

Tarkington Independent School District
Intermediate School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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!

Comprehensive Needs Assessment

Needs Assessment Overview

Demographic

Problem Statement 1: The campus attendance rate of 95.6% is under the state average of 95.8%. The district attendance rate is 95.7%.

Root Cause 1: Our Economically Disadvantaged students attendance rate is the lowest at 95.2%. These students do not routinely attend well check ups and have access to medicines when ill. These students also depend upon the bus to travel back and forth from school. If they miss the bus there is not another option for getting to school that day.

The campus has a goal of raising our attendance rate to 96.0% this school year. We utilize the district's school messenger system to call guardians of the students that are absent each day. We also hold attendance meetings with the parents of the students that have attendance issues. Teachers make phone calls home to communicate to the parents the importance of their student's attendance.

Problem Statement 2: The Intermediate campus struggles with the ability to communicate with parents and students that have limited English proficiency.

Root Cause 2: There are a limited number of staff members that speak Spanish and other languages on our campus. Currently there is one professional staff member out of 24 that speaks fluent Spanish.

The summer of 2017 we had three teachers take and pass their ESL certification test to help service this population of students. We have a teacher currently enrolled in a college level Spanish class. We utilize a translation program to be able to send notes home in the student's home language.

Student Academic Achievement

Problem Statement 1: Fourth Grade STAAR Writing Scores are under state average 63% (2017). 2016 - 59% and 2017 - 50%

Root Cause 1: Students are not spending enough time in Kindergarten through Fifth grade writing.

Vertical alignment meetings for third through fifth grade to discuss instruction and common pitfalls for our students. Writer's Workshop is being used as an instructional method for our classrooms. Planning days for our fourth grade writing teachers will be utilized. CBAs and Checkpoints will be used to monitor student progress. The Fundamental 5 program has been adopted by our district. Each lesson should have a writing component in it each day. All

students are asked to answer questions in complete sentences.

Problem Statement 2: There was a decrease in our passing rate for special education on fourth grade STAAR Reading and Math. Fourth Grade Reading 2016 - 40%, 2017 - 21%; Fourth Grade Math 2016 - 30%, 2017 - 21%

Root Cause 2: Testing changed for many of these students this year.

Individual students schedules and education plans are being reviewed to look at student needs.

Raise Level III achievement on STAAR tests by 10%

Monitor Level III progress on all subject level CBAs and checkpoints. Consider enrichment activities to enhance instructional practices. Counsel with individual students about their CBA progress.

Student Processes and Programs

Problem Statement 1: Teachers become frustrated when trying to use technology in their classrooms because of the issues with logging onto the wifi.

Root Cause 1: The technology we have does not always work well with the security and wifi.

We are continuing to work with the technology department to work through the issues we are having with accessibility.

Problem Statement 2: All of the systems within Eduphoria are not easily accessible.

Root Cause 2: Ongoing training has not taken place for Eduphoria systems especially as the program has updated.

Contact will be made to Eduphoria to schedule training for teachers and staff.

Perceptions

Problem Statement 1: The percentage of parent participation in our district / campus survey was low in the 2016-2017 school year.

Root Cause 1: The advertisement for the survey was minimal.

Advertise the survey at least one week ahead of it going out. Post the survey link on the website, mail the link to our parent groups and post the link through our PTO facebook page. Send out reminder emails halfway through the timeline and then again the day before the survey window closes.

Demographics

Demographics Summary

Tarkington Intermediate is one of four campuses in Tarkington Independent School District. The Intermediate Campus serves 301 students in grades four and five.

The student population is 0% African-American, 86.7% Anglo, <1% Asian, and 11% Hispanic, <1% American Indian, 1.3% Two or more races, 163 females and 141 males with a low socioeconomic status of 46.8%. The average daily attendance rate for students for the school year is 95.6%. The campus mobility 11.3%

Tarkington Intermediate serves eight English Language Learner students (2.7%), nineteen students in the Gifted and Talented program (6.3%), and twenty-six students are served through special education services (8.6%).

Demographics Strengths

Tarkington ISD is a rural community. Parents are involved in their childrens education by attending conferences, lunches and events.

The Intermediate Campus mobility rate at 11.3% which is lower than the district percentage of 13.6 and state at 16.2%.

Our English Language Learner population continues to grow and to meet the needs of our students our Reading teachers have their ESL certification. We have also added another teacher to our GT certification group.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate of 95.6% is under the state average of 95.8%. The district attendance rate is 95.7%. **Root Cause:** Our Economically Disadvantaged students attendance rate is the lowest at 95.2%. These students do not routinely attend well check ups and have access to medicines when ill. These students also depend upon the bus to travel back and forth from school. If they miss the bus there is not another option for getting to school that day.

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 is one professional staff member out of 24 that speaks fluent Spanish.

Student Academic Achievement

Student Academic Achievement Summary

Fourth Grade STAAR	Passing %	Level 3	Special Ed.	At Risk	State % passing
Reading	69%	23%	21%	40%	69%
Math	74%	24%	21%	47%	74%
Writing	50%	5%	7%	16%	63%

Fifth Grade STAAR	Passing %	Level 3	Special Ed.	At Risk	State % passing
Reading	87%	23%	50%	74%	83%
Math	95%	26%	79%	89%	88%
Science	78%	16%	46%	61%	72%

Student Academic Achievement Strengths

Fifth grade Reading, Math and Science were above state average.

Students passing at level III increased in Fifth grade Reading, Math and Science as well as Fourth grade Reading.

Special Education Population and At risk population passing increased in Fourth grade Math, Fifth grade Reading and Science.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth Grade STAAR Writing Scores are under state average 63% (2017). 2016 - 59% and 2017 - 50% **Root Cause:** Students are not spending enough time in Kindergarten through Fifth grade writing.

Problem Statement 2: There was a decrease in our passing rate for special education on fourth grade STAAR Reading and Math. Fourth Grade Reading 2016 - 40%, 2017 - 21%; Fourth Grade Math 2016 - 30%, 2017 - 21% **Root Cause:** Testing changed for many of these students this year.

School Processes & Programs

School Processes & Programs Summary

The district uses TEKS Resource System .

Eduphoria Suite is used to house appraisals, evaluations, lesson plans, data analysis, and professional development records.

We continue to find better ways to meet the needs of our student population when it involves our master schedule.

Our campus is focused on building technology into our instructional programs.

School Processes & Programs Strengths

Professional development is delivered through PLCs on Fridays and monthly faculty meetings.

Weekly walkthroughs and observations are used as a tool to help improve instruction.

Data Talks and Intervention planning are used to review student goals and progress.

Due to student population, needs and assessment, 4th and 5th grade staffing and teacher assignments were adjusted.

Tier intervention schedule for reading and math built into the daily schedule.

Science and math lab enrichment are part of the rotation schedule with fine arts.

Each classroom has a PC viewer in which six classrooms have interactive projectors. Each teacher has an Ipad to use with instruction. Teachers also have document cameras. We have added more wireless hubs to our building including the cafeteria. The cafeteria has updated sound equipment, wireless projector and screen.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers become frustrated when trying to use technology in their classrooms because of the issues with logging onto the wifi. **Root Cause:** The technology we have does not always work well with the security and wifi.

Problem Statement 2: All of the systems within Eduphoria are not easily accessible. **Root Cause:** Ongoing training has not taken place for Eduphoria systems especially as the program has updated.

Perceptions

Perceptions Summary

TIS believes that a positive working and learning environment is critical to students' successes.

Parent involvement is a critical key to student success.

As a Title I schoolwide campus, we strive to find more ways to include parents in their child's education.

Perceptions Strengths

Each year a theme is chosen to help rally teachers and build positive learning environments.

The campus works to instill in staff and students that we are a community of life long learners.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The percentage of parent participation in our district / campus survey was low in the 2016-2017 school year. **Root Cause:** The advertisement for the survey was minimal.

Programs

Programs Summary

Our Target Assisted/School wide Title I program consists of parent involvement activities as well as targeted math and reading professional development. Our State Compensatory Program (SCE), consists of an academic coach training teachers in best practices for assisting at-risk students and we have a tiered instructional program that provides intervention for struggling students in math and reading.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) DARE: The Drug Awareness Resistance Education program is offered to 5th grade students to promote knowledge and awareness of harmful substances and behavior. The instruction encourages students to be responsible with choices and resist negative peer pressure.	6, 10	DARE officer 5th grade Social Studies teachers Office Staff	Ten weeks One class period per week Graduation from DARE program				
2) 2) Bullying Awareness/Prevention: The DARE program addresses bullying with fifth graders. Bully Awareness/Prevention week - Daily announcements and lessons taught in social studies class to discuss bullying and prevention.	10	DARE officer, 5th grade social studies teacher Social studies teachers, assistant principal, principal	DARE program for fifth graders / One week in November				
3) Professional Development: All staff will be trained on sexual harassment, child abuse, bullying and conflict resolution through professional development and/or online modules.	4	Principal, Asst. Principal	Sign in Sheets from meeting Agendas, Report from online training system (Eduhero)				
4) Daily Announcements: Focus on Self Improvement: building character, cooperation and values.	4	Assistant Principal, Principal	Behavior Logs, STAR students, Recognition Bulletin Boards, Good Choices day participants				
5) Discipline System: Continue Grade level discipline system that clearly defines rules and consequences. Correlated with the student code of conduct to help ensure procedures are consistent among all classrooms.	1, 8	Grade Level Teachers, Assistant Principal, Principal	behavior logs, Each six weeks				

6) Recognize students for good behavior. good choices celebration days - students are recognized for their good choices by participating in an activity; STARS cafe - student of the week is invited to eat lunch with a friend while watching a movie.		Teachers, Assistant Principal, Principal, Secretary	Number of students participating in activity and participants at STARS cafe'				
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 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus coordinated health program will promote to the students the importance of academic performance, attendance at school, making good choices, and making smart food choices and participation in moderate to vigorous physical activity.	6	Teachers, Principal, Asst. Principal	Weekly				
2) Recognize students for good behavior. Good Choices celebrations-students are recognized for their good behavior by participating in an activity and extra recess. STARS cafe - student of the week is invited to eat lunch with a friend while watching a movie.		Teachers, Assistant Principal, Principal, Secretary	Number of students participating at extra recess and stars cafe				
3) Crisis Planning: We will continue to practice various crisis drills and discuss tabletop scenarios.	8	Principal, Assistant Principal	Drill Logs, Monthly				
4) Security: The campus will maintain secure entrances and require all visitors to show identification in order to register using the Check In computer program and wear visitor badges while on campus.	10	Principal, Campus Secretary	Daily				
5) Special Pick Up: At the beginning of the school year families will be asked to complete a special pickup order to specify who is allowed to pick up students at school.		Classroom teachers, office staff	August - ongoing - number of returned forms				
6) School Messenger System / End Notes: Campus will utilize automated messaging services to disseminate information to parents/guardians of students.		Principal, Classroom Teachers	School Messenger Report, End Notes Report				


 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Daily Announcements: Focus on Self Improvement: building character, cooperation and values.	4	Assistant Principal; Principal	Behavior logs, STAR students, Good Choices Bulletin Board, Announcement documentation				
2) Diabetes training: we will train two people on issues connected to diabetes.	10	District Nurse, Campus Nurse Aide, Principal	Completed by the end of November				
3) The campus coordinated health program will promote to the students the importance of academic performance, attendance at school, making good choices, and making smart food choices and participation in moderate to vigorous physical activity.	6	Teachers, Principal, Assistant Principal	Weekly				
4) SHAC: School Health Advisory Council - Campus will provide a representative to the advisory council for information and input purposes that is campus need specific.	10	Principal, Advisory participant	Sign in sheets, agendas				
5) Fitness Gram Assessment: Students will participate in the fitness gram assessment.	10	Principals, Physical Education Teacher, Nurse Aide, Technology Director	Submitted report, teacher record				
6) DARE: The Drug Awareness Resistance Education program is offered to 5th grade students to promote knowledge and awareness of harmful substances and behavior. The instruction encourages students to be responsible with choices and resist negative peer pressure.	6, 10	DARE officer, 5th grade Social Studies teachers, office staff	Ten weeks One class period per week Graduation from DARE program				
7) Safety Day: Students will participate in a safety day provided to the school by Liberty county services. The safety presentations include ATV, bicycle, water, gun, dog, wildlife and tobacco.	10	Principal Assistant Principal Secretary	May Schedule of Events				
							







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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Generation TX week: The campus will continue to encourage students to gain information about college possibilities by informative announcements and teacher promoting colleges by wearing their alma mater shirts.	1	Principal, Teachers	November, Events Agenda				
2) Counseling will be implemented as needed for at-risk students.	9	Counselors, Principals	Logs of students seen by counselor				
3) College Spirit Day: School Staff wear a college shirt on the last Wednesday of each month.		Principal	Staff Member participation				
4) Transitions: We will assist third grade students in their transition to fourth grade as well as fifth graders to sixth grade by giving them tours of the campuses as well as presentations and pamphlets.	1	Principal, Assistant Principal, Teachers	April, Events Agenda, Pamphlets				

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  = Continue/Modify
  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RTI (Response to Intervention): A 30 minute tutorial time for reading and mathematics intervention will continue as part of the daily schedule to provide intensive instruction for students identified as having a history of low performance on STAAR. Fountas and Penell reading assessment program will be utilized as well as Neuhaus Language Enrichment Program, DAZE and DIBELS. MSTAR math diagnostic and progress monitoring tools will also be utilized.	1, 2, 8, 9	Teachers, Intervention Teacher, Principal, Assistant Principal	Six weeks grades, STAAR assessment, DIBELS, DAZE, Neuhaus, MSTAR				
2) State Assessment Acceleration will be offered during the summer and the school year as needed.	10	Principal	Increase in student passing rate				
3) Curriculum Based Assessments: Each six weeks CBAs will be administered in Reading, Writing, Math, Science and fifth grade Social Studies in order to gather data and differentiate instruction for targeted populations.	2, 8, 9	Teachers, Team Leaders, Principal	Data / AWARE / Data Talks				
4) Checkpoint assessments: These assessments will be given based on the data from curriculum based assessments.	9	Teachers, Intervention Staff	Data / AWARE / Data Talks				

 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Generation TX week: The campus will continue to encourage students to gain information about college possibilities by informative announcements and teacher promoting colleges by wearing their alma mater shirts.	1	Principal, Teacher	November, Events, Agenda				

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance: Encourage teachers to emphasize daily attendance by incentives. Recognize students for perfect attendance. Use School Messenger system to telephone parents of students that are absent. Warning letter to parents, use of District Resource officer to investigate truancy issues and/or possible court filing of parents of children with excessive absences.	1	Teachers, Secretary, Assistant Principal, Principal, Resource Officer	Daily, Weekly, Six Weeks, percentage of attendance increases, School Messenger Reports				
2) Assessment: The campus will disaggregate state assessment data for each student using Eduphoria/AWARE program. Emphasizing the subgroups populations as well as special education and performance data.	1, 2	Principal, Intervention Teacher, Teachers	Beginning of the Year End of the Year				
3) Observations: formal and informal observations will be conducted to ensure instructional best practices that align with students' needs.	2	Principal, Assistant Principal, Curriculum Director	Ongoing				
4) Tiered Instruction: Continue to implement the scientifically researched based practices in Reading and Math using tiered instructional method.	2, 8, 9	Principal, Intervention Teacher, Teachers, Paraprofessionals	Teaming, Master Schedule				
5) Student Achievement: Acknowledge individual students in regard to perfect attendance, honor roll, student of the six weeks, CLAMP stars and student of the week.	2	Teachers, Secretary, Assistant Principal, Principal	Weekly, Monthly, Each Six Weeks				
6) UIL: Students will be encouraged to participate in the UIL academic competition, in particular targeting GT students.		Principal, UIL Coordinator, Teachers	Number of Students participating in the Academic Event				
7) Least Restrictive Environment: as ARD meetings take place, we will consider carefully the LRE setting for special education students. We will monitor the number of students per setting.	2, 8	Principal, Diagnostician, Special Education Teacher, General Education Teacher, Parent	Number of student in LRE Ongoing				

8) Teacher Pods: fourth and fifth grade will teach in pods. This will allow teachers to focus on subject content and maintain class time to one hour and ten minutes per period.	5, 8	Principal, Assistant Principal	Increased time teaching subject content, master schedule				
9) GT program: Certified GT teachers develop projects to meet the needs of the identified students. Students meet as a group one time a week for six weeks with a certified GT teacher to complete a project.	2, 4, 8	Teachers, Assistant Principal, Principal	Lesson plans, planning sheets, completed projects				
10) Maintain Science and Math Labs during elective rotation. Continue to provide hands on activities for our students to reinforce skills and objectives taught in the classroom curriculum.	2	Paraprofessional, Teachers	Students rotate through labs during CLAMP time.				
11) Class Size Reduction: We will continue to monitor class sizes and staffing patterns.	2	Principal	Student / Teacher ratio				
12) Independent Reading - Campus wide independent reading for twenty minutes each day.	1, 9	Campus Staff	Daily, Positive impact on Student reading skills				
13) Fundamental 5 - Incorporate these strategies into all lesson plans.	1, 3	Teachers, Administrators	Well planned and developed lessons that meet the needs of all students.				
14) Writer's Workshop - program used in Reading Language Arts classrooms to develop students' writing skills	1, 9	Reading Language Arts Teachers	Positive impact on assessment results.				


 = Accomplished
  = Continue/Modify
  = 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 highly effective professional and paraprofessional personnel.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff Development: On-going professional development to maintain 100% of classes taught by highly effective teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards.	2, 3, 4, 8	Teachers, Assistant Principal, Principal	Scheduled workshops				
2) Staff Incentives: To promote retention of highly qualified teachers and reward teachers for good attendance, incentives will be awarded throughout the year, Teacher and paraprofessional of the month recognition.	1, 3, 5	Principal, Assistant Principal, Secretary, Central Office Staff	Monthly				
3) New Teachers: First year teachers will participate in the district mentor program.	2, 5	Curriculum Director, Principal, Mentors	Sign in Sheets / Agenda				
4) Collaboration: continue and monitor common planning and assessments in all grade and subject areas in order to promote validity of instruction among all classrooms.	2, 8, 9	Teachers, Team Leaders, Principal, Assistant Principal	Weekly planning sheets, Ongoing				
							

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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Online Professional Development: Opportunities will be available for staff to participate in online professional development through Project Share, Eduhero, Eduphoria, eLearning, etc.	2, 4	Curriculum Director; Technology Director and Instructional Technology Director; Principal	Number of Staff members participating; ongoing				
2) Technology Integration: Professional development will be provided to enhance the use of technology in classrooms.	2, 4	Principal; Assistant Principal; Technology Director; Teachers	Ongoing; Agendas				
3) Amplify - DIBELS: continue use of online monitoring system for all students. Students are monitored three times per school year - Beginning, middle and end of year. Tier 3 students will be progress monitored through system monthly.	9	Intervention teacher, Classroom teachers, Principal	Amplify reports and data on AWARE				
4) Technology Integration: Add interactive projectors to math classrooms.	1, 5, 10	District technology department	Enhanced instructional strategies				
							

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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Meet the Teacher: Students and parents tour the building and meet the teachers. FAQ Sheet used to educate parents and students of academic and behavioral expectations for the coming year. Information including attendance policies, State Assessment requirements, discipline systems and school compact will be provided to parents.	1, 6	Teachers, Principal, Assistant Principal	August Prior to the first day of school Sign in Sheets / Attendance Rate Tuesday Folders				
2) TXConnect: Information regarding the process for signing up for TXConnect will be included in all mass parent e-mails, report cards, home communication and the website.	7	Principal, Assistant Principal, Secretary	Number of parents on TXConnect				
3) Parent E-mail addresses: The beginning of the year packets will include a form for the collection of parent emails and a form for the preferred language for written home communication.	7	Secretary, Principal	List of emails to be added to communication lists List of parents requiring communication in a language other than English				
4) Parent/Community Involvement: The campus will promote family and community involvement by notifying local media, updating campus website, posting on the campus bulletin board, monthly newsletter, and sending mass emails of upcoming campus events in a timely manner.	6	Secretary, Assistant Principal, Principal, Teachers	Increase in parent and community involvement				
5) Parent Contact: Staff members make contact with parents through weekly folders, emails, notes home and phone calls to communicate concerns as well as students' successes.	6	Teachers, Assistant Principal, Principal	Communication logs				

6) Campus Website: Maintain campus web page to provide better access for parents and students to information regarding campus. Encourage teachers to have their own web page.	6	Principal, Assistant Principal	Number of families utilizing website				
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 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent/Community Involvement: The campus will promote family and community involvement by notifying local media, updating campus website, posting on the campus bulletin board, monthly newsletter, and sending mass emails of upcoming campus events in a timely manner.	6	Principal, Campus Secretary, Assistant Principal, Teachers	Increase of parent and community involvement				
2) Monthly Newsletter: Monthly newsletter will be sent home in weekly folders to include articles pertaining to school and nutrition.	6, 9, 10	Principal, Secretary, Teachers	Newsletter sent home in weekly folders				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Involvement: Each grade level will provide parents with information at the beginning of the school year and throughout the school year that will help them support their child's success in school.	6	Teachers	Beginning of school, throughout year, weekly folder				
2) Parent phone calls: Teachers will phone their students' parents at the beginning of the school year and again second semester in order to open communication and give opportunities to discuss successes and concerns for students.	6	Teachers, Principal	Phone conference records				
3) School Events & Activities: We will actively encourage family involvement through events at the campus designed specifically for parent-school connections, such as participation in Public School Week, Family Fun Night, Meet the Teacher, DARE graduation, Christmas parties and End of the Year awards ceremony and celebrations.	6, 7	Principal	Number of Parents in Attendance at events.				
4) Committee Members: a staff member will act as a representative for our campus on committees involving the district wide decision making efforts such as the site based decision making, improvement plan and SHAC.	6, 8	Principal	Sign in Sheets and Scheduled meetings				
5) Parents are encouraged to provide contact information to the campus and teachers. They are given information about School Messenger, TXConnect and the TISD website.	5, 6	Principal, Secretary	Number of Parents returning contact information				
6) Parent Teacher Organization: Continue to grow the organization and build upon the number of parent volunteers.	6	Principal	Number of Parents and Teachers in attendance Sign in Sheet Agenda Monthly meetings				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Calesta House	Principal
Classroom Teacher	LaJeania Hicks	Special Education Teacher
Classroom Teacher	Julia Hankins	Fourth Grade Teacher
Classroom Teacher	Sandra Rice	Fifth Grade Teacher
Classroom Teacher	Jackie Owens	Fourth Grade Teacher
Classroom Teacher	Lynn Spillers	Fifth Grade Teacher
Parent	Lorie Cherry	Parent Representative
Business Representative	Cynthia Scholze	Business Representative