

Temple Independent School District
Temple High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science

Mission Statement

The mission of the Temple Independent School District is to prepare students to be life-long learners who are productive in 21st century college and work life.

Vision

Our vision is to be the school of choice where every student is a life-long learner, every life-long learner graduates, and every graduate becomes a meaningful contributor to his/her community and society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student population: 1998

Hispanic: 844

Black: 531

Caucasian: 513

Other: 110

Teachers: 156.7

African American- 10.4%

Hispanic: 8.7%

White: 79.6%

American Indian: 1.3%

Demographics Strengths

We have a diverse student population

Problem Statements Identifying Demographics Needs

Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

Problem Statement 2: There is an achievement gap for students of low socio-economic status. **Root Cause:** The individual situations of each student are unique and complex; it is difficult to address the student need when contributing factors outside of school cannot be addressed. Additional training may be needed.

Student Academic Achievement

Student Academic Achievement Summary

Temple High School English 1 met standard went down 10% from 52% to 42%, English 2 met standard went down 8% from 55% to 47%, Algebra 1 met standard increased 4% from 75% to 79%, Biology met standard went down 10% from 86% to 76%, and U.S. History met standard went down 5% from 92% to 87%.

Temple High School ELL English 1 met standard increased 10% from 6% to 16%, English 2 met standard increase 14% from 0% to 14%, Algebra 1 met standard increased by 34% from 43% to 77%, Biology 1 met standard decreased 5% from 51% to 46%, and U.S. History met standard increase 1% from 57% to 58%.

Temple High School Sped English 1 met standard decreased by 3% from 15% to 12%, English 2 met standard increased 1% from 17% to 18%, Algebra 1 met standard increased 14% from 33% to 47%, Biology 1 met standard increased 2% from 42% to 44%, and U.S. History met standard decreased 5% from 64% to 59%.

Student Academic Achievement Strengths

The Student Progress measure met standard. THS earned 23 and the standard is 17.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state. **Root Cause:** Students need instruction in editing and revising multiple drafts to meet standard.

Problem Statement 2: District SPED Writing scores dropped by 5%. **Root Cause:** Students need to build stamina in creating extended essay responses including writing workshop instruction to embed editing and revising skills.

Problem Statement 3: EOC English I and II scores dropped. **Root Cause:** The met standard point was increased, the test format changed mid-year, and students require relevant and rigorous coursework to progress.

Problem Statement 4: EOC Biology scores dropped by 10%, including CTE, SPED and ELLs. **Root Cause:** Power TEKS reflected in Blitz needed updated, students need relevant, engaging, and rigorous instruction.

Problem Statement 5: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate). **Root Cause:** Students and teachers need to set high expectations to reach TEA met standard goals.

School Processes & Programs

School Processes & Programs Summary

The associate principal oversees curriculum and instruction. An assistant principal is dedicated to the English Language Arts department and ESL program. Three assistant principals solely address discipline issues.

A PLC period is provided to ELA, Math, Science, Social Studies and LOTE teachers. During this period, administrators and instructional coaches provide professional development to address areas of concern noted through walkthroughs. Teachers go through the District lesson planning cycle and review student data to make decisions about instruction. Additionally, the ILT (Instructional Leadership Team) will focus on Rigor, Relevance and Relationships during this block of time, and core lead teachers have completed a book study on a related text.

The following assessments are used throughout the year to guide instruction and professional development for individual teachers or teams:

Common Formative Assessment

Unit Assessments

CBA's

Benchmarks

This year we will have a group of teachers returning to participate in a second round of Blended Learning and a smaller cohort of teachers attempting the flipped model.

Response to Intervention (RTI) is offered at Tier 2 through the MAPS freshman class. Tier 3 interventions are offered through Read 180, trailer courses and Edgenuity. Tier 1 Interventions occur in the classroom.

A dedicated testing coordinator position was created to address the needs of the campus regarding assessment. This position will also address 504's.

The District Teacher New to Temple Support System mentor program is used to support teachers. Local job fairs are our primary recruitment tool.

School Processes & Programs Strengths

Repeatable processes and systems are being developed and followed. These processes and systems align with District expectations and are being monitored to ensure fidelity of implementation.

Low turnover on the administrative team helps to maintain continuity in processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Technology and face-to-face learning are not tightly integrated in the student's learning experience. **Root Cause:** Lack of examples/models for teachers to follow as they embark on "unchartered territory." Instructional Technologists tied down with duties unrelated to supporting teachers in instruction. Lack of monitoring instruction and technology as a result.

Problem Statement 2: The Professional Learning Community (PLC) process across the district is not focused. **Root Cause:** Misunderstanding of the purpose of the dedicated PLC period by administrators and teachers. Lack of adequate training on the PLC process. Over-reliance on a "top-down" approach to implementation.

Problem Statement 3: Data processes do not fully address needs at the teacher level. **Root Cause:** The focus of the process has been on the team and teachers of concern. Focus should be shifted to growth for all teachers.

Perceptions

Perceptions Summary

Culture - We support each other and strive to provide the best education for all of our students

Climate - We are responsive towards results from our climate survey. We want to establish a warm and caring climate.

Values - Teamwork, collaboration, results

Beliefs - We believe that all students can learn at higher levels, in a culture of collaboration, with a focus on results

Perceptions Strengths

We believe that all students can learn at higher levels, in a culture of collaboration, with a focus on results

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increasing the passing rate for ELA **Root Cause:** Cut scores changed

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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- 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
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Goals


Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 1: Each TISD campus will meet or exceed state standards for the Texas Accountability System.

Evaluation Data Source(s) 1: State testing results/report.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Develop district level "Blended Learning" implementation plan (See Education Elements Scope of Work).	Assistant Superintendent of Curriculum & Instruction, Elementary and Secondary Executive Directors, Technology Director, Blended Learning Council, Campus Principal	Student agency and relationships with staff will be increased through the implementation of Blended Learning. 1. Final draft of Blended Learning Vision 2. Development of District Blended Learning Design Expectation 3. Determination of District Focus Areas. 4. Development of design expectations for schools 5. Training plans for teachers 6. Training plans for coaches 7. Training plans for principals. 8. Multi-year Blended Learning Roadmap developed				
Problem Statements: School Processes & Programs 1						
2) Contract with Solution Tree to design and deliver six installments of PLC training. Each installment will cover the primary processes outlined for PLCs: Content Focus, Data Analysis, Common Assessments and Interventions - with two additional sessions on Leadership and Monitoring Interventions. Session participants will include each and every member of each campus leadership team.	Assistant Superintendent of Curriculum & Instruction, Campus Principal	1. Build leadership capacity to effectively lead a PLC. 2. Understand collaborative leadership and be able to identify and utilize strategies for changing the culture to one that focuses on learning. 3. Increase understanding in creating clear expectations and monitoring what matters. 4. Participate in strategies that will assist in supporting and coaching the work of a PLC. 5. Develop and utilize PLC protocols to facilitate increased student achievement and effective teacher planning.				
Problem Statements: School Processes & Programs 2						

3) Implementation of Balanced Literacy at Temple High School	Assistant Principal, IC	<ol style="list-style-type: none"> 1. Reading and Writing Workshop implemented with fidelity. 2. Embedded editing and revising within the writing workshop. 3. Transferable reading and writing skills for all content areas. 4. Build progress monitoring into teacher assessment practices to improve student performance. 5. ELL students will have a language objective and receive intervention with iLit. 6. All ELA teachers will engage in PD for reading and writing workshop. 7. Questions stems of higher rigor will be utilized in formative and summative assessment. 				
Problem Statements: Student Academic Achievement 1, 2, 3						
4) Progress Monitoring in EOC Prep English and English 1 and English 2 trailer courses as well as any retester not included in a trailer course.	Assistant Principal, IC	<ol style="list-style-type: none"> 1. Student goal setting to understand the gap and how to close it. 2. Teacher utilization of data from progress monitoring to individualize instruction and plan and implement interventions. 3. Embedded parent contact and inclusion of attendance and behavior data in conversation regarding goal attainment. 4. Follow up interviews with students to maintain communication and focus. 5. War Room wall in 101 for teachers to track student/class progress. 				
Problem Statements: Student Academic Achievement 1, 3						
5) Team Time (PLC) focus will be on Rigor, Relevance and Relationships. Instructional Leadership Team and Core Lead Teachers will complete a Book Study on "Raising the Rigor." Throughout the year during Team Time discussions will be facilitated regarding components of the text and classroom applications.	Associate Principal Instructional Coaches	Students learning at higher levels as evidenced in common formative assessment data and summative assessment data.				
						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state. Root Cause 1: Students need instruction in editing and revising multiple drafts to meet standard.
Problem Statement 2: District SPED Writing scores dropped by 5%. Root Cause 2: Students need to build stamina in creating extended essay responses including writing workshop instruction to embed editing and revising skills.
Problem Statement 3: EOC English I and II scores dropped. Root Cause 3: The met standard point was increased, the test format changed mid-year, and students require relevant and rigorous coursework to progress.
School Processes & Programs

Problem Statement 1: Technology and face-to-face learning are not tightly integrated in the student's learning experience. **Root Cause 1:** Lack of examples/models for teachers to follow as they embark on "unchartered territory." Instructional Technologists tied down with duties unrelated to supporting teachers in instruction. Lack of monitoring instruction and technology as a result.


Problem Statement 2: The Professional Learning Community (PLC) process across the district is not focused. **Root Cause 2:** Misunderstanding of the purpose of the dedicated PLC period by administrators and teachers. Lack of adequate training on the PLC process. Over-reliance on a "top-down" approach to implementation.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 2: TISD will improve each district accountability measure: Index 1 from 63% to 65%, Index 2 from 40% to 42%, Index 3 from 33% to 35%, and Index 4 from 63% to 64%, as indicated in the state accountability system.

Evaluation Data Source(s) 2: State testing data/report.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
<p>PBMAS</p> <p>1) Implement a balanced literacy plan for grades 6-12 to include focus on the reading/ writing workshop model and usage of a literature studies approach in each unit of study, monthly progress monitoring of student growth, walk-throughs, and data analysis.</p>	Executive Director of Secondary Education, Campus Principal	Improve achievement of students on state assessments and the implementation of the reading/ writing workshop model in secondary ELAR classrooms.				
Problem Statements: Student Academic Achievement 1, 2, 3						
<p>PBMAS</p> <p>2) Implement the usage of interactive vocabulary and content area literacy strategies in secondary science and social studies classrooms to include a focus on interactive word walls, sheltered instruction strategies, and progress monitoring of student achievement.</p>	Executive Director of Secondary Education, Campus Principal	Improve achievement on science and social studies STAAR, and Biology and U.S. History EOC assessments, specifically with CTE, SPED, and ELL students.				
Problem Statements: Student Academic Achievement 4						
<p>3) A) Improve monitoring processes for EOC tested courses, AP and IB courses and identify opportunities to meet student needs in preparation for SAT/ACT.</p>	Principal, Associate Principal, Assistant Principals	Improve achievement on Algebra 1, Biology, English 1 & 2, US History EOC's, improve achievement on AP/IB exams, improve achievement and participation on SAT/ACT.				
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
<p>Problem Statement 1: Only 46% of Temple ISD students passed STAAR writing, compared to 69% across the state. Root Cause 1: Students need instruction in editing and revising multiple drafts to meet standard.</p>
<p>Problem Statement 2: District SPED Writing scores dropped by 5%. Root Cause 2: Students need to build stamina in creating extended essay responses including writing workshop instruction to embed editing and revising skills.</p>

Problem Statement 3: EOC English I and II scores dropped. **Root Cause 3:** The met standard point was increased, the test format changed mid-year, and students require relevant and rigorous coursework to progress.

Problem Statement 4: EOC Biology scores dropped by 10%, including CTE, SPED and ELLs. **Root Cause 4:** Power TEKS reflected in Blitz needed updated, students need relevant, engaging, and rigorous instruction.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 3: TISD will increase the graduation rate from 88.5% to 91.0% or above.

Evaluation Data Source(s) 3: PBMAS report/District Data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Continue the development and implementation of CTE learning opportunities by: a) Aligning Computer Programming II with industry standards. b) Establishing a purposeful Distribution and Warehousing coherent sequence meeting industry demand.	Director of CTE	1. Development of alignment document outlining comprehensive competencies of courses with workforce expectations and industry test standards. 2. Identified workforce partnership and establishment of first level course				

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 4: TISD will maintain a dropout rate in grades 7 through 12 at 1.5% or less.

Evaluation Data Source(s) 4: PBMAS report/District Data

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
PBMAS 1) Implement secondary ELL data monitoring plan.	Director of Bilingual/ESL, Campus Principal	Maintain or decrease dropout rate.				
	Problem Statements: Student Academic Achievement 3					
2) Utilize student support system to identify and support students at risk of dropping out.	Principal, Assistant Principals, Counselors	Reduction in Drop Out rate.				

Performance Objective 4 Problem Statements:



Student Academic Achievement
Problem Statement 3: EOC English I and II scores dropped. Root Cause 3: The met standard point was increased, the test format changed mid-year, and students require relevant and rigorous coursework to progress.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 5: TISD will meet or exceed performance standards for all state and federal programs including CTE, B/ESL, SPED and Title I, as indicated by no staging for PBMAS.

Evaluation Data Source(s) 5: State testing data/ PBMAS report.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
System Safeguard Strategy PBMAS 1) Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.	Director of Special Education, Coordinator of Special Education, Campus Principal	Provide training to campus administration to support monitoring service delivery. Improve consistency of service delivery and documentation of supports provided. Identify areas of strength and areas for improvement.				
	Problem Statements: Student Academic Achievement 5					
2) Improve planning and instruction processes for Gen-Ed and inclusion teachers.	SPED Coordinator, Principal, Associate Principal	No staging for PBMAS.				
						

Performance Objective 5 Problem Statements:


Student Academic Achievement
Problem Statement 5: District Special Education students do not meet state academic expectations on STAAR (26% all subject passing rate). Root Cause 5: Students and teachers need to set high expectations to reach TEA met standard goals.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 6: TISD will hire only those teachers that have a valid Texas certification prior to their first day of instruction.

Evaluation Data Source(s) 6: State testing data/report.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Only certified teachers will be presented to the School Board for hire. Long-term substitutes will be hired if no certified teacher can be found for an open position.	Assistant Superintendent of Human Resources, Campus Principal	100% of TISD teachers will be certified.				
Problem Statements: Demographics 1						
						

Performance Objective 6 Problem Statements:


Demographics
Problem Statement 1: Temple ISD continues to struggle to hire teachers in critical needs areas, including elementary bilingual, upper level math, science, and Career and Technical Education.

Goal 1: Temple ISD will provide rigorous standards of academic achievement to prepare 21st century learners for graduation and post-secondary opportunities.

Performance Objective 7: TISD will reduce the teacher attrition rate to below 20%.

Evaluation Data Source(s) 7: Report from TISD HR.

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Monitor campus assignments and loads to assure balanced class loads and student issues.	Assistant Superintendent of Human Resources, Campus Principal	Balanced class loads				
2) Utilize the District NTSS program to support new teachers and mentors.	Associate Principal	Teacher growth; retention of quality staff.				
						

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 1: TISD will continue district-wide facilities improvements using bond funds.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 2: TISD will develop and maintain academically driven and functionally appropriate facilities where students' safety and health are paramount.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify and train members of a Medical Emergency Response Team (MERT) at each campus.	Assistant Superintendent of Student Services, Director of Health Services, Campus Principal	Emergency situations at campuses are handled with CPR and AED protocols				







Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 3: TISD campuses will improve discipline at each campus and decrease ISS, OSS, and DAEP placements.

Evaluation Data Source(s) 3: District Data (Student Services)

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
PBMAS 1) Monitor the effectiveness of district training in terms of reducing student behavior resulting in ISS, OSS and DAEP placements.	Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Foundation Teams, Campus Principal	Reduction of ISS, OSS and DAEP placements				
2) Monitor custodial services for quality and completion.	Assistant Superintendent for Finance and Operations, GCA, Campus Principal	90% satisfaction				
3) Monitor student participation in the breakfast and lunch programs.	Assistant Superintendent for Finance and Operations; Director of School Nutrition, Campus Principal	Maintain student participation at 2016-17 levels				
4)						

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

Goal 2: Temple ISD will provide a safe and healthy environment to support positive behaviors for students, staff, families, and community.

Performance Objective 4: THS will develop and implement processes that decrease tardies

Evaluation Data Source(s) 4: Campus Data Reports.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Tardy eliminator will be used to monitor and report tardies.	Administration	Tardies will be reduced and teachers will have more time to focus on student achievement				







Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 1: TISD will increase student attendance at each campus to reach a district student attendance rate of 95%.

Evaluation Data Source(s) 1: Weekly attendance reports from District.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Identify attendance issues through RYG report and early interventions.	Assistant Superintendent of Student Services, Truancy Officers, Campus Principal	Increased attendance rate for RYG students				
2) Implement Restorative Discipline circles with top truancy students.	Assistant Superintendent of Student Services, Coordinator of Student Intervention Services, Campus Principal	Increased attendance rate of top truancy students				
3) Identify students with attendance issues as early as possible to provide appropriate support services and interventions.	Assistant Superintendent of Student Services, Truancy Officers, Campus Principal	Increased attendance rate for students.				
4) Implement attendance incentive program through Calloway Foundation and McLane's grant.	Truancy Officers, THS Administration	Increased attendance rate for students.				


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

Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 2: TISD will achieve a teacher attendance average of 96%.

Evaluation Data Source(s) 2: Periodic attendance reports from HR.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Recognize and award teacher attendance each grading period.	Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
2) Design incentives for teachers with outstanding attendance	Assistant Superintendent of Human Services, Campus Principal	Increased teacher attendance				
						

Goal 3: Temple ISD will develop, facilitate, and support strategies to increase the attendance and participation of students, parents, and staff in school-related activities.

Performance Objective 3: TISD will establish strategies to increase the participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Evaluation Data Source(s) 3: Parent contact logs.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	Apr	June
1) Develop coordinated procedures to promote use of Family Access.	Assistant Superintendent of Student Services, Director of Technology, PEIMS Coordinator, Campus Principal	Increased percentage of families enrolled in Family Access				
2) Utilize School Messenger to communicate with parents encourage them to use Family Access.	Principal, Associate Principal	Increased use of Family Access				

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	5	1	Utilize an internal audit process to ensure that specially designed instruction, supports and services are documented and provided consistently across the district.