

Tuloso-Midway Primary

Campus Improvement Plan 2021-2022



Date of School Board Approval

Paul B. Mostella, President, Board of Trustees

Dr. Rick Fernandez, Superintendent

Stephen Hoelscher, Secretary, Board of Trustees

Laura Yvonne Davila, Principal

MISSION STATEMENT

The teachers, staff and administration of Tuloso-Midway Independent School District believe in educating every student to be a lifelong learner, a person of integrity, and a positive contributor to society.

OUR BELIEFS

- Student success is a shared responsibility of the family, school, and community.
- High achievement is the expectation for all students.
- Cultural diversity enriches the learning experience.
- Technology is an integral part of the learning process.
- Good character is a measure of success.
- Lifelong learning is vital for all members of the school community.
- Continuous improvement and adaptability are essential in our ever-changing world.

LEGAL REFERENCES

Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Campus Site-Based Decision Making Committee	
Name	Position
<i>Laura Y. Davila</i>	Principal
<i>Guadalupe Chapa</i>	Assistant Principal
<i>Nidia De La Cerda</i>	Assistant Principal
<i>Tamara Sanchez</i>	Pre-K Teacher
<i>Michelle Moseley</i>	Pre-K Teacher
<i>Barbara Geis</i>	Kindergarten Teacher
<i>Jessica Hudler</i>	Kindergarten Teacher
<i>Debbie Ruiz</i>	First Grade Teacher
<i>Melissa Mata</i>	First Grade Teacher
<i>Crystal Trejo</i>	First Grade Teacher
<i>Adabel Galvan</i>	Second Grade Teacher
<i>Delia Barrera</i>	Second Grade Teacher District SBDM Representative
<i>Cassilda Alvarez</i>	Second Grade Teacher
<i>Hannah Garcia</i>	Second Grade Teacher
<i>Dianne Hughes</i>	Special Ed Paraprofessional
<i>Andrea Carvajal</i>	GT Teacher
<i>Valerie Shirley</i>	Dyslexia Teacher

Campus Site-Based Decision Making Committee, con't.	
Name	Position
<i>Dr. Edith Diaz</i>	Counselor
<i>Amanda Rodriguez</i>	Counselor
<i>Ramona Ramon</i>	Behavior Specialist/ SPED Representative
<i>Felicia Trevino</i>	Librarian
<i>Liliana Rivera</i>	Parent

Comprehensive Needs Assessment

Data Sources Examined
TAPR State Accountability Safeguard Data STAAR Data (3-12) – disaggregated At-Risk Indicators/Data PEIMS Reports Campus Discipline/Referral data Student Attendance Data Student Enrollment Data Campus Assessment Testing Data TPRI Data MAP Data Special Education population data/reports TELPAS Data Title I Parent Mtg. Agendas/Notes Safety Committee Reports & Audit Findings

STATE COMPENSATORY EDUCATION

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process we use to **identify** students at risk is:

Students are identified as being at risk of dropping out of school by applying the state of Texas Student Eligibility Criteria (see following page). Students are coded appropriately as at-risk at the campus level, carefully noting the criteria for each student.

The process we use to **exit** students from the SCE program who no longer qualify is:

The principal shall ensure that each identified student is offered services. The student eligibility shall be reviewed for at-risk status at the close of each grading period. A consistent, updated list of at-risk students shall be available on each campus for all administrators and teachers, at all times.

STATE COMPENSATORY EDUCATION

State of Texas Student Eligibility Criteria

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported through PEIMS to have dropped out of school.
10. Is a student of Limited English Proficiency.
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

COMPONENTS OF A TITLE I SCHOOL-WIDE PROGRAM PLAN

ESEA Section 1114 (b) (1) requires a Title I school wide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b) (1).
2. School wide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the school wide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.

COMPONENTS OF A TITLE I SCHOOL-WIDE PROGRAM PLAN (con't.)

3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b] [3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Campus Needs Assessment

Summary of Findings

Prioritized Areas of Concern	
AREAS OF CONCERN	DATA SOURCE
Increase instructional focus in the area of reading and writing to increase ability, fluency, and comprehension.	TAPR report CIRCLE/ TX KEA/ TPRI Data DMAC Data Campus Assessment Data
Increase instructional focus in the area of math to include student data collection.	TAPR report CIRCLE/ TX KEA/ TPRI Data Campus Assessment Data DMAC Data
Provide parental resources and support tools to increase family engagement/community involvement and support	Title I Attendance Reports Parent Conference Logs TAPR Report (Financial) College-Readiness Data
Provide a full-day Pre-K program	Kindergarten Readiness Reports CLI Engage Pre-K Assessment Reports
Implement intervention strategies to address specific student instructional and behavioral needs.	TAPR report RDA Report Discipline Reports STAAR Data CIRCLE/ TX KEA/ TPRI Data Campus Assessment Data
Implement interventions and incentives to decrease absences and tardies.	Attendance Report PEIMS Data
Purposeful PLCs that address campus areas of need and all meaningful planning.	TAPR Report CIRCLE/ TX KEA/ TPRI Data DMAC Data Campus Assessment Data PLC Agenda Logs

Identify economically disadvantaged and at-risk students to provide support at each grade level in all core subjects.	DMAC CIRCLE/ TX KEA/ TPRI Data Campus Assessment Data
Vertical alignment is needed across all grade levels and campuses.	District Improvement Plan STAAR Data Map Data CIRCLE/ TX KEA/ TPRI Data
Increased technology needs for our campus	Teacher/grade level CNA feedback form
Increased focus on research based instructional resources, practices and staff development to meet reading and math board adopted goals.	Board Adopted Goals Campus assessment data STAAR Data
School-wide focus on social-emotional learning	Teacher/grade level CNA feedback form
Focus on library enhancements to promote reading for all students	Campus Assessment Data MAP Data CIRCLE/ TX KEA/ TPRI Data Teacher/grade level CNA feedback form

Goal 1: Through high quality, research-based instruction, 90% of all students in each student group, will meet grade level standards on all administered campus/district assessments.

Summative Evaluation: 90% of all students perform at grade level on all campus/district assessments and/or meet ARD expectations.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor lesson plans and classrooms for curriculum fidelity .	2,8,9,10	Campus Admin.	July-May	Federal State Local	Walk-through data; T-TESS reports.
Provide acceleration, intervention and/or enrichment opportunities for students before/during/after school and intersessions.	2, 8, 9	Ed. Services Campus Admin. Teachers	July - June	Federal State Local	Lesson Plans, Grades Post- test, Pre-test,
Use data across all grade levels/subjects to develop and implement action plans to address student instructional needs.	2,8,9,10	Campus Admin. Teachers	July-June	Federal State Local	Increase in student achievement and graduation/completion rates.
Increase instructional focus in the area of reading at all grade levels to improve ability, fluency and comprehension.	2	Campus Admin. Teachers	July-May	Federal State Local	Research based practices and strategies are evident in lesson plans and observed during classroom observations. Gains in student success: STAAR/TELPAS
Implement a full day Prekindergarten program for all eligible students.	2,7	Superintendent Primary Admin. Ed. Services	July-May	Federal State Local	Enrollment and Kindergarten Readiness Report

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
At all levels, identify student areas of need to appropriately implement RTI practices by providing research-based interventions to increase student success.	2,8,9	Campus Admin. Sp. Ed. Director Counselors Teachers	July - May	Federal Local	Special Education referral review data; decrease in referrals. Research based practices and strategies are evident in lesson plans and observed during classroom observations. RTI documentation
Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-2.	2, 8, 9	Ed. Services Campus Admin. Teachers	July-May	Federal State Local	Research based practices and strategies are evident in lesson plans and observed during classroom observations. Intervention Assessment Reports TELPAS K-2
Provide and implement research-based reading/math programs and assessments.	2, 4, 8, 9	Campus Admin. Teachers Ed. Services	July – May	Federal State Local	Assessment Data Student growth trackers Lesson Plan Board Goal Data
Increase opportunities for students to engage in writing across all subjects, K-2.	2 ,8, 9	Campus Admin. Teachers	July-May	Federal State Local	Research based practices and strategies are evident in lesson plans and observed during classroom observations. Gains in student success: STAAR/TELPAS
Integrate core curriculum disciplines.	2,9	Campus Admin. Staff	July - June	Federal Local	Lesson Plans, Grades, Post Test, Pre-test, observations
Provide services that are differentiated and appropriate for instruction of GT students.	1,2,3,10	GT Certified Teacher in a pull out program, served during TIER time	July - June	Local Funds GT Funding	DMAC 2nd grade End-Of-Year ELA and Math Checkpoints. TELPAS Results Lesson Plans Project-based evaluations

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to monitor the increase in the amount of physical activity in the instructional day. Integrate core content into warm-up routines (PE).	1,2	Campus Admin. Teachers	July - June	Local	Research based practices and strategies are evident in lesson plans and observed during classroom observations.
Increase the instructional focus in the areas of math, science and technology through the STEM Lab.	3,9	Campus Admin. Teachers	July - June	Federal	Research based practices and strategies evident in lesson plans and observed during classroom walk-throughs. Assessments. Lesson Plans, Observations, Progress Reports, Grades
Incorporate research based instructional practices in the instructional schedule to support reading and math. (i.e. DEAR, W.I.N., Guided Reading, etc.)	3, 9	Campus Admin. Teachers	July - June	Federal Local	Research based practices and strategies are evident in lesson plans and observed during classroom observations.
Continue to improve the library to meet the instructional needs of students and teachers.	2,9	Campus Admin. Librarian	July - June	Local	Inventory of Library resources as it pertains to the TEKS in core subjects AR incentives
Implementing the use of the TEKS resource system in grade level and subject area planning and emphasize the importance of assessment and data driven instruction.	2,9	Campus Admin. Teachers	July - June	Federal	Scope and Sequence aligned Programs are used with fidelity TEKS Resource System Professional Development Classroom visits data Lesson Plans
Provide awareness to all staff of district-wide special programs and resources (i.e. ESL/Bilingual, At-Risk, Sp. Ed. /504).	2c	Ed. Services Campus Admin.	July - June	Federal State Local	Meeting agendas; documented resources.
Continue our Progress Monitoring system to track students in the RTI Program.	2,9	RTI Committee	Ongoing	Federal	Progress Monitoring tool, increased scores

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Assure full awareness of all teachers of the impact of state testing, including available accommodations for 504/Special Ed.	2a, 2b, 2c, 8, 9	Sp. Ed. Director Campus Admin. Staff	July - June	Federal Local	Accommodations are evident and observed in classroom observations and TIER time.
Monitor ARD/504 decisions in regard to state testing and ensure proper documentation is used.	2a, 2b, 2c, 8, 9	Sp. Ed. Director Campus Admin. Teachers	July - June	Federal Local	Accurate student files and documentation. State Testing: Exempting TELPAS
Increase effectiveness of inclusion through consistent scheduling and 'in class support'.	2b	Sp. Ed. Director Campus Admin. Teachers	July - June	Federal Local	Teacher Schedules ARD committee schedule of services
Provide and implement research-based instructional resources and strategies in special education classes to meet the needs of all Special Education students and utilized as an RTI resource when appropriate.	2,9	Special Ed. Dir. Campus Admin. Teachers	July - June	Federal	Lesson Plans, Observations, Progress Reports, Grades
Monitor implementation of IEPs in all educational settings by identifying & addressing individual academic & personal needs of all special education students.	9	Campus Admin. Teachers	Ongoing	Special Education Federal Local	Observations ARD meeting & staffing Increase standardized scores in special education groups
Provide and monitor for efficacy, supplemental support services for ELL students.	1	Administrators Ed. Services Bilingual Coordinator	July - June	Local	Documented walk-throughs and scheduled meetings to gain feedback and evaluate current implementation.
Prioritize the transition of second grade students to the Intermediate Campus.	1	Campus Admin. Counselors	July - June	Local	Documented meetings to transfer student information

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Use, improve and replace technology on our campus to meet the increasing demands of new technologies.	4,7,9,10	Campus Admin.	Ongoing	Special Education Federal Local	Technology Staff Usage Data, Lesson Plans, AR data, I pads, Projectors, computers, chrome books
Provide learning resources for students to be actively engaged in learning from home.	2,9	Campus Admin. Technology Dir.	July - June	Federal Local	Lesson Plans Communication logs

Goal 2: All students will receive instructional and support services by staff with official and state mandated certifications/licensure.

Summative Evaluation: *100% of core academic classes will be taught by properly state licensed teachers.*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All staff, including administration, will be provided professional development opportunities in research-based instructional practices.	3,4,9	Ed. Services Campus Admin.	July - May	Federal State	Research based practices and strategies are evident in lesson plans and observed during classroom observations.
Provide professional development opportunities to increase student achievement in math and reading.	3,4,9	Campus Admin.	July-June	Federal Local	Assessment Data PLRs and completion certificates.
Provide focused professional development and training for all staff in classroom management techniques.	3,4,9	Ed. Services Campus Admin.	July - May	Federal State	Behavior management logs, Student discipline referrals, PEIMS data
Provide classroom coaching opportunities for teachers through administrative walk-throughs for continued instructional support.	2,9,4	Campus Admin.	July - June	Federal	Classroom visits, teacher and Admin feedback, Data usage.
Campus Reading and Math coaches will provide support to teachers to deliver high quality instruction to all students.	2,9,4	Campus Admin. Instructional Coaches	July - June	Federal	Classroom visits, teacher and Admin feedback, Data usage.
Provide professional development for paraprofessionals.	4,9	Ed. Services. Campus Admin.	July-May	Federal State Local	Strategies evident in classrooms/instructional settings. Campus feedback.
Provide support to new teachers through, professional development and an induction/mentoring program.	3,4,5	Ed. Services. Campus Admin. Mentors	July - May	Federal	Ongoing feedback from principals and district mentors. Contract renewal/extension data.
Provide professional development to support the use of appropriate, effective technology integration.	4,10	Tech. Coord. Ed. Services Campus Admin.	July-June	Federal State Local	Strategies evident in classrooms; walk-throughs; increased class passing rates/state assessment achievement.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Teachers will participate in ongoing review of data pertaining to their individual and grade-level goals as part of PLC with purpose to improve instruction campus wide	2,4,7,8	Campus Admin. Teachers	Ongoing	Federal	Classroom visits T-TESS data, DMAC Data, Assessment data
Monitor and adjust staff in response to student enrollment.	3,5	HR Dept. Campus Admin.	July-June	State Local	Reduced average class sizes (AEIS).
Vertical Alignment Teams will meet each Six Weeks as part of PLC with Purpose to improve instruction campus wide	2,4,10	Campus Admin. Teachers	July - June	Local	Agenda, Sign-In Sheets TEKS Resources
Provide professional development opportunities to all staff to improve effectiveness of "in-class support" and special education services.	4	Special Ed. Dir. Ed. Services Campus Admin.	July-June	Federal Local	Agendas Sign-in sheets
Provide professional development opportunities to Bilingual Teachers.	4	Special Ed. Dir. Ed. Services Campus Admin. Bilingual Teachers	July-June	Federal Local	Agendas Sign-in sheets
Provide teachers with additional time to plan engaging lessons that focus on student achievement.	2b, 3, 4	Campus Admin. Instructional Coaches	July-June	Federal Local	Agendas Sign-in sheets Lesson Plans Walk-through Data

Goal 3: All students in Tuloso-Midway Primary will be educated in safe, healthy, drug-free environments conducive to learning.

Summative Evaluation: *The number of discipline referrals will be reduced by 10% as measured by PEIMS.*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement a school-wide positive behavior program	2,9,10	Campus Admin. Staff	July - June	Local	discipline data, observations, parent feedback
Continue the school wide RTI (Response to Intervention) behavior plan and training for staff.	2,9, 10	Campus Admin. Teachers Counselors RTI Committee	Ongoing	Federal Local	discipline data, observations, parent feedback
Implement research-based character education program through Social Guidance classes.	2,9,10	Counselors Teachers	July - June	Federal	Observations, Classroom visits (T-TESS), discipline data
Drug Awareness will be addressed through classroom and campus activities.	2,9,10	Counselors Teachers	July - June	Federal	Red Ribbon Week
Continue bullying prevention and intervention strategies and procedures through guidance and parent classes on bullying.	2	Campus Admin. Counselors Teachers	July - June	Federal Local	District "bullying" management procedures established. Response to bullying will be evident, documented and in alignment with the law and district manual
Campus Emergency Management Plan	2,4,10	Campus Admin. Counselors Teacher Police Officer	July - June	Local	Parent, Staff, and Community survey; Watch D.O.G.S program
District/Campus Dress Code will be consistently enforced campus wide	2	Campus Admin.	July - June	Local	Parent and Staff surveys
Continue CATCH program to create healthy living choices. Activities to include lunchtime incentives/activities by coaches.	2, 3	Campus Admin. Staff	July - June	Federal	CATCH committee agendas and minutes

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement a school-wide social-emotional program that focuses on student emotions.	2,9,10	Counselors Teachers	July - June	Federal	Lesson Plans Teacher Survey Student Survey

Goal 4: All students will graduate from Tuloso-Midway ISD prepared for post-secondary opportunities in college or the workplace.

Summative Evaluation: *Dropout rate of less than 1% and a completion rate of at least 90%.*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide educational and assessment information to ELL students/parents in the language in which they have the most fluency and understanding.	6	Campus Admin. Teachers	July - June	Local	Written communication in primary Language/s. All Call announcements/flyers to go home in English/Spanish.
Increase awareness and instructional focus on College and Career Readiness skills K-12.	2,6	Ed. Services Campus Admin.	July-May	Federal State Local	Student success: STAAR
Provide Interventions for students that are at-risk.	2a,2b,2c	Admin, Teachers	July - June	Local	Decrease in the number of students identified as Tier III Campus Assessment Data
Homeless students will receive services and assistance through district programs as needed.	9	District Homeless Liaison Fed. Program Coord.	July-May	Federal State	Documentation of assistance and placement of homeless students
Communicate effectively with parents in ARD meetings to assure they are knowledgeable in state assessment options and possible impacts of assessment decisions on current academic year and into the next grade level.	6	Campus Admin. Diagnosticians LSSP Counselors Sp. Ed. Dir.	July-May	Local	Documentation of communication maintained.

Goal 5: Parents and Community will partner with Tuloso-Midway Primary in the education of students.

Summative Evaluation: *School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Involve community businesses and agencies to develop and foster support and provide relativity to careers and opportunities.	2, 10	Campus Admin. CTE Admin. Ed. Services	July-June	State Local	Documentation of contact: conferences, phone calls, mailings, meetings, etc.
Research and provide parenting resources that support educational efforts of the District.	6,7	Campus Admin. Ed. Services	July-June	Federal State Local	Invitations, informational notices, sign-in sheets.
Enhance and compliantly implement non-resident student transfer policy.	2e	Superintendent Campus Admin.	July-June	Local	Staff Survey
Provide parents/guardians opportunities to learn about instructional practices to implement at home.	6	Campus Admin. Ed. Services	July - June	Federal	Title Night Agendas Title Night Attendance Logs Parent Surveys
Ensure that all parents & guardians receive notice of the required Title I meetings.	2, 9 ,6, 10	Campus Admin.	July - June	Federal	Agenda, Sign-in sheets, Rosters
Assure full awareness of all parents, of identified students, of the services provided through special education and 504.	6	Campus Admin. Diagnosticians LSSP Counselors Sp. Ed. Dir.	July-May	Local	Signatures of understanding on file.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Assure language is not a barrier while establishing opportunities to make parents aware of educational support resources, student goals and achievement requirements.	6	All Staff	July-June	State Local	Written communication in primary language/s.
Utilize the 'Parent Partnership Agreement' as approved by the School Board.	6	Ed. Services Campus Staff	July-Aug	Local	Reduction in aggressive parent/staff
Provide a comprehensive system for parents to monitor students' assignment, grades, attendance and behavior	2,5	Campus Admin.	July - June	Local	Monitor the number of parental log-ins through the system.
Recruit, train and retain increased numbers of parent volunteers with an emphasis on helping students with instruction/PTA.	2,5,10	Campus Admin. Staff PTA	July - June	Local	Agenda, sign-in sheets
Continue to improve parent communication through the campus website, parent newsletters, Remind & parent conferences.	2,5	Campus Admin. Teachers	July - June	Local	District Goal, Parent feedback Parent Contact Logs
Provide opportunities for parents and community members to be active members of the school community. (i.e. Watch D.O.G.S.,mentor programs, etc.)	6	Campus Admin. Teachers	July - June	Local	Sign-in sheets

Goal 6: Prioritize student attendance for all Tuloso-Midway Primary students.

Summative Evaluation: *Maintain a yearly attendance rate of 98%.*

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to reward perfect attendance at the end of each school year and at award ceremony.	9	Campus Admin. Counselor Teachers	Every Six Weeks	Local	Improved attendance records
Monitor attendance and provide perfect attendance incentives.	9	Campus Admin. Staff	Every Six Weeks	No additional funds needed	Improved ADA
Continue to assure full awareness of all parents of identified students of the services provided through Special Ed. and 504.	6	Campus Admin. Diagnosticians/LSSP Counselors At-Risk Coordinator	July - June	Local	Signatures of understanding on file.
Assure language is not a barrier while establishing opportunities to make parents aware of educational support resources, student goals and requirements.	6	All staff	July - June	State Local	Written communication in primary language.
Monitor student attendance and contact parents (i.e. phone call, home visits, etc.) when determined to be excessive.	6	All Staff Campus Admin Attendance Clerk Counselors	July - June	State Local	Written communication in primary language.

Bilingual/ESL Program

As required by the Texas Education Code, the district offers a Bilingual Education program at PK-6 for any language with 20 students or more enrolled at any grade level across the district. Furthermore, Texas law requires that students who do not receive a bilingual education program, receive support via an ESL program; the district provides this instruction at grades 7-12.

GOALS

- Enable Limited English Proficient (LEP) students to become competent in the comprehension, speaking, reading and composition of the English language through the development of literacy and academic skills in the primary language and English.
- Address the instructional needs of English language learners by providing instruction and activities that lead to the acquisition of a new language.
- Emphasize the mastery of English language skills, mathematics, science and social studies, as integral parts of the academic goals for all students to enable LEP students to participate equitably in school.
- Enable students to develop proficiency in English, using the language to achieve academically in all content areas and to communicate in socially and culturally appropriate ways.

INSTRUCTIONAL PROGRAM

Bilingual education services, following a **transitional bilingual/early exit program model**, are provided for student enrolled in Pre-Kindergarten through grade 5.

ESL (English-as-a-second language) services are provided in grades 6 -12.

Both the Bilingual and the ESL programs are developmental in nature and include instructional approaches that are based in listening, speaking, reading and writing in English.

Gifted & Talented Program

As required by Texas Education Code 29.121 and policy EHBB, the district shall establish a process for identifying and serving gifted and talented students and shall establish a program for those students in each grade level.

MISSION

To provide advanced, appropriate and quality educational experiences, which develop in students: higher level thinking skills, creative problem solving and the desire for excellence.

GOAL

- Developing and implementing a variety of differentiated and substantive learning opportunities that are linked meaningfully to the core content areas of language, math, social studies and science.
- Provide ongoing and appropriate training and staff development opportunities for administrators, counselors and teachers involved in serving gifted and talented students.
- Conduct annual evaluations of the gifted education program for the purpose of continued improvement and development.

INSTRUCTIONAL PROGRAM

Implement learning experiences that lead to the development of advanced-level products and performances.

Facilitate opportunities for students to accelerate in areas of strength.

Provide instructional opportunities that enable gifted and talented students to work together as a group, work with other students and work independently during the school day, as well as the entire school year.

School Safety

According to District policy CK (Legal/Local) SAFETY PROGRAM/RISK MANAGEMENT, the Superintendent or designee shall be responsible for developing, implementing and promoting a comprehensive safety program. The District shall take every reasonable precaution regarding the safety of its students, employees, visitors and all other with whom it conducts business.

The general areas of responsibility include but are not limited to:

- Creation of a school safety and security committee.
- Development and implementation of guidelines and procedures for responding to emergencies (Emergency Operations Plan).
- Conduct a safety and security audit of the District's facilities at least once every three years. The results of this audit shall be reported to the Board of Trustees, TxSSC and as required by the Education Coe 37.108 (b)-(c).

To address the area of safety the district has committed resources to the following:

- Providing police officers at campuses and special events.
- Providing drug sniffing canines for secondary campuses.
- Providing security intrusion entrances and security cameras at various locations throughout the district.
- Providing training to all staff members on topics and concerns related to school violence and safety.
- Providing an emergency notification system to notify parents and staff of events and emergency situations.
- Evaluation of the effectiveness of safety procedures and update guidelines and procedures for responding to emergency situations.