



# Tahoka Independent School District

CD #153-904

## District Improvement Plan

2015-2016

Board Approved 09/10/15

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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 ISD Board of Trustees - 2015-2016**

Dr. Cathy Box, President  
Jimmie Bingham, Vice President  
Scott Dimak, Secretary  
Brenda Dotson, Member  
Abraham Vega, Member  
Clay Taylor, Member  
Matt Woodley, Member

**Tahoka ISD District -Wide Consultation Committee (DWCC Committee) - 2014-2015**

Dr. George McFarland, Superintendent & Chair  
Sandra Sconiers, Elementary Principal  
De'Aun Autry, Elementary Interventionist  
Emilia Garcia, Kindergarten Teacher  
Pam Martin, Middle School Teacher  
Klyssa Woodley, High School Teacher  
Bam Bam Tomlinson, Paraprofessional  
Jennifer DeLeon- Parent  
Tammi Angeley- Parent  
Josh Reglin- Community Member  
Abraham Vega- Community Member  
Steve Sanders- Business Member  
Gloria Moore- Business Member

**State Accountability: District Met Standard in the 2015 State Accountability Rating**

**Federal Accountability: District was 96% in Meeting System Safeguards**

**Tahoka ISD District Goals:**

- 1. TISD will reduce achievement gaps and make the mastery of all required knowledge and skills attainable for every student in order to ensure the success of all students who attend our schools**
- 2. TISD will strive to build relationships with all district stakeholders through outreaches that are both authentic and transparent.**
- 3. TISD students will be nurtured in a climate that stresses the development of character traits that promote kindness, integrity, perseverance, and respect for others.**
- 4. TISD will stress the value of student involvement in the local community to instill in them a sense of community pride and an orientation toward being servant-hearted.**
- 5. TISD will utilize sound practices in finance, human resource development, and organizational management to ensure that students reach their individual potential in a safe and orderly learning**

## **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 ISD Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary for School Year 2014-2015

Data Sources Reviewed:			
<ul style="list-style-type: none"> <li>* Campus Summaries Compiled by campus CAN groups at the end of the 2014-2015 School Year</li> <li>* TAPR, PBMAS, TELPAS, STAAR, TAKS, PEIMS Data, and the Highly Qualified Report</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 62% Hispanic, 32% White and 2% African American. The student identified as "At-Risk" is decreasing. Our 504 program and Dyslexic program do good jobs of providing accommodations and support for identified students. The teacher to student ratio is low when compared with state averages.	Parental involvement could improve. The district does not have a support mechanism in place to help educate parents on how to best use technology to stay informed and involved with their students' progress. Teacher awareness of the daily obstacles that our low socioeconomic students face needs improvement.	Staff development of best practices for addressing the needs of low socioeconomic students using state, local, and federal funds. Increased outreach opportunities toward involving parents by each campus using state, local, and federal funds.(SW #2, 3, 4, and 6)

<p><b>Student Achievement:</b></p>	<p>District wide special education math scores increased from 65% to 83% on 2013 STAAR. According to TAPR, STAAR percentages at Phase-in-satisfactory standards outperform Region 17 and the state in all categories. Science &amp; SS outperform the Region and state in student achievement by 7% and 10% respectively.</p>	<p>STAAR percentage at post-secondary readiness standard for all grades are below state in two or more subjects, reading, math, and SS. STAAR percentage at advanced standard for all grades is below state averages in all subjects, reading, math, and SS. TISD college ready graduates are 26% less than the state and region.</p>	<p>The district needs to prioritize state and local funds to address an instructional focus on increased rigor in all subjects areas through staff development and content planning aimed at post secondary readiness indicators. Federal funds need to address increasing the percentage of ED students who perform below the post secondary readiness level through tutorials and intervention periods. (SW # 2, 4, 8, 9)</p>
<p><b>School Culture and Climate:</b></p>	<p>The district recently adopted a new district visioning document which outlines its vision, mission, values, and goals. Staff expectations for students are high both academically and behaviorally. The community and stakeholders identified student character development as one of the 4 key components to the district's vision. The overall theme for the district is about service, both from the adults and as a them we want to instill in the student body.</p>	<p>The physical climate has been identified through committee meetings and surveys as being in need of improvement due to the age of the facilities. The need for teachers to move away from the traditional lecture style classroom teaching mode is apparent through class observations. The physical environment, particularly at the elementary, lends itself to be subject to safety breaches because of the location of the entrance and its distance from the office.</p>	<p>The district needs to perform a facility needs assessment and prioritize its needs with the use of state and local funds. The implementation of activities which enhance the 4 components of the district vision needs to become evident in the daily operation of the schools, This can be accomplished with federal, state, and local funds. The district needs to utilize state and federal funds to proceed with master planning to improve safety concerns due to the physical structure of the facilities through the input of a facility needs steering committee. (SW # 1, 6, 8)</p>

<b>Staff Quality/Professional Development:</b>	<p>The district employs 100% HQ teaching and paraprofessional staff. The district is moving to the use of the T-TESS evaluation system in the 2015-16 school year which will lead to more principal/teacher interaction regarding classroom instruction. District 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. The district DWCC has input as to the staff development needs for the district.</p>	<p>The teacher to student ratio is not in alignment with the recommended according to the FIRST rating system. Teacher attendance rate needs improvement. The recruitment of highly effective teacher candidates is hindered due to lower teacher salaries compared with larger school districts in the surrounding area.</p>	<p>Study of the teacher pay scale and make salary adjustments as is still fiscally responsible to the district budget. Implement viable options for the consolidation of classes which still allows for optimal student learning as classes grow in size. Staff development aimed at the effective use of technology integration which can allow for more student need to use the technology in order to accomplish the class objective. (SW 3 2, 3, 4 ,5 8)</p>
<b>Curriculum, Instruction, and Assessment</b>	<p>Alignment of written, taught, and tested curriculum is evident through various tracking methods. Teachers actively disaggregate assessment data and make instructional adjustments to address weakness and learning gaps. The district provides adequate resources/programs to allow school personnel to implement curriculum expectations effectively.</p>	<p>Progress needs to be made in linking curriculum and instruction to 21st century learning skills. Continue to improve instructional design and delivery to maximize student engagement, positive learning climate, and higher order thinking skills. The need to increase teacher capacity for making data driven decisions to drive instruction.</p>	<p>Use of State, Local, Title I, and Perkins funds. (SW #2 and 8)</p>

<b>Family and Community Involvement:</b>	<p>The district works with parents and their students to help develop educational career plans.. The district facilities are easily accessible to our public's needs. Services that we provide through combined efforts with local care agencies have helped our students with emotional, health, and mental concerns.</p>	<p>The need to build relationships with a higher percentage of our parents. The lack of partnerships with local businesses and community agencies who could be involved in our process of student development. Options for dropout prevention or for those students who have dropped out.</p>	<p>Local, and federal funds used to increase outreach opportunities to partner with local community businesses to build a mentoring program for our students with involved citizens. State funds to provide students who have dropped out ways to recover credits and receive a diploma. Local funds for a program where community members without diplomas may be able to receive a GED. (SW #6)</p>
<b>School Context and Organization:</b>	<p>Committees and decision making bodies make it easy for stakeholders to get involved in the district decision-making process. Teachers have active voices through site-based committees, DWCC, and hiring committees. Interventions and remediation opportunities are prevalent for struggling learners.</p>	<p>Relationship building with parents needs to grow. Lack of consistency among school personnel carrying out school/district expectations. The need to positively influence the parents perception of the TISD schools impact on their children.</p>	<p>State and local funds will be used to: 1) implement staff development aimed at building school culture and climate to develop a more mainstreamed level of district and schoolwide expectation levels 2) Implementation of more consistent monitoring of teacher/parent communication by campus administrators 3) Increase the positive messages which come from the district/campuses through the use of all available media sources (i.e pre-k roundup, open houses, campus carnivals, etc) (SW #2, 4, and 7)</p>
<b>Technology:</b>	<p>Excellent wired infrastructure, fast tech support, leadership, communication and shared vision, 1:1 in Hs and MS.</p>	<p>Student and teacher online learning opportunities, student mastery of TA TEKS, staff professional development focused on integrating technology, 4:1 ration in EL campus with very old machines, wireless connection throughout the district</p>	<p>State and Local Funds will be used to supplement erate funds to address the 4:1 ratio at the elementary and to improve the wireless connection throughout the district. Additionally, professional development will be aimed at improved strategies to integrate technology into content objectives.(SW #2, 4, 8, and 10)</p>



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 2012-2013 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 (06-18-2015 NOGA Amounts):

<b><u>Fund Source:</u></b>	<b><u>Allocation Amount:</u></b>
Title I, Part A	\$131,747
Title I, Part C	27,058
Title II, Part A	41,832 (REAP 100% for Title 1A Purposes)
SCE Funds	695,735 (FTEs: 18.23)
Perkins	6,042 (SSA: ESC 17)
SPED	313,511 (SSA: 4 Co. Coop)

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 ISD District Improvement Plan

**District Goal #1:** TISD will reduce achievement gaps and make the mastery of all required knowledge and skills attainable for every student in order to ensure the success of all students who attend our schools

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

- \* Increase the percentage of student subpops who pass the STAAR/TAKS 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, Support Staff, Parents, Community members	Federal, State and Local Funds.	During the spring semester of the school year (February-April).	Participation of committee members, input received through committee meetings.	The identification of the strengths and weaknesses of the district in the areas surveyed. Also, the prioritized list of needs as determined through the assessment process.
1.1.2 Unit assessments will measure student mastery of objectives on a summative basis. Formative assessments will be made several times each week in a variety of methods. Tests will assess the TEKS included on each lesson/unit included on the YAG.	Principals, teachers	Federal, State, and Local funds	Daily for formative assessments, 3 week and 6 week periods for summative assessments	Lesson plans, Three part objectives, class walk-throughs.	Mastery of Unit objectives per unit assessment, student failure rates, common assessment data, benchmarks scores, STAAR scores.

<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 Vertical Content Teams (or PLCs) will meet once each 6 weeks to ensure content is aligned.	Principals, Teachers	Federal, State, and Local Funds	Once per 6 week period	Meeting minutes and attendance, common assessments created, completion of content area templates, benchmarking data, content bridge adjustments from grade to grade	STAAR assessment gaps in achievement from one grade to the next, common assessment gaps in achievement form one grade level to the next
1.1.4 Principals will regularly visit teacher classes and principal/teacher conferences will follow each class visit in order to address student class needs and help facilitate the implementation of teacher interventions for students in need	Principals, Teachers	Federal, State, and Local Funds	Weekly	Weekly teacher conferences, teacher adjustments due to weekly meetings, common assesments, benchmarks, 6 week failure rates, teacher intervention strategies	Failure rates for the year, STAAR scores
1.15 Professional development will be targeted by campus principals to address areas of greatest campus needs with regard to student achievement	Principals	State and Local funds		Class walk-thoughts, teacher/principal conferences, common assessment data, benchmarking data, discipline data	
1.1.6 District STAAR testing results will be analyzed by all campus staff and used to revise instructional programs for the 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 continued 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.	Principals Personnel Office Superintendent Athletic Director	ESC 17 contract 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	APEX, tutoring, HS allotment, STAAR review classes, SCE funds	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, AIMSweb, Dibels, 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 immediate, intense targeted acceleration opportunities for students failing to master academic objectives.	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

**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 Activities will be implemented to improve the number of students taking the PSAT, SAT, and ACT and to increase the percentage of scores above the state criterion.	Superintendent HS Principal Counselor HS Teachers	Apex Software SAT and ACT review materials Local/State Funds AVID	Throughout school year.	Number of students participating and number of students scoring well on ACT, SAT, and PSAT tests	Number of students taking PSAT, SAT, ACT and scores
1.2.2 All students in AP classes will take AP exams	HS Principal Counselor HS Teachers	Local/State Funds	Ongoing	Students' schedules, course syllabi, AP Course audits	Number of students taking AP Exams
1.2.3 The number and type of AP and Dual Credit courses at the HS/MS level will be carefully examined and additional advanced courses will be planned for.	HS/MS Principal Counselor HS Teachers	AP Training College Board Title II, Part A State/Local funds	Throughout school year.	Students' schedules, six week reports, grades, AP Exams	Student grades, course completion, Dual Credit credits, AP exam scores.
1.2.4 Students will receive counseling and schedules will be designed to maximize graduation under the Recommended Graduation Plan and the Distinguished Achievement Graduation Plan.	HS Principal Counselor HS Teachers	Local/State Funds	Ongoing	PGPs and grades	Course completion, number of students graduating under each plan.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.2.5 Communication will take place with parents and students about: <ul style="list-style-type: none"> <li>* Financial Aid/Scholarships</li> <li>* Colege entry opportunities for students graduating in the top 10%.</li> <li>* Opportunities and aid available for students who graduate Recommended or Distinguished</li> <li>* Applying to colleges, universities, trade schools, etc.</li> <li>* FAFSA, etc.</li> </ul>	HS Principal Counselor	Local/State Funds FAFSA Training sessions	Ongoing	Communication documented.	Number of students applying to institutes of higher education, scholarships awarded.
1.2.6 CTE courses will be provided in a planned coherent sequence to provide quality vocational/ career preparation.	HS Principal Counselor CTE Teachers	Local/State Funds Perkins Grant	Ongoing	Number of students enrolled in CTE courses.	Course completion, number of certificates awarded. Perkins Program Effectiveness Report
1.2.7 Work/Study program will be offered to students.	HS Principal Counselor FCS Teacher	Schedule Community Businesses	Ongoing	Number of students enrolled in program.	Number of students completing the program.
1.2.8 PGPs will be developed.	Counselor	TxEIS software	Ongoing	Number of PGPs.	Completed PGPs.
1.2.9 Dual Credit College courses will be offered in cooperation with South Plains College	HS Principal Counselor	Local/State Funds	Ongoing	Dual Credit enrollments, grade reports, college credits earned.	Number of students receiving college credits.

**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 97.5%.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
1.3.1 Provide students who are at risk of not receiving a HS diploma due to STAAR or TAKS performance a PGP, and meet with parents to discuss plan.	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 and TAKS data, and Teacher evaluations	Disaggregated TAKS/STAAR PBM, TAPR and AYP data.
1.3.8 Provide accelerated academic courses and tutorials which address specific deficiencies of individual students - PK-12	Principals Teachers	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>
1.3.9 Increase district graduation rate.	Principals Teachers Dist. Resource Officer	Local/State Funds	Ongoing	Monitor attendance and drop out rates.	Number of students graduating in May.
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 Superintendent	Local/State Funds	Ongoing	Drill response time, evaluation of accurate and efficient emergency response.	Effective response to any emergency incident and Safety Audits.
1.3.12 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
1.3.13 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 HS and MS campuses.	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 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
1.4.7 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 #5: Staff Development and Highly Qualified**

1.5 TISD will provide appropriate staff development and professional growth for all admistration, 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>
1.5.1 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 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.
1.5.2 Provide appropriate tech- nology training for all employees.	Principals 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.
1.5.3 Provide targeted training, including GT, ESL, and dyslexic training for all teachers and administrators.	Principals 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.
1.5.4 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 SCE Funds	Ongoing - as needed	Walk-throughs and PLC meetings, and PDAS	Follow up between teachers and principal, and STAAR scores.
1.5.5 Maintain the 100% status of HQ teachers on all campuses.	Principals Superintendent Personnel	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.
1.5.6 Attract and retain HQ 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	HQ Teacher reports and teacher retention/turn over rate.
1.5.7 Ensure that low-income and minority students are not taught at a higher rate than other student groups by teachers who are not HQ.	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: Career and Technology Education**

- \* Tahoka ISD will offer a comprehensive CTE program.
- \* At least 80% of our CTE students will pass the STAAR exams.
- \* At least 0.5% of our CTE students will graduate with a certification.

<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 Provide vocational and technical education programs to all eligible students, especially special population students.	School Board Administration Counselor	CTE Funds Local Funds Perkins Funds	Ongoing	Student schedules	Course completion reports.
1.6.2 Conduct Comprehensive Needs Assessments and overall program evaluations to determine areas of weakness and strength and determine the size, scope, quality, and effectiveness of CTE, including CTE Certifications, completion/graduation rates and demographics.	Administrators Counselor CTE Teachers	CTE Funds Local Funds Perkins Funds	Year End	Disaggregated data	Annual evaluation reports of all individual programs and overall CTE program.
1.6.3 Integrate CTE and academic tech programs to improve student learning.	CTE Teachers Teachers Administrators	CTE Funds Local Funds Perkins Funds	Ongoing	Lesson plans and admin. meeting records.	Annual CTE program evaluation.
1.6.4 Encourage students to pursue a coherent sequence of courses, and ensure CTE students have a 4 year plan showing the coherent sequence they are pursuing.	Counselor	Local Funds	Ongoing	Student 4 year plans	Courses scheduled and strategies developed.
1.6.5 Provide CTE courses leading to certifications in the following areas: Computer Science, Agriculture, and Family and Consumer Sciences.	Administration School Board	CTE Funds Local Funds Perkins Funds	Ongoing	List of course offerings.	Student schedules, student participation and certifications earned.
1.6.6 Continue to recruit and retain HQ CTE teachers.	Administration School Board	CTE Funds Local Funds Perkins Funds	Ongoing	Positions posted	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>
1.6.7 Continue to offer career awareness in programs on the HS and MS campuses, through job shadowing, etc.	Counselor Administration	CTE Funds Local Funds Perkins Funds Title I, Part A	Ongoing	Schedule of programs and events.	Lists of participating students, speakers, etc.
1.6.8 Ensure that students with disabilities are considered for placement in CTE course.	Administration CTE Teachers SE Staff	Local/State Funds	Ongoing	ARD Schedules	ARD Minutes.
1.6.9 Ensure members of special populations will not be discriminated against in the provision of services.	Administration CTE Teachers SE Staff SBDM Committees	Local/State Funds Federal Funds	Ongoing	District demographics	Special population students participating in CTE courses.
1.6.10 Promote preparation for non-traditional employment.	Administration CTE Teachers Counselor	Local/State Funds CTE Funds Perkins Funds	Fall	List of students.	Post-graduation follow up and course completion.
1.6.11 Advise students, parents, employees, and general public that CTE programs will be offered without regard to race, color, national origin, sex, or disability.	Administration	Local	Ongoing	Notification - handbooks prepared, and posted on district website.	Copy of notification.
1.6.12 Provide access to CTE programs to disabled students that need related aids or services in accordance with the students' IEP and/or Section 504 accommodation plans.	Administration CTE Teachers SE Teachers	Local / State funds	Ongoing	ARD minutes, IEPs and 504 plans.	Inspection report.
1.6.13 Continue to ensure a fiscal management system is in place for the proper expenditure reporting of Perkins Funds.	Superintendent Business Mgr.	Federal and Perkins Funds	Monthly	Perkins Grant Application	Invoices, expenditure reports, audit, etc.

**Performance Objective #7: 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>
1.7.1 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.
1.7.2 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.
1.7.3 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.
1.7.4 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.
1.7.5 Conduct a comprehensive needs assessment to deterring 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.
1.7.6 Monitor student progress.	Teachers Principals Diag. & SE Dept.	Local/State Funds Title I, Part A	Ongoing	Progress Measures	Skill mastery.

**Performance Objective #8: 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>
1.8.1 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
1.8.2 Conduct a comprehensive needs assessment of all ESL students to determine strengths and weaknesses.	Principals Teachers	TAKS/STAAR, TELPAS, LPAC records, AWARE Spanish tests	Ongoing	Disaggregated student data	Written annual evaluation of ESL Program.
1.8.3 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.
1.8.4 Monitor student progress.	Teachers Principals Diag. & SE Dept.	Local/State Funds Title I, Part A	Ongoing	Progress Measures	Skill mastery.
1.8.5 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
1.8.6 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 proficience, 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.					
1.8.7 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
1.8.8 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.
1.8.9 Continue to recruit and retain HQ ESL staff.	Administration	Local/State Funds ESL Funds	When hiring	Positions posted	Fully certified staff hired.
1.8.10 Maintain that all required teachers are ESL Certified.	Principals ESL Coord.	Local/State Funds ESL Funds	Ongoing	ESL Certification exams	ESL Certifications

**Performance Objective #9: 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>
1.9.1 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
1.9.2 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
1.9.3 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.
1.9.4 Provide an advanced and challenging curriculum to all G/T students.	Administration G/T Staff	Local G/T Funds ESC 17	Ongoing	Lesson plans	Student projects, Student success.
1.9.5 Ensure equity of opportunity for all students for identification selection, including the use of non verbal assessment and the use of native language.	Administration 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.
1.9.6 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.
1.9.7 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>
1.9.8 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
1.9.9 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.
1.9.10 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 #10: 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>
1.10.1 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
1.10.2 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
1.10.3 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
1.10.4 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.
1.10.5 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.
1.10.6 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
1.10.7 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>
1.10.8 Review NCLB Consolidated Grant Application.	MEP Prog. Coord. Administrators MEP Staff	Time	August	Scheduled meeting	Meeting minutes, PBMAS reports, etc.

**Performance Objective #11: 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>
1.11.1 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.
1.11.2 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.
1.11.3 Provide research based staff development of teachers and paras.	Superintendent ESC 17 Principals	Local Funds Title I, Part A Title II, Part A	Ongoing	Campus Calendar	Attendance certificates.
1.11.4 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, distributed documents
1.11.5 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 Elementary Principal	Local Funds	Ongoing	Lesson plans and observations.	Summary of assessment instruments.
1.11.6 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.
1.11.7 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 #12: 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>
1.12.1 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
1.12.2 Provide relevant research based professional staff dev. for professional staff and paras who work with students with disabilities.	Adminstrators ESC 17 SPED Coop.	SPED Funds Title I, Part A Title II, Part A	Ongoing	Staff Development calendar	Attendance Certificates
1.12.4 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
1.12.5 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
1.12.6 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.
1.12.7 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>
1.12.8 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.
1.12.9 Address PBMAS performance and compliance reports by completing required intervention level.	Superintendent Principals	ESL Funds Local/State Funds	Spring	Agenda	Written strategies, Improvement Plans Compliance documentation

**Performance Objective #13: 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 the Schoolwide campuses with \$141,571. All district 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:**

1.13.1 Conduct a comprehensive needs assessment which may include, but is not limited to, TAKS/STAAR, TPRI, RPTE, PBM, TAPR Indicators, AYP, etc.	Administrators SBDM	Federal, State, and Local Funds Aware, Needs Assessment	Ongoing	Disaggregated data	Areas of strength and weaknesses identified
1.13.2 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.
1.13.3 Ensure instruction of all students by HQ staff.	Principals Teachers	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.
1.13.4 Provide research based staff development for professional staff and paraprofessionals to maintain 100% HQ status.	Principals Teachers	Title I, Part A Title II, Part A ESL Funds SCE Funds Local/State Funds	Continuously	Staff Development calendars	Attendance Certificates
1.13.5 Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting HQ teachers.	Principals Teachers	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>
1.13.6 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.
1.13.7 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.
1.13.8 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.
1.13.9 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.
1.13.10 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.
1.13.11 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	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>
1.13.12 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.
1.13.13 Revise annually the School-Parent Compact and provide it in English and Spanish.	Administration SBDM	Time	Spring	Agenda of meetings	Approved Compact.
1.13.14 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.
1.13.15 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.
1.13.16 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.
1.13.17 Provide timely notice that a child has been taught, or assigned to, a teacher who is not HQ for more than four consecutive weeks.	Superintendent Principals	Title I, Part A Local/State Funds	When situation occurs	Copy of documents sent to parents.	Date documents sent.



**Performance Objective #14: 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 \$317,877 and 17.11 FTEs. All district 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>
1.14.1 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.
1.14.2 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.
1.14.3 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.
1.14.4 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.
1.14.5 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.
1.14.6 Conduct a comprehensive needs assessment which includes, but is not limited to, STAAR 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>
1.14.7 Serve PK-3 students who failed a readiness test with accelerated intensive program for early literacy.	Elem. Pricipal Teachers SST	SCE Funds Title I, Part A Local/State Funds	Throughout year	Identified students failing readiness test placed in program.	TPRI results.
1.14.8 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.
1.14.9 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
1.14.10 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.
1.14.11 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	SCE Funds Local/State Funds Computers	Throughout year	Progress reports and report cards	STAAR Results and Completion rates.
1.14.12 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.
1.14.13 Compile a report that compares state assessment data of students at-risk of dropping out of school and all other district students.	Principals PEIMS Coord. Counselor	TxEIS Local/State Funds	June - August	Disaggregated data	Written Report.
1.14.14 Create a report that compares HS completion between students at-rsik of dropping out of school and all other district students.	Principals PEIMS Coord. Counselor	TxEIS Local/State Funds	June - August	Data collected	Written Report.
1.14.15 Provide research based staff development designed to assist students at-risk of dropping out of school for professional and papaprofessional 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>
1.14.16 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities (open house, UIL, Booster Clubs, etc.).	Superintendent Principals Teachers	Local/State Funds Title I, Part A	Ongoing	Parent involvement activities scheduled on school calendar.	Sign in sheets.
1.14.17 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.
1.14.18 Ensure SCE Funds are coordinated on the campuses with Federal Funds.	Superintendent Business Mgr.	SCE Funds Title I, Part A	June - August	Preliminary Budget	Audit.
1.14.19 Local School Board annually evaluates SCE program.	Superintendent School Board	Local/State Funds	Summer	Data compiled	Board Minutes.

### Performance Objective #15 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>
1.15.1 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 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.
1.15.2 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.
1.15.3 Analyze data from all teachers' certifications, testing, SD, transcripts, and service records to ensure that all meet HQ status.	Superintendent 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.
1.15.4 Assist teachers in maintaining or attaining certification through alternative programs, G/T and ESL certification, coursework and TxEIS testing as needed in order to assure all staff is HQ.	Superintendent 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>
1.15.5 Analyze data from para's personnel files to ensure all instructional aides are HQ, with special emphasis on college coursework.	Superintendent 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.
1.15.6 Require any instructional para-professional not condisered HQ to complete, at minimum, a local assesment instrument of knowledge and skills	Superintendent Principals HR Dept.	Local/State Funds	August	PAKS Results, 48 hours college, associates degree, or higher	HQ Form completed before date of hire, principal attestations.
1.15.7 Assign HQ teachers in equal proportions to all campuses and grade levels, including low-income and minority areas.	Superintendent Principals Counselor	Local/State Funds	June-July - when scheduling	Record of Assignments	Staff Directory, HQ Reports, and PEIMS.
1.15.8 Provide incentives for teahcers to attain ESL, G/T, or any other certifications or endorsements.	Superintendent Principals Business Mgr.	Local/State Funds Title II, Part A	Throughout year	PD Records, TxEIS data	personnel files, and State Certifications.
1.15.9 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 Principals Teachers	Local/State Funds ESC 17 Title I, Part A Title II, Part A	Throughout year	Enrollment in HQ Professional Dev.	Attendance Certificates.
1.15.10 Retain HQ staff through reimbursement for tests, small class sizes, competitive salaries, and location.	Superintendent 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 ISD District Improvement Plan

**District Goal #2:** TISD will strive to build relationships with all district stakeholders through outreaches that are both authentic and transparent.

**Performance Objective #1:** Increase community support and awareness of the benefits which occur as a result of Tahoka ISD successfully educating the youth of our community

<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 Develop and disseminate a district, and campus, mission and vision brochure.	School Board Principals DWCC Staff	Local/State Funds	Apr-15	Initial feedback from stackholders	Feedback from an end of the year survey regarding the district's progress toward meeting its vision
2.1.2 Strengthen public relations opportunities with local news paper.	Superintendent Principals Athletic Director LCN staff	Local/State Funds	Throughtout year	News releases	News coverage.
2.1.3 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.
2.1.4 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.
2.1.5 Continue to contract with local radio stations to cover athletic events on the radio.	Superintendent	Local/State Funds	Throughtout year	Events reported	Positive Media coverage.
2.1.6 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>
2.1.7 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 DWCC Agendas, sign in sheets.
2.1.8 Provide District and Campus STAAR scores, AYP reports, 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: Increase the development of partnerships with parents, businesses, and local operations that allow TISD students to become actively involved in mentor/mentee relationships**

<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 Recruit parent volunteers for academic and extracurricular activities.	Booster Clubs Teachers Administrators	Local/State Funds	Ongoing	Number of parent volunteers.	Evaluation by DWCC committees.
2.2.2 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 DWCC committees.
2.2.3 Continue to communicate with parents through weekly e-News.	Principals Technology Dir.	Local/State Funds	Ongoing	Parent response	Parent's informed.
2.2.4 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 DWCC evaluation.
2.2.5 Provide information to parents in their home language.	Principals Teachers	Intepreter	Ongoing	Copies of information in necessary language	Copies of information in appropriate language.
2.2.6 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.



2.2.7 Utilize local businesses and community services as guest speakers to classes	Principals, Teachers, Counsleors	Local/State Funds	Ongoing	Teacher feedback Community member input Student feedback	End of year survey, stakeholder participation level
2.2.8 Assign students to participate with working adults from the community in various settings to allow student mentoring to occur	Principals, Teachers, Counsleors	Local/State Funds	Ongoing	Teacher feedback, business member feedback, student feedback	End of year survey, number of mentor/mentee relationships formed
2.2.9 Require students who participate in any district extracurricular activity tp participate inservice hours directed toward the betterment of the community of Tahoka.	Principals, Coaches, UIL sponsors	Local/State Funds	Ongoing	Teacher and student feedback from projects worked	Community feedback through surveys and interviews
2.2.10 Pay for district leadership to obtain membership in a local civic group	Superintendent Principals	Local Funds	September-June	Attendance at weekly or monthly group meetings	Involvement level within the organization as seen in participation in projects and organizational events

## Tahoka ISD District Improvement Plan

**District Goal #3:** TISD students will be nurtured in a climate that stresses the development of character traits that promote kindness, integrity, perseverance, and respect for others.

**Performance Objective #1:** Ensure that the district implements Positive behavior supports in its response to students with disciplinary issues and that a discipline management plan is implemented that is applied equitably with all 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>
3.1.1 Develop and disseminate a district student Code of Conduct which receives approval from the Board of Trustees	School Board Principals Staff	Local/State Funds	June-August to develop and approve, May for summative assessment	Assessment on comparison with template developed by TASB	District disciplinary data with regard to its application to the SCC
3.1.2 Develop and disseminate a student handbook that outlines student expectations	Superintendent Principals	Local/State Funds	Developed in May-June	How well the handbook upholds daily operational issues which arise	District data which represents conflicts with handbook operations
3.1.3 Use of <i>Mindset</i> book study to introduce teacher to concepts aligned with viewing disciplinary issues with an open mindset.	Superintendent Principals	Local/State Funds	June-August	Participation level and discussion board responses during the summer book study online	Number of discretionary office referrals and ISS/DAEP placements
3.1.4 The use of incentives throughout the district campuses that reward positive behaviors, student attendance, acts of kindness, ability to overcome severe circumstances, and overall citizenship.	Principals, Teachers, Counselors	Local/State Funds	Throughout year	Frequency of awards handed out per 6 week period.	End of the year district disciplinary data disaggregated and compared with the previous year's numbers.
3.1.5 Include character development strands into the daily required TEKS in each subject and grade level as a means of teaching the class objectives.	Principals Teachers, Counselors	Local/State Funds	Throughout year	Lesson Plans Walk-throughs Class observations	Teacher input Principal input Student and teacher surveys
3.1.6 Adopt-A-Student program which aligns teacher mentors with students in need to help develop socially	Principals Teachers Counselors	Local/State Funds	Throughout year	Number of students assigned to teachers	Teacher and student input through the use of interviews and surveys

## Tahoka ISD District Improvement Plan

**District Goal #4:** TISD will stress the value of student involvement in the local community to instill in them a sense of community pride and an orientation toward being servant-hearted.

**Performance Objective #1:** Promote opportunities for our student body to serve the local community through TISD organizations which require student service hours as part of their participation requirement in the organization.

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
4.1.1 Require students who participate in any district extracurricular activity to participate in service hours directed toward the betterment of the community of Tahoka.	Principals, Coaches, UIL sponsors	Local/State Funds	Ongoing	Teacher and student feedback from projects worked	Community feedback through surveys and interviews
4.1.2 Require students who participate in special organizations to participate in service hours directed toward the betterment of the Tahoka Community	Principals, Coaches, Club sponsors	Local/State Funds	Throughout year	Teacher and student feedback from projects worked	Community feedback through surveys and interviews
4.1.3 Promote teacher usage of local government, businesses, and other community functions as a means of teaching objectives which align with TEKS.	Principals Teachers Athletic Director	Local/State Funds	Throughout year	Events reported and class participation levels with local entities	Teacher and community group input
4.1.4 Contract with media outlets to promote the district and to celebrate the services it participates in.	Superintendent	Local/State Funds	Throughout year	Events reported	Positive Media coverage.
4.1.5 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	Throughout year	Scheduled presentatoins	Community response.
4.1.6 Utilize district events to showcase service efforts, fundraising efforts, and other outreaches, while promoting the local organization we have supported by inviting them to participate in the recognition.	Superintendent, principals, teachers, counselors, sponsors	Local/State Funds	Throughout year	Scheduled presentatoins	Media reports, participant input



## Tahoka ISD District Improvement Plan

**District Goal #5:** TISD will utilize sound practices in finance, human resource development, and organizational management to ensure that students reach their individual potential in a safe and orderly learning environment.

**Performance Objective #1: Ensure sound financial operations for the district**

\* To meet the requirements outlined in the FIRST Rating 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>
5.1.1 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 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
5.1.2 Improve the ability of campus personnel to spend district funds in a manner which is fiscally responsbile and efficient	Superintendent Bus. Mgr Principals	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
5.1.3 Implement a program evaluation which determines the effectiveness of our district's use of interventions used for students in danger of failure	Principals, teachers	Local/State Funds Title I, Part A	Ongoing	Failure rates, EOC and STAAR benchmark data, attendance at intervention periods	STAAR data
5.1.4 Create a cost savings from the ability to host our own staff devlopment sessions at each individual campus rather than send teacher on trips.	Superintedent Principals	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 development compared with the current year.

**Performance Objective #2: Ensure that TISD staff members are provided with continual learning opportunities so that they may improve in their role of helping students become successful learners**

- \*Train all TISD staff 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

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
5.2.1 Train campus principals with research-based strategies to facilitate teacher training in staff development	Superintendent	Local/State Funds	Ongoing	Principal exercises during subsequent meetings	Campus performance
5.2.2 Utilize a principal created walk through document which will be used to assess and improve teacher performance	Principals	Local/State Funds	Ongoing	Principal assessment from teacher walk through visits throughout the year.	Principal summative evaluations, teacher surveys regarding walkthrough evaluations.
5.2.3 Increase face-to-face meetings with teachers regarding walk-through documentation	Principals	Local/State Funds	September	Documentation of teacher meetings, noted improvement from one class visit to the next	Total evaluations completed through walk through documentation and subsequent meetings,
5.2.4 Create meaningful staff development opportunities based off walk-through documentation	Principals	Local/State Funds	Ongoing	Lessons taught during Monday early release days; other faculty meeting agendas	Student academic performance on STAAR, benchmarks, failure rates

**Performance Objective #3: TISD will ensure that students and staff work in an environment which promotes overall campus safety as a priority for the learning environment**

- \* Ensure an emergency operations plan is in place which will help ensure optimal student and staff safety
- \* Ensure staff and students are properly trained in order to respond to the emergency operations plans.
- \* Ensure inclusion of multiple stakeholders in the process of district/campus safety development

<i>Strategies/Activities</i>	<i>Staff Responsible</i>	<i>Resource Allocation</i>	<i>Time Line</i>	<i>Formative Assessment</i>	<i>Summative Assessment</i>
5.3.1 Develop an emergency operations plan which is up to date with regard to best practices and applicable to our current facility layout	Superintendent, Principals, School Resource Officer	Local/State Funds	Ongoing	Teacher trainings, fire drills, weather safety drills, intruder alert drills	Campus & district response to emergency situations which occur throughout the school year, summative evaluation of drills and procedures.

5.3.2 Ensure that all staff members are trained in proper responses to campus crisis scenarios.	Superintendent, campus principals, campus secretaries, superintendent secretary	Local/State Funds	Beginning of Year Inservice, Ongoing staff development sessions	Employee documentation of completed trainings regarding crisis situations	Evaulation of campus responses to emergency situations which students experience throughout the school year.
5.3.3 Include district wide committees and campus specific committees in the annual review of safety procedures utilized throughout the district	Superintedent, Principals, teachers, community members, parents, community business members	Local/State Funds	1st 6 weeks, mid year, end of year	Attendance of committee members, alterations to current practices	Comparison of BOY practices and EOY practices as developed through the input of the committees throughout the school year.

# Addendums

## Tahoka ISD District Parent Involvement Policy (Approved 5-12-2015)

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 of the plan.  
**How Achieved:** Tahoka ISD will provide Notices of meetings, meeting agendas, and minutes reflecting parent participation. An interpreter will be provided if requested by the parent.
2. **Requirement:** Provide coordination, technical assistance, and other support necessary to assist in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.  
**How Achieved:** Tahoka ISD school personnel will be primarily responsible for these areas. Coordination, assistance, and support will be achieved by providing a site and scheduling meetings to be as convenient as possible for parents to attend by scheduling some Title I meetings at times when parents are coming to school for other activities, such as Open House and athletic activities.
3. **Requirement:** Build the District's and parents' capacity for strong parental involvement.  
**How Achieved:** Tahoka ISD will listen to parents' concerns and suggestions and attempt to respond to these things. Communication between the home and the school is vital for strong involvement, and Tahoka ISD will provide various avenues for communication: parents are encouraged to phone or personally contact their child's teacher or administrator; weekly activity calendars provide current information; progress reports will be sent home prior to regular report cards if a student is having academic problems; and parents will be contacted regarding any other areas where a one-on-one discussion is deemed necessary by school personnel.
4. **Requirement:** Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies under other programs, such as Head Start, Reading First,



Early Reading First, Even Start, parents as Teachers, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs.

**How Achieved:** Since Tahoka ISD is located in a rural, sparsely populated area, many programs common to large districts are not part of the school system or community. Parents with pre-school children do attend school functions and consequently, children are familiar with school before enrolling in Pre-K or Kindergarten. Registration for Pre-K and/or Kindergarten is scheduled each May as a child's first formal experience in the public school setting.

5. **Requirement:** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I, Part A schools, including identifying barriers to greater participation by parents in Title I, Part A activities, and use the findings of such evaluations to design strategies for more effective parental involvement.

**How Achieved:** parents and school personnel (SBDM Committee) will meet at various intervals to discuss and evaluate the effectiveness of the policy and to solicit ideas for improvement and/or additional activities for consideration. In addition, school personnel will update email and contact information in January, as well as the beginning of the school year in August.

6. Requirement: Involve parents in the activities of Title I, Part A Schools.

**How Achieved:** parents are encouraged to do the following:

- (1) Read and discuss the student handbook (also available online) prior to signing and returning the signature page to school;
- (2) Emphasize the importance of education and encourage participation in school activities;
- (3) Stay informed about your child's activities by attending parent conferences and other parent mtngs.
- (4) Learn about the curriculum, student support services, and activities offered by the district;
- (5) Become familiar with the academic program and review teaching materials, textbooks, and other instructional aids;
- (6) Examine tests that your child has taken;
- (7) Monitor your child's progress and contact teachers, the counselor, or the principal as needed;
- (8) Call the office to schedule appointments;
- (9) Review your child's records when needed;
- (10) Volunteer at school;
- (11) Participate in parent organizations ranging from booster clubs to committees that assist the Board of Trustees in formulating educational goals and objectives;
- (12) Familiarize yourself with Federally funded programs such as Title I that provide important education support services for the school;
- (13) Attend Board meetings to learn more about the operations of the district;
- (14) Follow up on a matter not resolved administratively by presenting it to the Board for review.
- (15) Be aware of your right to temporarily remove your child from an instructional activity that conflicts with your religious or moral beliefs, within the guidelines of the law.

## TAHOKA ELEMENTARY SCHOOL 2014-2015

### 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.

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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.

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Student's Signature

Date

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Principal's Signature

Date

# Tahoka Middle School

## School-Parent Compact 2014-2015

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 2014-2015 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 day.

School \_\_\_\_\_  
 Parent \_\_\_\_\_  
 Student \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_  
 Date \_\_\_\_\_

Revised & Approved by SBDM

May, 2014

# Tahoka High School

## School-Parent Compact 2014-2015

The Tahoka High 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 2014-2015 school year.

### School Responsibilities

**Tahoka High 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 communicate 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 day.

School \_\_\_\_\_  
 Parent \_\_\_\_\_  
 Student \_\_\_\_\_

Date \_\_\_\_\_  
 Date \_\_\_\_\_  
 Date \_\_\_\_\_

Revised & Approved by SBDM  
May, 2014