

Tatum Elementary
Campus Improvement Plan (CIP)
2011-2012

Tatum Elementary
Campus Improvement Plan
2011 – 2012

Committee Members:

Ginger Ketcher	Principal
Shelley Strawn	Teacher (K)
Elaine Donaldson	Teacher (1 st)
Ambre Fairfield	Teacher (Special Education)
Cheryl Smith	Teacher (Title 1)
Trisha Carnagey	Title 1 /Teacher Facilitator
Teresa Uland	Counselor
Lisa Morrison	ESL Teacher/Coordinator
Amy Schkade	Instructional Assistant
Phyllis Stout	Special Populations Director
Melissa Grabowski	Parent Representative
Kristen Hoar	PTO President

Mission Statements

- **Vision Statement**

Realizing that each student is unique, Farmersville ISD will strive to guide and educate every student in our school system to be a lifelong learner and a productive citizen in a constantly changing world.

- **Purpose Statement**

Farmersville ISD will provide a well-rounded, quality education in a safe and orderly learning environment for all students. Each student, teacher, and administrator shall be expected to strive for excellence in all aspects of the curriculum.

The mission of Farmersville ISD is to provide students with opportunities for growth and proper development in social and academic skills. Our staff will strive for a courteous, positive, warm environment enriched with parental and community involvement. We are committed to building confidence in the student body while providing instructional leadership that will guide our youth to be successful in learning and to become responsible citizens.

Campus Profile: Grade Span: PK - 1
Campus accountability status: Exemplary
2010 – 2011 PEIMS data:
Campus enrollment: 217
Enrollment by Ethnicity: Am. Indian – 1 – 0.4%
Asian – 2 – 0.8%
African American – 8 – 3.1%
Hispanic – 95 – 37.0%
White – 147 – 57.2%
EcoDis: 53.7%
LEP: 14%

Data Reviewed:

2010-2011PEIMS 2010-2011TPRI results
2011 AYP data 2011 TELPAS data
2010-2011 SSI Compliance Report

Sources of Information:

1. TELPAS results for Spring 2011
AEIS data-accountability tables/school report cards
PBMAS Data Table
Attendance Rate
AYP Report
TPRI Results
ITBS Results
CogAT Results
AMAO data
Benchmark Assessments
2. Annual Evaluation Report (Safe & Drug Free-Title IV and Gun-Free Schools Report)
Discipline Referrals
Safe and Drug Free Survey Results from Parents, Students and Teachers.
3. Annual Staff Professional Development Survey
4. Highly Qualified Survey as submitted to TEA
Teacher Certifications
5. Parental and Community Involvement Data

Volunteers
PTO Membership
Open House Attendance
Special Programs

- LPAC Meetings
- Gifted and Talented Program
- Title 1 Program Parent Meeting
- Meet the Teacher Night
- Tutoring
- Book Fair Family Night
- Family Reading Night (Literacy Program)
- Mileage Club Program Nights (Turkey Trot, etc)

6. Campus Star Chart Information

7. FISD Technology Plan

Findings/Conclusions:

Hispanic population increased by 8%.
TPRI results indicate larger number of first graders needing accelerated instruction.

Strengths:

100% HQ teachers-Title I Schoolwide Component #3
Instructional impact of accelerated instruction in Title I program
Spanish-speaking paraprofessional on campus to translate for students and parents

Weaknesses:

At paired campus TAKS results for EcDis students passing are lower than 90% and TAKS results for At-Risk students are lower than 90% passing.
Increase in number of students scoring still developing on TPRI at BOY.
Attendance at 95.6% was below the recommended rate of 96%.

Identified Needs:

Spanish-speaking paraprofessional to serve as translator for parents and students and to tutor at-risk LEP students
Teacher to continue to provide accelerated instruction for at-risk students in reading.
Personnel to provide targeted interventions to struggling students in reading.
Computer-based programs and personnel to facilitate accelerated learning of at-risk students.

Campus Goal #1: Maximize student achievement to ensure student mastery on state mandatory assessment beginning in Third Grade. Students will be reading on grade level and will master grade level math TEKS by the end of First Grade.

Objectives:

Head Start Reading

1. Ninety percent of all students will achieve an Emerging understanding on the screening portion of the ~~Circle~~ GOLD Assessment.
2. Ninety percent of Special Education students will meet ARD recommendation criteria
3. Ninety percent of the students will enter Kindergarten on grade level.

Kindergarten Reading

1. Ninety percent of all students will achieve Developed on the screening portion of the TPRI.
2. Ninety percent of Special Education students will meet ARD recommendation criteria.
3. Ninety percent of the students will enter First Grade on grade level.

First Grade Reading

1. Ninety percent of all students will achieve Developed on the screening portion of the TPRI.
2. Ninety percent of Special Education students will meet ARD recommendation criteria.
3. Ninety percent of the students will enter Second Grade on grade level.

Head Start Math

1. Students will achieve 90% of the standards set by the Pre-K guidelines for Math
2. Ninety percent of Special Education students will meet ARD recommendation criteria.

Kindergarten Math

1. Students will achieve a 90% passing rate in Math.
2. Ninety percent of Special Education student will meet ARD recommendation criteria.
3. Ninety percent of students have mastered grade level Math TEKS for Kindergarten.

First Grade Math

1. Students will achieve a 90% passing rate in Math.
2. Ninety percent of Special Education students will meet ARD recommendation criteria.
3. Ninety percent of students have mastered grade level Math TEKS for First Grade.

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Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Continue use of Success Maker and Read Naturally to accelerate/ remediate reading and math skills for at-risk, LEP and Special Education students	Teachers, Administrator; Computer lab instructor	Local Funds, SCE \$6,858 \$8,815	Computer Lab Schedules, Walk-through Documentation, Success Maker Reports	August - May Each six weeks	TELPAS scores, TPRI scores, CogAT scores, ITBS scores, Success Maker Computer Reports, ARDS	Initial	2, 7, 9
Writing Across the Curriculum continued in all subject areas, Implement Write from the Beginning	Teachers, Administrator	Local Funds	Alignment with TEKS, Lesson Plans, Assessments	August – May	Lesson Plans, ELA, TPRI Scores	Initial	2
Provide in-school tutorials for At- Risk students in K-1	Administrator, Teachers, Title I Staff, ESL Teacher Sp Ed Teacher	Local Funds State Funds	TPRI Scores, Attendance Logs, Progress Reports, Report Cards	August– May	TPRI Scores, AYP Report	Initial	2, 9, 10
Provide TEKS based Instruction and assessment for student in all subject area by highly qualified teachers.	Teachers, Curriculum Director, Principal	Local Fund EduJobs Grant \$41,334	Lesson Plans Walk-throughs	August - May	TPRI Scores, Benchmarks	On-going	3, 8, 10

Campus Goal #1: Maximize student achievement to ensure student mastery on state mandatory assessment beginning in Third Grade. Students will be reading on grade level and will master grade level Math TEKS by the end of First Grade.

Action Steps	Persons Responsible	Resource	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Continue collaboration between General Ed teachers, Sp Ed Teachers, Title I and ESL Teachers to develop modifications/ remediation for students	Principal Teachers, Title I Teacher ESL Teacher Sp Ed Teacher	Local Funds State Funds	Observations, Grade Level Meetings, Benchmarks	August -May	End of Year Testing	Initial	2, 9, 10
Annual 6-hour GT update for teachers	Administrator, Curriculum Director, GT Teacher, Teachers	Region X ESC	Training, Alignment with TEKS, Identification and Placement Practices	Summer 2012	Training Certificates	Interim	3, 4
Continue pullout program for GT students	GT Teacher, Curriculum Director	Local and GT Funds	Lesson Plans GT Teacher Schedule	September - May	TPRI Scores, ITBS Scores, Informal Assessment	On-going	2, 3, 10
Use CogAT, TPRI and ITBS scores to determine admission into the elementary GT Program	GT Teacher, Curriculum Director	Local Funds State Funds	Student Data Report GT Admission Rubric	November - May	CogAT Scores, TPRI Scores, ITBS Scores	Final	2, 8, 10
Provide intensive/accelerated instruction during the school day for students in academic need in grades K-1	Campus administrator, Teachers, Title I teacher, Title I Para - Professional,	Title I Funds \$42,514	TPRI Scores, Administration, Tutorial Documentation	August - May	TPRI Results, ITBS Scores, AYP Standard Report, Tutorial Documentation	Initial	2, 3, 9

Campus Goal #1: Maximize student achievement to ensure student mastery on state mandatory assessment beginning in Third Grade. Students will be reading on grade level and will master grade level Math TEKS by the end of First Grade.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
K-1 severe and profound Program (LEAP) to meet identified needs	Sp Ed Director, Principal, Special Ed Teachers/Staff	Local Funds IDEA \$2,500	Observations and Reports of Student Progress	August - May	IEP Evaluations	Interim	2, 9, 10
Support special education students through inclusion, resource program, learning lab, and other related services	Administrators, Special Education Teachers and Para-Professionals, Classroom Teachers	Local Funds IDEA \$1,000 SCE \$9,053	Informal Observations, Learning Lab Log	ARD meeting dates/minutes	TPRI, Progress Reports, Report Cards, IEPs	Initial	2, 9, 10
Utilize all Curriculum Resources (Write from the Beginning, Handwriting without Tears, Envision, McCraw Hill Reading/Language Arts) to support Special Education students K-1	Administrator, Special Education Teachers/Staff, General Education Teachers	Local Funds	Training Sessions, Informal Observations	August - May	TPRI IEPs Progress Reports, Report Cards	Initial	4, 9
Use the AWARE Program to disaggregate data to identify student needs.	Curriculum Director, Principal, Teachers	Region X ESC	Lesson Plans, Evidence of disaggregated data	October - May	Report Cards, TPRI	Initial	2, 9

Campus Goal #1: Maximize student achievement to ensure student mastery on state mandatory assessment beginning in Third Grade. Students will be reading on grade level and will master grade level Math TEKS by the end of First Grade.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
Motivate students to read more by utilizing Accelerated Reader Program, Learning.com in computer lab and Reading Logs, token system.	Administration, Librarian, Library Aide, Classroom Teachers, Computer Aide	Local Funds	Results from AR Tests, Book Circulation, Check Out Log Progress Reports, Report Cards, Reading Log	6 weeks on-going	TPRI Results, ITBS Scores, Annual Book Circulation Report, Success Maker	Initial	
Provide Incentive program (Fitness Finders) to students to encourage academic success, perfect attendance and good citizenship	Teachers, Parents, Principal, Staff	Local Funds	Teacher Reports-Award Assemblies (Necklaces/tokens for students)	each 6 weeks on-going	Reading Logs/scores Attendance Report Discipline Reports Grades	Initial	
Participation in 600 minute Reading Club	Librarian, Classroom Teachers, Parents	Six Flags Corp.	Student Reading Logs	Spring 2011	Number of Students Earning Tickets	Interim	
Train teacher in effective strategies using technology through research-based technology training	Technology Director, Instructional Lab Manager, Teachers, Librarian	Local Funds, Dist. Tech. Plan, Learning.com	Lesson Plans, Training, Learning.com Participation	August - May	Use of Strategies in Classroom (observations)	Final	4
Continue using Thinking Maps and Read Naturally to improve student performance	Technology Director Instructional Lab Manager Teachers	Local Funds, Dist. Tech. Plan	Lesson Plans, Informal Observations, Student Work Samples	August - May	Completion Certificates for Training, Sign-In Sheets, Use of Strategies in Classroom (observations)	Initial	2, 4

Implement Reader Rabbit, Listening Centers, Independent Reading during Library Time to increase Reading Skills	Teachers Librarian Library Aide Technology Director	Local Funds	Informal Observation, Lesson Plans	August - May	TPRI, Success Maker, Read Naturally	Initial	2
Continue using Success Maker, Learning.com, Read Naturally, PBS Kids, Heartsoft Bestseller Collection	Technology Director Instructional Lab Manager	Local Funds	Informal Observation, Lesson Plans	August - May	TPRI, Success Maker, Read Naturally	Initial	
Provide RTI (Response to Intervention) training to teachers to provide them with intervention strategies to help students with academic needs	Administrators Teachers Special Ed Director	FISD Special Education Department, Curriculum Directors	Training, RTI Staffing Meetings, Informal Observations, Number of Special Ed and 504 Referrals, TIER Documentation	August-May	Special Ed Assessments, Sp Ed Referrals Tier I – III Documentation	Initial	8, 9
Provide Outdoor Learning Center to enrich student learning in grade level TEKS.	Principal Teachers	Local Funds	Lesson Plans, Progress Reports, Report Cards, Lab calendar	August-May	TPRI Scores, Benchmarks, Grades	Initial	2 9
Continue Vertical Teaming for Grades K-5 th	Teachers Principals Curriculum Director	Local Funds	Meeting Minutes Lesson Plans	Sept. - May	TPRI ITBS TAKS/STARR	Initial Meet Monthly	2 4 8 9

Campus Goal #1: Maximize student achievement to ensure student mastery on state mandatory assessment beginning in Third Grade. Students will be reading on grade level and will master grade level Math TEKS by the end of First Grade.

Action Steps	Person(s) Responsible	Resource(s)	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Utilize Eduphoria-Forethought for lesson planning as a resource to ensure all TEKS are covered.	Administrators Teachers Curriculum Dir	Local Funds	Teacher Lesson Plans	August - June On-going	AYP results Benchmarks results	Initial	8
Continue to provide the Head Start program with a HQ teacher to implement instruction.	Administrators Teachers Region X support	Local Funds, Federal Funds	Certification, Professional Development	August -May	CLASS Assessment	Initial	3, 7
Continue to provide the Head Start Program with a Para-Professional to help assist teacher and implement instruction	Administrators Teachers ParaProfessional Region X support	Local Funds Federal Funds	High Scope Theory Scholastic Curriculum CDA Certification	August -May	CLASS Assessment	Initial	2, 5
Continue using High Scope Theory and Scholastic Curriculum to improve student performance in Head Start Classroom.	Administrators Teachers, ParaProfessional Region X support	Federal Funds	Lesson Plans, Professional Development, Observations	August - May	Brigance m-class GOLD Assessment	Initial	2
Provide an intensive language program and classroom support for LEP students (Rosetta Stone and HeadSprouts Language program)	Administrator ESL Staff Teachers Para-Professional	Local Funds	Benchmark Assessments, Report Card Grades, TPRI Scores, Progress Reports	August -May	TELPAS Results, PBMAS Ratings, AYP Standard Report, AMAO Report , TPRI, ITBS,	Initial	9

Provide Spanish-speaking paraprofessional to support ESL students	Superintendent/ Administration ESL Department, Para-Professional	Local Funds	Spanish-Speaking Paraprofessional Employed	August – May	Progress of ESL/LEP Students	Initial	
Use strategies taught in staff development training on modifications for LEP students and SIOP implementation	Administrator, ESL staff , Teachers, Para-professionals	Region X ESC, Local Funds	Sign-in Sheets for Meetings, Benchmark Assessments, Lesson Plans (modifications noted), Informal Walk-Throughs	August - May	Lesson plans ELPS (English Language Proficiency Standards) noted, AMAO report	Initial	4
Provide Linda Mood Bell and Multisensory Teaching Approach programs for students qualifying for the dyslexia program	Curriculum Directors, Principals, Dyslexia Teachers	Local Funds	Student Accommodation sheet, Lesson Plans	August-May	Benchmarks, progress reports, report cards	Interim	

Campus Goal #2: All students will be taught by highly qualified teachers.

Objectives:

1. All Tatum Elementary professionals will have the appropriate certification and endorsements for assigned classes.
2. Retain highly qualified and certified teachers.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Recruit certified teachers at area job fairs and hire only certified teachers when possible	Superintendent Curriculum Directors Administrators Principals	Local Funds	Number of Certified Applicants	Spring and Summer	Number of newly hired certified personnel	Initial	3 5
Provide research-based professional development for all teachers to ensure individual acquiring 150 hrs. (over 5 years period)to remain highly qualified	Curriculum Directors Principals Teachers	Local Funds, Title I Funds, ESC Region X	Staff development sign-in sheets, Individual 150 hr. documentation sheet	August -July	End of year documentation	Initial	3 4 5
Provide teachers in need of additional certification with TexES administration dates and registration information	Curriculum Directors Principals	Local Funds	Number of TexES Registrations	Fall and Spring TexES Administration	TexES Tests Passed, Certificates Received	Initial	3 5
Provide research-based professional development in the area of student assessment	Curriculum Directors Principals Teachers	Local Funds, Title 1 Funds, ESC Region X	Staff development sign-in sheets, teacher documentation sheets (certificates)	August - July	End of year documentation	Initial	1 4 8

Include teacher input in assessment choices and planning for student achievement	Curriculum Directors Principals Teachers	Local Funds	Documentation of meetings to discuss, analyze and revision assessment choices and planning	August - July	Student assessment materials, documentation of meetings	Initial	8
Provide support to new teachers through mentors.	Curriculum director Teachers Principals FISD Administration	Local Funds	Teacher meetings, Teacher evaluations	August – May	Number of teachers retained in district.	Initial	5
Continue using Eduphoria PDAS program to evaluate teacher instruction.	FISD Administration Principals Teachers	Local Funds	Walk-throughs Observations	August - May	Teacher self-reports, PDAS evaluation	Initial	3 4
Maximize Instruction by continuing with scheduled pull-out times.	Principal,\ Teachers	Local Funds	Teacher schedules, Pull-out schedule	August – May	TPRI Report cards	Initial	2

Campus Goal #3: All students will be educated in a learning environment that is safe, drug-free, and conducive to learning.

Objective: The campus will be drug-free and maintain zero incidents of violence.

SCE Funds: \$79,053 FTE: 2.0

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Provide CPI team for campus personnel.	Principal CIP Team Member Region X Support	Local Funds	Number of people completing CPI course	On-Going	Sign-in Sheets Certificates	Initial	1
Conduct Crisis Drills A. Fire Drills B. Tornado Drills C. Lock Down Drills	Administrators Crisis Committee Members Teachers/Staff	Local Funds	Documentation of Crisis Drills	A. Monthly B. Every other Month C. twice a year	Timed Drills Documentation and Drill Observations	Initial	1
Implement Heartwood Character Education Program to address Bullying and Character ED	Principal Counselor Teachers Librarian	Local Funds	Discipline Referrals, Lesson Plans	Monthly	Safe and Drug-Free Schools Evaluation, Gun-Free Schools Report	Initial	
Provide campus ISS room for students exhibiting disruptive behavior	Principal, ISS Teacher /Aide	Local Funds	Discipline Referrals, ISS Assignments	August -May	Annual Discipline Referral Report	Initial	
Provide Drug Free Curriculum and Instruction for parents and students.	Counselors	Local Funds	Red Ribbon Week – calendar	October	Participation in activities	Initial	6

Campus Goal #4: All students will graduate from high school.

Objectives:

1. All students will meet minimum expectations to be promoted to the next grade level.
2. All students will be successful and remain in school.

Action Steps	Person(s) Responsible	Resources	Evidence of Impact	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
Monitor attendance and student performance of at-risk students.	Administrator Counselor Teachers Attendance Clerk	Local Funds	Progress Reports, Report Cards, Failure Rate, Retention Rate, Conference Notes, Retention Rates	3 Week Progress Reports, 6 Week Grade Reports, Conference Schedules	Annual Retention Rate, AYP Standard Report, TPRI Results, ITBS Results, Attendance Rate, AEIS Report	Initial	9
Provide summer school for remediation for grades PK-1 and ESL	Administrators Counselors Teachers	Title I Funds: \$5,000 Local Funds	Number of Retentions	End of Year	Number of Retainees, AEIS Report	Final	2, 7, 10
Identify and monitor all 504 students	Administrator Teachers Counselor 504 Coordinator	Local Funds	Six-Weeks report cards, End-of- Year Evaluations	August -May	Semester Grades, ITBS Results, TPRI Results	Initial	8, 9

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

Objectives:

1. The campus will exceed the attendance rate of 96%.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
Provide parent education concerning importance of daily attendance with notice of absences sent to parent	Administrator, Teachers	Local Funds	ADA Report, Attendance Forms/Letter Sent to Parents	On-going	AEIS (attendance rate)	Initial	1
Reward perfect attendance with awards and positive publicity	Principal Teachers Secretary	Local Funds	ADA Report, Number of Students Receiving Rewards	6 Weeks	AEIS (attendance rate)	Initial	1
Truancy Laws will be enforced and parents will be notified of absences.	Administrators, Attendance Clerk(campus secretary), Teachers	Local Funds	Attendance Data, Letters to parents	Daily	AEIS (attendance rate)	Initial	1

Campus Goal #6: Tatum Elementary will encourage parental and community involvement.

Objective:

1. Tatum Elementary will emphasize parental involvement through PTO, special programs, open house, meet the teacher and use of volunteers.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Provide Parent Guide: Put Reading First in both English and Spanish for parents of elementary students	Curriculum Directors, Title I Teachers, Administrators	Local Funds	Parent Meeting Documentation	October – May	Parent Feedback, Title I Parent meeting	Interim	6
Maintain campus participation in community activities	Counselor Principal Teachers /Staff	Local Funds	Old Time Saturday, Chamber of Commerce activities, Angel Tree, Newsletters, Teacher Appreciation Week	Monthly; As Scheduled	Number of Tatum Participants in Community Projects/Activities	Initial	
Host an Open House to showcase student work.	Principal Teachers/staff	Local Funds	Sign-In Sheets for each Teacher’s Room	Spring	Number of Parents attending Open House	Interim	6
Host Meet the Teacher night before school starts -share with parents classroom/school procedures and curriculum	Principal Teachers/Staff	Local Funds	Sign-In Sheets for each Teacher’s Room	August	Number of Parents attending Meet the Teacher	Initial	6
Host Kindergarten Round-Up	Principal Teachers/Staff	Local Funds	Participation in Round-Up	Spring	Number of Parents/Community Members attending Kindergarten Round-Up and enrollment papers	Interim	

Campus Goal #6: Tatum Elementary will encourage parental and community involvement.

Objective:

1. Tatum Elementary will emphasize parental involvement through PTO, special programs, open house, meet the teacher and use of volunteers.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timelines	Title 1 Schoolwide Component
Utilize parent and community volunteers to model reading for students (Storybook Day)	Teachers Volunteers Parents	Library, Community members	Sign-in Sheets, Observations, Letters Home	August - May	Increase in parent and community involvement, Sign-in sheets	Initial	6
Provide Spanish speaking volunteers for Open House and other school wide activities	Principal Volunteers	Community members	Sign-in Sheets, Observations, Letters Home	August - May	Sign-in sheets	Initial	6
Communicate to the community and parents the importance of the home and community support for schools to reach their goals	Principal Teachers/Staff Technology Director	Local funds	Newsletters, FISD web site, Family Night at school and Community Businesses, parent/community participation and attendance , Facebook	On-going	Increase in parent/community involvement and decision making	Initial	6
Provide calendar of school events, newsletters, and memos in both English and Spanish	Principal ESL Staff Teacher s	Local funds	Copies of memos and newsletters	Monthly On-going	Attendance of parents and community members at school-sponsored events	Initial	6

Campus Goal #6: Tatum Elementary will encourage parental and community involvement.

Objective:

1. Tatum Elementary will emphasize parental involvement through PTO, special programs, open house, meet the teacher and use of volunteers.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
Encourage volunteers to help school with special events (quest readers, book fairs, family night activities, field day)	Principal Teachers/Staff	Local Funds	Number of Volunteers Participating	August – May	Sign-In Sheets	Initial	6
Promote PTO Meetings and Membership	Principal Teachers/Staff PTO	PTO Funds	Newsletters, Parent Participation and Attendance at Meetings	August -May	PTO Membership Sign-In Sheets	Initial	6
Implement activities to increase parent/community involvement on campus- i.e. Breakfast with Parents/Grand Parents, Parent Story Book Day, Field Day, PTO’s Breakfast with Santa, Thanksgiving feast, Tatum walks after school, Veteran’s Day	Administrators PTO Teachers/Staff	Local Funds PTO Funds	Sign in Sheets, Local Newspaper Articles , Newsletters	August - May	Increased Parent Involvement Sign-In sheets	Initial	6

Campus Goal #7: Collaborate with pre-school programs and Intermediate campus to ensure smooth transition.

Objective: Tatum Elementary will promote early literacy and effective transition for elementary students.

Action Steps	Person(s) Responsible	Resources	Evidence of Implementation	Completion Date	Evidence of Impact	Benchmark Timeline	Title 1 Schoolwide Component
First Grade Student Orientation at Intermediate School	Elementary and Intermediate Principals, Teachers	Local Funds	School planned trip to Intermediate School for student orientation, completion date/agenda	June	Student, parent and staff feedback	Final	7
Host Head Start Round-up/registration	Principal, Teachers, Parents, Head Start Staff	Local Funds	Activity on calendar, registration paperwork turned in to office, sign-up sheets, Contact pre-school programs, post in local newspaper	May	Number of students registered for Head Start	Final	7
Summer Reading Program for incoming Kindergarten and First Grade Students	Curriculum Director, Principal, Teachers	Local Funds, Title 1 Funds \$1500	Attendance documentation, calendar of events/lesson plans	June and July	Student assessment, program evaluation	Final	7
Communicate curriculum with pre-school programs to ensure developmentally appropriate materials.	Curriculum Director, Principal, Teachers	Local Funds	Material sent to community preschool programs	August - July	Pre-school implementation	Initial	7

Essential Components of Targeted Assistance Programs Ten Components of a Schoolwide Program Plan

Title 1 has a clear goal: enabling participating children to achieve at challenging State content and performance standards. To meet this goal, section 1115(c) requires that each targeted assistance program include certain components that research suggests are essential to any high-functioning program.

A comprehensive needs assessment: A school-wide plan helping create a school culture that engages staff in a data-driven process to meet State standards. (Component 1 – A Comprehensive Needs Assessment)

Under Section 1115(c), a targeted assistance program includes the following 8 10 components. It must:

- Use Part A resources to help participating children meet the State’s student performance standards expected for all children.
- Use effective instructional strategies
- Strengthen the core academic program
- Give primary consideration to providing extended learning time such as an extended school year, before and after school, and summer programs opportunities.
- Help provide an accelerated, high-quality curriculum.
- Include strategies for meeting the needs of underserved populations, at-risk and targeted populations
- Minimize removing children from the regular classroom during regular school hours for instruction.

(Component 2 - School-wide Reform)

In order to do this, programs must: Be based on effective means for improving achievement of children. (Component 9 – Mastery of State Standards) and teachers are part of the decision regarding the use of the programs/academic assessments. (Component 8 – Include Teachers in the Decision about Assessment)

Transition (Component 7 – Transition)

- Services to prepare students for transition to Intermediate.
- Services to assist preschool children in transitioning to Elementary School.

Provide instruction by hiring highly qualified Teachers and attract and retain highly qualified teachers. (Component 3 Highly Qualified Status and 5 attract Highly Qualified Teachers)

In accordance with section 1119 and subsection (a)(4), high-quality and on-going professional development: Provide Professional Development opportunities for all staff members so that all students meet the State’s academic achievement standards. (Component 4- Professional Development)

Provide strategies to increase parental involvement, in accordance with section 1118, such as family literacy services. (Component 6 - Increase Parent Involvement)

Coordination and integration of Federal, State, and local services and programs. (Component 10 – Coordination of Services and Programs)

