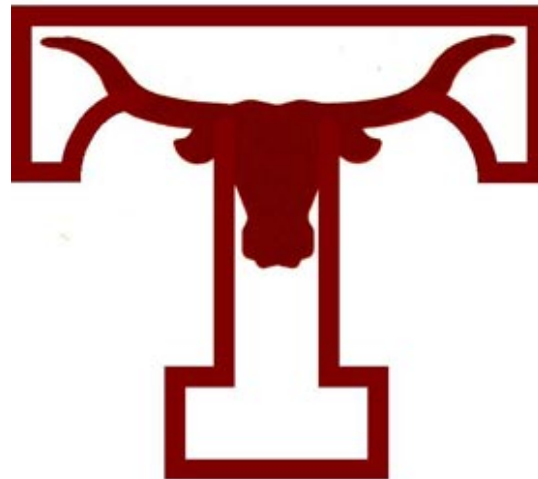


# **Tarkington Independent School District**

## **District Improvement Plan**

### **2014-2015**



# Mission Statement

In the belief that all children should be educated to the fullest extent of their individual abilities, the Tarkington Independent School District's mission is to provide the essential academic skills and the necessary knowledge base for the student's lifelong learning. All students will be taught a core curriculum of English language arts, mathematics, science, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and their economic responsibility, based on an appreciation of our American heritage and an understanding of the importance of its multicultural richness.

The Tarkington Independent School District will:

- provide the student with the opportunities to acquire communication and computational skills needed for functioning in a changing society.
- distribute with equity, for all students, all educational opportunities and resources.
- provide the student with adequate facilities and opportunities to apply his understanding of the skills and knowledge acquired in the classroom.
- provide the student with knowledge and skills for economic and occupational competence.
- aid the student with acquiring attitudes and skills that will promote good personal health and physical fitness.
- provide the proper atmosphere and opportunity in which the student can demonstrate an ability to participate in the American social and governmental process.
- help the student attain a knowledge, and an awareness and concern for important environmental and conservation factors.
- help the student develop and use problem solving, creative and critical thinking, and reasoning skills.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Tarkington Independent School District encompasses 238 square miles in north Liberty County. The school is located seven miles east of Cleveland and fifty miles north of Houston. The school is the largest employer in the district. There are very few industries, and the tax base is low. Our total student population is 1873 as of October 24, 2014. The district consists of 4 schools: Tarkington Primary—Pre-K through 3; Tarkington Intermediate—Grades 4-5; Tarkington Middle School—Grades 6-8; and Tarkington High School—Grades 9-12

The student population consists of .3% American Indian or Alaskan Native, .6% African-American, .2% Asian, 6.5% Hispanic, 89% White, and 1% two or more ethnicities. The population is 51% male and 49.% female with a low socioeconomic status of 47.7%.

The average daily attendance rate for students is 95%. There were a total of 904 discipline referrals reported to TEA this year, which is a decrease from last year.

Tarkington ISD serves 23 English Language Learner students (1.2%), 75 students in the Gifted and Talented program (3.9%), 96 students identified for 504 services (5.1%), 171 students served though special education services (9.2%) .

### Demographics Strengths

- Drop out rates for the 2012-2013 school year was 1% of the student population at the high school.
- The student population has increased by 25 students.
- The student population is stable, meaning that the majority of students do not move in and out of the district.

### Demographics Needs

- One-third of the student population is at-risk of not graduating from high school, even though our drop out rate is 1%.
- The Recommended High School Program rate is 64.3% and the state average is 80.5%.
- The number of economically-disadvantaged students remains at 47% for the district.
- Approximately 50% of graduates attend postsecondary education.

# Student Achievement

## Student Achievement Summary

### 2014 Accountability Ratings

### District and All Campuses Met Standards

Indexes	District		Primary		Intermediate		Middle School		High School	
	State	TISD	State	TISD	State	TISD	State	TISD	State	TISD
<b>1: Student Achievement</b>	55	75	55	74	55	74	55	73	55	80
<b>2: Student Progress</b>	16	36	33	NA	33	44	28	32	NA	NA
<b>3: Closing Performance Gap</b>	28	39	28	38	28	40	27	37	31	47
<b>4: Postsecondary</b>	57	61	12	17	12	35	13	26	57	65

### 2014 STAAR Results/% Passing Rates per Campus by Subject

Primary Gr 3	All Students	Eco Dis	Hispanic	Sp ED	Middle School Gr 6-8	All Students	Eco Dis	Hispanic	Sp ED
Reading	82%	76%	63%	80%	Reading	82%	77%	82%	75%
Math	65%	56%	38%	33%	Math	75%	68%	75%	63%
					Writing	69%	61%	86%	23%
<b>Intermediate Gr 4-5</b>	<b>All Students</b>	<b>Eco Dis</b>	<b>Hispanic</b>	<b>Sp ED</b>	Science	62%	59%	22%	73%
Reading	79%	72%	70%	79%	Social Studies	55%	54%	33%	64%
Math	76%	72%	65%	68%					
Writing	61%	62%	33%	38%	<b>High School Gr 9-12</b>	<b>All Students</b>	<b>Eco Dis</b>	<b>Hispanic</b>	<b>Sp ED</b>
Science	77%	71%	71%	83%	English I & II	69%	63%	71%	64%
					Algebra I	78%	75%	77%	56%
					Biology	91%	90%	88%	69%
					World History	100%	100%	100%	NA

## Distinction Earned by High School

- Academic Achievement for Social Studies
- Top 25% Closing Performance Gap

## **Student Achievement Strengths**

- The number of special education students passing state assessments in 2014 continued to rise with just a couple of exceptions.
- Reading scores increased in 2014 for all grade levels.
- 100% of World History students passed the STAAR EOC.
- Passing rates of special education students increased significantly in Reading, Math and Science.
- STAAR Math passing rates increased at 3 out of 4 campuses.

## **Student Achievement Needs**

- Writing scores either stayed the same or dropped a few percentage points.
- Math passing rate increased slightly.
- Reading passing rates increased slightly.
- Science and Social Studies passing rates decreased slightly at 2 out of 3 campuses, except for special education students.

## **District Culture and Climate**

### **District Culture and Climate Summary**

Overall, the staff and students feel safe; schools are well-maintained; and the physical environment or climate is comfortable.

### **District Culture and Climate Strengths**

- A Crisis Plan is in place and is routinely updated and reviewed with faculty and staff.
- Entrances are secure with single door access to office areas on all campuses.
- Drills and tabletop scenarios are routinely completed.
- No violent crimes were committed on any campus.
- The physical environment and climate are well-regulated and comfortable.
- The schools and grounds are well-maintained.

### **District Culture and Climate Needs**

- More staff should be allowed to receive CPR/AED training.
- Additional opportunities for new teachers to meet and share ideas with veteran teachers should be provided.
- One campus fell short with completing required drills and exercises.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

All teachers and paraprofessionals meet highly qualified standards by the end of the school year. A Highly Qualified plan has been developed. Average teacher experience is 13.1 years. Average teacher experience within the district is 8 years.

### **Staff Quality, Recruitment, and Retention Strengths**

- Staff uses data to drive decisions.
- Teachers integrate more technology in classrooms.
- Professional development based on campus needs.
- ESL certifications by teachers have increased at some levels.

### **Staff Quality, Recruitment, and Retention Needs**

- Staff absences rates continue to remain the same over the past two years.
- New teachers need to meet and work with mentors for at least two years.
- Teacher turnover rate increased from 5% to 7.3%

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Teachers continue using TEKS Resource System. A new district lesson plan template is in place that reflects critical aspects of curriculum. Teachers will continue to develop and post lesson plans that address student engagement and the rigor reflected in STAAR assessments. Additionally, teachers received STAAR resources distributed on TEA's website, TEA-provided intervention for state assessments, and Career and Technology teachers can now access curriculum provided by TEA.

The CTE program has been updated and provides six Programs of Study: Agriculture, Food and Natural Resources; Business Management and Administration; Finance; Health Science; and Transportation, Distribution and Logistics.

State Compensatory Program (SCE) consists of RTI teachers, funding for tutorials, RTI aides, PreK as well as credit recovery programs and intervention programs.

### **Curriculum, Instruction, and Assessment Strengths**

- Student achievement data is available through webbased programs, and data is used by teachers to gauge students' needs and instruction.
- Progress monitoring is achieved through benchmarks, regularly scheduled curriculum-based assessments as well as progress monitoring programs.
- Inservice relating to special education has been provided by the Southeast Texas Special Education Cooperative..
- Teachers continue using TEKS Resource System, and vertical alignment of curriculum will be accomplished through TEKS Resource System.

### **Curriculum, Instruction, and Assessment Needs**

- Teachers are adjusting to new lesson plan template based on TEKS Resource System's instructional focus documents (IFDs).
- Quality professional development should continue to be provided, along with more online professional development opportunities and with IFD planning days .
- Professional development should be provided for rigor, for support of analysis and interventions, and for the use of technology.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Tarkington ISD reaches out to parents and the community through multiple media and works with community organizations to promote the well-being of students and of the community as a whole. However, more parent involvement and increased communication would help our students even more.

### **Family and Community Involvement Strengths**

- Our district supports programs that help our students with financial needs, through Brown Bag Buddies and the Christmas gift distribution.
- The Tarkington Student Foundation continues to support our graduates with scholarships for any type of post-secondary education or training.
- The district works with community organizations, such as the Lions Club and Rotary Club, to provide glasses, camps, and other opportunities for its students.
- Face-to-face parental involvement is encouraged through Meet the Teacher Night, Family Fun Nights, PTO, Middle School assemblies, elementary awards programs, Open Houses, and other informational meetings.
- Communication to parents and the community is disseminated through the district website, district newsletters, e-mails from teachers, principals and superintendent, Facebook, online surveys, campus bulletins and other print media sent home with students.
- The district works closely with the community library to promote summer reading and other programs that the library offers.
- A summer feeding program was offered to TISD students.

### **Family and Community Involvement Needs**

- The district could reach more Spanish/bilingual households with dual language communications.
- Parents would like to be surveyed more often so that they could have more input.
- Additionally, parents would like a compilation of parent resources.

# Technology

## Technology Summary

All teachers have computers and most have PC viewers. Most teachers are utilizing technology in their classrooms.

## Technology Strengths

- Online professional development has been introduced and used in the district.
- Most classrooms have PC viewers.
- All elementary teachers have iPads for progress monitoring and for instructional use.
- Increased Internet speed/bandwidth
- iPads have been purchased at the Middle School.
- More computer classrooms have been added to the high school.
- New district website.

## Technology Needs

- Increase online professional development opportunities
- Increase professional development for technology
- More wireless connections are needed.
- Teachers and students need access to applications.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Special education population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

#### **Employee Data**

- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

#### **Parent/Community Data**

- Parent surveys and/or other feedback












#### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

**Performance Objective 1:** All students will be educated in safe learning environments that are and remain conducive to learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Discipline management program will provide prevention and education concerning unwanted physical/verbal aggression, sexual harassment and other forms of bullying in schools, school grounds, and school vehicles.		Principals, Assistant Principals, Counselors	sign-in sheets and agendas of training; decrease in number of discipline reports and investigative reports				
2) Dating violence awareness and bully prevention education programs will be presented to students, parents and staff. This program should include definition, safety planning, protective orders, training for teachers, counseling for affected students. In addition, an educational program that educates students of the dangers and consequences of sexting will be presented to sixth graders.		Secondary Counselors	Record of presentation				
3) All staff will be trained on sexual harassment, child abuse, suicide prevention awareness, and bullying and conflict resolution through professional development and/or online modules.		Curriculum Directors, Principals, Counselors	Eduhero reports				
Funding Sources: District Budget - \$2389.00							
4) Continue to employ a district resource officer to help with safety, truancy checks, discipline and any emergencies.		Superintendent	Decrease in truancy, decrease in violent discipline referrals, contract				
Funding Sources: District Budget							
5) Begin planning for the addition of an Adaptivel Behavior Unit for 2015-2016 school year. This unit will service the needs of special education students with severe behavior issues.		Superintendent, Assistant Superintendent, Curriculum Directors	Hiring of personal Personal Training schedule Facility designation Facility upgrades if needed				
6) Monitor campus discipline of special education students for PBMAS.		Director of Elementary C & I	Data within 10 points of state requirements for PBMAS				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.












**Performance Objective 2:** Implementation of crisis management efforts in district.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The Emergency Operation Plan will be reviewed, revised and updated.		Superintendent, Director of Elementary C & I	Updated Emergency Operation Plan				
2) Each campus will practice various crisis drills and discuss tabletop scenarios. Monitoring campus drills monthly.		Principals, Asst. Principals, Dir. of Elem C & I	Drill logs				
3) Each campus will continue the practice of maintaining secure entrances and the requirement that all visitors use the check-in computer program.		Principals, Campus Secretaries	Daily Logs				
Funding Sources: District Budget							
4) The district must conduct a facility safety and security audit every three years and an annual review of recommendations set forth in the written audit report; report audit findings to the Board of Trustees; and submit to the Texas School Safety Center on a web-enabled form.		Superintendent, Director of Elementary C & I	Audit report submitted to Texas School Safety Center				
5) District will perform campus security checks.		Superintendent, Director of Elementary C & I	Logs				
6) Increase coordination & pre-planning with local law enforcement, fire & EMS.		Superintendent, Director of Elementary Curriculum C & I	Meeting agendas, sign in sheets, notes				
7) Purchase automated phone/text messaging service.		Superintendent, Director of Secondary Curriculum and Instruction, Campus Principals	Program is up and running.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							













**Goal 1:** Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

**Performance Objective 3:** Improve health and wellness of students and staff

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The District School Health Advisory Council (SHAC) will meet four times a year to provide advice to the district on coordinated school health programming and its impact on student health and learning.		Director of Elementary C & I	Agendas, sign-in sheets				
2) Each campus will train two people on issues connected to diabetes		District Nurse, Director of Elementary C & I	Nurse report, agendas, sign in sheets				
3) CPR and training for AED units will be offered every summer for required personnel, administrators, counselors, and bus drivers, with a minimum of five personnel per campus trained and certified.		Director of Secondary C & I , District Nurse	Training log				
4) Pregnancy-related services will be offered to pregnant students to support their staying in school.		Counselors, District Nurse	Documented dates and services after confirmation of pregnancy				
5) All participants in extra-curricular activities will be required to participate in the student drug testing program. See Drug Policy on website for details.		Secondary Principals and Assistant Principals, Athletic Director, Sponsors	List of students tested at the beginning of the year and at random times of the year				
6) Participation in fitness gram assessment		Athletic Director, Principals, P.E. Teachers	Submitted report, teacher records				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.**

**Performance Objective 1:** All students graduate from high school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Guidance will be provided for parents and students (grades 8-12) regarding graduation program requirements and course choices to achieve desired diplomas.		Secondary Counselors	Agendas, sign-in sheets				
2) Personal Graduation Plans will be created for all middle school and high school students who have failed a state assessment, and all ninth grade students will have a program of study, including a graduation program plan, which will be signed by student and parent.		Director of Secondary C&I, Secondary Counselors	completed PGPs, programs of study				
3) Each campus will implement individual and/or group counseling for at-risk students as needed		Counselors, Principals	Logs of students seen by counselors				
4) Review CTE programs of study with course offerings annually and expand as needed, and encourage students to participate in nontraditional CTE courses.		Secondary Director of C&I, High School Counselors	Student enrollment in CTE courses, student surveys, certifications earned				
	Funding Sources: Perkins						
5) Each campus will develop a plan to help support the student transition from campus to campus.		Principals, Assistant Principals, Counselors	Event agendas				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							











**Goal 2:** Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.

**Performance Objective 2:** Provide accelerated instruction to students at-risk of not graduating.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each campus will continue to identify at-risk students and provide intervention strategies and accelerated instruction by using benchmark results and progress monitoring data.		Principals, counselors, teachers	progress monitoring records				
2) Opportunities to recover credit will be offered through summer school and/or a credit recovery program. Tuition fees for summer programs may be charged.		Principal, counselors	List of students who were spoken to about credit recovery and lists of who took advantage of it				
Funding Sources: District Budget							
3) State assessment acceleration will be offered during the summer and the school year as needed.		Principals, counselors,	Increase in students passing state assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 2:** Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.







**Performance Objective 3:** Provide career and guidance counseling to secondary students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Pamphlets and links to web pages will be provided to inform high school and middle school students, teachers, counselors and parents about higher education admissions, financial aid opportunities/scholarships, Texas Grant Program and Teach for Texas Grant Programs.		Director of Secondary Curriculum & Instruction, Counselors, Webpage Assistant	web page, updated each six weeks				
2) Secondary campuses will provide Kuder Career assessment to help students determine career paths and interest.		Director of Secondary Curriculum & Instruction, Counselors	New or updated individual graduation plans				
3) The district will continue to promote "Generation TX" Week to encourage students to gain information about college possibilities.		Director of Secondary Curriculum & Instruction, Secondary Counselors or designees	Event agendas				
4) Continue dual credit opportunities through Texas Virtual School Network, as well as articulations with Lone Star College, UT Arlington, UT Permian Basin, and Lamar University.		Superintendent, Director of Secondary C & I, High School Counselors	Increase in number of students enrolled in dual credit				
5) Continue to support and participate in the Tarkington Student Foundation to promote the idea that any TISD graduate who attends post-secondary education will receive a scholarship.		Superintendent, Director of Secondary Curriculum and Instruction, High School Principal, Counselor	monthly meetings agendas and number of students taking advantage of scholarships				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.**










**Performance Objective 1: To increase student academic performance**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each campus will address student attendance issues and communicate with parents the importance of consistent attendance at school. District Resources officer will be used to help investigate on truancy issues.		Principals, Teachers, Attendance Clerks, Resource Officer	Increased attendance				
2) Inform students about and encourage participation in SAT/ACT prep classes.		High School Principal and Counselors	class attendance, increased college entrance exam score				
3) Each campus will encourage all students to participate in UIL competitions or subject specific contests, in particular targeting GT students.		Principals, Teachers	Increased number of UIL participants and more placing in their contests				
4) Continue to implement the scientifically researched based practices in Reading and Math using the tiered instruction method in grades K-8.	3, 8	Elementary and Secondary Directors of Curriculum and Instruction, Principals,	Master schedules, tutorial schedules				
5) Each campus will provide data informed instructional placement to ensure the closure of achievement gaps of all students		Principals	Student achievement increase				
6) Each campus will dis-aggregate the State assessment data for each student using a data analysis program and campus-developed programs, emphasizing the subgroup populations as well as special education data.		Principals, Counselors, Teachers	Identification of struggling students				
7) The District will monitor staffing patterns from a district perspective, changing configuration of classes as students move through the system, keeping in mind class size.		Superintendent, Curriculum Directors, Principals	Student/teacher ratio, master schedules, student populations				
8) The district will continue to provide professional development on scientifically based research strategies that increase the core academic program, including the rigor necessary for preparation for STAAR assessments and including differentiation for struggling students.	3, 6	Curriculum Directors, Principals,	Classroom observations, Teacher Self Reports, PDAS evaluations, State assessment scores				
9) The district will research staff attendance and will make faculty and staff aware of the research on how staff absences affect student achievement		Curriculum Directors, Principals, Asst. Principals	Agendas, sign-in sheets, teacher attendance reports, State assessment per individual teacher				

10) Evaluate each campus's special programs for effectiveness and compliance: CTE, GT, ESL, Dyslexia, 504, Special Ed		Curriculum Directors	annual program evaluation document				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 3:** Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.

**Performance Objective 2:** Maintain 100% of all professional and paraprofessional personnel meeting the definition of Highly Qualified according to NCLB.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Through careful recruitment, all teachers at TISD will meet Highly Qualified standards. District will continue to attend job fairs as needed.	5	Superintendent, Principals	NCLB report, job fair enrollment				
2) Continue to use federal grant funds to improve classroom instruction and retain highly qualified staff. These funds are used for teacher salaries and professional development	2, 4, 5, 6	Business Manager, Curriculum Directors, Principals	Increased student success, high teacher retention rate				
Funding Sources: NCLB Title II, NCLB Title I							
3) The district will continue to provide professional development to teachers, principals, and other appropriate staff to meet the Teacher Quality Annual Measurable Objectives under NCLB. Professional development will focus on providing knowledge and skills to help accomplish campus objectives.	5, 6	Curriculum Directors	Sign-in sheets, attendance data, surveys				
4) First year teachers will participate in the District Mentor Program. Professional development in regards to lesson planning, Gradebook, e-mail, attendance programs, and classroom management procedures will be provided at the beginning of the year during new teacher orientation. Each campus will provide release time for teacher and mentor for classroom observations.		Curriculum Directors	Sign-in sheets, documented observations, increased retention rate of teachers.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement.










**Performance Objective 3:** Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will use available technology to provide intervention or enhance mastery of TEKS skills. Available Technology programs such as Study Island, I-Station, TMSDS, AIMSWeb, K-5 Envision Math, DIBELS, textbook online resources, OnTrack, and Think through Math, TPRI	1, 2, 3, 4	Technology Director, Principals, Asst. Principals,	Participation rates				
	Funding Sources: District Budget						
2) The district will provide professional development on integrating technology into the curriculum.		Instructional Technology Coordinator, Technology Director, Director of Elementary C&I	Training sign-in sheets, classroom observations, lesson plans				
	Funding Sources: District Budget						
3) The district will provide training on TEKS Resource System curriculum plan and on Eduphoria/DMAC components.		Technology Director, Curriculum Directors	training agendas and sign-in sheets				
	Funding Sources: District Budget						
4) Online opportunities for professional development will be expanded for staff.		Curriculum Directors, Technology Director	Increased number of teachers participating				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.**

**Performance Objective 1:** Maintain and increase opportunities for open communication, significant discourse between families/community/school.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The district will promote family and community involvement by notifying local media; updating TISD/Campus websites; posting on Facebook and campus marquees; use of parent surveys; providing resources on the district website; and sending mass parent/community emails of all upcoming campus events in a timely manner.	7	Principals, Director of Secondary C&I	Increased communications with parents, news articles, website hits, attendance				
2) Information regarding the process for signing up for TXConnect will be included in all mass parent e-mails, appropriate report cards, home communication and permanently on the website.	7	Principals, Technology Director, Webmaster	Increased number of parents on TXConnect				
3) The District will continue to recognize a community member and a former employee by presenting them with the annual Commitment to Education Award at the Tarkington Round-Up.		Superintendent, School Board, Tarkington Student Foundation Board	award presented				
4) The beginning of the year documentation at each campus will include a form for the collection of parent e-mails and a form for the preferred language for written home communication.	7	Campus Secretaries, PEIMS Clerks	List of parents requiring other than English communications.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









**Goal 4:** Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

**Performance Objective 2:** Increase access to helpful information regarding healthy family/school relationships.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) The TISD website will include informational articles and /or hotlinks and lists of helpful agencies regarding topics and issues impacting students, parents and the community such as Bully Prevention, Suicide Prevention Awareness, Child Abuse Prevention, Teen Pregnancy, How to Help Your child with Homework, How to Get Your GED, Parental Involvement Newsletter, and state assessment information.	7	Principals, Counselors, Nurse, Curriculum Directors	Increase website hits				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input.

**Performance Objective 3:** Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Each campus will actively encourage family involvement through events at the campuses designed specifically for parent-school connections, such as Open House, informational events, Meet the Teacher, and other family oriented events facilitating parental involvement in student achievement.	7	Principals	Principals				
2) The district will seek community involvement on district and campus activities, such as site-based decision making, improvement plan, and SHAC.	7	Principals, Curriculum Directors	Agendas, sign-in sheets				
3) Community members and families will be encouraged to sign up for mass e-mails and be given information about TISD website and TXConnect at a booth/table at school events in the fall.		Curriculum Directors, Principals	Increase number of e-mail addresses and number of parents on TXConnect				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## 2014-2015 District Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Maggie Carpenter	
Classroom Teacher	Dalton Gregory	High School Teacher
Classroom Teacher	Tracy Boatright	Primary Teacher
Classroom Teacher	James Hicks	Special Education Teacher
Classroom Teacher	Karen Labar	Intermediate Special Education Teacher
Classroom Teacher	Joe Maines	Middle School Teacher
Classroom Teacher	Rhonda Penry	Intermediate Teacher
Classroom Teacher	Laurie Williams	High School Teacher
Community Representative	Bethany Lauersdorf	
District-level Professional	Tammy Glaze	Director of Elementary Curriculum and Instruction
Non-classroom Professional	Renee Padgett	High School Counselor
Non-classroom Professional	Angela Thomas	Primary Asst Principal
Non-classroom Professional	Robin Wyatt	Middle School AP
Parent	Tammi McGrew	