

**Farmersville Independent School District**  
**Tatum Elementary School**  
**2017-2018 Campus Improvement Plan**

# Table of Contents

Comprehensive Needs Assessment .....	3
Needs Assessment Overview .....	3
Demographics .....	4
Student Academic Achievement .....	6
Comprehensive Needs Assessment Data Documentation .....	7
Goals .....	10
Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices. ....	10
Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus. ....	16
Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. ....	19
Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. ....	21
Goal 5: The district will meet or exceed the recommended attendance rate of 96%. ....	23
Goal 6: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children. ....	24
System Safeguard Strategies .....	26
17-18 Needs Assessment Team .....	27

# Comprehensive Needs Assessment

## Needs Assessment Overview

The purpose of the needs assessment is to examine multiple sources of data to identify the priority needs and direction for the school. The data helps Tatum monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a school profile. This helps us identify strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards.

## Demographics

### Demographics Summary

Farmersville ISD is a small rural district in northeast Collin County.

Tatum Elementary is a school-wide Title 1 campus with a student enrollment of 250. Our Eco Dis population has increased by 8% and our LEP population decreased by 1%.

Although this improvement plan focuses on the 2017-2018 school year, the demographic information comes from information available in May 2017.

**Campus Profile:** Grade Span: PK – 1

Enrollment by Ethnicity: Am. Indian – 0      Campus enrollment: 250

Asian – 0

African American – 10

Hispanic – 90

Native Hawaiian/Other Pacific Islander 0

White – 145

Two or more races -5

EcoDis: -164

Non Eco Dis: 86

ELL: 49

### **Student Enrollment:**

ESL Ed – 49

Gifted – 0

Sp Ed – 30

504 – 0

***Class Size:***

Kindergarten - 19

First Grade – 21

***Retention Rates:***

Kindergarten - 8.8%

1st Grade - 4.9%

The 15.9% student mobility rate for Farmersville ISD is below the state average of 16.2%. The district does not have any students identified as migrant. The attendance rate is above the state average. The district attributes this achievement to a strong partnership with parents and a focus on high-quality education.

**Demographics Strengths**

- High attendance rate
- 100% Highly Qualified Teachers
- Low teacher student ratio

Tatum Elementary has many strengths. Some of the demographics strengths include: Many families move into our area just for the schools. Because our families value education we have many supportive parents and students who are committed to success.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Our goal as a district and campus is for all students to be encouraged and challenged to meet their full potential. As a campus we will continue to focus on the standards set in four state accountability areas.

For the 2016-2017 school year, Farmersville ISD met these targets:

Index 1 - Student Achievement. FISD Score: 85 (state target score = 60)

Index 2 - Student Progress. FISD Score: 45 (state target score = 22)

Index 3 - Closing Performance Gaps. FISD Score: 50 (state target score = 28)

Index 4 - Post-Secondary Readiness. FISD Score 85 (state target score = 60)

These scores result in FISD receiving a 2017 Texas Accountability Met Standard rating.

Scores by grade level and by each student group reveals that all student groups have shown positive growth. Intervention strategies will be implemented to accelerate learning and close this gap. One focus for the campus is to address student growth, the campus has analyzed scores for each individual student and by each standard. Students will have an individual plan to target goals for interventions and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

### **Student Academic Achievement Strengths**

- Tutorials to target student goals
- At-risk students continue to receive accelerated instruction in reading in class/small groups and in pullout programs
- Student reading score have increased due to implementation of effective reading strategies
- Targeted interventions strategies have improved struggling/At Risk students reading levels and show growth in Math

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**



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

### **Support Systems and Other Data**

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

# Goals













**Goal 1: Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.**

**Performance Objective 1:** 100% of students (in all student groups) will show progress on the TPRI assessment.

**Evaluation Data Source(s) 1:** 2017 TPRI class and student summary reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to work with students.	9	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports				
2) Hire additional Title 1 staff to provide small-group accelerated instruction.	9	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - Student progress reports				
3) Implement formative assessment plan - All in Learning	1, 2, 8, 9	Curriculum Director; Campus Administrators	1. IMPLEMENTATION - test data, scheduled data analysis meetings 2. IMPACT - Formative assessment scores				
4) Provide support for teachers integrating new technology tools into instruction (including interactive whiteboards, iPads and web-based instructional tools) through individual, campus-wide, and district-wide professional development opportunities, along with a web-based collection of resources.	2, 4	Technology Director; Instructional Technology Facilitator; Campus Administrators	1. IMPLEMENTATION - session sign-in sheets, handouts, Inst Tech webpage 2. IMPACT - Increased use of technology in instruction				
5) Provide support for students' keyboarding skills, digital literacy, and access to technology by creating a web-based collection of resources for students and teachers.	2, 4, 6	Technology Director; Instructional Technology Facilitator	1. IMPLEMENTATION - Website and web traffic statistics 2. IMPACT - Utilization of resources and demonstration of digital skills by students				








6) Utilize a 504 committee on each campus to evaluate testing and determine appropriate services for students with Dyslexia. Staff on each campus will utilize the Linda Mood Bell program (or other identified program) to incorporate instruction on: ~ Phonological Awareness ~ Sound-symbol Association ~ Syllabication ~ Orthography ~ Morphology ~ Syntax	9	Campus Administrators; Dyslexia Staff	1. IMPLEMENTATION - 504 committee records 2. IMPACT - Gains in reading skills for identified students				
7) Teachers of "transition grade" students (2nd, 6th, & 9th) will provide information to teachers at the receiving schools, to ensure appropriate educational services and placement.	7	Campus Administrators Teachers	1. IMPLEMENTATION - Student data sheets and course assignment sheets. 2. IMPACT - Students will receive needed services and instruction from the first day in the new grade.				
8) Differentiation of instruction will be provided by: ~ Providing resources and training in "Differentiating Instruction with Menus"	2, 3, 4, 9	Campus Administrators	1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
9) Differentiation of instruction will be provided by: ~ Ensuring all teachers are trained for teaching Gifted students	2, 3, 4, 9	Campus Administrators GT Coordinator	1. IMPLEMENTATION - documentation of teacher training/ certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
10) Differentiation of instruction will be provided by: ~ Encouraging all teachers to attain ESL certification	2, 3, 4, 9	Campus Administrators	1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
11) RtI-Collaborate with RTI team to address student needs.	2, 3, 4, 9	District RtI Committee Teacher Campus Administrator	1. IMPLEMENTATION - documentation of RtI meetings, student growth documentation, accommodations 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 2:** Increase Special Education goal progress/mastery on IEPs

**Evaluation Data Source(s) 2:** IEP progress reports and ARD

**Summative Evaluation 2:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students.	9	Special Education Director; SpEd Case Managers; SpEd Staff	1. IMPLEMENTATION - tracking forms 2. IMPACT - timely assistance for SpEd students who are struggling; higher scores for SpEd students				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 3:** Increase ESL passing rate on 6 weeks and semester assessments.

**Evaluation Data Source(s) 3:** Report cards

**Summative Evaluation 3:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to work with students.	9	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing data, schedules 2. IMPACT - ELL student progress reports				
2) Utilize EduGence system to house and track students' test scores (TELPAS, etc.) and accommodations data, and to ensure teachers' access to it. Teachers update accommodations usage within the EduGence system.	8, 9, 10	ESL Coordinator	1. IMPLEMENTATION - student data is entered into the system, and accessed / updated by teachers 2. IMPACT - Student accommodations allow for student success in classwork and assessments				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 4:** District will meet TEA performance indicator of "Federal Limits on Alternative Assessments".

**Evaluation Data Source(s) 4:** 2017 TEA Accountability Summary

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Federal Limits on Alternative Limits will be monitored and accommodations will be appropriate to students' identified needs.	8, 10	SpEd Director; Diagnosticians	1. IMPLEMENTATION - Student assessment decisions documented according to IEP 2. IMPACT - Students taking the Alternative assessment will meet the requirement and all accommodations will be appropriate for each student				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Successful student performance on the state STAAR tests (Reading/Writing/ELA, Mathematics, Science, Social Studies) to achieve a designation of a Met Standard school district with all campuses Meeting Standards on all four Indices.

**Performance Objective 5:** Increase Math and Reading/Literacy skills improving student progress/growth.

**Evaluation Data Source(s) 5:** Progress Reports and Report Cards

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor formative assessments to ensure student growth/success.	1, 2, 4, 8, 9	Campus administrator Teacher	1. IMPLEMENTATION - documentation of student assessments and lesson plans, All in Learning 2. IMPACT - Students will receive quality assessments to target instruction needs, leading to increased academic success				
2) Implement Math Seeds to provide math support to students.	1, 4, 8, 9	Computer Lab Instructor Teacher Campus Administrator	1. IMPLEMENTATION - documentation of teacher training / certification, and available resources 2. IMPACT - Students will receive needed services and instruction according to individual needs, leading to increased academic success Program Reports				
3) Disaggregation of student data and identifying student needs.	1, 4, 8, 9	Teacher Campus Administrator District Curriculum Director	1. IMPLEMENTATION - documentation of student data and teacher training/certification All in Learning 2. IMPACT - Teacher will obtain student data that can address strengths and weakness which will result academic growth and success.				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 2: Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.**

**Performance Objective 1:** Maintain that all core academic subject area classes are taught by highly qualified teachers on each campus.

**Evaluation Data Source(s) 1:** Personnel documentation  
Teacher certificates









**Summative Evaluation 1:**

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 2:** Increase teacher retention rate from 85% to 90%.

**Evaluation Data Source(s) 2:** Exit interviews  
HR data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create Technology Leadership Cadre (professional learning community) of teachers K-12, to facilitate self-selected professional goals and provide training and support to campus teachers.	4	Instructional Technology Facilitator	1. IMPLEMENTATION - TLC meeting agendas, training notes 2. IMPACT - improved teacher attitude scores on STaR "Instructional Support" ratings and other surveys				
2) Provide staff development for new teachers at the district level, with continuing support provided by mentor teachers at the campus level.	4	Curriculum Director; Campus Administrators	1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 3:** Provide research based professional development in the area of student assessment and goal setting.

**Evaluation Data Source(s) 3:** Professional development agenda and teacher certificates

**Summative Evaluation 3:**









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement T-TESS program for evaluating teacher instruction.		Campus Administrator Teacher	T-TESS teacher self reports and evaluation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Qualified and highly effective personnel will be recruited, developed, and retained, to maintain 100% percentage Highly Qualified core academic subject area teachers on each campus.

**Performance Objective 4:** Provide support to new teachers through teacher mentors

**Evaluation Data Source(s) 4:** Mentor Program monitoring

**Summative Evaluation 4:**














Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide new teachers a teacher mentor to provided support at the campus level.	3, 4, 5	Mentor Teacher Campus Administrators	1. IMPLEMENTATION - teacher and teacher mentor meetings, provide resources 2. IMPACT - increased retention rate among first year teachers				
2) Provide teachers needed professional development and resources.	1, 3, 4, 5	Curriculum Director Campus Administrator	1. IMPLEMENTATION - PD sign-in sheets, training handouts 2. IMPACT - increased retention rate among first year teachers and knowledge of needed content area				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

**Performance Objective 1:** Practice procedures in place for emergencies to ensure staff and student safety.

**Evaluation Data Source(s) 1:** Campus drill reports

#### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor security of doors at all campuses, with public entry granted with authorization of front office staff - and security checks for public admittance into classrooms and student-occupied areas through the "Positive Proof" management system.		Front Office Staff; Police Chief	1. IMPLEMENTATION - locks and security cameras installed, and documentation of Positive Proof system 2. IMPACT - eliminate number of strangers in hallways				
	Funding Sources: 199 - General Fund - \$0.00						
2) All teachers will be trained in matters of student health and safety, including suicide prevention, sexual abuse and maltreatment of children, and bullying prevention.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
3) Per the Texas Behavior Support Initiative (TBSI), the state-level training mandated by Senate Bill 1196 and the Texas Administrative Code §89.1053, teachers will be trained in the use of restraints, time-out, and other behavior interventions and supports.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.















**Performance Objective 2:** Implement drug and violence prevention programs.

**Evaluation Data Source(s) 2:** School activities-Red Ribbon Week

Discipline report

School Police report

**Summative Evaluation 2:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district's freedom from bullying policy and procedures are attached to this district improvement plan, per [TEC 11.252].  All teachers will be trained on the topic of bullying, to identify students in crisis, and to provide appropriate intervention.	3, 4	Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
2) All teachers will be trained on the topic of suicide prevention, to identify students in crisis, and to provide appropriate intervention.		Campus Administrators	1. IMPLEMENTATION - staff development certificates of completion from Region 10 online courses 2. IMPACT - immediate and appropriate intervention for students in crisis				
3) Administrators and counselors will be trained in conflict resolution and violence prevention, and will meet with and provide de-escalation techniques to help students resolve conflicts in a non-violent manner.		Campus Administrators; Counselors	1. IMPLEMENTATION - counselor logs, training logs each year for all district staff 2. IMPACT - reduced number of incidents				
4) All campus counselors and administrators will be trained on harassment and dating violence each year.		Campus Administrators; Counselors	1. IMPLEMENTATION - Region 10 certificates or sign in logs from each campus 2. IMPACT - appropriate response to incidents; reduced number of incidents				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.**

**Performance Objective 1:** Monitor attendance and student performance.

**Evaluation Data Source(s) 1:** attendance reports  
report cards

**Summative Evaluation 1:**








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use technology and other resources to provide materials for absent students to make up work.	2, 9	Campus Administration; Technology Department; Teachers	1. IMPLEMENTATION - videos, web resources, and other materials provided for students 2. IMPACT - decrease in number of students with incomplete work				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Performance Objective 2:** Provide summer school for remediation.

**Evaluation Data Source(s) 2:** summer school student roll and curriculum

**Summative Evaluation 2:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students that needs summer school for remediation will increase/maintain academic skills for promotion.	2, 9	Counselors	1. IMPLEMENTATION - parent, teacher and administrator meeting minutes and student academic data 2. IMPACT - increase academic skills and promotion to next grade level				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							







**Goal 5: The district will meet or exceed the recommended attendance rate of 96%.**

**Performance Objective 1:** Attendance rate will be increased from 97% to 98%

**Evaluation Data Source(s) 1:** TAPR 2017  
PEIMS

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Truancy Plan will be followed for any students with three unexcused absences in a four-week period. The plan will work with families to reduce the number of absences and to ensure students make up time/instruction missed.		Campus Administrators	1. IMPLEMENTATION - attendance records, truancy plan documentation 2. IMPACT - increased attendance rate				
2) Students at-risk due to neglect, foster care, or homelessness will receive counseling and assistance with meals and school-related fees, as needed.	10	Curriculum Director; Campus Administrators; Counselors	1. IMPLEMENTATION - PEIMS documentation for homeless, food service records 2. IMPACT - increased attendance rate and participation				

 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 6: The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.**

**Performance Objective 1:** 100% of families of LEP students will have communication provided in their home language.

**Evaluation Data Source(s) 1:** Documentation of home-school communication

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ensure each campus has Spanish-speaking personnel to communicate with parents.	6	Superintendent; Campus Administrators	1. IMPLEMENTATION - staffing 2. IMPACT - increased parent involvement of LEP students	✓			
2) Conduct a meeting for parents of elementary ESL students, with native language support, to share information about the program and ways to promote English development at home.	6	ESL Coordinators	1. IMPLEMENTATION - meeting attendance and minutes/handouts 2. IMPACT - increased parent involvement of LEP students	✓			




**Goal 6:** The District will emphasize parental and community involvement, ensuring that parents will be full partners with educators in the education of their children.

**Performance Objective 2:** 100% of Title 1 students will have school-parent compacts. Identifying the schools responsibilities, the parents responsibilities and the students responsibilities.

**Evaluation Data Source(s) 2:** Documentation of school-parent communication and meetings signed school-parent compacts.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide "The Parent Involvement Connection" in both English and Spanish for parents of elementary students, grades K-5.	2, 6	Principals Title 1 Teachers	1. IMPLEMENTATION - newsletters sent home 2. IMPACT - parents knowledgeable of strategies / activities to be used at home to impact academic success	✓			
2) Host Title 1 Parent Night meeting at K-5 campuses.	2, 6	Title 1 Coordinator; Title 1 Teachers; Principals	1. - IMPLEMENTATION - sign-in sheets, agendas 2. - IMPACT - parents knowledgeable of Title 1 program and its purpose to accelerate learning	✓			
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Case managers and Special Education staff will implement tracking procedures to document the progress of SpEd students.

## 17-18 Needs Assessment Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ginger Ketcher	Principal
Classroom Teacher	Rhonda Weston	1st grade Teacher
Classroom Teacher	Madison Kerns	Kindergarten Teacher
PTO	Holly Stone	PTO President
PTO	Lori Carr	PTO
Parent	Shannon Aguliar	Parent
Parent	Talisa Brown	parent
Parent	Amber Martin	Parent
Parent	Stacey Lane	Parent
Classroom Teacher	Carrie King	Head Start Teacher
Classroom Teacher	Vicky Strayhorn	Sp Ed Teacher
Classroom Teacher	Cheryl Smith	Title 1 Teacher
District-level Professional	Trish Carnagey	Elem Curriculum Dir
District-level Professional	Saundra Hess	Counselor
District-level Professional	Lisa Morrison	ESL and Dyslexia Coordinator
Paraprofessional	Dolores Salazar	ESL Aide