

Tarkington Independent School District

Intermediate School

2019-2020 Campus Improvement Plan

Mission Statement

Our mission is to develop, in our students, a positive attitude toward education and its importance to their future, to instill high expectations for academic success, and to encourage each student to become a responsible member of society. Our instructional program will enable each student to attain mastery of skills within a balanced curriculum.

Vision

S.T.A.R.S.

Students Taking A Right Step toward Excellence!

Core Beliefs

It is our core belief that we strive to be better people today than we were yesterday. Faculty, staff and students strive to improve themselves so that we are progressing in academia and how we handle our relationships with others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Intermediate School is one of four campuses in Tarkington Independent School District. Tarkington Intermediate School serves 270 students in grades four and five as of 10/18/2019. Student enrollment at the end of the 2018-2019 school year for the Intermediate campus was 279 students which was a decrease in enrollment from the 2017-2018 school year of 298 students.

The **2017-2018 TAPR** student population was 0.3% African-American, 0.3% American Indian or Alaska Native, 83.5% white, 0.3% Asian and Pacific Islander, 13.8% Hispanic, two or more races 1.7%, 40.7% at-risk, and 36.4% economically disadvantaged. The teaching staff was 94.8% white and 5.2% Hispanic with an average of 13.6 years of experience. 30.5% of the teaching staff had 11-20 years of teaching experience and 26.2% had over 20 years of experience.

The average daily student attendance rate for the 2018-2019 school year was 95.91%. The mobility rate for the campus is 13.1

Currently, Tarkington Intermediate school is serving 15 (5.5%) students in our Gifted and Talented program, 17 (6.3%) in our English Language Learner program, 33 (12.2%) identified for 504 services, and 36 (13.3%) students are served through special education services.

Demographics Strengths

The campus attendance rate increased from 95.6% in 2016-2017 , 95.89% in 2017-2018 and to 95.91% in 2018-2019.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate is under the state average. In order to gain distinction designations our campus attendance rate needs to increase to above 96%. **Root Cause:** Our Special Education and Economically Disadvantaged subgroups attendance rates are the lowest of the subgroups.

Problem Statement 2

: The Intermediate Campus struggles with the ability to communicate with parents and students that have limited English proficiency. **Root Cause:** There are a limited number of staff members that speak Spanish and other languages on our campus. Currently, there are two out of 24 faculty members that speak

Spanish.

Student Achievement

Student Achievement Summary

Student Academic Achievement Summary

Fourth Grade STAAR 2019

STAAR Assessment	Passing %	Masters %	Special Ed. %	At Risk %	State %
Reading	80	19	55	56	74
Math	84	27	50	71	74
Writing	65	04	42	46	65

Fifth Grade STAAR 2019

STAAR Assessment	Passing %	Masters %	Special Ed. %	At-Risk %	State %
Reading (1st admin)	79	28	36	53	77
Math (1st admin)	91	33	50	79	83
Science	76	19	20	50	74

Fifth Grade Math cumulative percentage passing 98% (state - 91%)

Fifth Grade Reading cumulative percentage passing 91% (state - 87%)

Overall Accountability Ratings Summary

Domains	District	Intermediate
Overall	89	83 - met standard
Student Achievement	89	78 - met standard
School Progress	88	83 - met standard
Closing the Gaps	88	84 - met standard

Student Achievement Strengths

Fourth Grade Reading and Math passing percentages are above state average.

Fifth Grade Math, Reading and Science passing percentages are above state average.

Masters level percentages increased in Fourth Grade Math as well as all Fifth Grade Math, Reading and Science from 2017 and 2018 assessments.

Special Education population passing percentages increased in Fourth Grade Reading, Math and Writing from 2017 and 2018 assessments.

Special Education population passing percentage increased in Fifth Grade Reading from the 2018 assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Overall Accountability Rating in Academic Achievement needs improvement. **Root Cause:** Overall student performance - percentage of students achieving MEETS performance level on STAAR assessments, growth in the percentage of students achieving passing level on STAAR Science and STAAR Writing.

School Culture and Climate

School Culture and Climate Summary

Tarkington Intermediate School provides a safe learning environment for students to thrive in as they grow academically, socially and emotionally. We welcome family members to be a part of their child's education by providing opportunities for them to attend school activities, events and volunteer through our Parent Teacher Organization.

School Culture and Climate Strengths

Activities are scheduled throughout the school year to actively engage families in their child's educational experience. These activities include: grandparents' day, public schools week, field day, choir performances, family fun nights and PTO meetings.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our ability to communicate with our growing Spanish speaking population. **Root Cause:** Lack of staff with Spanish speaking abilities and reliability of our translation program.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Teachers new to TIS are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district.

Professional development for employees at all levels is a priority. Both online and face to face opportunities are utilized in order to maximize opportunities for learning and professional growth.

TIS campus administrators attend at least one teacher job fair per semester.

Staff Quality, Recruitment, and Retention Strengths

- Data-driven decision making
- Collaborative decision making
- On Campus Technology Liaison
- Professional development based on campus needs

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Need for ESL certified teachers. **Root Cause:** District demographic changes

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKs Resource System is the primary source for guidance in sequencing lessons for our students. The Fundamental Five format is used to create these lessons. There is a Fundamental Five lesson plan template used throughout the district. Teachers continue to use data from formal and informal assessments to develop lessons that meet the needs of the students in their classrooms.

Curriculum, Instruction, and Assessment Strengths

Student achievement data is available through web-based programs and data is used by teachers to gauge students' needs and drive instruction.

Student benchmarks for Reading and Math are performed at the beginning, middle and end of the school year. Unit assessments, data talks, planning meetings and RTI meetings are utilized to monitor student growth.

Multiple Tiered Support systems are utilized to support students in Reading and Math.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington Intermediate School is a Title I campus. We utilize different avenues to reach our parents and community members.

Parent and Community Engagement Activities:

- Meet the Teacher
- Parent Teacher Organization
- Family Nights
- Parent Night
- Public Schools Week activities
- Field Day
- Choir Performances
- School Parties

Parent and Community Engagement Strengths

Brown Bag Buddy Program - provides our students with food and necessities. These students are also provided with Christmas gifts.

Active Parent Teacher Organization

Campus Website, PTO Facebook page, parent emails, weekly folders, monthly newsletter, emails, school messenger, Remind app. - Avenues of communication efforts.

Summer feeding program held in our cafeteria that is available for our summer school students as well as the children in our community.

English to Spanish translation program is available to all campuses to provide materials in the students' home language.

School Messenger program is utilized to inform parents of emergencies and student attendance.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Home / School communication needs to improve. **Root Cause:** Access to updated phone numbers and parents inability to be reached during school hours.

Technology

Technology Summary

Tarkington ISD is committed to improving the quality and value of education and understand the importance of technology integration in teaching and learning. Our focus is to provide students with educationally appropriate, accessible, high quality resources designed to facilitate and enhance learning and assist in developing students' high order thinking skills.

In order to encourage teachers to integrate technology into their daily curriculum, our technology infrastructure, hardware and software needs to be able to support our increasing technological demands.

Web-based lesson planning, data collection, professional growth assessment, maintenance and technology needs are utilized district wide as well as web based discipline management system and grade book.

Campus technology specialist are being utilized to facilitate instructional technology use.

Technology Strengths

Google Access available for staff and students.

Technology programs are utilized in assessment and curriculum delivery.

Technology is used to enhance communication with parents and community.

Classrooms include PC viewers, document cameras, ipads and laptops.

Interactive Projectors have been installed in Math, Reading and Fifth grade Science classrooms.

Three Chrome-book carts have been added to the campus for student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: The integration of technology to enhance instructional practices needs to increase campus wide. **Root Cause:** Infrastructure issues and timely response to issues

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 21, 2019

Goal 1: Provide a safe, positive, and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD. (Correlates with School Board Goal 4)

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain anonymous procedure for students, staff and parents to report issues with safety, bullying, etc. Stop-It Hey Mrs. Bruce / Mrs. House Send out information about the Stop-It app. in September and January. Monthly Announcements regarding Hey Mrs. Bruce / Mrs. House form.	Assistant Principal Principal Counselor	Safer Campus				
2) Emergency Drill Practice: Fire Drills - Monthly Lock down Drills - Monthly, including SRO. Reverse Evacuation, Severe Weather, Shelter in Place - once per semester (August and January)	Assistant Principal Principal	Clarify Emergency procedures, troubleshoot and improve upon emergency procedures.				
3) Utilize Remind App. during emergencies to communicate more effectively with staff so they have real time updates	Principal Asst. Principal	Better Communication efforts resulting in better care for our students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Update information on drills and procedures for our employees and substitutes.	Administrative Assistant Asst. Principal	Effective Communication of Crisis Procedures				
 = Accomplished  = Continue/Modify  = 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. (Correlates with School Board Goal 4)

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Exterior Cameras: Add cameras to playground area and front left side of building.	Office Personnel Maintenance Department	Increased monitoring of campus activities.				
2) Install three interior cameras. Front Hallway Back Hallway Addition Hallway	Maintenance Department Office Personnel	Increased monitoring of campus activities.				
3) Fire Extinguisher Training in November	Maintenance Principal	Increased Emergency preparedness Safer Campus				
4) All Classrooms utilize safety device and students are taught to use the safety device.	Principal Assistant Principal Faculty and Staff	Improve Safety				
5) Classrooms are identified with a safe spot.	Classroom Teachers Asst. Principal	Improve Safety				
 = Accomplished  = Continue/Modify  = 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. (Correlates with School Board Goal 4)

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Flu and Hepatitis shots for school staff.	District Nurse	Increase in staff attendance.				
2) Peanut Free Environment - Add poster outside classroom doors and cafeteria tables as student and/or staff needs are presented.	District Nurse / Campus Aide Cafeteria	Safe Environment for student / staff with allergy.				
3) Field Day for Fourth and Fifth graders. Half day event held at the High School football field.	Coach STAR Team - Field Day Principal	Promote Fun and Fitness Increase Parental Involvement				
4) You Tube Thursdays in the Cafeteria: Promote healthy living choices such as smart food choices, hygiene and physical activity.	Assistant Principal	Increased awareness of health and wellness choices.				
5) Safety Day: Community members provide informational presentations to students regarding safety issues such as: water safety, snakes, ATVs, drugs, animals and health.	Principal Asst. Principal Liberty County Health Department	Improve Student Safety and Awareness				
6) Social Emotional Learning: Promote Emotional Wellness through the school wide study of Wish Tree during Independent Reading Time.	Principal School Librarian Teachers for Fourth and Fifth Grade	Increased awareness of individual differences and learning to respect those differences.				
7) Social Emotional Learning: School Counselor reading and discussing Filling Buckets with students.	Counselor Principal	Increased awareness of respecting one another.				

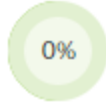
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
100% = Accomplished = Continue/Modify 0% = No Progress = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends. (Correlates with School Board Goals 1 and 2.)

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Generation TX Week: Discuss career options and how to search out careers through online opportunities.	Classroom Teacher	Increased awareness of career opportunities				
2) High School Students speak with Intermediate Students about certificates they are earning while enrolled in school.	Social Studies Teachers Counselor	Opportunity awareness for students' options after graduation.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends. (Correlates with School Board Goals 1 and 2.)

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) STEM-Scope for Science; Used across curricula in 5th grade to enrich Reading and Math TEKS	Fifth Grade Science Teachers Principal	Improve instruction across curricula				
2) Implementation of Renaissance STAR 360 for Math and Reading. Beginning of the Year, Middle of the Year and End of the Year.	Principal Intervention Teacher Teachers	Increased Monitoring of student data to drive instructional practices				
3) Continuation of Academic Fragile Student Lists in each subject area.	Classroom Teacher	Increased awareness of student progress				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interests, aptitudes, and societal trends. (Correlates with School Board Goals 1 and 2.)

Performance Objective 3: Provide career and guidance counseling to Intermediate students, assisting them with their unique educational needs.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students that are in need of priming will meet their future teachers prior to Meet the Teacher Night in August	Counselor Principal School Secretary	Decrease anxiety in student				
2) Students are prepared to transition to a new campus. Third graders will tour the Intermediate Campus in May. Fifth graders will tour the Middle School Campus in May. Additional time will be provided for students that need it.	Principal Counselor	Increased Knowledge base for students and decreased anxiety about transitioning to a new campus				
 = Accomplished  = Continue/Modify  = 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. (Correlates with School Board Goals 1, 2, and 5.)

Performance Objective 1: Increase student academic performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide incentives for staff and students based on attendance. Students - recognized and rewarded each six weeks during lunch time. Teachers / Staff - recognized each six weeks - (first choice of duty, hour lunch, gift cards, etc.)	PEIMS Clerk Principal Assistant Principal Teacher	Recognition of classroom 100% daily attendance. Recognition of perfect attendance each six weeks. Attendance Rate above 96%				
2) Continued focus from School Secretary and Principal, contacting parents when students are absent more than one day. Teachers continuing to monitor student attendance and notifying Principal of issues.	Teacher Campus Administrative Assistant Principal	Decrease in student absences.				
3) Continue to disaggregate assessment data for each student. Emphasizing subgroup populations including special education student performance data.	Principal Intervention Teacher Teachers	Beginning of the Year Middle of the Year End of the Year Progress monitoring Unit Tests Checkpoints STAAR results Increased awareness of instructional needs.				
4) Increase Participation in UIL events. Commercial during announcements and lunchtimes. Increase options for practices and tryouts	UIL coordinator UIL coaches Assistant Principal	increase in the percentage of UIL participants				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
5) Increase Writing capacity in our students: All students must answer short answer questions using complete sentences in all subjects. All subjects will integrate writing into their lessons.	Teachers Principal	Students will improve their writing skills. Teachers use the Fundamental Five component in their lessons - write critically.				
6) Provide Classroom Resources for staff and students to improve upon instructional practices. Dictionaries Mentoring Minds ELL Flip charts Title III Funds	Principal Librarian	Hands on resources for Teachers and Students to use for classroom instructional purposes.				
7) Handwriting TEKS: All ELAR teachers will be provided with the fourth grade handwriting materials for the 2019-2020 school year. All students will be taught using the fourth grade materials from Handwriting without Tears.	Teachers	Student development of cursive writing skills				
8) Writing Portfolios: Each student will have a portfolio consisting of examples of their writing progress	Teachers Principal	Increased awareness of students' academic progress in writing skills				
 = Accomplished  = Continue/Modify  = 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. (Correlates with School Board Goals 1, 2, and 5.)

Performance Objective 2: Retain and hire quality certified professionals and paraprofessionals.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to hire highly qualified teachers.	Principal	Research based instructional practices Improved academic performance				
2) New teachers participate in the district mentor program	Curriculum Director Principal Mentor Teacher	Retention of teaching staff				
3) Continue weekly subject/grade level planning meetings.	Principal	Support system for teachers Validity of instruction among subject/grade level teachers				
4) Offer a Spanish program (such as Rosetta Stone) to staff members so they can learn or improve upon their ability to speak and understand Spanish.	Principal	Increase in the number of staff members that can communicate with our Spanish speaking community members, parents and students.				
5) Schedule for Planning Meetings: Special Education Teachers attend weekly planning meetings with general education teachers.	Special Education Teachers General Education Teachers Principal	Increase ability for teachers to work more cohesively in our inclusive classrooms				
6) ELAR TEKS Training; All RLA teachers will attend training and planning sessions regarding the new ELAR TEKS and Houghton Mifflin Harcourt textbook adoption.	RLA Teachers Principal	RLA Teachers are prepared to teach new TEKS using available resources.				
7) Math TEKS: New Math Teacher will attend training sessions to become more familiar with the skills students need to learn.	Principal Teacher	Math Teacher will b prepared to teach Math skills to students.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
100% = Accomplished = Continue/Modify 0% = 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. (Correlates with School Board Goals 1, 2, and 5.)

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

Evaluation Data Source(s) 3:

Summative Evaluation 3:

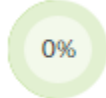
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement online testing for Reading and Math Evaluation - Renaissance STAR 360	Intervention Teacher RLA Teachers and Math Teachers	Reduce testing time Increased student assessment data Ability to share data with parents and offer guidance for practice at home.				
2) Computer Lab will be offered as a full time class in the Specials rotation. Tech Apps and Google Accounts will be utilized with students.	Paraprofessional Librarian Principal	Students will have the ability to use their Google accounts and utilize a keyboard.				
3) Interactive Projectors will be installed in RLA teachers' classrooms	Technology Department Maintenance	Increased implementation of technology into lessons.				
4) Update our English to Spanish translation software to increase accuracy in translation.	Technology Department Campus Administrative Assistant Principal	Correct translation of materials				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents/guardians 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. (Correlates with School Board Goal 3)

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase opportunities to notify the school if contact information has changed. * through weekly folders * reminder sent home in January from school office to update contact information	Teachers Front Office	Increased ability to reach all parents/ guardians.				
2) Add a space on sign in sheets during Meet the Teacher, Family events and Parent meetings for parents to include email and a second phone number.	Teachers Front Office	Increased ability to reach all parents/guardians.				
3) Offer incentives to students for participating in events such as PTO meetings and Family Fun Nights.	Teachers Principal	Increased Participation				
4) Teachers use Remind to contact parents regarding school and classroom events.	Teacher	Increased parent awareness of school activities.				
5) Fifth Grade Science Fair: community members and high school students will judge science fair projects.	Fifth Grade Science Teachers	Increase interactions and communications between community members and schools.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents/guardians 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. (Correlates with School Board Goal 3)

Performance Objective 2: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent / Teacher Contact: Teachers will contact parents a minimum of three times per school year. Beginning of the Year, January and April/May.	Principal	Open communication between school and parent. Build relationships between home and school				
2) Parent Teacher Organization Meetings will be held each month.	Principal PTO Officers	Build relationships between Parents and School Opportunity for Parents to have input in school events.				
3) Group Emails sent to parent list to notify them of upcoming events.	Principal	Parents increased awareness of school activities. Increased participation in activities.				
4) Hold a Parent Night in September where parents participate in a modified schedule of their child's day.	Teachers Assistant Principal Principal	Parents have a deeper understanding of the instructional practices that take place each day. Parents understand the meaning of our school being a Title I campus.				
5) Family Fun Night - Spring Semester - Families attend for fun and games based on academic skills being taught in classrooms.	Teachers Principal Asst. Principal	Increased awareness of academic skills.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Campus Advisory Team

Committee Role	Name	Position
Administrator	Calesta House	Principal
District-level Professional	Lynette Croft	District Counselor
Classroom Teacher	Sandra Rice	Fifth Grade Teacher
Classroom Teacher	Julia Hankins	Fourth Grade Teacher
Classroom Teacher	Laura Walker	Fourth Grade Teacher
Classroom Teacher	Sarah Thomas	Fourth Grade Teacher
Classroom Teacher	Karen Deming	Fourth Grade Teacher
Paraprofessional	Shauna Yancey	Intervention Aide & Administrative Assistant
Classroom Teacher	Paula Broussard	Intervention Teacher
Paraprofessional	Leslie Jarvis	Intervention Aide
Parent	Robin Murray	Parent Representative
Community Representative	Georgia Yancey	Community Member
Business Representative	Mollie Lambert	Business Member Representative
Parent	Michelle Welch	Parent Representative
Business Representative	Sarah Berg	Business Member Representative