses documented according to required procedures
Continue an on-site DAEP	Principal Asst. Principals DAEP faculty	July- May	SCE	Intake Documentation
<i>*Expand positive character education at the high school</i>	<i>Counselors Principal Teacher</i>	<i>July-May</i>	<i>Federal State</i>	<i>CE. activities will be evident</i>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide staff with required professional development in areas of harassment and violence	Principal	July-June	Local	Documentation of agendas, sign in sheets
Continue practices and support roles that will assist in preventing suicide and support student early mental health	Principal, Counselors,	July-June	Local	Review of counseling incidents
Continue safety and security procedures and policies	All Staff	July-June	Local	Procedures established and practiced
Continue PALS program	Principal, Teacher,	July-May	Local	Bullying reports, discipline reports

	Students			
Train staff and students in safety scenarios including fire, shelter in place, intruder, etc. Have drills each six weeks.	Principal, Asst. Principals	July-May	Local	Staff safety surveys, safety reports

Goal 4: All students will graduate from Tuloso-Midway High School prepared for post-secondary opportunities in college or the workplace.

Objective 1: Students will pass all standardized testing and complete all credits.

Summative Evaluation: Current school year cohort has a completion rate of at least 90% at the end of school year 2021-2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue Final exams with attendance incentives	Principal, teachers	December, May	Local	Attendance improvement
Incoming 9 th graders who show a weakness on their EOC Math test will be placed in block math classes to address the weaknesses	Principal, counselors, teachers	Jul-May	SCE	Algebra I EOC scores
Assign students to complete a test out or credit recovery to accelerate	Counselors, teachers	July-May	SCE	Increase in credit recovery
Utilize Odyssey lab for credit recovery and spot corrections per six weeks	Odyssey teacher, counselors	Jul-May, including intersession	High school allotment	Report cards, transcripts

Continue awareness and instructional focus on College and Career Readiness skills	Principal, CTE director College & Career Readiness Coordinator	July-May	Local	EOC Scores, Meeting logs
Continue awareness of paths to high school graduation including highest graduation plans	Principal, Counselors, College & Career Coordinator	July-May	Local	Documentation of activities & meetings
<i>*Expand attendance interventions Ex: parent meetings, contracts, attendance requirements for after school activities</i>	<i>Principal , Assistant Principal Attendance committee</i>	<i>July-May</i>	<i>Local</i>	<i>Improvement in attendance, attendance records</i>

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Goal 5: Parents and Community will be partners in education in the education of students at Tuloso-Midway High school.

Objective 1: Parents and Community will be partners in the education of students at Tuloso-Midway High school.

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Hold a booster club officer informational meeting	Principal Bookkeeper Superintendent	July	Local	Sign in sheets

<i>***Provide support for monolingual parents by documentation presented in a language the parents can understand</i>	<i>Principal</i>	<i>July-May</i>	<i>No Additional Funding</i>	<i>Documentation of results sent in home language</i>
Continue to hold parent meetings focusing on College & Career readiness for all grade levels	Counselors	July-May	Local	Sign in sheets
<i>*Implement the use of "parent partnership agreement"</i>	<i>Campus staff</i>	<i>July-Aug</i>	<i>Local</i>	<i>Reduction in aggressive staff/parent</i>
Continue to inform parents of all educational opportunities for their students	Principal, Teachers	July-May	Federal Local	Parent contact logs, Counselor meeting logs, mailings, school reach
Teachers will continue to utilize School Messenger for student/parent communication	Principal, Teachers	July-June	Local	Increased communication as per campus survey