

Tarkington Independent School District
Primary School
2018-2019 Campus Improvement Plan

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.

Vision

Vision Statement

It is our shared vision as educators to ...

- **Create a safe and caring environment that nurtures the intellectual, emotional, social and physical growth of every student.**
- **Promote a collaborative partnership among students, staff, parents, and the community.**
- **Empower and challenge students to achieve academic excellence and become lifelong learners.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington Primary School is one of four campuses in Tarkington Independent School District. Tarkington Primary School serves 573 students in PPCD, Pre-Kindergarten, First, Second, and Third grade.

The student population is 82.37.% Anglo, 12.22% Hispanic, >1.0% African American with a socioeconomic status of 65.62% .

The average daily attendance rate for 2017-2018 school year was 92.89%.

Tarkington Primary School serves twenty-eight English Language Learner students (4.8%), eleven students in the Gifted and Talented program (1.9%), and 97 students are served through special education services (16.9%).

Our Schoolwide Title I program consists of parent involvement activities along with math and reading professional development.

Demographics Strengths

The average daily attendance rate increased from 94.33 % in 2016-2017 to 95.9% in 2017-2018.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gain distinctions in 2 or more areas by increasing student performance on assessment and attendance **Root Cause:** Tarkington Primary attendance was 95.9%. In order to earn distinction the attendance rate had to be 96.5%.

Student Achievement

Student Achievement Summary

Overall Accountability Ratings Summary

Domains	District	Primary
Overall	79	68
Student Achievement	79	72
School Progress	72	66
Closing the Gaps	75	59

STAAR Results/%Approaches GL Standard or Above

	All Students	Eco Dis	Hispanic	Sp ED
Reading	67%	62%	70%	27%
Math	74%	66%	80%	33%

Student Achievement Strengths

Met Standards on:

Overall

Domain I - Student Achievement STAAR Performance

Domain II - School Progress Relative Performance Part B; Academic Growth is not rated.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Raise STAAR overall meets level percentage in order to gain distinctions. Campus was at 43 and needed 53. **Root Cause:** Ensure teachers are following TEKS resource system and grade levels are vertically aligned. Provide interventions based on assessment data and academic needs.

Problem Statement 2: Raise STAAR math masters percentage in order to gain distinctions. Campus was 36 and needed 42. **Root Cause:** Ensure teachers are following TEKS resource system and grade levels are vertically aligned. Provide enrichment for higher achieving students.

Problem Statement 3: Improve STAAR score within the special populations for reading and math. Hispanic improve STAAR performance average and performance and meets level of economically disadvantage. **Root Cause:** Utilize small group instruction for math and reading intervention. Ensure students are taught by ESL certified teachers.

School Culture and Climate

School Culture and Climate Summary

Tarkington Primary School has a positive culture and climate and provides a welcoming learning environment. TPS administrative staff and teachers welcome students, staff, parents, and community members to help enrich our students' learning environment through multiple volunteer opportunities.

School Culture and Climate Strengths

Ongoing activities are scheduled throughout the school year to promote a positive culture and climate. Examples include:

- Team Collaboration
- Professional Development
- Supportive Staff
- Active PTO
- Volunteer Committee

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

First year teachers 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. Teachers new to the district are assigned a buddy to assist with roles, responsibilities, and resources.

Professional development for employees at all levels is a high priority. Both online and face-to-face opportunities are utilized in order to maximize opportunities for training.

TPS campus administrators attend at least 1 teacher job fair per semester.

Recruit and evaluate personnel to target best fit for instruction.

Staff Quality, Recruitment, and Retention Strengths

- Data-driven decision making
- Collaborative decision making
- Increased teacher integration of technology in classrooms
- Professional development based on campus needs
- Continue to attend 2 job fairs each semester
- New teacher mentor program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum and instruction at Tarkington Primary School is driven by data. The TEKS Resource System is the primary source for guidance in developing a vibrant lesson cycle. We are in the 2nd year of implementing a new phonics program called Reading Horizons. We are also implementing Writer's Workshop. The Fundamental Five lesson plan template is used throughout TISD. Teachers will continue to develop and post lesson plans that address student engagement and rigor. Teachers will continue to develop and give unit tests that reflect the state standards and STAAR assessment rigor using the district curriculum.

Teachers utilize technology in their classes.

District vertical alignment meetings by subject will continue.

Curriculum, Instruction, and Assessment Strengths

All classrooms will have interactive projectors installed Fall of 2018.

All teachers have iPads for progress monitoring and instructional use.

Both computer labs have Reading Horizons program available to students.

Campus technology liaison has been added this year to facilitate instructional technology use in the classroom.

Intervention programs:

- based on three TIERS
- intervention is data driven
- progress monitoring occurs frequently

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Gain distinctions in all areas by increasing student performance on assessment. **Root Cause:** TEKS resource system used with fidelity.

Parent and Community Engagement

Parent and Community Engagement Summary

Tarkington Primary School is a Title I campus and family/community involvement is essential in the educational success of our students.

Parent and Community Engagement Strengths

- Active PTO
- Parent Volunteer Program
- Meet the Teacher
- Parent Orientation
- Open House
- Family Fun Nights
- Sock Hop Social
- Pastries with Parents
- Kolaches with Grandparents
- Grandparents' Cookie Social
- Kindness Club

Technology

Technology Summary

Tarkington Primary is committed to improving the quality and value of education and understands 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' higher 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.

Online professional development is utilized at TPS.

Campus technology liaison has been added this year to facilitate instructional technology use.

Technology Strengths

Technology strengths include:

- Online, readily accessible professional development is available and utilized by teachers and staff
- Google access and Google classroom has increased in availability for teachers and students
- Technology programs are utilized in assessment and curriculum delivery.
- Technology is used to enhance communication with parents, students, and community.
- A campus technology liaison has been added to facilitate instructional technology integration.
- All teachers have iPads for progress monitoring and for instructional use.
- All certified teachers have laptops.
- All classrooms will have interactive projectors be installed during the Fall semester of 2018.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology integration with quality instruction. **Root Cause:** Ensure that teachers are fully trained and utilizing the technology available.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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) Provide staff development on classroom management and provide classroom preventive guidance activities.	Principal, Asst. Principal, Counselor	Agenda Sign-in				
2) Behavior intervention strategies will be implemented with all students, with particular emphasis on special education students.	Sped teachers, Co-op	Lower referral rate, especially in our special populations.				
3) Incorporate lessons on character education throughout the school year. Four areas will be address this school year.	Counselor, Principal, Asst. Principal, Team Leaders	Grade level materials created and distributed to teachers				
4) Bullying Awareness	Asst. Principal, Counselor,	Daily Ongoing through periodic announcements, classroom visit, and development of character education lessons.				
5) Eduhero modules: Child Abuse awareness, sexual harassment, mental health education for all staff.	Principal	Eduhero report				
6) Administration team and classroom teacher meet with COOP Diagnostician and LSSP to discuss RtI behavior strategies per individual student.	Principal, Asst. Principal, Counselor	Meeting notes, teacher documentation				

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

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) Continue to require all visitors to show identification in order to register in computer system and to wear visitor badges while on camps.	Office staff, all personnel	Daily Ongoing Computer sign-in				
2) Have student families complete a Special Pickup Order in order to specify who is allowed to pick up students at school (to go home in beginning of year packets)	Classroom Teachers, Office staff	August Ongoing Number of returned forms on file				
3) Crisis Drills: Practice various crisis drills and discuss tabletop scenarios.	Principal , assistant Principal	Drill Logs Monthly				
4) All staff members complete Eduhero module Armed Intruder Awareness.	Principal	Eduhero Completion Report				
5) All classrooms will have a barricade to use for armed intruder.	Principal, Assistant Principal	Drill Logs Monthly				
6) The district will provide school resource officers.	Principal	Ongoing				
						

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

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) The campus coordinated health program will encourage PE teachers to emphasize teaching strategies within their lessons that promote the continued student improvement in regards to the Fitness Gram Assessment.	PE Teacher	Submitted report, teacher records				
2) Provide counseling to individual students, as needed	Counselor	Ongoing Log				
3) CATCH: The campus coordinated health program will promote to the students the importance of academic performance, attendance at school and participation in moderate to vigorous physical activity.	PE teacher	Ongoing Lesson plans				
4) All staff members complete Eduhero Bloodborne Pathogens module.	Principal	Eduhero Completion report				
						

Goal 2: Provide quality instruction for students to be successful and improve Reading scores.

Performance Objective 1: All students 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) Promote transitional activities for students moving from PPCD/ Pre-K to Kindergarten, third grade to fourth grade.	Principal, Asst. Principal, Classroom teachers	April Kindergarten Round up Sign- in sheets May: Fourth grade Orientation agenda				
2) Special Program Opportunities: Special education 504 Dyslexic ESL/LEP G/T Intensive Intervention: Reading Specialist Math Intervention Use of Instructional Aides: small group and instructional support	Principal, Asst. Principal, Special Ed. teacher, Counselor, Classroom teacher	Lesson plans Documentation Forms Assessment results				
3) Develop a pull-out GT program to allow students to express their talents.	Principal, GT Teachers	Creation of program with a time line of activities.				
4) Provide instruction materials to help teachers with differentiation to meet the needs of ESL students. Funding provided by Region 4 SSA Title III.	Executive Director of Curriculum and Assessment	Observation of teacher using items with students. Progress monitoring				
5) Provide professional development to improve reading scores.	Principal, Assistant Principal	Progress monitoring Data				
6) Utilze data to determine areas of concern.	Principal Assistant Principal Classroom teacher	Improve reading scores Data discussions				
						

Goal 2: Provide quality instruction for students to be successful and improve Reading scores.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Reevaluate programs/assessments to determine their effectiveness.	Principal, Asst. Principal, District curriculum coordinators	Ongoing				
Comprehensive Support Strategy 2) Assessment of all students by the end of the first six weeks to place them in TIER program.	Principal, teachers, reading specialist, counselor	TPRI and Aimsweb report Reading Levels records.				
3) Progress monitoring on students to differentiate and target instruction.	Principal, Asst. Principal, Reading Intervention Teachers, Classroom teachers	Progress monitor logs and assessments				
						

Goal 2: Provide quality instruction for students to be successful and improve Reading scores.

Performance Objective 3: Provide career and guidance counseling to primary students, assisting them 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) Take students to visit future teachers if the student will need priming for change.	Counselor	Students will visit future classroom on a few occasion during the last month of school to acclimate to the new hallway, new structure of the curriculum and new teacher.				
2) Generation TX week: give information to students regarding colleges and teachers promote colleges by wearing their alma mater shirts.	Principals, Teachers	May Weekly Agenda				
3) Fun Friday Career Day. In the Spring semester we will have fun Fridays. One of those days we will dedicate to dressing up as your future profession.	Team Leaders	Pictures of Students in professional dress.				
4) Promote College Day, last Wednesday of the Month by encouraging staff and students to wear college shirts.	Principals, Teachers	Pictures of staff/students in college shirts.				
						

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage teachers to emphasize daily attendance by incentives	Counselor, Attendance Clerk Administrators Teachers	Daily Six Weeks				
2) Notification of Excessive Absences. Formal letter about Compulsory Attendance Laws sent to parents.	Counselor, Attendance Clerk	Ongoing Decrease in the number of absences				
3) Teacher and paraprofessional of the month recognition.	Principal, Asst. Principal	Monthly Faculty Meeting Agenda				
4) Staff Attendance Incentives	Principal, Asst. Principal	6 weeks Increase in staff attendance				
Comprehensive Support Strategy 5) Provide local staff development targeting the needs of special populations.	Special Education Teachers, Spec. Ed. Coordinator, Principal, Asst. Principal	August Sign-in Agenda				
6) Staff Development provided on Writing.	Principal, Asst. Principal, Elementary Curriculum Coordinator	Sign-in Agenda				
7) Monitor instruction and require continued fidelity to TEKS resource system IFDs. Continued use of consultant to come evaluate our progress in using the IFDs to drive math lesson planning and math instruction.	Principal, Asst. Principal, Team Leaders	Eduphoria Ongoing Walk-through				
8) Implement a reading and math benchmark to gather data and differentiate instruction for all targeted populations	Teachers, Principal, Asst. Principal	Disaggregated data used for intervention				
9) UIL Participation	Principal UIL Coordinator UIL Coaches Teachers	Number of students participating				

10) Utilize collaborative teams that focus on student achievement. i.e. team leaders, grade level team	Principal, Asst. Principal, Team Leaders	Sign-in sheets, agendas				
11) Recognize Student Achievement: Weekly Behavior, Perfect Attendance Awards Ceremony, Perfect Attendance Recess, Class with Best Attendance, Honor Roll, Summer Readers, AR Celebrations	Teachers Secretary PIEMS Assistant Principal Principal	Weekly Six Weeks Monthly				
12) Provide professional development that focuses on rigor and best strategies.	Principal, Asst. Principal	Sign-In sheets, agendas				
13) Implement Reading Horizons phonics program into existing reading curriculum.	Principal, Asst. Principal	Walk-through Assessment Data Reading Levels				
14) Provide professional development modeling best practices in lesson planning and instruction to target reading.	Principal Assistant Principal	Assessment Data				

 = 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 professional and paraprofessional personnel meeting the definition of Highly Qualified according to NCLB.

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 district's policy of hiring highly qualified teachers. Requirements posted on website and at job fairs	Superintendent, Principal, Asst. Principal	Ongoing Staff comprised of highly qualified teachers				
2) Provide all new teachers with a campus mentor and support system.	Principal, Curriculum Director	Ongoing Agendas Walk-through Documentation				
3) Provide local staff development on best practices math and reading instructional strategies.	Math Instructional Specialist, Principal, Asst. Principal	Monthly Sign-in agendas				
4) Teacher Observations: Teachers will observe other teachers to gain knowledge and increase their teaching capacity.	Principal Teachers	Ongoing Observation Forms				
						

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use of computer lab to integrate applications aligned with TEKS.	Principal, Computer aide, Director of Technology	Ongoing Tech Knowledge Log-in				
2) Continue to implement technology in daily instruction. -Wireless tablets -PC Viewers -Document Camera -Core program -IPads -Interactive Projectors	Principal, Computer aide, Director of Technology	Ongoing Lesson Plans				
3) Survey Teachers to provide them the technology training they need.	Principal, Assistant Principal	Training provided based on feedback from teachers				
						

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

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) Acknowledge faculty and staff celebrations and successes through out the year.	Principal, Asst. Principal	Monthly Faculty meeting agenda				
2) Continue weekly administrative team meetings (during school day).	Principal, Asst. Principal, Counselor	Weekly Weekly agenda				
3) Continue to involve team leaders in decision-making.	Principal, Asst. Principal Team Leaders	Monthly Sign-in agenda				
4) Continue school and community events such as: Kindergarten Round-up, Meet the Teacher Night, Family Fun Nights, Sock Hop, Spring Fling, Kindergarten Graduation, and 1st grade Multicultural program.	Classroom teachers, Principal, Asst. Principal	Sign-in agenda				
5) Promote transitional activities for students moving from Pre-K to Kindergarten, third grade to fourth grade.	Principal, Asst. Principal, Classroom teachers	Spring Kindergarten Round up Sign- in sheets Fourth grade Orientation agenda				
6) Continue positive communication with parents through newsletters, website, emails, Texas Parent Connect and the Student Handbook.	Classroom teachers, Webmaster, Principal, Asst. Principal	Ongoing Monitor website for use				
						

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

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

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grade Level teachers 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.	Teachers	Tuesday Folders Beginning of the Year Agenda				
2) Continue positive written communication with parents through campus and Parent-Home Connection newsletters, marquee, progress reports, report cards, and Tuesday folders, School Messenger	Classroom teachers, Principal, Asst. Principal	Ongoing Distribution by teachers				
3) Use of school wide notification system to provide critical information to parents in a timely manner.	Principal	Purchase of system. Training to use the system.				
						

Goal 4: Encourage and assist all parents to be active partners in the education of their children.

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	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue use of Title 1 informational meeting and school-parent compact at Parent Orientation.	Classroom teachers, Principal, Asst. Principal	August Sign-in sheets and agenda				
2) Continue volunteer program utilizing and including parents in school culture and student success.	Principal, Asst. Principal	Ongoing Sing-in sheets				
3) Invite parents to Awards ceremony held each semester to encourage parent involvement in celebrating student achievement.	Principal, Asst. Principal, Counselor	Increased number of parent participants.				
4) The Primary Campus will seek business, parent, and community involvement on site-based decision making and campus improvement committee.	Principal	sign-in sheets, agendas				
5) Develop and send home a summer syllabus of simple math facts and reading log for each grade level.	Principal, Team Leaders, SBDM members	Creation of syllabus to be sent home.				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	2	Assessment of all students by the end of the first six weeks to place them in TIER program.
3	1	5	Provide local staff development targeting the needs of special populations.

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Administrator	Angie Thomas	Principal
District-level Professional	Angela Sales	Assistant Principal
Business Representative	Daniel Greak	Business Representative
Classroom Teacher	Kathryn Anderson	1st grade teacher
Community Representative	Timothy Magee	Community Representative
Classroom Teacher	Avah Anderson	Kindergarten Teacher
Classroom Teacher	Marilyn Paige	3rd grade teacher
Non-classroom Professional	Alisa Lott	Interventionist
Parent	Michelle Welch	Parent
Business Representative	Donny Haltom	Business Representative
Parent	Misty Morris	Parent
Community Representative	Ruth Stetson	Community Representative