

Tuloso-Midway Middle School

Campus Improvement Plan



2021-2022

Date of School Board Approval:

Rick Fernandez, Superintendent
Melanie Arias, Principal TMMS

Paul B. Mostella, Board of Trustees

Stephen Hoelscher, Secretary, Board of Trustees

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 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 student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 Texas Education Code)

MISSION STATEMENT

COMPREHENSIVE NEEDS ASSESSMENT:

PRIORITIZED AREAS OF CONCERN	
AREA OF CONCERN	DATA SOURCE
TAIS**: State system safeguards in Eco. Dis. reporting group, ESL, and Special Ed. Lack of Academic Growth in our sub-groups	STAAR data 20-21 Accountability Report/Safeguards TAPR Report 19-20 MAPS Testing Data
Targeted interventions to address core subject deficiencies.	DMAC TAPR data STAAR data (18-19) DMAC data
Data systems support training to increase the use of student data for awareness and intervention.	General Feedback Reading Plus Reports DMAC data MAP Testing Data
Increase parent awareness of instructional interventions and instructional resources.	General feedback
Increase at-risk student awareness, increase the benefit of supplemental services and assure compliance.	TAPR Report DMAC data
Curtail student apathy with relationship building and mentorship.	General feedback Student survey
Vertical alignment focused on transition and student need.	TAPR Report STAAR data General Feedback/Student portfolios

Committee Members:	Data Sources Reviewed:
Melanie Arias, Principal	2016-2017 TAPR
Roel Barrera, Assistant Principal	2017-2018 TAPR
Ricardo Chapa, Assistant Principal	2015 School Report Card
Connie Tierney, Assistant Principals	2016 School Report Card
Melissa Trevino, Counselor	2017 School Report Card
Susan Marquez, Counselor	2018 School Report Card
Analisa Wood, Math Department Chair	STAAR Data
Lanissa Yates, English Language Arts Department Chair	TELPAS Data
Carla Stryk, Social Studies Department Chair	Special Education Data
Chelsea Watson, Science Department Chair	Dropout & School Leaver Data
Larissa Mares, Special Education Department Chair	Campus Discipline Data
Denise Fernandez, Parent	Student Attendance Data
	Teacher Retention Data
	Highly Qualified Documentation
	Local Assessment Data & Calendar
	MAPS Testing Data

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 the District

The criteria / process we use to identify students as “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. 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.

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year. 2. 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. 3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. 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. 14. Incarcerated or parent/guardian has been incarcerated during the student's lifetime, per Penal Code Section 1.07. Tuloso-Midway

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;

Federal Programs / Funding Source	State Programs / Funding Source	Local Programs / Funding Source
Title I, Part C (Migrant)	Career/Technology Education	T-M Education Foundation Grants / Local Funds
Title II, Part A (TPTR)	State Compensatory Education	
Title II, Part D (Technology)	Dyslexia	
Title IV, Part A	Gifted/Talented	
Title VI, Part B Rural/Low Income	Special Education	
Carl Perkins	Bilingual/ESL Program	

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

Performance Objective 1: Tulo-Midway Middle School students in grades 6, 7, and 8, will increase % Meets Grade Level Standard on STAAR state assessments by 5%.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
100% of TMMS students will take the MAPS Reading / Math diagnostic assessment within the first grading period.	2,9	Campus Administrators Teachers	July – August	State Local	MAPS data
STAAR-based resources and assessments will be utilized every grading period to gather data and meet the challenge of the STAAR Meets Grade Level standard in all core subjects.	2,9	Campus Administrators Teachers	July - May	State Local	STAAR Results Assessment Data Lesson Plans T-FAR Data
STAAR interventions, including tutorials, intersessions, and instructional camps will provide supplemental services/accelerated instruction to struggling students in all tested subjects.	2,9	Campus Administrators Department Chairs	July – May	State Local	Proficiency on STAAR Growth Measure on STAAR
Teachers will establish reading with a purpose in reading and social studies classes as reflected it in their lesson plans.	2,9	Campus Admin. Dept. Heads	July-May	State Local	Lesson Plans STAAR Results
Science teachers will incorporate math skills into their classroom instruction as reflected in their lesson plans.	2,9	Campus Admin. Dept. Heads	July-May	State Local	Lesson Plans STAAR Results

Performance Objective 2: Tulo-so-Midway Middle School students serviced in special populations (Special Education, 504, LEP, Dyslexia, and G.T.) in Grade 6, 7, and 8 will demonstrate academic growth as indicated on the school progress measure.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Utilize diagnostic programs with all students to gather data and service at-risk students through the learning lab.	2, 9	Campus Admin. Teachers Interventionists	July-May	State Local	Diagnostic data Progress monitoring reports
Provide students identified as LEP support through an ESL program to include English language acquisition, reading, and other ELA skills by a certified teacher.	2, 9	Campus Admin. ESL Coordinator Teachers	July-May	Federal State	Progress monitoring reports Proficiency on STAAR TELPAS results
Provide students with dyslexia support through a researched-based program by a certified teacher.	2, 9	Campus Admin. Dyslexia Teacher	July-May	Federal State	MAPS Data Proficiency on STAAR
Provide students identified as Gifted and Talented with instruction in the content areas to meet their needs by training certified staff in GT.	2, 9	Campus Admin. Department Chairs Honors Teachers	July-May	Federal State	STAAR Academic Growth Measure

Performance Objective 3: Tulo-so-Midway Middle School teachers will utilize research-based instructional practices.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timeliness	Resources	Formative Evaluation
Professional Learning Communities — teachers will research, implement, and share results of instructional practices that best meet the needs of students	2, 9	Campus Admin. Department Chairs	July-May	Local	Lesson Plans Improved six weeks grades Professional Learning Community Notes
SPED students in 6 th and 7 th grade will receive ELA and Math instruction and support through a co-teach model in their inclusion classroom with two certified teachers.	2, 9	Campus Admin. SPED Director SPED Teachers	July-May	State Local SPED Funds	Progress monitoring on IEP goals Proficiency on STAAR
Utilize instructional coaching in core content areas to provide teachers with feedback and support in developing more engaging instructional strategies and student-centered lessons.	2, 9	Campus Admin. SPED Director Department Chairs	July-May	Federal	Increase in Special Education student performance (STAAR).
Conduct vertical alignment meetings focused on transition and student needs.	1, 2, 4, 8, 9	Campus Admin. Teachers	July-May	Federal Local	Agendas Sign in sheets
Increase access to technology for all students to provide opportunities for increased student achievement.	2, 9	Tech Department	July-May	Federal State	Lesson Plans Classroom Observations Student assessment scores

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

Performance Objective 1: Highly qualified teachers will teach 100% of core academic classes and 100% highly qualified staff will be maintained.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Highly Qualified hiring and maintenance. Only HQ teachers will be hired at TMMS.	3	Director of Staff Services Campus Admin.	Ongoing	HQ Applicant Pool	Principal Attestation District HQ Report
Training to maintain federally defined Highly Qualified status as well as preparation of staff.	3, 4	Director of Staff Services Campus Admin.	Ongoing	Various Trainings In applicable areas for staff: ESL, T, DX, Honors, etc.	Certification Listing

Performance Objective 2: TMMS will provide teaches with opportunities for professional development.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Ensure that teachers are growing professionally and are maintaining CPE hours.	2, 9	Campus Admin. Teachers	July-May	Trainings in applicable areas for staff: ESL, T, DX, Honors, etc.	CPE hour listing (per teacher) HQ teachers teach all students.
Provide new teachers and staff with an Induction program. Implement a Mentor System to support new teachers with instructional strategies, student progress monitoring tools, discipline management, etc.	3, 4	Campus Admin. New teachers/ Mentors	Ongoing	Federal State	Meeting minutes (mentor & mentee) Needs assessment for new teachers' survey
Provide opportunities for collaborative data analysis and curriculum alignment	3, 4	Campus Admin. Department Heads	Ongoing	Federal State	Agenda and sign in sheets Lesson Plans Year at a Glance
Provide professional development opportunities to continue the development of inclusion classrooms.	3, 4	SPED Director Campus Admin.	July-June	Federal Local	PLRs and completion certificates.

Provide professional development for all staff in all instructional areas focusing on the needs of students.	3, 4	Campus Admin. Department Heads	Ongoing	Federal State Local	PLRs and completion certificates
Provide training for all staff teaching an Honors course. Provide appropriate differentiation for our gifted population.	3, 4	Campus Admin. Counselors	Ongoing	Federal Local	Certification listing Walkthrough reports DMAC data (Instructional)
Provide ESL training for all staff serving our ELL population in core content areas. (ELPS training)	3, 4	Campus Admin. ESL Coordinator	Ongoing	Federal State	Certification listing ELL student report ELL progress monitoring reports
Provide Dyslexia (DX) training, as needed for dyslexia staff to meet the needs of DX students.	3, 4	Campus Admin. Dyslexia Teacher	Ongoing	Federal State	DX student listing Progress monitoring reports
Provide training in Special Education topics such as: Inclusion, Autism Spectrum Disorder, Emotionally Disturbed, Learning Disabled, etc.	3, 4	Campus Admin. SPED Director	Ongoing	Federal State	SPED student listing by qualifying condition Progress monitoring reports
Provide training for all staff in discipline management to address behavior that interferes with learning or impedes the performance of the students.	3, 4	Campus Admin. Teachers	Ongoing	Federal State	Discipline data in PEIMS Discipline tracker

Provide MAPS Training for all MATH/ELAR staff: <ul style="list-style-type: none"> • Appropriately administer the diagnostic test to gather accurate data • Address the specific needs of the students • Foster growth for all students 	3,4	Campus Admin. Teachers Interventionist	Ongoing	Federal State	MAPS Data Reports
DMAC training to foster a prescriptive approach to student intervention and success.	3, 4	Campus Admin. Teachers	July-May	Local	DMAC reports: (1) Usage (2) Quintiles (3) Item Analysis
Provide Technology Integration training for all staff to optimize instruction.	3, 4	Campus Admin. Technology Staff	July-May	Local	Technology Assessment data
TEKS Training for all teachers in all subject areas to align instruction to the evolving state standards.	3, 4	Campus Admin Teachers Department Heads	July-Sept	Local	Year at a Glance Lesson Plans

Goal 3: All students in Tuloso-Midway ISD will be educated in safe, healthy, drug-free environments conducive to learning.

Performance Objective 1: The number of violent and drug-related incidents will be reduced.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Utilize a Canine Narcotics Detection service. Campus searches at unscheduled intervals in an effort to prevent and discourage the presence of drugs.	2	Campus Admin.	July-May	CDS Law Enforcement	Reduction in drug related incidents in PEIMS Discipline Referrals ADC data
Continue the Coordinated School Health Program: A minimum of 30 minutes of daily physical activity for all students in middle school. (4 semesters) TEC 28.002)	2	Campus Admin. PE Teachers Counselors	July-May	Local	Master Schedule Student transcripts
Annually review and continue to implement a Bullying Prevention and Intervention program at TMMS that will provide bullying awareness/education for teachers, students, and parents.	2	Campus Admin. Counselors Allstaff	July-May	Federal State Local	Reduction in bullying related incidents recorded in PEIMS. Reduction in "Report a Bully" reports
Continue a student-centered guidance program to meet the academic, emotional, and social needs of students. Expand opportunities for student leadership and character education.	2	Campus Admin. Counselors Teachers	July-May	Federal Local	Increase in Positive behavior referrals Decrease in Negative behavior referrals Aim for Success Tribal Leaders
Continue to utilize the discipline management system collaboratively created by a campus discipline committee to provide intervention and reflection opportunities to students.	2	Campus Admin.	July-May	Local	Improved student behavior Reduction in discipline incidents in PEIMS

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

Performance Objective 1: Drop out rate of less than 1% and a complete rate of at least 90%.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Search for leavers and over-age students who withdrew but did not enroll elsewhere.	2, 7	Campus Admin. District Hearing Officer	July-Sept.	No new resources	PEIMS data Cumulative records
Increase awareness and instructional focus on College and Career Readiness skills K-12.	2, 6	C&I Dept. Campus Admin.	July-May	Federal State Local	Student success: STAAR
Increase awareness of path to high school graduation, including highest graduation plans. Provide transition activities for incoming and outgoing students.	2, 6	Campus Admin. Counselors C&I Dept.	July-May	Local	Activities evident on campus. Documentation of activities.

Goal 5: Parent and community partnership with TMISD in the education of students.

Performance Objective 1: Increase parent involvement in school-community activities.

Strategies and Action Steps	Title I Schoolwide Components (Code by #)	Person(s) Responsible	Timelines	Resources	Formative Evaluation
Increase the output of school information via standard methods and various technology resources.	6,7	Campus Admin. Counselors Teachers	July-May	Local	Documentation of methods of contact to include Google classroom, Remind, etc.
Host Parent events for ESL parents to inform them of the interventions available to ensure student success.	6, 7	Campus Admin ESL Coordinator Department Heads Teachers Counselors	October-May	Federal State	Sign in sheets Parent Evaluations
Continue to communicate with parents in ARD meetings to assure they are knowledgeable in state assessment options and possible impacts of assessment decisions.	6	Campus Admin. Diagnosticians LSSP Counselors Sp. Ed. Dir.	July-May	Local	Documentation of communication maintained.
Continue to assure full awareness of all parents, of identified students, of the services provided through special education and 504.	6	Campus Admin. Diagnosticians LSSP Counselors Sp. Ed. Dir.	July-May	Local	Signatures of understanding on file.
Provide training for parents to increase engagement in progress monitoring and utilizing technological components such as Remind, Parent Portal, teacher websites, and textbook software.	6	Campus Admin. Counselors Teachers	July-May	Federal State Local	Sign in sheets Post training evaluations Parent Surveys

