



Tahoka Elementary School

CD #153-904

District Improvement Plan

2015-2016

Revised 9/2015
Board Approved

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Tahoka ISD Mission Statement

The purpose of Tahoka ISD is to serve the needs of our students so that they may be successful in learning.

Tahoka Elementary School Mission Statement

The purpose of Tahoka Elementary is to serve the needs of our students so that they may be successful in learning.

Tahoka Elementary School Vision Statement

We are committed to encouraging our students to possess the following qualities:

A mastery of academic skills, a love for learning, self discipline, value high expectations, productive study habits, respect for themselves and others, and the ability to apply their knowledge to improve their quality of life.

We pledge to maintain a safe and productive learning environment, to seek ways to encourage home and community support, and to prepare our children to meet the challenges of the future.

Tahoka ISD Board of Trustees - 2015-2016

Cathy Box, President
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Tahoka Elementary Improvement Committee (SBDM Committee) - 2014-2015

Sandra Sconiers, Principal

Campus Summary

Tahoka Elementary has a total enrollment of 316 students - PK through 5th Grade. The ethnicity breakdown is: .0% American Indian, .0% Asian, 4% African American, 64% Hispanic, 31% White, .3% Hawaiian, and .0% Two or More. The student body is 50% male and 50% female with an Economically Disadvantaged status of 70%.

Special Programs Counts - (based on PEIMS Fall Submission Data 10-25-2013):

- * Gifted & Talented: 4 Students (1.1%)
- * Special Ed: 30 Students (8.9%)
- * 504: 17 Students (5.0%)
- * ESL/LEP: 13 Students (3.86%)
- * At-Risk: 132 Students (39.17%)
- * Dyslexic: 14 Students (4.0%)
- * Economically Disadvantaged: 237 Students (70.0%)
- * Migrant: 10 Students (2.97%)
- * Homeless: 34 Students (10.0%)

All three campuses at Tahoka ISD are Schoolwide Title I campuses, with a district economically disadvantaged count of 68% (according to the 2012-2013 data on the SC5000 NCLB Consolidated Application). The district uses the following fund sources to improve our educational programs:

<u>Fund Source</u>	<u>Allocation Amount</u>
Title I, Part A	\$ 84,276 (\$157,300 - District Total)
Title I, Part C	26,915 (51,139 - District Total)
Title II, Part A	43,130 (REAP 100% for Title 1A purposes)
SCE Funds	253,813 FTEs:9.33 (\$501,010 FTEs: 17.11 - District Total)
SPED	62,068 (\$107,585 (SSA - 4 Co. Coop) District Total)

Intents and Purposes are included in the District and Campus Improvement Plans.

State Accountability: Campus Met Standard in 2014

Federal Accountability: System Safeguards was scored at 92%

Tahoka Elementary Goals:

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now, and in the future, in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: the students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: the students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1: parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective#7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Elementary and Secondary Education Act (ESEA) Goals and Indicators

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

Elementary and Secondary Education Act (ESEA) Goals and Indicators:

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in **reading/language arts and mathematics.**

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment ((Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All **Limited English Proficient** students will become proficient in English and reach high academic standards, at a minimum proficiency or better in reading/language arts and mathematics.

- 2.1 Performance indicator: The percentage of Limited English Proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator: The percentage of Limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator: The percentage of Limited English Proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: All students will be taught by **highly qualified teachers.**

- 3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).
- 3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34).
- 3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are **safe, drug free, and conducive to learning.**

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will **graduate** from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma, -disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged: - calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school, -disaggregated by race, ethnicity, gender, disability status as economically disadvantaged: - calculated in the same manner as utilized in Nation Center for Education Statistics

The following narrative contains the Intent and Purpose of each Federal fund that is in this District. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan.

Title I, Part A - Improving Basic Programs Operated by LEA's

Intent and Purpose:

Title I, Part A, provides *supplemental* resources to local education agencies (LEA's) to help schools with high concentration of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a Schoolwide program or a targeted assistance program. Tahoka ISD has the following Title I Schoolwide campuses: Tahoka Elementary, Tahoka Middle School and Tahoka High School.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function. The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

Intended Program Beneficiaries:

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

General Program Requirements:

All Campuses:

All Title I, Part A, campuses must do the following:

1. implement Parents Right-to-Know in accordance with P.L. 107-110, Section 1111(h)(6)
2. develop school-parent compacts jointly with parents
3. provide information to parents in the language parents understand
4. develop and LEA and campus Parent Involvement Policy
5. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs (NA)
6. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. provide additional assistance to students identified as needing help in meeting the state's challenging student academic achievement standards
8. ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired

9. include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified.

Schoolwide Campuses:

The CIP of a *Schoolwide Campus* must do the following:

10. incorporate the requirements of a Schoolwide Plan as cited in P.L. 107-110, Section 1114(b)
11. clearly incorporate the Ten Components of a Schoolwide Program
12. describe how the school will use Title I, Part A, resources and other sources to implement the ten components
13. include a list of state and federal programs whose funds will be combined to implement a Schoolwide program
14. describe how the intent and purposes of the Federal programs whose funds are combined on a Schoolwide campus are met
15. include sufficient activities to *address the needs of the intended beneficiaries* of the Federal Programs whose funds are combined on a Schoolwide campus for upgrading the entire education program

Career and Technology Education Program

Intent and Purpose:

These programs shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.

Career and technology Education assists (1) students who are members of special populations to enter career and technology education programs, and with respect to students with disabilities, assist in fulfilling transitional services; assess (2) the special needs of students participating in programs in the most integrated setting possible; provide (3) supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; provide (4) guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and provide (5) counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.

Dyslexia Program

Intent and Purpose:

Dyslexic students have talents that may not always be evident in an academic setting. The students' difficulty with academic tasks is not an indicator of their intelligence, but of a difficulty with words and/or language that is not within the students' control. Such students can attain academic success through proper assessment, identification, and instruction. All staff should be made aware of a student's difficulties and shall then help each student to deal with such difficulties effectively. Staff shall also encourage and assist students to develop their talents while helping the students achieve academic success in school.

Title I, Part C - Migrant Education Program

Intent and Purpose:

The purpose of the Title I, Part C, Migrant Education Program (MEP) is to do all of the following:

1. support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves
2. ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards
3. ensure that migratory children are provided with appropriate education services (including supportive services) that address their special needs in a coordinated and efficient manner
4. ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and students' academic achievement standards that all children are expected to meet
5. design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment
6. ensure that migratory children benefit from State and local systemic reforms (NCLB Title I, Part C)

Intended Program Beneficiaries:

1. MEP activities shall be used to do the following:
 - * meet the identified needs of migratory children that result from their migratory lifestyle to permit these children to participate effectively in school
 - * address the unique needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part
2. In providing services with Title I, Part C, funds, you must give priority to migrant children who are failing or most at risk of failing to meet the State's challenging academic content and academic achievement standards, and whose

education has been interrupted during the regular school year.

3. In the planning and operation of MEP projects and activities, you must consult regularly with migrant parents through the district's parent advisory council (PAC).
4. To the extent feasible, the district's MEP will provide for the following:
 - *advocacy and outreach activities for migratory children and their families, including coordination to allow them to gain access to other education, health, nutrition, and social services (Migrant Services Coordination (MSC))
 - *professional development programs, including mentoring, for teachers and other MEP personnel
 - *family literacy programs, including such programs that use models developed under Even Start
 - *the integration of information technology into educational and related programs
 - *programs to facilitate the transition of secondary school students to postsecondary education or employment
 - *supportive services for out-of-school youth
5. In the planning and operation of MEP projects, MSC, migrant student identification and recruitment (ID&R), and migrant students' data collection and entry on the New Generation System (NGS) and the Public Education Information Management System (PEIMS) are conducted on a year-around basis.

Title I, Part C Migrant Education Program (212) funds shall not be consolidated with other federal, state, or local funds on this Title I, Part A Schoolwide Campus to upgrade its entire education program. However, the Title I, Part C Migrant Education program funds shall be coordinated with all other Federal, State, and local funds to provide programs and services to eligible migrant students and their families.

Gifted and Talented (GT) Program

Intent and Purpose:

The intent and purpose of the Gifted and Talented Program is to provide a program for students who demonstrate a high degree of intellectual and/or creative ability(ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Pre-Kindergarten Program

Intent and Purpose:

A school district's prekindergarten program shall be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.

State Compensatory Education

Intent and Purpose:

State Compensatory Education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE Program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students.

- * the goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessments (STAAR) and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- * Expenses must directly impact students and cannot be used for parental involvement activities.

Intended Program Beneficiaries:

Students identified by the 13 criteria as at-risk of failing the State Assessment or of dropping out of school.

General Program Requirements:

Any program activity, program personnel, or program materials required by Federal law, State Law, or State Board of Education Rule may not be funded with SCE Funds. SCE Funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping of school can succeed in school.

State Comp Ed may upgrade a Title I Schoolwide Program if:

- * SCE Funds and Full Time Equivalents (FTE) are a part of the campus budget.
- * LEA Maintains documentation that all funded programs and strategies are supported by scientifically based research
- * Schoolwide Campuses must be identified in the most current SAS (Schedule SC5000 of the consolidated Application for Federal Funding at a true 40% low income or higher.

Individuals with Disabilities Education Act (IDEA) Special Education Program

Intent and Purpose:

IDEA and Special Education programs require school districts to provide individuals with disabilities between the ages of three and twenty-one a free appropriate public education that is designed to meet each child's unique needs and prepare them for employment and independent living.

The IDEA has three primary purposes:

1. To assure that all children with disabilities receive a free appropriate public education that emphasizes special education and related services designed to meet their unique needs.
2. To protect the rights of children with disabilities and their parents and guardians.
3. To assist the states in providing for the effective education of all children with disabilities.

Title I, Part A School-wide 10 Components

1. Conduct a comprehensive needs assessment which may include, but is not limited to TAKS/STAAR, TPRI, RPTE, PBM, AEIS indicators, staff development, HQ Teacher Report, and Campus Snapshot data (gathered by ESC17 including teacher, student, and parent surveys and interviews).
2. Ensure Schoolwide reform strategies that address areas of weakness as identified in the Comprehensive Needs Assessment, such as: Quality Staff Development Opportunities, TAKS/STAAR Remediation Classes, use of effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the district, but particularly the needs of low-achieving children and those at-risk of not meeting State Student Academic Achievement who are members of the target population of any program that is included in the school-wide program.
3. Ensure instruction of all students by highly qualified staff and complete highly qualified forms for each teacher and paraprofessional.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Attract highly qualified teachers by attending job fairs, recruit from teacher certification programs, and advertising - especially for high needs schools.
6. Provide parent involvement activities in accordance with section 1118, such as family literacy programs.
7. Assist pre-school students in the transition from early childhood programs to elementary school by conducting a pre-school registration and round-up.
8. Include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Provide activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide
10. Coordinate federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, pre-school programs, vocational and technical education, and job training.

Tahoka Elementary Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary for School Year 2015-2016

Data Sources Reviewed:			
* Campus Summaries Compiled by ESC 17 at the end of the 2014-2015 School Year			
* TAPR, PBMAS, TELPAS, STAAR, PEIMS Data, and the Highly Qualified Report			
* Professional Development Certificates, Discipline Records, Attendance Records			
Area Reviewed:	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for the District, including how Federal, State, and Local funds will be used?
Demographics:	Student demographics are representative of a diverse student body with about 60% Hispanic, 30% White and 5% African American. Class average sizes are below the state levels on all campuses. Staff is diverse with approximately 35% of the staff composed of minority members. Teacher to student ratio is under 11 to 1. The majority of our Kindergarteners attend PreK.	Improve low performing sub-pop student achievement (Hispanic, At-Risk, and Economically Disadvantaged). 3% of students are identified at GT. Screen and serve GT students.	Continue to provide training, staff development, and resources that focus on improving achievement for our Hispanic, At-Risk, and Economically Disadvantaged students using State and Local Funds.(SW #2, 3, and 4)
Student Achievement:	Disaggregate data using Eduphoria Aware. All campuses met standard and the campus as a whole met standard through the state accountability system for 2015. Index 2 we did not meet system safeguards.	Facilitate and offer teacher training and support for increasing student engagement and success. Work to increase teacher understanding and use of eduphoria! Aware software for data disaggregation.	Continue funding of TEKS Resource System, tutoring, eduphoria! Aware and other remediation initiatives with State and Local funds. Continue to provide and locate quality staff development for all teachers and staff. (SW #2, 4, and 9)
School Culture and Climate:	PBIS (Positive Behavioral Interventions and Support) implementation has been successful on all 3 campuses and will continue to be implemented. Installation of security/surveillance cameras both inside and outside of campus buildings has improved safety of district. Implementation of PLCs (Professional Learning Communities) is in the beginning stages at 2 campuses and will begin implementation on 3rd campus ASAP.	Increase rigor and student engagement - resulting in less down time for students. Continue to monitor and prevent bullying, and education of both students and staff in regard to the identification and ways to stop bullying on our campuses.	Continue building Positive Behavior practices on all campuses using State and Local Funds. Improving student behavior will improve the overall climate and success of the school. (SW #2)

Staff Quality/Professional Development:	The campus employs 100% HQ teaching and paraprofessional staff. 50% of the staff has over 5 years of teaching experience. Campus utilization of Monday early release optimizes time which teachers stay in class and receive staff development after school on those days. New teachers are assigned mentors. Principals actively use walkthrough documentation to determine staff development needs.	Improve the use of common terminology used throughout the district which is aimed at instructional improvement as a means of addressing the needs of the varied learners. Increase teacher awareness and skills with quality staff development offerings in the areas of using technology in the classroom, using data to guide instruction, and student engagement.	Professional Development will continue using Title I, State and Local Funds. (SW #2, 4, and 8)
Curriculum, Instruction, and Assessment	Strong Pre-K, ESL, GT, and Special Eduactin Programs, Increased learning opportunities provided through remediation courses for struggling students, The district utilize a district wide consultation committee and the campuses utilize campus consultation committees. Parent involvement is stressed through Title 1 programs.	Provide ongoing Professional Development for everyone involved in these programs. Aligned interventions for PreK-5th grade.	State and Local Funds will continue to be used to maximize the functioning of these programs, (SW #2, 4, and 7)
Family and Community Involvement:	Strong parent communications in the areas of: Tuesday Packets, weekly e-Newsletters, Parent Portal, School Reach Phone System, teacher/parent e-mails and booster clubs and Parent Organizations. Continue Snack Pack for Kids with the help of the Community.	Partner with PTO for Family Activity Nights. Work to increase parent attendance at Title 1 Meetings and parent/teacher conferences. Work to promote a positive image within the community.	Local Funds used to offer incentives and things to encourage parent attendance, and to fund the use of School Reach, etc. (SW #6)
School Context and Organization:	Strong Pre-K, ESL, and Special Education Programs. Increased learning opportunities provided thorough remediation courses for struggling students. The district utilizes a district wide consultation committee and campuses utilize campus consultation committees. Parent involvement is stressed though Title 1 programs.	Provide ongoing Professional Development for everyone involved in these programs.	State and Local Funds will continue to be used to maximize the functioning of these programs. (SW #2, 4, and 7)

Technology:	Daily technology instruction	Create a plan for sustaining and maintaining student technology for Elementary student use (Pre-K through 5th).	State and Local Funds will be used to continue sustaining, improving, and expanding technology to enhance learning experiences for all students. (SW #2, 6, 9, and 10)
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All three Tahoka ISD Campuses have a Title I School-Wide Program: Tahoka Elementary, Tahoka Middle School, and Tahoka High School. The TISD has an in-residence Economically Disadvantaged rate of 66.4% (based on the 2013-2014 Texas Academic Performance Report (TAPR)).

Multiple sources are used to support each of the educational programs in the District. The funds used and amounts are as follows (12-16-2013 NOGA Amounts):

<u>Fund Source</u>	<u>Allocation Amount</u>
Title I, Part A	\$ 84,276 (\$157,300 - District Total)
Title I, Part C	26,915 (51,139 - District Total)
Title II, Part A	43,130 (REAP 100% for Title 1A purposes)
SCE Funds	253,813 FTEs:9.33 (\$501,010 FTEs: 17.11 - District Total)
SPED	62,068 (\$107,585 (SSA - 4 Co. Coop) District Total)

In consultation with the local auditor, business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:

Tahoka ISD ensures that records are kept that demonstrate that the Federal Funds, including Title I, Part A funds, are used to support activities that address specific activities that educational needs of the school identified by the district's Comprehensive Needs Assessment and are articulated in the Schoolwide Program Plan. These records do not need to identify, by program, the specific activities supported by those program funds. However, the district ensures that the Schoolwide campuses contain sufficient resources and activities to reasonably address the intent and purposes of each of the consolidated Federal programs, particularly as the relate to the lowest performing students (Section 114(a)(3)(C)).

Tahoka Elementary Improvement Plan

District Goal #1: To maximize success for all students, Pre-K through 5, while reducing achievement gaps, Pre-K through 12, by strengthening and adding rigor and depth to our academic programs.

Performance Objective #1: Curriculum Alignment - 1.1

- * **80% of all students and student subpops will pass the STAAR assessments in all tested areas.**
- * **All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses.**
- * **All teachers will organize TEKS-Based instruction according to the TEKS Resource System (Formerly C-Scope) and implement this resource along with the Scope and Sequence.**
- * **All teachers will utilize classroom assessments designed to measure the progress of each student toward mastery of the TEKS and determine appropriate interventions to ensure mastery of that objective.**

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.1.1 Tahoka ISD will conduct a comprehensive needs assessment to make data driven decisions toward the goal of maximizing student achievement for all students. This CNA will include data from state assessments, dropout numbers, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, course completion, and surveys.	Superintendent Principals Teachers	TxEIS State Reports Federal Reports PEIMS AWARE ESC 17 Campus Surveys	Needs assessments and surveys will be ongoing throughout the year	District administrators will complete compilation of needs assessment data	Administrators will review needs assessment data and with input from SBDM committee, use the data to update and revise the district plan.
1.1.2 All teachers will prepare or update individual Scope and Sequences, using the TRS Year at a Glance document for planning.	Principals Teachers	TEKS Resource System TEKS Local/State Funds	Scope & Sequence to be reviewed and revised according to data.	Reconciliation of YAGs and TEKS verification documents reviewed in August by teachers and revisions made according to data.	Teachers lesson plans, and activities posted on their websites.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.1.3 Unit assessments will measure student mastery of objectives on a summative basis. Formative assessments will be made several times each week. Tests will assess the TEKS included on each lesson/unit included on the YAG.	Principals Teachers	TEKS Resource System TEKS Local/State Funds AWARE	TRS Unit Assessments used to make Sumative assessments with each unit and more frequent quizzes for formative assessments	Grades visible in the Parent Gradebook Portal	Assessment results are evaluated and data collected by teachers and curriculum specialists to determine intervention for students.
1.1.4 Professional Learning Communities will meet once each week to ensure content is aligned by grade level. Vertical Alingment will occur twice per month.	Principals Teachers	TEKS Scope & Seq. PLC data	Weekly/monthly	Content meeting minutes	Data analysis of State Assessments and AWARE data on all local tests.
1.1.5 Benchmark data analysis will be the basis for development of focused interventions targeting areas of greatest instructional need.	Principals Teachers	Eduphoria: AWARE and locally developed assessments. Leveled Literacy Intervention (LLI)	Grade level benchmark testing for all core areas administreed 6 weeks prior to State testing.	Results and analysis of benchmarks shared with teachers, students, SST team members, and principals. Data will determine tutorials and intervention strategies needed.	Data analylsis of State Assessment results.
1.1.6 Campus STAAR testing results will be analyzed by all campus staff and used to revise instructional program for new school year.	Principals Teachers Test Coordinator	AWARE data STAAR data	Data disaggregation days scheduled into summer staff development	Scope & Sequence revision and YAG reconciliation changes made according to data	Revised Scope & Seq and YAGS compared to school calandar to ensure sufficient time to cover TEKS.
1.1.7 Professional development will be targeted to improve student achievement.	Principals Teachers	Regioin 17 ESC Title I, Part A Title II, Part A Local/State Funds	As needed.	PDAS, student successes	PD completed by May with continuted planning for continuing PD based on STAAR data and CNAs.
1.1.8 The district will continue to hire, retain, and develop a highly qualified staff.	Superintendent Principals Teachers	Regioin 17 ESC Title I, Part A Title II, Part A Local/State Funds Job Fairs Mentoring of new teachers	Ongoing	NCLB Highly Qualified Reports	Staff turnover rate and NCLB HQ reports.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.1.9 Remediation opportunities will be offered for all students failing any portion of the STAAR test.	Principals Teachers	tutoring, STAAR review classes.	Planned in August and carried out and revised throughout the school year.	Test results from benchmarks, local assessments, and unit assessments.	Benchmark data, STAAR scores, data analysis, TRS Unit assessment data.
1.1.10 Alternate assessments will be administered in PK through 2nd grade and at least 90% of the students will demonstrate expected improvement in achievement.	Elem. Principal Teachers PK-2 LPAC and ARD Committees.	Assessments - TPRI, LLI, iStation, etc.	Identification of appropriate assessment and tests administered at appropriate time throughout year.	Assessment results for each student population.	Assessment data, reviewed by teachers, campus admin, special ed teachers, etc.
1.1.11 Provide aligned, immediate, intense targeted acceleration opportunities for students failing to master academic objectives.	Asst. Supt./Curr Dir. Elem. Principal Teachers PK-2 SST Teams	Local/State Funds Title I, Part A Title II, Part A SCE Funds HS allotment,	Ongoing according to student needs or accomplishments	Grades, benchmarks, progress monitoring	Benchmark data, STAAR data, and Unit Assessments
1.1.12 Provide intervention through class modifications, PLC meetings, and SST teams for students failing to master academic objectives	Principals Teachers SST Teams	Local/State Funds Title I, Part A Title II, Part A SCE Funds SPED Funds	Ongoing	SST meeting minutes Grades, benchmarks, unit assessments.	Formative and Summative assessments, STAAR test results
1.1.13 Provide enrichment opportunities for students that meet standard on	Principals Teachers	Aware Data STAAR Data	ongoing	Grades, benchmarks, individual student	Benchmark data, STAAR data, and Unit Assess-

assessments but fail to make growth.		Assessments - tutoring		trackers.	ments
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Performance Objective #2: Attendance and School Safety
 1.2 Improve school attendance rates and retention rates - including a focus on school health and safety.
 * Attendance will be greater than 97.5%.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.2.1 Include Board adopted attendance policy in all campus student and faculty handbooks.	Superintendent	Printing Costs Local/State Funds	August	Board Approved Policy	TAPR Data
1.2.2 Monitor and track individual attendance.	Attendance Clerk District Police Principals Teachers	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.2.3 Contact parents when an individual student's attendance drops below 94%.	Principals Attendance Clerk District Police Teachers	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.2.4 Monthly reporting of attendance to Superintendent and School Board	Principals	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.2.5 Provide attendance incentives.	Principals	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.2.6 Identify students needing extra instruction by meeting with grade level teachers and determining which students need help with all Academic Core Areas.	Principals Teachers Counselor Dist. Test Coord.	TAKS/STAAR Data Grades	Ongoing	Report Cards, Benchmarks, STAAR and TAKS data, and Teacher evaluations	Disaggregated TAKS/STAAR PBM, TAPR and AYP data.
1.2.7 Provide accelerated academic courses and tutorials which address specific deficiencies of individual students - PK-5.	Principals Teachers Curr. Dir.	Title I, Part A SCE and Grant funds	Ongoing	Lesson plans, Student reports	Disaggregated TAKS/STAAR PBM, TAPR and AYP data.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.2.8 Hold regular SHAC meetings to coordinate programs and activities targeting comprehensive student health	Dist. Nurse Superintendent Principals Parents Teachers	Region 17 ESC Local Health providers	Committee meetings held throughout the school year	Review of activities by the SHAC comm.	Review by Supt. And SHAC committee.
1.2.9 Review and revise Emergency Operation Plan.	District Officer Principals Teachers Dist. Resource Officer	Local/State Funds	Ongoing	Drill response time, evaluation of accurate and efficient emergency response.	Effective response to any emergency incident and Safety Audits.
1.2.10 Administer Fitnessgram to all students and utilize data to improve and provide additional fitness activities.	PE/Athletic Teachers Technology Dir. Principals	Local/State Funds	Ongoing	Review of Fitnessgram reports.	Fitnessgram Data
1.2.11 Implement policies dealing with dating violence, sexual harassment, and abuse of children.	Dist. Nurse Superintendent Principals Parents Teachers	Local/State Funds	Ongoing	Incident reports	Review of incident reports

Performance Objective #3: Technology

1.3 Students and teachers will be provided with current technology and opportunities to become skilled in accessing and utilizing technological information systems.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.3.1 Seek all available resources to improve and increase technology hardware and software on all campuses.	Superintendent Technology Dir. Principals	Internet, TEA, E-Rate, Local Funds	Continuous	Computers, laptops, software	Technology installed and available for use.
1.3.2 Enforce acceptable use policy for students and teachers using the internet.	Technology Dir. Principals	Local Funds	Continuous	Policy distributed and signed by all.	Number of acceptable use violations reported.
1.3.3 Utilize technology to better communicate with parents and community.	All TISD	Local Funds	Continuous	Parent feedback and needs assessment	Needs assessments and parent surveys.
1.3.4 Enhance technology skills of teachers and staff through targeted staff development.	Superintendent Technology Dir. Principals	Local Funds ESC 17	Ongoing	PD Registrations	Technology use.
1.3.5 Utilize data from StAR Charts to improve technology and technology training and SD.	Technology Dir. Principals Staff	Local Funds ESC 17	Continuous	StAR Chart Reports	Future StAR Charts
1.3.6 Identify, promote and/or continue the use of research based curricula using technology to enhance student environment.	Superintendent Technology Dir. Principals Teachers	Laptops, Computer labs, TEKS based lesson plans, student projects, software such as APEX, Symphony Math, Lexia, etc.	ongoing	Frequency of student technology use, lesson plans, princ. walk-throughs.	Student success.

Performance Objective #4: Staff Development and Highly Qualified

1.4 TISD will provide appropriate staff development and professional growth for all administration, faculty, and staff, and ensure 100% of our teachers are Highly Qualified.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.4.1 Provide scientifically research based staff development opportunities for all teaching staff in the areas of all core courses as appropriate.	Principals Asst. Supt. Region 17 ESC Teachers	ESC 17 ITV Lab, Internet access, Local/State Funds Title I, Part A	Ongoing	ESC 17 Contract PDAS Documents, lesson plans	Student/Teacher success STAAR data, etc.
1.4.2 Provide appropriate technology training for all employees.	Principals Asst. Supt. Region 17 ESC Teachers	ESC 17 ITV Lab, Internet, Local/State Funds Title I, Part A	Ongoing	ESC 17 Contract PDAS Documents, lesson plans	Student/Teacher success STAAR data, etc.
1.4.3 Provide targeted training, including GT, ESL, and dyslexic training for all teachers and administrators.	Principals Asst. Supt. Region 17 ESC Teachers	ESC 17 ITV Lab, Internet, Local/State Funds Title II, Part A GT and ESL funds	Ongoing	ESC 17 Contract PDAS Documents, lesson plans	Student/Teacher success STAAR data, etc.
1.4.4 PD opportunities will be targeted to improve student achievement and individual teachers will attend staff dev. that targets individual needs.	Asst. Supt. Principals Teachers	ESC 17 Title II, Part A Title I, Part A Local/State Funds	Ongoing - as needed	Walk-throughs and PLC meetings, and PDAS	Follow up between teachers and principal, and STAAR scores.
1.4.5 Maintain the 100% status of HQ teachers on all campuses.	Asst. Supt. Principals	Title I, Part A Title II, Part A Local/State Funds	Ongoing	Check on certification status	HQ Teacher reports and teacher retention/turn over rate.
1.4.6 Attract and retain HQ teachers: Job Fairs, PD, Mentoring.	Asst. Supt. Principals Superintendent	Title I, Part A Title II, Part A Local/State Funds Region 17	Ongoing	Check on certification status	HQ Teacher reports and teacher retention/turn over rate.
1.4.7 Ensure that low-income and minority students are not taught at a higher rate than other student groups by teachers who are not HQ.	Asst. Supt. Principals Superintendent Counselor	Title I, Part A Title II, Part A Local/State Funds Region 17	Ongoing	Check on certification status and student schedules	HQ Teacher reports and student course schedules.

Performance Objective #6: Dyslexia and 504 Student Programs

* Tahoka ISD will offer comprehensive 504 and Dyslexia Programs.

* At least 80% of our Dyslexic and 504 students will pass the STAAR exams.

* All students identified with dyslexia or a related disorder will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.6.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services on each campus.	Asst. Supt. Principals Counselor SST teams Diagnostition	Local/State Funds Title I, Part A	Ongoing	Staff training to identify struggling students.	List of students eligible for services.
1.6.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties.	Asst. Supt. Principals Counselor SST teams Diagnostition	Local/State Funds Title I, Part A	Ongoing	Written procedures	Students identified and enrolled in dyslexic program.
1.6.3 Provide services for students who might be eligible under Section 504.	Asst. Supt. Principals 504 Coord. SST teams Diagnostition	Local/State Funds Title I, Part A	Ongoing	List of students identified.	List of students served.
1.6.4 Provide research based staff development for teachers of dyslexic students, and ensure teachers have proper training, certifications, and/or endorsements.	Asst. Supt. Principals	Local/State Funds Title I, Part A Title II, Part A	Ongoing	PD Registrations	PD Certificates, and teacher certifications.
1.6.5 Conduct a comprehensive needs assessment to deterring program areas of strengths and weaknesses.	Asst. Supt. Principals Teachers	Local/State Funds TPRI and other assessments.	Ongoing	List of students identified. Assessment results, grades.	Disaggregated data and success of students.
1.6.6 Monitor student progress.	Teachers Principals Diag. & SE Dept.	Local/State Funds Title I, Part A	Ongoing	Progress Measures	Skill mastery.

Performance Objective #7: ESL

* Tahoka ISD will offer a comprehensive English as a Second Language program.

* At least 80% of our ESL students will pass the STAAR exams.

* All students identified as ESL will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.7.1 Identify and provide all LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English Language.	ESL Certified teachers	ESL Funds Local/State Funds Title III Funds	With student enrollment	Home Language Surveys	ESL identified students
1.7.2 Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses.	Asst. Supt. Principals Teachers	TAKS/STAAR, TELPAS, LPAC records, AWARE Spanish tests	Ongoing	Disaggregated student data	Written annual evaluation of ESL Program.
1.7.3 Provide research based staff development for teachers of ESL students, and ensure teachers have proper training, certifications, endorsements.	Asst. Supt. Principals	Local/State Funds Title I, Part A Title II, Part A	Ongoing	PD Registrations	PD Certificates, and teacher certifications.
1.7.4 Monitor student progress.	Teachers Principals Diag. & SE Dept.	Local/State Funds Title I, Part A	Ongoing	Progress Measures	Skill mastery.
1.7.5 Ensure that LEP students are not over represented in SE or underrepresented in G/T education.	Administration LPAC Members	LPAC Record SPED and G/T referrals	Ongoing	List of identified or recommended students in ESL.	PBMAS
1.7.6 Provide opportunities for parents of ESL students to participate in school sponsored activities, be involved in the education of their children, be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects.	Administration LPAC Members ESL Teachers SBDM Comm. Parents	Local/State Funds ESL Funds	Ongoing	School calendar of parent involvement activities.	Parent sign in sheets

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
and meet challenging state standards expected of all students.					
1.7.7 Address PBMAS performance and compliance reports by completing required intervention level.	Asst. Supt. Administration	ESL Funds Local/State Funds	Spring	Agenda	Written strategies, Improvement Plans Compliance documentation
1.7.8 Ensure that information to parents is provided in the home language.	Administration ESL Teachers LPAC Comm.	ESL Funds Title III funds Local funds	Ongoing	Qualified translators on each campus	Copies of notices to parents.
1.7.9 Continue to recruit and retain HQ ESL staff.	Administration	Local/State Funds ESL Funds	When hiring	Positions posted	Fully certified staff hired.
1.7.10 Maintain that all required teachers are ESL Certified.	Asst. Supt. Principals ESL Coord.	Local/State Funds ESL Funds	Ongoing	ESL Certification exams	ESL Certifications

Performance Objective #8: Gifted and Talented

- * Tahoka ISD will offer a comprehensive G/T program.
- * At least 90% of our G/T students will pass the STAAR exams.
- * All students identified as G/T will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.8.1 Update written policies that include provisions regarding furloughs, reassessments, exiting of students from the program, trsf. students, appeals of district decisions regarding program placement.	Administration	Local	Spring	Agenda	Written policies Handbook
1.8.2 Maintain written policies on student identification that are approved by the Board and given to parents through Handbooks.	Administration G/T Staff	Local	August	Aganda	Written policies Handbook
1.8.3 Continue annual student nominations process with particular focus on ESL, economically disadvantaged, SE, migrant, and minority student placements.	Administration G/T Staff G/T Selection Committee	Local	Ongoing	Agendas, minutes, sign in sheets	List and records of student nominations.
1.8.4 Provide an advanced and challenging curriculum to all G/T students.	Administration Curr. Dir. G/T Staff	Local G/T Funds ESC 17	Ongoing	Lesson plans	Student projects, Student success.
1.8.5 Ensure equity of opportunity for all students for identification selection, including the use of non verbal assessment and the use of native language.	Administration Curr. Dir. G/T Staff	Local G/T Funds ESC 17	Ongoing	Lists of nominated students.	List of tests used for identifying students using non verbal and native language.
1.8.6 Continue to provide opportunities for all teachers to obtain 30 hours of G/T training.	Administration G/T Staff ESC 17	Local Funds G/T Funds ESC 17	Ongoing	Planned PD	Attendance certificates.
1.8.7 Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities.	Administration G/T Staff ESC 17	Local Funds G/T Funds ESC 17	Ongoing	Parent Involvement Calendar	Parent participation sign in sheets.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.8.8 Conduct an annual evaluation including surveys of students' families, program staff, and other district staff and use the data gathered to modify and update the G/T program.	Administration G/T Staff ESC 17	Local Funds G/T Funds ESC 17	Spring	Survey Campus Snapshots Needs Assessments	Summary Report
1.8.9 Ensure all required teachers receive annual update training.	Administration G/T Staff	Local Funds G/T Funds ESC 17	Annually	List of GT Teachers	Certificates showing required 6 hours annual update.
1.8.10 Review PBMAS performance data as they relate to G/T.	Asst. Supt. Principals G/T Staff	G/T Funds Local Funds	Spring	PEIMS data and PBMAS Reports	PBMAS Performance data reports and compliance documents.

Performance Objective #9: Migrant

- * Tahoka ISD will offer a comprehensive Migrant Education program.
- * At least 90% of our Migrant students will pass the STAAR exams.
- * All students identified as Migrant will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.9.1 Identify and recruit eligible Migrant children ages 3-21 through home visits, visibility in community churches, etc.	MEP Coordinator MEP Staff	Local Funds MEP Funds	Ongoing	Logs / Schedules	COE
1.9.2 Remain current on NGS entries, reports and attend NGS trainings and SDs.	MEP Coordinator MEP Staff	Local Funds MEP Funds	Ongoing	Reports, trainings scheduled.	Reports and Certificates
1.9.3 Provide either a home-based or school based early childhood education program for children ages 3-second grade.	MEP Coordinator MEP Staff	Local Funds MEP Funds	Ongoing	Checklists, progress reports, report cards, TPRI.	Annual Evaluation Report
1.9.4 Continue to update Migrant student list for PEIMS and other campus personnel.	MEP Coordinator MEP Staff PEIMS Coord.	Local Funds MEP Funds TxEIS	Ongoing	Student list	Student list.
1.9.5 Provide parent involvement programs, including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with students' parents and participate in school sponsored activities.	Administrators MEP Coordinator MEP Staff	Local Funds MEP Funds	Ongoing	Parent Involvement activity calendar.	Agendas, minutes, parent sign in sheets.
1.9.6 Conduct an annual eval. including surveys of students' families, program staff, and other district staff and use the data gathered to modify and update the Migrant program.	Administration MEP Staff ESC 17	Local Funds MEP Funds ESC 17	Spring	Survey Campus Snapshots Needs Assessments	Summary Report
1.9.7 Provide list of the migrant students who have needs of the highest priority to campus admin. and teachers (PFS Report).	Administration MEP Staff ESC 17	Local Funds MEP Funds ESC 17	Monthly	PFS Reports	PFS Reports

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.9.8 Review NCLB Consolidated Grant Application.	MEP Prog. Coord. Administrators MEP Staff	Time	August	Scheduled meeting	Meeting minutes, PBMAS reports, etc.

Performance Objective #10: Pre-Kindergarten

* Tahoka ISD will offer a comprehensive Pre-Kindergarten program for 4 year olds.

Title I, Part A Schoolwide Component #7 - Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary programs.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.10.1 Continue to provide a four year old Pre-K Program.	Administration	Local Funds Title I, Part A Title II, Part A	Ongoing	Observations and Walk-throughs	Teacher and program evaluations.
1.10.2 Ensure all teachers and para-professionals involved with the program have the proper certification and/or endorsements.	Administration	Local Funds Title I, Part A Title II, Part A	Ongoing	Interview process	Teacher certificates.
1.10.2 Provide research based staff development of teachers and paras.	Administration ESC 17 Curr. Dir.	Local Funds Title I, Part A Title II, Part A	Ongoing	Campus Calendar	Attendance certificates.
1.10.3 Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities.	Administration	Local Funds Title I, Part A Title II, Part A	Ongoing	Campus Calendar	Agendas, sign in sheets, calendars.
1.10.4 Continue to provide a full day Pre-K curriculum which reflects a balance in all areas of learning and encourages children to be actively engaged and to experience a variety of activities and materials.	Pre-K Teachers Curr. Dir.	Local Funds	Ongoing	Lesson plans and observations.	Summary of assessment instruments.
1.10.5 Provide activities (e.g. registration day, roundup, classroom and campus visits) to ensure a smooth transition for children to public school.	Elem. Principal Pre-K Teachers	Local/State Funds	Throughout year	Activities scheduled, notifications, agendas.	Observations.
1.10.6 Identify four year old students through communication to the community in both English and Spanish.	Elem. Principal	Local/State Funds	Throughout year	Notices posted, newspaper articles, letters, etc.	Copies of notices.

Performance Objective #11: Special Education

- * Tahoka ISD will offer a comprehensive Special Education Program
- * 80% of all SE students will pass the appropriate State Assessment.
- * All students identified as a Special Ed Student will receive appropriate services.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.11.1 Ensure that all teachers and paras involved with the SE program have the proper certifications and/or endorsements and/or certificates of training required to teach this SE program.	Adminstrators SPED Coop. Diag.	SPED Funds Title I, Part A Title II, Part A	July - August	Interview process and review of personnel files	Certifications
1.11.2 Provide relevant research based professional staff dev. for professional staff and paras who work with students with disabilities.	Adminstrators ESC 17 Curr. Dir. SPED Coop.	SPED Funds Title I, Part A Title II, Part A	Ongoing	Staff Development calendar	Attendance Certificates
1.11.4 Ensure all students with disabilities have access to the general curriculum.	Superintendent Asst. Supt. Counselor SPED Coop. SE Teachers Gen. Ed. Teachers	SPED Funds Title I, Part A Local Funds	Ongoing	ARD / IEPs	Student schedules
1.11.5 Implement RTI strategies prior to referral to SE.	Diag. SE Teachers Gen. Ed. Teachers Principals	Title I, Part A	Ongoing	Pre-referral comm. Meeting minutes	SE Referrals PBMAS
1.11.6 Provide training to teachers regarding modifying the curr. for students with disabilities.	Diag. SPED Coop. ESC 17 Adminstrators	SPED Funds Title I, Part A Title II, Part A Local Funds	August	Agenda	Sign in sheets.
1.11.7 Conference with parents. Encourage parental involvement and provide opportunities for parents of SE children, through school sponsored activities (open house, UIL, Booster Clubs, etc.).	Superintendent Asst. Supt. Counselor SPED Coop. SE Teachers Gen. Ed. Teachers	SPED Funds Title I, Part A Title II, Part A Local Funds	Ongoing	Parent involvement activities scheduled on school calendar.	Sign in sheets.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.11.8 Conduct a comprehensive needs assessment of SE students which may include, but is not limited to, TAKS/STAAR, TPRI, RPTE, PBMAS, TAPR Indicators, AYP, SE Annual Rept., etc.	Diag. SPED Coop. ESC 17 Adminstrators	SPED Funds Title I, Part A Title II, Part A Local Funds	Spring	Disaggregated data and Campus Snapshots	Areas of strengths and weaknesses.
1.11.9 Address PBMAS performance and compliance reports by completing required intervention level.	Asst. Supt. Administration	ESL Funds Local/State Funds	Spring	Agenda	Written strategies, Improvement Plans Compliance documentation

Performance Objective #12: Title I, Part A, Schoolwide

* 90% of all students on all campuses will pass STAAR Assessments.

Tahoka Elementary, Middle School, and High School Campuses are all Title I, Part A Schoolwide, with a student poverty of at least 40% that combines federal funds with SCE funds to upgrade services for at-risk students on this Schoolwide campus with \$253,813 and 9.33 FTEs. All campus staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low performing students.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
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10 Components:

1.12.1 Conduct a comprehensive needs assessment which may include, but is not limited to, TAKS/STAAR, TPRI, RPTE, PBM, TAPR Indicators, AYP, etc.	Administrators SBDM Curr. Dir. Asst. Supt.	Federal, State, and Local Funds Aware, Needs Assessment	Ongoing	Disaggregated data	Areas of strength and weaknesses identified
1.12.2 Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment.	Administrators SBDM Curr. Dir. Asst. Supt.	Federal, State, and Local Funds ESL and SCE Funds Title I, Part A Title II, Part A	Continuously	Class schedules, diagnostic and progress monitoring assessments, Tier I and Tier II logs.	Increased student scores on STAAR/TAKS/TPRI.
1.12.3 Ensure instruction of all students by HQ staff.	Principals Teachers Curr. Dir. Asst. Supt.	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	List of teachers	Teacher certifications, HQ forms on file and completed for each new teacher.
1.12.4 Provide research based staff development for professional staff and paraprofessionals to maintain 100% HQ status.	Principals Teachers Curr. Dir. Asst. Supt.	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	Staff Development calendars	Attendance Certificates
1.12.5 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting HQ teachers.	Principals Teachers Curr. Dir. Asst. Supt.	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	Teacher job postings	HQ Staff hired.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.12.6 Provide parent involvement activities that are planned by parents in order to increase parent involvement.	Principals Teachers Parents	Title I, Part A Local/State Funds	Continuously	Parent involvement activities scheduled on school calendar.	Sign in sheets at activities to determine needs for increase / decrease.
1.12.7 Conduct a PK registration to assist children in the transition from early childhood programs to elementary school.	Elem. Principal PK teachers	Title I, Part A Local/State Funds Local Newspaper	Spring	Scheduled regist. lesson plans, activities and handouts.	List of children and parents attending.
1.12.8 Conduct a survey of teachers to decide the use of academic assessments.	Principal Teachers	Local/State Funds	Spring	Agenda	List of assessments to be used.
1.12.9 Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic frequent monitoring of student progress and placement in supplemental programs in the core subject areas.	Principals Counselor Teachers	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds SSI	Continuously	Three week progress reports, report cards	Report cards and student success.
1.12.10 Coordinate federal, state, and local services, programs and interventions with the schoolwide program on all three campuses.	Principals Teachers Intervention Team	Title I, Part A ESL Funds Dyslexia Funds Title II, Part A	Continuously	Agenda of meetings	List of programs by campus/district.
1.12.11 Coordinate and integrate Title I, Part A services with other educational services, such as preschool programs, LEP programs, Migrant, neglected or delinquent youth, homeless programs, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.	Administration SBDM Curr. Dir. Asst. Supt.	Federal, State, and Local Funds ESL Funds MEP Funds SPED Funds	Fall	Lesson plans, schedules, agendas, and minutes of planning meetings.	List of programs by campus/district.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.12.12 Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved.	Administration	Time	Fall	Meeting scheduled	Aganda and Sign in sheets.
1.12.13 Revise annually the School-Parent Compact and provide it in English and Spanish.	Administration SBDM	Time	Spring	Agenda of meetings	Approved Compact.
1.12.14 Evaluate Parent Involvement Policy and Parent Involvement program and include parents in the process.	Principals SBDM Parents	Parent Compact	Spring	Agenda, notification of meeting, evaluation of data.	Sign in sheets.
1.12.15 Provide staff development to all staff and parents in order to collaborate and plan program goals and objectives for SD that will build ties between parents and school.	Principals SBDM	Title I, Part A Title II, Part A Local/State Funds	Ongoing	Aganda, etc.	Attendance certificates.
1.12.16 Provide parents information on the level of achievement of their child on the state assessments.	Principals Test Coord. Teachers	Title I, Part A Local/State Funds	When results are received	Student Confidential Reports	Copy of SCR mailed to parents.
1.12.17 Provide timely notice that a child has been taught, or assigned to, a teacher who is not HQ for more than four consecutive weeks.	Asst. Supt. Principals	Title I, Part A Local/State Funds	When situation occurs	Copy of documents sent to parents.	Date documents sent.

Performance Objective #13: State Compensatory Education

Tahoka Elementary, Middle School, and High School Campuses are all Title I, Part A Schoolwide, with a student poverty of at least 40% that combines federal funds with SCE funds to upgrade services for at-risk students on the Schoolwide campuses with \$253,813 and 9.33 FTEs. All campus staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low performing students.

* 90% of all At-Risk Students will pass the appropriate STAAR Assessment.

* 90% of all students on all campuses will pass the appropriate STAAR Assessment.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.13.1 Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students.	Superintendent Asst. Supt. Business Mgr.	TAPR Rept. Local/State Funds	Summer	Disaggregated data	Areas of strengths and weaknesses.
1.13.2 Determine total full time equivalents (FTEs)	Superintendent Asst. Supt. Business Mgr.	TAPR Rept. Local/State Funds	Summer	Daily class schedules PEIMS TxEIS	Increased student scores on STAAR assessments.
1.13.3 Develop a policy for identifying, entering, and exiting students from SCE program using calculation of %110 and cost of regular ed program.	Superintendent Asst. Supt. Business Mgr. Principals	Local/State Funds	Summer	Meeting to develop policy.	Local Policy.
1.13.4 Identify students at risk of dropping out of school using state criteria.	Asst. Supt. Principals Counselor	Local/State Funds	Beginning of year	At-risk criteria distributed	List of At-Risk students identified.
1.13.5 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification.	Asst. Supt. Principals Teachers PEIMS Coord.	Local/State Funds PEIMS	Throughout year	List developed	All teachers have list and supporting documentation.
1.13.6 Conduct a comprehensive needs assessment which includes, but is not limited to, STAAR/TAKS assessments and dropout rates to identify areas to accelerate.	Asst. Supt. Principals Counselor Teachers	Local/State Funds Title I, Part A	May - August	Data disaggregated for at-risk students	Results of Comprehensive Needs Assessment.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.13.7 Serve PK-3 students who failed a readiness test with accelerated intensive program for early literacy.	Elem. Pricipal Teachers Curr. Dir. SST	SCE Funds Title I, Part A Local/State Funds	Throughout year	Identified students failing readiness test placed in program.	TPRI results.
1.13.8 Serve 6-12 grade students with below 70% average in 2 or more subjects with credit recovery.	Principals Counselor	Local/State Funds	Throughout year	Identified students placed in program.	Report Card grades, Completion rates.
1.13.9 Serve pregnant students and parents through parenting programs.	Principals Counselor Teachers	Local/State Funds SCE Funds	Throughout year as needed	Program outline and students placed in program	HS Completion Rates
1.13.10 Serve LEP students through an accelerated program to acquire proficiency in the English language.	ESL Coord. ESL Teachers Principals	ESL Funds Local/State Funds	Throughout year	Progress reports and report cards	TELPAS and STAAR results.
1.13.11 Provided accelerated, intensive p;rogram for all At-Risk students failing the STAAR assessment through tutoring, computer based instruction, specialized classes, etc.	Principals Teachers Counselor Curr. Dir.	SCE Funds Local/State Funds Computers	Throughout year	Progress reports and report cards	STAAR Results and Completion rates.
1.13.12 Provide program for students in DAEP, expelled, on parole, probation and previous dropouts.	Principals Counselor Teachers	SCE Funds DAEP Local/State Funds	Throughout year	Disaggregated data	STAAR Results and Completion rates.
1.13.13 Compile a report that compares state assessment data of students at-risk of dropping out of school and all other district students.	Asst. Supt. Principals PEIMS Coord. Counselor	TxEIS Local/State Funds	June - August	Disaggregated data	Written Report.
1.13.14 Create a report that compares HS completion between students at-rsik of dropping out of school and all other district students.	Asst. Supt. Principals PEIMS Coord. Counselor	TxEIS Local/State Funds	June - August	Data collected	Written Report.
1.13.15 Provide research based staff development designed to assist students at-risk of dropping out of school for professional and papaprofessional staff.	Asst. Supt. Principals ESC 17	Local/State Funds Title I, Part A Title II, Part A	Throught year	Staff development calendar	Attendance certificates.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.13.16 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities (open house, UIL, Booster Clubs, etc.).	Superintendent Asst. Supt. Principals Teachers	Local/State Funds Title I, Part A	Ongoing	Parent involvement activities scheduled on school calendar.	Sign in sheets.
1.13.17 Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	Asst. Supt. Principals SBDM Business Mgr.	Local/State Funds	Spring SBDM mtng	Data collected	Modification of SCE program for At-Risk students if needed.
1.13.18 Ensure SCE Funds are coordinated on the campuses with Federal Funds.	Asst. Supt. Business Mgr.	SCE Funds Title I, Part A	June - August	Preliminary Budget	Audit.
1.13.19 Local School Board annually evaluates SCE program.	Asst. Supt. School Board	Local/State Funds	Summer	Data compiled	Board Minutes.

Performance Objective #14 Highly Qualified Teachers and Staff

* Highly Qualified teachers, who are assisted by Highly Qualified para-professionals, will teach all students at TISD.

Performance Measures:

1. 100% of core area teachers will be highly qualified.
2. 100% of instructional para-professionals will meet highly qualified standards.
3. 100% of new hires will meet highly qualified status prior to employment.
4. NCLB Indicator 3.1 - The percentage of classes taught by highly qualified teachers in the aggregate and high-poverty schools will be 100%.
5. NCLB Indicator 3.2 - The % of teachers receiving high-quality professional development will be 100%.
6. NCLB Indicator 3.3 - The % of instructional para-professionals who are highly qualified will be 100%.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.14.1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites, and maintaining an active webpage with positions posted.	Superintendent Asst. Supt. Principals Technology Dir.	Title I, Part A Local/State Funds	Throughout year	HQ Survey, positions posted, number of job fairs attended, number of applications received.	Positions filled by HQ staff, personnel files, and principal attestations.
1.14.2 Establish an effective teacher mentoring system in order to retain HQ staff.	Principals Teachers	Local/State Funds Title I, Part A Title II, Part A	Throughout year	Experienced teachers are assigned a new teacher and given a checklist to ensure that certain items are covered with new teachers.	Conference with principal, mentor and mentee conducted at the end of each 6 weeks.
1.14.3 Analyze data from all teachers' certifications, testing, SD, transcripts, and service records to ensure that all meet HQ status.	Asst. Supt. HR Dept. Principals	Local/State Funds TEA Website	When hiring	HQ Analysis forms, teacher interviews, PD records, and personnel files	HQ Report submissions with information on all teachers' certifications, testing and conferred graduation date from college, principal attestations.
1.14.4 Assist teachers in maintaining or attaining certification through alternative programs, G/T and ESL certification, coursework and TxES testing as needed in order to assure all staff is HQ.	Asst. Supt. Principals Teachers	Local/State Funds Title I, Part A Title II, Part A	Throughout year	List of teachers who do not meet HQ requirements and PD records.	HQ Plan submitted on each teacher not HQ, and HQ report that shows 100% HQ.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.14.5 Analyze data from para's personnel files to ensure all instructional aides are HQ, with special emphasis on college coursework.	Asst. Supt. HR Dept. Principals	Local/State Funds TEA Website	When hiring	HQ Analysis forms, interviews, transcripts, PD records, and personnel files	HQ form for para-professionals complete, and principal attestations.
1.14.6 Require any instructional para-professional not condised HQ to complete, at minimum, the PAKS before the first day of school.	Asst. Supt. Principals	Local/State Funds	August	PAKS Results, 48 hours college, associates degree, or higher	HQ Form completed before date of hire, principal attestations.
1.14.7 Assign HQ teachers in equal proportions to all campuses and grade levels, including low-income and minority areas.	Asst. Supt. Principals Counselor	Local/State Funds	June-July - when scheduling	Record of Assignments	Staff Directory, HQ Reports, and PEIMS.
1.14.8 Provide incentives for teahcers to attain ESL, G/T, or any other certifications or endorsements.	Asst. Supt. Principals Business Mgr.	Local/State Funds Title II, Part A	Throughout year	PD Records, TxEIS data	personnel files, and State Certifications.
1.14.9 Require 100% of teachers, principals, and other appropriate staff to receive high quality professional development, which includes but is not limited to, technology and NCLB core content areas.	Superintendent Asst. Supt. Principals Teachers	Local/State Funds ESC 17 Title I, Part A Title II, Part A	Throughout year	Enrollment in HQ Professional Dev.	Attendance Certificates.
1.14.10 Retain HQ staff through reimbursement for tests, small class sizes, competitive salaries, and location.	Superintendent Asst. Supt. Principals Business Mgr.	Title I, Part A Title II, Part A Local/State Funds ESC 17	Throughout year	Teacher records of tests and payment, class roster, salary schedule	Title I, Part A Performance Report.

Tahoka ISD Highly Qualified Plan

(All teachers are Highly Qualified at this time.)

Seven Objectives addressed in Highly Qualified Plan:

1. Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%. As of 8-26-2013 100% of Tahoka High School teachers, 100% of Tahoka Middle School teachers, and 100% of Tahoka Elementary teachers are highly qualified to teach the classes they are assigned to teach; and 100% of paraprofessionals are highly qualified in the core academic subject areas.
2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus at 100%. At the end of the 2012-2013 school year, 100% of all teachers on all campuses will be highly qualified to teach the classes they are assigned.
3. Increase or maintain percentage of teachers receiving high quality professional development on each campus to meet 100%. Tahoka ISD requires all professional staff to attend professional development that is provided at the local level as well as by Region 17 ESC and as required by the School Improvement Grant Program. The district may also contract with outside consultants to provide professional development or teachers may attend professional conferences in their respective subject areas. Travel records, certificates of attendance, sign-in sheets, etc, are on file in the central office.
4. Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. Tahoka ISD is a rural, single attendance district with only one grade span per campus. The district is a high poverty, high minority district. However, the district did not receive a Highly Qualified Equity Distribution report from the TEA and is not required to analyze equity gaps.
5. Increase percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%. Tahoka ISD is a rural, single attendance district with only one grade span per campus. The district is a high poverty, high minority district.
6. Attract and retain highly qualified teachers. Tahoka ISD fulfills this requirement by attending job fairs, advertising vacancies in positions, and posting job opportunities on the web. To retain highly qualified teachers the district offers opportunities to take various subject areas tests, small class sizes, salaries competitive with other districts, and location to Texas Tech University, etc..
7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner. Tahoka ISD has formed a partnership with Texas Tech University and Lubbock Christian University in order to enroll prospective teachers into their program should the need arise. Also to provide assistance with test preparations and fees by the end of the current school year.

Tahoka Elementry Improvement Plan

District Goal #2: To grow the capacity of teachers and paraprofessionals on campus in order to facilitate maximum student learning opportunities provided through a safe learning environment

Performance Objective #1: Train all Tahoka Elementary core teachers in 21st century strategies for student engagement, character development, and learning.
Increase student time on task at higher cognitive levels. Increase the alignment of the written, taught, and tested curricula.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
2.1.1 Utilize T-TESS aligned walk through document which will be used to assess and improve teacher performance.	Principal	Local/State Funds	Ongoing	Principal exercises during subsequent meetings	Campus performance
2.1.2 Increase face-to-face meetings with teachers regarding walk-through documentation through the T-TESS appraisal system	Principal	Local/State Funds	Ongoing	Documentation of teacher meetings, noted improvement from one class visit to the next	Total evaluations completed through walk through documentation and subsequent meetings, STAAR scores, benchmarks, failure rates.
2.1.3 Create meaningful staff development opportunities based off walk-through documentation and T-TESS goal setting documentation	Principal	Local/State Funds	Ongoing	Professional development Monday early release days; other faculty meeting agendas	Student academic performance on STAAR, benchmarks, failure rates

Performance Objective #2: To increase the efficiency with which campuses operate in order to maximize the use of staff time and effort and improve fiscal responsibility.

***Optimize the use of personnel in order to meet the varied needs of all learners**

***Incorporate best practices with regard to developing a master schedule of students**

***Increase budgetary awareness of all faculty members with regard to meeting the instructional needs of the students**

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
2.2.1 Train campus administration in best practices with regard to developing a master schedule which best utilizes our highly qualified staff by placing them in positions to best benefit student learning	Superintendent	Local/State Funds	Ongoing	Principal assessment of teacher class loads, students' availability to least restrictive environments, teacher feedback regarding the ability to effectively address the needs of all learners.	Principal summative evaluations, teacher class performance on benchmarks, STAAR data and discipline referrals
2.2.2 Improve the ability of campus personnel to spend district funds in a manner which is fiscally responsible and efficient	Principal Business Mgr.	Local/State Funds Title I, Part A	Ongoing	Percentage of purchases which do not follow operating procedures	Overall campus and departmental expenditures; staff-to-student ratio evaluations.
2.2.3 Implement a program evaluation which determines the effectiveness of our district's use of interventions used for students in danger of failure.	Principal/Teacher	Local/State Funds Title I, Part A	Ongoing	Failure rates, EOC and STAAR benchmark data, attendance at intervention periods	STAAR data
2.2.4 Create a cost savings from the ability to host our own staff development sessions at each individual campus rather than send teachers on trips	Superintendent/Principal	Local/State Funds Title I, Part A	Ongoing	Monies used to facilitate training at the campus level	Cost savings analysis based on previous years expenses for staff development compared with the current year.

Tahoka Elementary Improvement Plan

District Goal #3: To widen and increase TISD's community, business, and parent involvement.

Performance Objective #1: Promote Tahoka Elementary School within the Tahoka Community.

* To communicate the campus's activities and successes to all community stake holders.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
3.1.1 Develop and disseminate a district, and campus, mission and vision statements.	School Board Principals SBDM Staff	Local/State Funds	ASAP	Statements posted	Statements evaluated by SBDM and Board
3.1.2 Strengthen public relations opportunities with local news paper.	Superintendent Principals Athletic Director LCN staff	Local/State Funds	Throughtout year	News releases	News coverage.
3.1.3 Improve opportunities for communications with community about school success - celebrations, media coverage, town meetings, Town Crier, etc.	Superintendent Principals Athletic Director Teachers	Local/State Funds	Throughtout year	Activities planned	Number of community members attending.
3.1.4 Report school events and successes to local television stations to ensure positive media coverage.	Superintendent Principals Athletic Director	Local/State Funds	Throughtout year	Events reported	Positive Media coverage.
3.1.5 Continue contract with local radio stations to cover athletic events on the radio.	Superintendent	Local/State Funds	Throughtout year	Events reported	Positive Media coverage.
3.1.6 Encourage student and teacher groups to make presentations to the local Rotary Club, Church groups, City Counsel, etc.	Superintendent Principals Athletic Director Teachers	Local/State Funds	Throughtout year	Scheduled presentatoins	Community response.
3.1.7 Encourage community to attend events held at, or sponsored by, the school district - e.g. football games and all athletic events, plays, student performances, and all events developed by students.	Superintendent Principals Athletic Director Teachers	Local/State Funds	Throughtout year	Scheduled activities on community calendar and advertised locally	Community response.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
3.1.8 Encourage community members to be involved in Campus and District Site Teams.	Superintendent Principals	Local/State Funds	Throughout year	Copies of communications regarding information.	Participation in SBDM Agendas, sign in sheets.
3.1.9 Provide District and Campus STAAR scores, AYP reports, TAPR reports to community through meetings and newspaper releases.	Superintendent Principals Test Coord. Asst. Supt.	Local/State Funds	Throughout year	Information sent in to local paper.	News coverage.

Performance Objective #2: Strengthen Tahoka Elementary's parent involvement.

* To increase, encourage, and facilitate, increased opportunities for parents/guardians of our students to be actively engaged in their children's education and school system.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
3.2.1 Recruit parent volunteers for academic, extracurricular activities, and Family Activity Nights	Booster Clubs/PTO Teachers Administrators	Local/State Funds	Ongoing	Number of parent volunteers.	Evaluation by SBDM committees.
3.2.2 Provide ongoing opportunities for parents to understand the school community - open house, Title I meetings, SBDM committees, conferences, etc.	Administrators Teachers	Local/State Funds	Ongoing	Parent involvement	Evaluation by SBDM committees.
3.2.3 Continue to commune with parents through weekly e-News.	Principals Technology Dir.	Local/State Funds	Ongoing	Parent response	Parent's informed.
3.2.4 Maintain our SchoolReach phone system to communicate with parents for notifications, emergencies, reminders, etc.	SchoolReach System Technology Dir. Principals Teachers	Local/State Funds	Ongoing	Parent feedback	Parent's informed, feedback, and SBDM evaluation.
3.2.5 Provide information to parents in their home language.	Principals Teachers	Intepreter	Ongoing	Copies of information in necessary language	Copies of information in appropriate language.
3.2.6 Provide training and information to parents about: * Unwanted physical or verbal aggression * Dating violence * Bullying and Cyber bullying * Sexual Harrassment * How to report and get help.	Superintendent Principals Teachers	Local/State Funds	Ongoing	Information gathered and disiminated - flyers, meetings, website, handbooks, etc.	Incident reports, PEIMS reports, Parent surveys.

Addendums

Tahoka Elementary Parent Involvement Policy (Approved 5-08-2014)

Education succeeds best when there is a strong partnership and communication between home and schools. As key players in the education of their children, parents are involved in developing a policy which will achieve maximum effectiveness in the ties between home and school so that children will benefit from their time at school and services provided by the Title I, Part A Program. The parent involvement policy is one that is subject to change and revision in order to remain effective in meeting the needs of children who live in a constantly changing society. Parents and school personnel work together to achieve such a policy.

PARENT INVOLVEMENT POLICIES AND PRACTICES REQUIREMENTS AND HOW ACHIEVED

1. **Requirement:** Involve parents in the joint development, review and improvement of the Title I, Part A Program Plan.

How achieved: Tahoka Elementary will establish a Parent Involvement Committee to develop, implement and review the Title I, Part A Program plan.

2. **Requirement:** Provide parents of participating children timely information about Title I, Part A Programs.

How achieved: Tahoka Elementary teachers, staff, and administrators will meet with parents throughout the school year, both independently and in groups by grade levels.

3. **Requirement:** Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

How achieved: Grade level parent meetings are held at the beginning of each school year. The following items are discussed:

- * A description and explanation of the curriculum in use at Tahoka Elementary.
- * The forms of academic assessment used to measure student progress.
- * The proficiency levels that students are expected to meet.

A more in depth discussion of individual student assessment and expectation will take place between a parent and their child's teachers are needed during the year.

TAHOKA ELEMENTARY SCHOOL 2015-2016

SCHOOL-PARENT COMPACT

Parents: As a parent of a student in Tahoka Elementary School I take responsibility for my child's learning....

- I will have high expectations for my child as an individual.
- I will help my child attend school and be on time.
- I will help my child learn to solve conflicts in positive ways.
- I will communicate and work with teachers and school staff to support and challenge my child.
- I will respect school staff and the cultural differences of others.
- I will encourage my child by looking at their homework, and by helping them to the best of my ability.
- I will be my child's teacher's partner in helping my child to learn.
- I will look for opportunities to praise my child each day.
- I will teach my child to be proud of the school and to have respect for everyone there.
- I will turn off the TV and have a special time to listen and talk with my child each day.
- I will take responsibility for making sure that my child is rested, prepared, and on time to learn each day.
- I will take responsibility for providing at least thirty minutes daily of quiet time in my home for my child to study and make sure their homework is done.
- I will show respect for my child's education by frequently telling my child that education is important and discuss plans for college or continued education past high school.
- I will set high goals with my child and I will provide motivation for them to achieve.

Parent's Signature

Date

Students: As a student in Tahoka Elementary School I will take responsibility for my learning....

- I will attend school regularly.
- I will work hard to do my best in class and school work.
- I will help keep my school safe.
- I will ask for help when I need it.
- I will respect and cooperate with other students and adults.
- I will be in my assigned seat/area ready to work by the time the bell rings.
- I will bring or have paper, pencils, books, and all needed supplies every day.
- I will keep my hands, feet, books, and objects to myself.
- I will follow the teacher's directions.
- I will be proud of my school and have respect for everyone there.
- I will be responsible for my own behavior and attitude
- I will put forth my best effort and attitude.
- I will share three important things happening at school each day with my family.
- I will show respect by treating others like I want to be treated.
- I will respond politely to adults and classmates.
- I will take responsibility for believing in myself and accepting nothing less than my absolute best.
- I will take responsibility for being at school every day.
- I will take responsibility for reading at least twenty minutes every day at home.
- I will take responsibility for respecting myself and all others, even if they are different from me.

Student's Signature

Date

Principal's Signature

Date