



# Tahoka Middle School

CD #153-904-041

## Campus Improvement Plan

2018-2019

Revised 04-2018

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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.

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### **TMS Vision**

TMS will serve the needs of our students so they may be successful in learning. We envision a school where we are:

<b>F-Feels safe</b>
<b>A- actively meeting the needs of all</b>
<b>M- motivated toward success</b>
<b>I-Implementing best practices through TEKS</b>
<b>L-Learning at the fullest potential</b>
<b>Y- Yearning to be our BEST</b>

<b>TAHOKA MIDDLE SCHOOL- BULLDOG BARKS:</b>
<b>B- BELIEVE</b>
<b>A-ATTITUDE</b>
<b>R-RESPECT AND RESPONSIBILITY</b>
<b>K-KINDNESS</b>
<b>S-SUCCESS</b>

**Tahoka ISD Board of Trustees - 2018-2019**

Clay Taylor, President  
Drew Stone, Vice President  
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Slate May, Member  
Doug Green, Member  
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**Tahoka Middle School Improvement Committee (SBDM Committee) - 2018-2019**

Kelly Kieth, Principal  
Paige Rivas, District Rep.  
Heather Anderson, Gen. Ed. Teacher  
Kristi Lockaby, Gen. Ed. Teacher  
BamBam Tomlison, Paraprofessional  
Sharla Askewt, Community/Business Member  
Sannon Lawson, Community Member  
Vicki Ashbrook, Community Member  
Mandi Stone, Parent Rep.  
Maria Elizondo, Parent Rep.

**Campus Summary**

As of September 2017, Tahoka MS had a total enrollment of 134 students - 6 through 8th grade. The ethnicity breakdown is: .0% American Indian, .1.49% Asian, .75% African American, 67.16% Hispanic, 29.1% White, .0% Hawaiian, and 1.49% Two or More. The student body is 49% male and 51% female with an Economically Disadvantaged status of 61.19%.

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

- \* Gifted & Talented: 16 Students (11.94%)
- \* Special Ed: 15 Students (7.628.33%)
- \* 504: 20 Students 12.5%
- \* ESU/LEP: 2 Students (1.49%)
- \* At-Risk: 55 Students (45.33%)
- \* Dyslexic: 16 Students (13.33%)
- \* Economically Disadvantaged: 82 Students (61.19%)
- \* Migrant: 2 Students (1.49%)
- \* Homeless: 4 Students (2.99%)

All three campuses at Tahoka ISD are Schoolwide Title I campuses, with a district economically disadvantaged count of 68% (according to the 2017-2018 data on the SC5000 NCLB Consolidated Application). The district uses the following fund sources to improve our educational programs:

<b>Fund Source</b>	<b>Allocation Amount</b>
Title I, Part A	\$26,298 (\$157,300 - District Total)
Title I, Part C	10,766 (\$ 51,139 - District Total)
Title II, Part A	43,130 (REAP 100% for Title I A purposes)
SCE Funds	66,667 (FTEs: 1.61) (\$501,010 (FTEs: 17.11) - District Total)
SPED	16,551 (\$107,585 (SSA - 4 Co. Coop) - District Total)

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

2018 Accountability Ratings:												
Overall Met standard												
Student achievement Met standard												
School Progress Met standard												
<u>Closing the Gaps Continuous Support</u>												
<b><i>Distinction: Math</i></b>												

## **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.

## Tahoka MS Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary for School Year 2018-2019

Reviewed and approved 4/30/2018

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li>* Campus Summaries Compiled by ESC 17 at the end of the 2017-2018 School Year</li> <li>* TAPR, PBMAS, TELPAS, STAAR, PEIMS Data, Map Testing</li> <li>* Professional Development Certificates, Discipline Records, Attendance Records</li> </ul>			
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?
<b>Demographics:</b>	Student demographics are representative of a diverse student body with about 67% Hispanic, 29% White and .75% African American. Class average sizes are below the state levels on all campuses. Staff is diverse with approximately 20% of the staff composed of minority members. Teacher to student ratio is under 11-to-1.	Improve low performing sub-pop student achievement (Hispanic, At-Risk, and Economically Disadvantaged). Close performance gaps of all 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)
<b>Student Achievement:</b>	Disaggregate data using Eduphoria Aware. All campuses met standard and the campus as a whole met standard through the state accountability system for 2017.	Facilitate and offer teacher training and support for increasing student engagement and success. Offer teachers best strategies through research based sources as a means to accomplishing optimal student learning opportunities. 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)
<b>School Culture and Climate:</b>	CHAMP implementation has been successful on campus 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.	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)
<b>School Culture and Climate:</b>	Champ discipline implementation has been successful on campus and will continue to be implemented. Installation of security/surveillance cameras both inside and outside of campus buildings has improved safety of the campus. Utilizes a random drug testing procedure to prevent student drug abuse. .	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 campus. Improve the use of our PLCs as a means to further develop a vision consistent with improving student success.	Continue building positive behavior practices using State and Local Funds. Improving student behavior will improve the overall climate and success of the school. (SW #2)
<b>Staff Quality/Professional Development:</b>	50% of the staff has over 5 years of teaching experience. New teachers are assigned mentors. Principal is 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)



<b>Curriculum, Instruction, and Assessment</b>	Strong Pre-K, ESL, GT and Special Education Programs. Increased learning opportunities provided through remediation courses for struggling students. The district utilizes a district wide consultation committee and the campuses utilize campus consultation committees. Parent involvement is stressed through Title I 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)
<b>Family and Community Involvement:</b>	Strong parent communications in the areas of: 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.	Work on developing a Community Educational Foundation, Community and Business Partners, and on better parent attendance at Title I 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)
<b>School Context and Organization:</b>	Strong ESL and Special Education Programs. Increased learning opportunities provided through RTI and remediation courses for struggling students. The district utilizes a district wide consultation committee and the campuses utilize campus consultation committees. Parent involvement is stressed through Title I 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)
<b>Technology:</b>	Continue with one-to-one laptop program for Middle School.	Create a plan for sustaining and maintaining our Secondary Campuses' one/one laptop program.	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)

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 they relate to the lowest performing students (Section 114(a)(3)(C)).

# Tahoka Middle School Improvement Plan

**District Goal #1:** To maximize success for all students, 6 through 8, by strengthening and adding rigor and depth to our academic program.

**Performance Objective #1: Curriculum Alignment - 1.1**

- \* A 10% increase of all student subpops will approach, meet, or master 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.

Strategies/Activities	Staff Responsible	Resource Allocation	Time Line	Formative Assessment	Summative Assessment
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 Map Testing	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 Vertical Content Teams (or PLCs) will meet once each 6 weeks to ensure content is aligned.	Principals Teachers	TEKS Scope & Seq. PLC data	Each 6 weeks	Content meeting minutes	Data analysis of State Assessments and AWARE data on all local tests.
1.1.5 Benchmark and Map data analysis will be the basis for development of focused interventions targeting areas of greatest instructional need. An enrichment class will be in place for RTI purposes.	Principals Teachers	Eduphoria: AWARE and locally developed assessments. map testing benchmark testing	Grade level benchmark testing for all core areas administered 6 weeks prior to State testing. 6 week post testing map testing 3 x year	Results and analysis of benchmarks shared with teachers, students, SST team members, and principals. Data will determine tutorials and RTI placement strategies needed.	Data analysis 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 calendar to ensure sufficient time to cover TEKS.
1.1.7 Professional development will be targeted to improve student achievement.	Principals Teachers	Region 17 ESC Title I, Part A Title II, Part A Local/State Funds	As needed.	T-TESS, student successes	PD completed by May with continued planning for continuing PD based on STAAR data and CNAs.
1.1.8 The district will continue to hire, retain, and support an effective staff.	Principals Personnel Staff Superintendent Athletic Director	Region 17 ESC Title I, Part A Title II, Part A Local/State Funds Job Fairs Mentoring of new teachers	Ongoing	content certified teachers	Staff turnover rate

<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, enrichment/ RTI 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. map testing
1.1.11 Provide immediate, intense targeted acceleration opportunities for students failing to master academic objectives.	Principal Teachers LPAC and ARD Committees	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 Assess- ments
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	PLC meeting minutes Grades, benchmarks, unit assessments.	Formative and Summative assessments, STAAR test results

**Performance Objective #2: Post Secondary Success**

1.2 All secondary students will maximize options for post-secondary success  
 \* District will focus on College and Career Readiness standards and student achievement.

<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 Promote the College Readiness "Best Practice" in grades 7-11 to increase college awareness and college readiness and promote school wide college readiness.	MS Principal, Teachers	Title I, Part A Local/State Funds trainings	Ongoing	Evidence of "Best Practice" strategies in all core classrooms	Schoolwide use of "Best Practice" strategies and student success.

**Performance Objective #3: Attendance, Graduation Rate, Drop-Out Prevention, and School Safety**

1.3 Improve school attendance rates and retention rates - including a focus on school health and safety.

\* Drop-out rates will be less than 0.5%.

\* Attendance will be greater than 97.0%.

<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 Provide students who are at risk of not receiving a HS diploma due to STAAR performance a PGP, and meet with parents to discuss plan.	Superintendent HS Principal Counselor	TxEIS, AWARE, Local/State Funds Title I, Part A	Sept.-October	PGP Documentation	PGP Documentation and parent sign in sheets.
1.3.2 Include Board adopted attendance policy in all campus student and faculty handbooks.	Superintendent	Printing Costs Local/State Funds	August	Board Approved Policy	TAPR Data
1.3.3 Monitor and track individual attendance.	Attendance Clerk District Police Principals Teachers	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.3.4 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.
1.3.5 Monthly reporting of attendance to Superintendent and School Board	Principals	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.3.6 Provide attendance incentives.	Principals	TxEIS Local/State Funds	Ongoing	Attendance Rates	PEIMS Data and TAPR rept.
1.3.7 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 data, and Teacher evaluations	Disaggregated STAAR PBM, TAPR and AYP data.
1.3.8 Provide accelerated academic courses and tutorials which address specific deficiencies of individual students - 6-8	Principals Teachers	Title I, Part A SCE and Grant funds	Ongoing	Lesson plans, Student reports	Disaggregated 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>
1.3.10 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.
1.3.11 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.
1.3.11 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 Fitness-gram reports.	Fitnessgram Data
1.3.12 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 #4: Technology**

1.4 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>
1.4.1 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.
1.4.2 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.
1.4.3 Replace and sustain our One-to-one laptop initiative on the MS campus.	School Board Technology Dir. Superintendent	Local Funds	Continuous	Students and teachers have laptops.	Student achievement data and grades.
1.4.4 Utilize technology to better communicate with parents and community.	All TISD	Local Funds	Continuous	Parent feedback and needs assessment	Needs assessments and parent surveys.
1.4.5 Enhance technology skills of teachers and staff through targeted staff development.	Superintendent Technology Dir. Principals	Local Funds ESC 17	Ongoing	PD Registrations	Technology use.
1.4.6 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 Study Island, etc.	ongoing	Frequency of student technology use, lesson plans, princ. walk-throughs.	Student success.



**Performance Objective #5: Staff Development**

1.5 Tahoka Middle School will provide appropriate staff development and professional growth for all admistration, faculty, and staff.

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

**Performance Objective #6: Dyslexia and 504 Student Programs**

\* Tahoka Middle School will offer comprehensive 504 and Dyslexia Programs.

\* At least 60% of our Dyslexic and 504 students will approach, meet, or master 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.	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.	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.	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.	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 determining program areas of strengths and weaknesses.	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 Middle School will offer a comprehensive English as a Second Language program.

\* At least 60% of our ESL students will approach, meet, or master 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.	Principals Teachers	STAAR, TELPAS, LPAC records, AWARE Spanigh 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.	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 proficiencie, 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>
1.7.7 Address PBMAS performance and compliance reports by completing required intervention level.	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	translators on each campus	Copies of notices to parents.
1.7.9 Continue to recruit and retain 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.	Principals ESL Coord.	Local/State Funds ESL Funds	Ongoing	ESL Certification exams	ESL Certifications

**Performance Objective #8: Gifted and Talented**

- \* Tahoka Middle School will offer a comprehensive G/T program.
- \* At least 90% of our G/T students will approach, meet, or master 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.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.8.4 Provide an advanced and challenging curriculum to all G/T students.	Administration Principals 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 Principals 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.
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.	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: Special Education**

- \* Tahoka Middle School will offer a comprehensive Special Education Program
- \* 63% of all SE students will approach, meet, or master 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>
1.9.1 Ensure that all teachers and paras involved with this 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
1.9.2 Provide relevant research based professional staff dev. for professional staff and paras who work with students with disabilities.	Adminstrators ESC 17 SE Teachers SPED Coop.	SPED Funds Title I, Part A Title II, Part A	Ongoing	Staff Development calendar	Attendance Certificates
1.9.4 Ensure all students with disabilities have access to the general curriculum.	Superintendent Counselor SPED Coop. SE Teachers Gen. Ed. Teachers	SPED Funds Title I, Part A Local Funds	Ongoing	ARD / IEPs	Student schedules
1.9.6 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.
1.9.7 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 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>
1.9.8 Conduct a comprehensive needs assessment of SE students which may include, but is not limited to STAAR, TPRI, RPTE, PBMAS, TAPR Indicators, 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.
1.9.9 Address PBMAS performance and compliance reports by completing required intervention level.	Administration	ESL Funds Local/State Funds	Spring	Agenda	Written strategies, Improvement Plans Compliance documentation



**Performance Objective #10: Title I, Part A, Schoolwide**

\* 60% of all students will approach, meet, or master STAAR Assessments.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
<b>10 Components:</b>					
1.10.1 Conduct a comprehensive needs assessment which may include, but is not limited to, STAAR, TPRI, RPTE, PBM, TAPR Indicators, AYP, etc.	Administrators SBDM	Federal, State, and Local Funds Aware, Needs Assessment	Ongoing	Disaggregated data	Areas of strength and weaknesses identified
1.10.2 Ensure schoolwide reform strategies that address areas of weaknesses as identified in the comprehensive needs assessment.	Administrators SBDM	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.
1.10.3 Ensure instruction of all students by qualified staff.	Principals Teachers	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	List of teachers	Teacher certifications
1.10.4 Provide research based staff development for professional staff and paraprofessionals.	Principals Teachers	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	Staff Development calendars	Attendance Certificates
1.10.5 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting qualified teachers.	Principals Teachers	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	Teacher job postings	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>
1.10.6 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.
1.10.7 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.
1.10.8 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.
1.10.9 Coordinate federal, state, and local services, programs and interventions with the schoolwide program on the MS campus.	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.
1.10.10 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	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>
1.10.11 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.
1.10.12 Revise annually the School-Parent Compact and provide it in English and Spanish.	Administration SBDM	Time	Spring	Agenda of meetings	Approved Compact.
1.10.13 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.
1.10.14 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.
1.10.15 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.

**Performance Objective #11: State Compensatory Education**

\* 60% of all At-Risk Students will approach, meet, or master the appropriate STAAR Assessment.

\* 60% of all students on all campuses will approach, meet, or master 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>
1.11.1 Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students.	Superintendent Business Mgr.	TAPR Rept. Local/State Funds	Summer	Disaggregated data	Areas of strengths and weaknesses.
1.11.2 Determine total full time equivalents (FTEs)	Superintendent Business Mgr.	TAPR Rept. Local/State Funds	Summer	Daily class schedules PEIMS TxEIS	Increased student scores on STAAR assessments.
1.11.3 Develop a policy for identifying, entering, and exiting students from SCE program using calculation of %110 and cost of regular ed program.	Superintendent Business Mgr. Principals	Local/State Funds	Summer	Meeting to develop policy.	Local Policy.
1.11.4 Identify students at risk of dropping out of school using state criteria.	Principals Counselor	Local/State Funds	Beginning of year	At-risk criteria distributed	List of At-Risk students identified.
1.11.5 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification.	Principals Teachers PEIMS Coord.	Local/State Funds PEIMS	Throughout year	List developed	All teachers have list and supporting documentation.
1.11.6 Conduct a comprehensive needs assessment which includes, but is not limited to, STAAR/TAKS assessments and dropout rates to identify areas to accelerate.	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>
1.11.7 Provided accelerated, intensive program for all At-Risk students failing the STAAR assessment through tutoring, computer based instruction, specialized classes, etc.	Principals Teachers Counselor	SCE Funds Local/State Funds Computers	Throughout year	Progress reports and report cards	STAAR Results and Completion rates.
1.11.8 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.
1.11.9 Provide research based staff development designed to assist students at-risk of dropping out of school for professional and paraprofessional staff.	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>
1.11.10 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities (open house, UIL, Booster Clubs, etc.).	Superintendent Principals Teachers	Local/State Funds Title I, Part A	Ongoing	Parent involvement activities scheduled on school calendar.	Sign in sheets.
1.11.11 Evaluate SCE program for effectiveness in meeting the needs of at-risk students.	Principals SBDM Business Mgr.	Local/State Funds	Spring SBDM mtng	Data collected	Modification of SCE program for At-Risk students if needed.
1.11.17 Ensure SCE Funds are coordinated on the campuses with Federal Funds.	Business Mgr.	SCE Funds Title I, Part A	June - August	Preliminary Budget	Audit.



## Tahoka ISD District 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 Middle School core teachers in best practices for student engagement and learning **\*Increase student time on task at higher cognitive levels**

\*Increase the alignment of the written, taught, and tested curricula

Strategies/Activities	Staff Responsible	Resource Allocation	Time Line	Formative Assessment	Summative Assessment
2.1.1 Utilize a principal created 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	Principal	Local/State Funds	Ongoing	Documentation of teacher meetings, noted improvement from one class visit to the next using "Get Better Faster"	Total evaluations completed through walk through documentation and subsequent meetings, STAAR scores, benchmarks, failure rates..
2.1.2 Create meaningful staff development opportunities based off walk-through documentation	Principal	Local/State Funds	Ongoing	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
- \* 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 To developing a master schedule which best utilizes our highly qualified staff by placing them in positions to best benefit student learning	Principal	Local/State Funds	Ongoing	Principal assesment of teacher class loads, students' availability to least restrictive environments, Teacher feedback regarding the ability to affectively 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 responsbile and efficient	Principal Bus. 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      Teachers	Local/State Funds Title I, Part A	Ongoing	Failure rates, STAAR benchmark data, map testing, 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 teacher 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 year's expenses for staff devlopment compared with the current year.

## Tahoka ISD District Improvement Plan

**District Goal #3:** To widen and increase Tahoka Middle School's community, business, and parent involvement.

**Performance Objective #1: Promote Tahoka Middle 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	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 presentatoinis	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, TAPR reports to community through meetings and newspaper releases.	Superintendent Principals Test Coord.	Local/State Funds	Throughout year	Information sent in to local paper.	News coverage.

**Performance Objective #2: Strengthen Tahoka Middle School'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 and extracurricular activities.	Booster Clubs 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 communicate with parents through weekly newsletter.	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.	Principals Teachers	Local/State Funds	Ongoing	Information gathered and disiminated - flyers, meetings, website, handbooks, etc.	Incident reports, PEIMS reports, Parent surveys.

# Addendums

Tahoka Middle School Parent Involvement Policy  
(Approved 04/30/2018)

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 Middle School will use our established SBDM Committee to develop, review and improve the Title I, Part A Program Plan.
2. **Requirement:** Provide parents of participating children timely information about Title I, Part A Program Plan.  
**How Achieved:** Tahoka Middle School teachers, staff and administrators will meet with parents throughout the school year, both independently and in groups by grade levels, to ensure parents are well informed about Title I, Part A Programs. Notices containing important information will also be sent home regularly in our weekly e-Newsletter and students will have "Communication Calendars" for parents to see. We will also send home "Middle Years" newsletters and maybe use social media to help in the communication process, and have a Parent Portal training for parents.
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:** A description and explanation of the curriculum in use at Tahoka Middle School, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are discussed with parents in the grade level parent meetings at the beginning of each school year. A more in depth discussion of individual student assessment and expectations will take place between a parent and their child's teacher several times during the year as needed.

# Tahoka Middle School

## School-Parent Compact 2018-2019

The Tahoka Middle School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the 2018-2019 school year.

### **School Responsibilities**

**Tahoka Middle School will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards.**
- **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement.**
- **Provide parents with frequent reports on their children’s progress.**
- **Provide parents reasonable access to staff. Provide parents opportunities to volunteer and participate in their child’s class and to observe classroom activities, as follows:**

### **Parent Responsibilities**

**As a parent I will support my child’s learning in the following ways:**

- \* Monitor attendance.
- \* Ensure that homework is completed.
- \* Participate, as appropriate, in decisions relating to my child’s education.
- \* Promote positive use of my child’s extracurricular time.
- \* Stay informed about my child’s education and communicates with the school by promptly reading all notices from the school or the school district either received by my child or by mail and respond, as appropriate.
- \* Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

### **Student Responsibilities**

**As a student I will share the responsibility to improve my academic achievement and achieve the state’s high standards. Specifically, I will:**

- Do my homework every day and ask for help when I need it.
- Read every day outside of school time.
- Give my parents or the adult who is responsible for my welfare all notices and information received by me from my school every c

School _____	Date _____	
Parent _____	Date _____	
Student _____	Date _____	

Revised & Approved by SBDM  
April, 2018