

## 2015-16 Tioga Comprehensive Needs Assessment

Comprehensive Needs Assessment were presented August 17-21 of 2015 and continued throughout the school year as new reports were received.

Primary Participants in Attendance	Data Sources Examined
Charles Holloway Josh Ballinger Kara Roberts Ammie Scott Christi Crowe Jodi Corbin Diane Mincher Rachel Nalls Chantel Hamner Garra Ballinger	Latest Disaggregated TAPR data Latest PBMAS Report State & Federal Systems Safeguards Report Review of previous year district plan to determine over-all effectiveness and to determine to continue and/or develop new strategies Survey results from students and staff Latest District PEIMS Reports Populations at-risk in any area Latest Student Attendance Reports STAAR Summary Reports State Comp Ed. Information Technology Needs and Records Health and Safety Needs and Records RtI Records and Success Rate

### Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
Special Education State Assessment Results	PBMAS
Performance of 4 <sup>th</sup> and 6 <sup>th</sup> students in Math	TAPR
Performance of 4 <sup>th</sup> students in Reading	TAPR
Advanced Performance Levels of all students in all tested areas	TAPR
No distinctions earned in STAAR areas of Math and Reading	TEA Accountability Summary
Index 2 for Student Progress and Growth	TEA Accountability Summary
Female CTE Course Completion Rate	PBMAS Report
RtI Program Implementation Progress	RtI Records and Grade Level Retention
Attendance Rate for All students	PEIMS Report

## Comprehensive Needs Assessment Summary

Tioga ISD is a one school campus serving grades Pre-Kinder through 12<sup>th</sup> Grade. Approximately 475 students attend Tioga ISD with 38 teachers. We are located in a rural town north of Denton, TX with a city population of 803 people. Our high school is in its fourth year of operation and we were recently designated by the TEA as an Early College High School Campus. We are one of, if not, the smallest school in Texas to receive this designation. This comes with a commitment to provide cost-free, college-level education in partnership with Grayson College. The concept is based on our students graduating with not only a high school diploma, but also an Associate's Degree from Grayson College.

We are 21.89% Hispanic, 74.11% White, .84% Asian, 1.89% Two or More Races, and 1.05% American Indian. TISD has 6.4 % Special Education, .10.11% Gifted and Talented, 5.68% ESL Education, and 43.37% Economically Disadvantaged. Our attendance rate was 96.1%. Our annual dropout rate was 0.0%.

Tioga ISD focuses on providing a rich academic curriculum and building relationships with students, families, and coworkers. Literacy is integrated into all classes, including fine arts and physical education. Teachers are enthusiastic about their subject areas and create engaging learning environments. Our students interact daily from Pre-K all the way through our senior class in a variety of ways that include interaction in the hallways to entering classrooms together.

During the summer of 2015 and the previous school year, data was collected from many sources. This data was used in the development of our comprehensive needs assessment in a variety of meetings. During department meetings, data was analyzed and plans were adjusted according to needs. All staff members attended an on campus presentation/training from specifically covering Tioga accountability and our strengths and needs.

Teams met weekly to discuss behavioral issues as well as those students needing interventions across the curriculum. Interventions were put into place and adjusted as the data showed needs. Teacher meetings/surveys revealed strengths and weaknesses of teachers, concerns, positive activities, and requests for more trainings, materials, and equipment. Parent meetings/surveys revealed strengths and weaknesses both real and perceived that include primarily both sides of the issue regarding fast district growth and starting a high school. Student meetings/surveys showed campus strengths and weaknesses as well as student concerns from a student's points of view. STAAR scores, Federal Safeguards, TELPAS scores, TPRI Results, benchmark scores, fluency rates, reading levels, grades, and discipline data were all used.

Many groups were involved in the comprehensive needs assessment process. Our staff comprises of a relatively small number and everyone is always welcome to provide input. All teachers were involved through department, grade level, and open school meetings. Our District Site-Based Decision Making Committee had the most vital role in the process.

## **Demographics:**

Please see introduction section for Student Demographic Information.

Our student/teacher ratio is much lower than the latest data displays. Our classes have a ratio of 15 to 1 in most classes. 7.8 % of the teachers are beginning teachers, 28.6 of the teachers have 1 – 5 years experience, 29.9% have 6-10 years experience, 23.2% have 11-20 years, and 10.4% have over 20 years experience.

### **Strengths:**

- Diverse population that is well blended amongst all grade levels
- Teachers with a variety of experience

### **Needs:**

- More specific assistance for all special populations
- Extra support for our At-Risk students

## **Student Achievement:**

Student achievement is a high priority for all stakeholders. We believe that building strong relationships with our students, their families, and our staff increases the achievement level. Our staff continually assesses the students' strengths and weaknesses throughout the year. The curriculum is designed to encourage higher level thinking skills and engage the students in their learning. Students are also matched with teachers for specific issues. Students' overall learning styles are identified and are used by teachers as lessons are created. Students are offered advanced classes in all core classes. Early College High School classes and the early stages of the program begin this year. Gifted and Talented students will be served through a new pull-out elementary program and through Honor classes at the secondary level. Students identified with an academic need will attend an extra daily math or reading class. Tutorial classes are provided before and after school. Tutoring by individual teachers is provided during the school day on a daily basis.

The current 7<sup>th</sup> grade scores are our lowest math. They scored 47% passing in math. The current 8<sup>th</sup> graders are our lowest in reading at 75% passing. These two groups have received the bulk of the attention when it comes to Title I funding for STAAR prep materials and remedial opportunities. Additional classes were added when the 2015 math results came out in August. All grade levels have math scores that could be higher and are at or below state levels. Females continue to outperform males in all areas. Student grades do not always reflect student ability, but often is a result of a lack of effort. TELPAS scores show slow progress in getting from High to the Advanced High level. There are currently middle school students who we have tried very hard to get exited from ESL for the last few years.

Our State Safeguards report shows that we did meet 17 out of 17 standards. We are currently not at any stage of Improvement Required and therefore the majority of our Title I funds are being spent for a Pre-School teacher position in order to promote Newly Established Pre-K guidelines.

Data Sources used were TELPAS, STAAR TAPR, RtI Reports TPRI (fluency and comprehension testing), lesson plans, Curriculum Guides, TEKS, and observations.

#### Strengths:

- Staff is familiar with all students, parents, and community
- Staff places high priority on achievement
- Reading achievement has improved particularly with primary phonics
- Most staff members are very proficient with analyzing data and using that information to create plans
- Advanced Academic opportunities for all levels of students is very high.

#### Needs:

- Create a more effective intervention for math instruction
- Increase the student reading results in our Hispanic population
- Increase the student performance in math, especially current 7<sup>th</sup> graders
- Increase the student performance in science and social studies
- Increase all student performance to the correct primary grade level without retaining
- Increase the student performance in the Econ Disadvantaged and Special Ed populations
- There is an increased need to implement writing across the curriculum at all grades

### **Curriculum, Instruction, and Assessment**

Tioga ISD staff members are continuing to learn the curriculum writing process. The staff uses a variety of resources when creating lessons. Each cluster of grade levels has a common planning time and collaborates when creating lessons. Technology is integrated into daily lessons. This includes interactive boards, clickers, document cameras, mobile labs, and computers. Honors classes are planned for all of the core classes during the 2015-2016 school year along with Early College Implementation. Differentiation is embedded into lessons. Elective classes collaborate with core classes for cross-curricular instruction. Our fine arts department works to research and offer the best curriculum possible that supports core areas. This team approach continues to encourage all students to participate in any of the fine arts areas of art, theater, band, choir, music, and production. The district offers regular meetings for each grade level. Assessments are both informal and formal. Some assessments, such as understanding a particular concept, will occur daily, while other assessments, such as STAAR and TELPAS, occur yearly. Benchmarks are scheduled throughout the year for formal assessments and overall results are shared.

Data sources reviewed include surveys by the teachers, teacher lesson plans, student achievement data, TEKS, observation data, Fines Arts research data, collaborative feedback, student achievement data, professional development records, goals, and meeting discussion information.

**Strengths:**

- Better vertical curriculum and alignment, particularly in math
- Staff regularly meets to review data and plan lessons
- Most staff members are very proficient with analyzing data and using that information to create plans
- Cross-curricular instruction
- Regular Professional Learning Communities meetings
- Staff members have a variety of opportunities to attend professional development

**Needs:**

- Increase opportunities for differentiated instruction
- Increase planning time for collaboration
- Additional class periods for students who need more opportunities to learn a skill
- More collaboration and training with Curriculum information
- Training on the RtI process and differentiated instruction
- Higher Level Thinking Training
- Training on our fiscal procedures as a district and staying within budget
- Training on our 504 and ESL procedures and instruction
- Classroom management training at all levels

## **Family and Community Involvement**

Tioga ISD is committed to creating an environment where the community and families feel welcomed. Most visitors on our campus give extremely positive feedback with regard to the welcoming environment. Parent Nights, PTO, and conferences are some of the ways parents are involved in our campus.

Communication is frequently done by our One Call Now system which is funding for parent communication and involvement. Parents can also email teachers using the school email. Our website, which has been totally reworked, has many links for parents and students. Loads of information is given out using our website. We also get information to our parents and community with our marquee, flyers, and the newspaper. We will begin to add information to our Progress Reports and Report Cards. Flyers are also sent home on a regular basis. We encourage the community to attend special events such as our Veterans' Day Ceremony and Pep Rallies.

We have started an English Class for our ESL parents at night at no charge to the parents. All of our student organizations participate in community service projects. We have well-established FFA and FCCLA organizations in a very short period of time. Parent display a general satisfaction with the campus. The greatest concerns were bullying, quality course options for students in a small school district, and profanity use by students. Student display concerns for

bullying. The students felt that all of the anti-bullying programs were wonderful. They also felt like the teachers truly care about them. The Tioga Methodist Church sponsored our new Dollars for Kids program where staff members buy the necessities for our school district families.

Data used includes parent surveys, student organization activities, parent feedback, student feedback, community feedback, parent communication logs, and conference minutes.

**Strengths:**

- Positive welcoming environment at all levels
- School Ceremonies and Programs are always a big success and well-attended
- Excellent relationships with parents, families, and the community
- Continuance of Adult English Classes/Liaison

**Needs:**

- More activities for family involvement in younger grades
- Strengthen efforts to increase the number of parents in attendance at academic meetings
- More community service opportunities
- Training for parents, particularly for graduation plans and the Early College High School
- Safer dismissal plan for all students and security issues with fencing on campus
- Perception about the growth of our school is negative in some parts of the community

**Staff Quality, Recruitment, and Retention**

100% of the professional staff at Tioga ISD is Highly Qualified. The district has a basic mentoring program. Each new teacher is paired with a veteran teacher for assistance throughout the year. The district offers regular Professional Learning Communities meetings. Feedback from teachers show that teachers need/want more training in the curriculum, RtI process, ESL, 504, using the website design, fiscal procedures, and understanding new TAPR for 2015-16. Other trainings requested include classroom management, and technology trainings. Planning time as a clustered group of grade levels has been extremely beneficial. Weekly and monthly newsletters mailed home to parents allow the staff to keep everyone up to date on current and future events. Observation data show that questioning at a higher cognitive level is lacking.

Data sources reviewed include surveys by the teachers, teacher lesson plans, student achievement data, TEKS, Region 10 ESC Trainings, observation data, collaborative feedback, student achievement data, professional development records and goals, and department meeting information.

**Strengths:**

- 100% of our professional staff is Highly Qualified
- Quality Professional Development at reasonable rates

Needs:

- More active mentoring program
- Professional development in relation to specific needs of the teachers
- Professional development as a campus for differentiating, instructional strategies, RtI, ESL, professionalism, student behavior, and classroom management

### **School Culture and Climate**

Tioga ISD is proud of its welcoming and relational environment. Students, staff, and families know that they are important. The greatest concerns were bullying, peer influence, supervision of students after school and language/attitude of the students. The parents know that they can contact someone at the school for any need or idea. Our general population stays out of any major trouble that requires any suspensions or DAEP placements. We did begin contracting with Sanger ISD for a DAEP option that we have not utilized in over a year because of nonissues.

We continue to have a need for a security system on the campus. Extensive plans are currently in progress to improve the security of our campus. Other wants/needs continue to be water and restrooms at the new softball and baseball field area, major parking issues, and an updated intercom/bell system. From healthy cafeteria food, active PE classes, classroom nutritional instruction, and healthy adult role models our campus encourages a healthy approach to living. We have made many new improvements with our overall approach to our cafeteria management including the hiring of a new cafeteria manager and participation has nearly doubled.

We have several student organizations on campus. They include Student Council, FFA, Band, NJHS, NHS, FCCLA, All-Level UIL Academic Competitions, and many Athletic Teams.

Data sources include surveys, discipline data, campus facility needs assessment, parent feedback, student feedback, teacher feedback, and observation data.

Strengths:

- Welcoming and very accepting environment for all
- Communication with parents

Needs:

- Classroom management training
- Improved discipline plan, particularly with student tardies
- Physical building still lacking essentials for fully operational building because of contractor walking out a year ago.
- More opportunities for student activities outside of school (elementary)

## **Technology**

We have a variety of technology on the Tioga campus. Every classroom has a teacher computer, projector, data camera, and a printer (some networked). All classrooms have SmartBoards, clickers, and Write Boards. Our entire server system is outdated. We continually have to have our system rebooted. (A new system is in the process of being researched) Technology surveys show that the teachers want newer computers and a better network system. The computers are slow and fail often. The teachers want to use technology more and feel that they do not have enough access to computers. They also want netbooks/laptops for the classrooms. Teachers expressed the need for more clickers as well as a variety of current software. Students and teachers began some use with digital portfolios this year. These include not only student work, but their goals, reading samples, and other student achievements. STAR Reading program, through Follett, access needs to be expanded to all classrooms from the middle school down because of the emphasis placed on this reading program and its use with the overall literacy program.

Data sources used include ERATE Documentation, STAR Chart Data, STAR Reading, surveys, technology audit, repairing equipment, lesson plans, observation data, and district technology needs.

### **Strengths**

- Teachers have the desire to integrate technology in all lessons.
- Technology is integrated more often due to mobile cart purchases in the last year
- New Document Cameras and Projectors were purchased for each homeroom classroom
- FEMA is a big donator of computers to Tioga ISD

### **Needs**

- Updated technology equipment
- More available computers and other technology
- More band width during the school day
- Tablet orientation and usage for our students

## **School Context and Organization**

Tioga ISD is on an 8 period day. The ESL and Special Ed lead teachers take an active role in each department and grade level. There are Title I support classes in the regular classes for math and reading. The Site-Based Team is composed of teachers, administrators, parents, community members. Our staff numbers have increased significantly due to an influx in transfer students into the district. Our student population has tripled from 150 to 475 in 3 years. There is a desire to reorganize the hallway and classroom set-up when construction of the new high school is complete in about a year and a half.

Data Sources include master schedule, class rolls, duty schedules, and our school map.



### Strengths

- Common planning time for multiple grade levels
- ESL and RtI lead teachers
- Special Education lead teacher
- Interaction between grade levels (teachers and students)

### Needs

- More effective method of reaching math students with instructional needs
- More support for ESL and Special Education students
- Allowance for flexibility of scheduling for our needs with elementary through secondary
- 8 period day flexibility with younger grade levels is a daily issue

### **State Compensatory Education**

Tioga ISD uses State Compensatory Education (SCE) funds to support Title I initiatives in the district. Comprehensive, intensive, accelerated instructional programs are offered during and after school and during the summer for at-risk students. Access to curriculum and additional individualized accelerated classes are offered during the school day for at-risk students. Additional student computers will be purchased to allow more individualized remediation opportunities. SCE funding provided to Tioga ISD for the year is approximately \$309,000.

\*\*\*\*\*Data Summaries and the District-Campus Improvement Plan follow this document.

Tioga ISD

Fund Source Addendum for District/Campus Improvement Plan

2015-2016

PROGRAM	Entitlement
State Compensatory Education - 24	\$309,142
Special Education - 23	\$264,364
Gifted and Talented - 21	\$14,987
Career and Technology - 22	\$86,179
Title I, Part A	\$29,150
Title II, Part A	\$7,762
Title III, LEP	\$2,654
High School Allotment - 31	\$13,283

# 2015 Tioga Accountability Summary

## STAAR assessments used for accountability in 2015.

Reading, grades 3–8; Writing, grades 4 and 7; Science, grades 5 and 8; Social studies, grade 8; English I; English II; Algebra I; Biology; U.S. History

## STAAR assessments excluded from accountability in 2015.

Results from STAAR, STAAR Spanish, and STAAR L exams for mathematics, grades 3–8 are excluded, as are results from STAAR A and STAAR Alternate 2 for every subject, grade level, and course.

## Performance Index System

- **Index 1:** Student Achievement provides a snapshot of student performance across all subjects. It is based on the STAAR results at the phase-in 1 Level II passing standard, English Language Learners (ELL) progress measure at or above expectations, and state approved substitute assessments.
- **Index 2:** Student Progress measures year-to-year student progress. Growth is evaluated using a STAAR weighted progress rate across all subjects (reading, Algebra I only in 2015, and writing). The STAAR progress measure quantifies a student's year-to-year improvement by comparing current- and prior-year scores on STAAR. By comparing the change in his or her score to growth expectations, each student is assigned to one of three categories: did not meet growth expectations, met growth expectations, or exceeded growth expectations.
- **Index 3:** Closing Performance Gaps emphasizes the academic achievement of economically disadvantaged students and the two lowest-performing racial/ethnic groups. At comparison group at the district and campus is our Hispanic population.
- **Index 4:** Postsecondary Readiness emphasizes the importance of a high school diploma as the foundation of success. The purpose of Index 4 is to measure student preparedness for success in college, the workforce, job training programs, or the military. Our elementary and middle schools are rated on their ability to prepare students for high school (the percentage of students who achieve the postsecondary readiness standard on STAAR).

**Each district must post its ratings on its website. They must also provide information directly to parents regarding school performance.**

## Minimum Size Requirements

The minimum size for the All Students group for each of the indices is 10. Small-numbers analysis is conducted to determine the accountability rating of districts and campuses between one and nine in the All Students group. Indices 2, 3, and 4 have a minimum size requirement of 25 students for each student group.

See back for more information.

## **System Safeguards**

System safeguards are used to meet state accountability-related intervention requirements and federal accountability requirements. Performance results are disaggregated to show the performance of each student subgroup on each of the indicators. The purpose of the system safeguards report is to ensure that—in the aggregated district or campus reports—substandard performance in one or more areas or by one or more student groups is not disguised by higher performance in other areas or by other student groups.

### **Two system safeguards reports will be issued in 2015**

1. The State System Safeguards report will exclude grade 3–8 mathematics, STAAR A, and STAAR Alternate 2 results from performance and participation. In addition, no district-level federal cap information will be provided.
2. Federal law requires mathematics and alternate assessment reports to be included in federal data submissions. Because of that requirement, a Federal System Safeguards report will be published in October 2015 to include grade 3–8 mathematics using the performance standards expected to be approved by the commissioner by September 2015. The report will also include STAAR A and STAAR Alternate 2 results and the district-level 1% cap calculations for STAAR Alternate

## **Distinction Designations**

Distinction designations are awarded to campuses for outstanding performance in relation to 40 other similar campuses. A campus that receives an accountability rating of *Met Standard* is eligible for the following distinction designations.

- Top 25% Student Progress
- Top 25% Closing Performance Gaps
- Academic Achievement in Reading/English Language Arts (ELA)
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Postsecondary Readiness

## **Campus Comparison Group**

Campus comparison groups are used to determine which campuses earn distinction designations. Distinction designations are awarded to campuses for outstanding performance in relation to 40 other similar campuses. Each campus is assigned to a unique comparison group comprised of Texas schools that are most similar to it. To determine the campus comparison group, each campus is identified by school type and then grouped with 40 other campuses from anywhere in Texas that are most similar in grade levels served, size, the percentage of students who are economically disadvantaged, mobility rate, and the percentage of English language learners. Each campus has only one campus comparison group, and each campus in a comparison group has its own unique comparison group.

## Tioga ISD STAAR Scores for 2015 Compared to 2014 and the State Average

Grade & Subject	Tioga 2014	Tioga 2015	State 2015
3 <sup>rd</sup> Reading	85	96	77
3 <sup>rd</sup> Math	100	-	-
4 <sup>th</sup> Reading	90	79	74
4 <sup>th</sup> Math	100	-	-
4 <sup>th</sup> Writing	90	86	70
5 <sup>th</sup> Reading	89	95	78
5 <sup>th</sup> Math	69	-	-
5 <sup>th</sup> Science	74	81	72
6 <sup>th</sup> Reading	94	80	76
6 <sup>th</sup> Math	94	-	-
7 <sup>th</sup> Reading	82	75	75
7 <sup>th</sup> Math	77	-	-
7 <sup>th</sup> Writing	65	79	72
8 <sup>th</sup> Reading	96	100	78
8 <sup>th</sup> Math	87	-	-
8 <sup>th</sup> Social St.	74	71	64
8 <sup>th</sup> Science	87	76	70
Alg. I	100	96	
English I	79	100	
US History.	-	91	
English II	87	76	

J.Ballinger 05/29/2015

**TEXAS EDUCATION AGENCY**  
**2015 Accountability Summary**  
 TIOGA SCHOOL (091907101) - TIOGA ISD

**Accountability Rating**

**Met Standard**

**Met Standards on**

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

**Did Not Meet Standards on**

- NONE

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

**Distinction Designation**



Academic Achievement in Reading/ELA

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

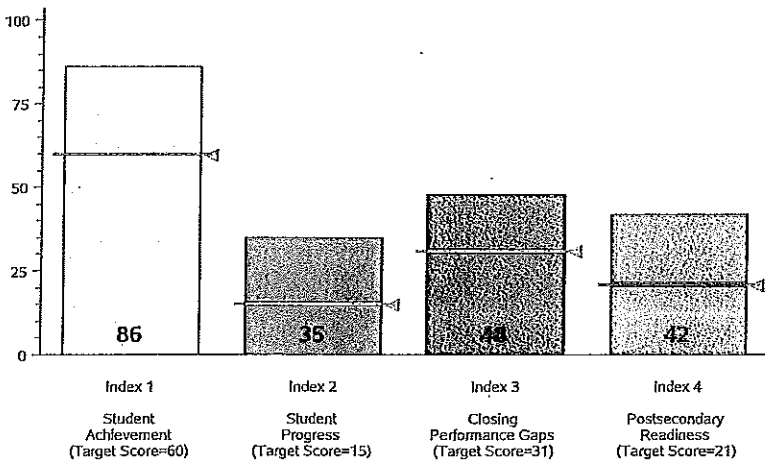
Top 25 Percent Closing Performance Gaps

DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

**Performance Index Report**



**Campus Demographics**

Campus Type	Elementary/Secondary
Campus Size	385 Students
Grade Span	PK - 11
Percent Economically Disadvantaged	45.5
Percent English Language Learners	8.1
Mobility Rate	10.7

**Performance Index Summary**

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	296	344	86
2 - Student Progress	210	600	35
3 - Closing Performance Gaps	484	1,000	48
4 - Postsecondary Readiness			
STAAR Score	41.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		42

**State System Safeguards**

Number and Percent of Indicators Met	
Performance Rates	12 out of 12 = 100%
Participation Rates	5 out of 5 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>17 out of 17 = 100%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>



Tioga ISD Bulldogs

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# Tioga Independent School District

## District/Campus Improvement Plan

### 2015 - 2016

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#### MISSION STATEMENT:

Tioga I.S.D. believes that all students will learn and be successful regardless of their previous life experiences. We believe that it is the purpose of our school to educate all students to their highest level of academic performance, while nurturing positive growth in social and emotional skills that are necessary to be productive members of our community and society.

Josh Ballinger, Asst. Superintendent  
Kara Roberts, Parent  
Ammie Scott, Primary Teacher  
Christi Crowe, CTE Teacher  
Jodi Corbin, Health Services

Charles Holloway, Superintendent  
Diane Mincher, PEIMS & Testing Coordinator  
Rachel Nalls, Intermediate Teacher  
Chantel Hamner, Secondary Teacher  
Garra Ballinger, Librarian & Early College Teacher

# Tioga ISD District/Campus Improvement Plan 2015-2016

*Reviewed by the TISD Board of Trustees on: December 8, 2015*

***District Long-range Goal(s):***

1. The academic performance of Tioga ISD students will meet state and federal standards.
2. The Tioga ISD Board of Trustees will approve a fiscally sound budget.
3. Tioga ISD will retain and attract quality staff.
4. Tioga ISD will provide adequate facilities that enhance teaching and learning.

***Short-term objectives for achieving district long-range goals in the 2015-2016 school year, TISD will:***

1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Receive 80% or better agreement on student, staff, and parent comprehensive needs surveys that include Demographics; Student Achievement; School Culture & Climate; Staff Quality, Recruitment and Retention/Professional Development; Curriculum, Instruction & Assessment; Family & Community Involvement; School Context & Organization; and Technology.
6. School will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Achieve an overall rating of three or higher in all four domains measured on the STAR (technology) chart.
8. District will uniformly implement a family and community participation process to document an increase in involvement.
9. District will implement a Coordinated School Health program as measured by DIP activities and a 5% improvement in Fitness Gram results for grades 3-12.



# Tioga ISD District/Campus Improvement Plan for 2015-2016

**Long Range Goal: 1** The academic performance of Tioga ISD students will meet state and federal standards.

**Short-term Objective: 1** Meet or exceed the state and federal standards for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Implement an all level Literacy Initiative for Reading/ELAR and allow opportunities for PK-12 students to respond to literature in Writing. Require writing across all content areas.  SW1, SW2, SW3, SW4, SW9, SW10	Asst. Supt. Principals PK-12	Local  Title I, Pt A Title II, Pt A	August 2015- June 2016	Training for Teachers Training for Administrators Classroom observations Lesson plans Student writing samples Implementation charts	State Assessment Scores 2016 Data Improvement Plans 2016
1.2	Design, implement, and align a district benchmark assessment for grades PK-12 in the core content areas.  SW2, SW9	Asst. Supt. Principals	Title I, Pt A  STAAR resources on TEA website	Fall and Spring	Classroom Assessments Classroom Observations	State Assessment Scores 2016 Benchmark Assessment Data
1.3	Utilize the Eduphoria Suite of Programs	Asst. Supt.	Local	Fall and Spring	Improved Data Analysis	State Assessment Scores 2016
1.4	Continue to develop adequate personnel and supplies to meet the instructional needs of our at-risk students PK-12 through additional staff members in SPED, 504, RtI, and Dyslexia.  SW1 See Chart SW 2 at Bottom SW 3 of Each SW 5 Objective SW 7 for SW SW 10 Descriptions	Principals	Region 10 ESC SCE Local	August 2015- June 2016	Teacher Awareness of STAAR Campus and District Benchmark Assessments	Login Record of Eduphoria State Assessment Scores 2016 Attendance Reports

1.5	Monitor to ensure effective ELPS instructional strategies are being implemented in all core content areas in PK-12. SW1, SW9	ESL Director Principals Asst. Supt.	Staff Title I, Pt A Local Funds	August 2015- June 2016	Report Cards or Observation Lesson Plans PDAS Walk-through Reports Parent Conference Notes 6-Week Assessments each grading period	State Assessment Scores 2016
1.6	Conduct Data Analysis meetings after each district and state assessment to discuss the findings and prepare a plan for targeted instruction. SW1, SW2, SW8	Asst. Supt.	STAAR Resources	December 2015 January 2016 February 2016	Progress Monitoring	State Assessment Scores 2016 District Assessments
1.7	Plan, develop, and implement a Response to Intervention (RtI) model district-wide in all core content areas. SW9	Principals Asst. Supt.	Texas RtI Center	Fall 2015	Meeting Minutes Sign-in Sheets Training	Written plan/procedure for RtI
1.8	Utilize all student support programs to improve student learning and achievement and promote college and career readiness. SW2, SW9, SW10	Principals Asst. Supt.	Local	August 2015- July 2016	Attendance Reports Grade Reports	State Assessment Scores 2016 District Assessments
1.9	Monitor to ensure effective instructional strategies are being implemented in all core content areas in PK-12, in order to address low achievement scores. SW2, SW9	Asst. Supt. Principals Teachers	Local Title I, Pt A Local Funds	August 2015- June 2016	PDAS Walk-through Reports PDAS Evaluations 6-Week Assessments each grading period	STAAR Science 2016 STAAR Social Studies 2016 STAAR Math 2016

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

## Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 1</b>	The academic performance of Tioga ISD students will meet state and federal standards.
<b>Short-term Objective: 2</b>	Meet or exceed 95% student attendance rate for all students and all student groups.

Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1 Continue to notify parents when absences are more than 2 per month. SW6	Principals	Attendance Clerk TxEIS	August 2015- June 2016	Six-weeks Attendance Reports	TAPR Attendance Rates 2016 System Safeguards
2.2 Report truancy to the Tioga municipal court. SW6, SW10	Principals	Attendance clerk TxEIS  Tioga Peace Officer	August 2015- June 2016	Six-weeks Attendance Reports	TAPR Attendance Rates 2016 System Safeguards
2.3 Continue to implement an incentive program for students who have attendance rates at or above the 95% or perfect. SW1, SW6	Principals	Attendance clerk TxEIS	August 2015- June 2016	Six-weeks Attendance Reports	TAPR Attendance Rates 2016 System Safeguards
2.4 Develop a tardy program/scene that creates easily enforced consequences for teachers and staff to use with accumulating student tardies.  SW1, SW6, SW10	Principals	Local  HS Allotment	August 2015- July 2016	TxEIS Attendance Reports	TAPR Reports 2016 System Safeguards
2.5 Continue to monitor dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis.  SW1, SW3, SW10	Principals	TxEIS ESL Parent Liaison  Tioga Peace Officer Title III, LEP	August 2015- June 2016	TxEIS Six-weeks Reports	TAPR Reports 2016 PBM System Reports

### Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Prog.

## Tioga ISD District/Campus Improvement Plan for 2015-2016

**Long Range Goal: 1** The academic performance of Tioga ISD students will meet state and federal standards.

**Short-term Objective: 3** All students and all student groups will meet or exceed the state standard for graduation.

	<b>Strategies/Activities &amp; Title 1 School-wide Components</b>	<b>Persons(s) Responsible</b>	<b>Resources (Human, Material, Fiscal)</b>	<b>Timeline</b>	<b>Formative Evaluation (Benchmarks, Assessments)</b>	<b>Summative Evaluation</b>
3.1	Continue to offer credit recovery as a viable option to receive lost credit. SW10	Asst. Supt. Counselor	Odysseyware Computer lab SCE HS Allotment	August 2015- July 2016	Odysseyware reports TxEIS grade reports	Graduation Rate System Safeguards PBMAS
3.2	Continue to offer and expand the Early College High School HS Tract and program to all eligible students. SW7; SW10	Principal Asst. Supt. Counselor	SCE funds Local	August 2015- June 2016	TxEIS Reports Grayson College Reports	TAPR Reports 2016 System Safeguards PBMAS
3.3	Continue to provide child care services, pregnancy and parenting related support to all parents districtwide. SW10	Asst. Supt. EC Director	Tioga Early Childhood Center	Open Year Round from 6:30-6:00	TxEIS Reports for entering Pre-K	End of year program report to the Tioga ISD Board
3.4	Implement the state plan for GT services. Each grade level focus on improving the identification process of GT students. SW1, SW3, SW7	G.T. Coordinator Asst. Supt.	GT state plan GT Funding	Fall 2015	Lesson plans Written program guidelines Placement Meeting Minutes	Course enrollment 2015 Report cards 2015
3.5	Continue to offer and expand dual credit course offerings in coordination with the Early College High School Program.	Asst. Supt. Counselor	Grayson College Local HS Allotment	August 2015- June 2016	Master schedule TxEIS reports on course enrollment	TAPR 2016 MOU with Grayson College
3.6	Continue to offer and expand CTE course offerings that lead to licensure and/or certificates.	CTE Coordinator	CTE funding 3 FTE Salaries	August 2015- June 2016	Master schedule TxEIS reports on course enrollment	TxEIS Reports 2015-16 Perkins Effectiveness Report 2016

3.7	Create and offer the AVID Program with implementation of Tioga Early College High School.  SW1, SW4, SW5	Principals Asst. Supt.	HS Allotment Title I, Pt A  Local Funds	August 2015 - August 2016	Master Schedule AVID data reports	TAPR 2016
3.8	Expand opportunities for Early College High school entry for all 9-12 students.  Work in coordination with Grayson College.  Tie ECHS and Dual Credit Program together. SW 1, SW8, SW10	Asst. Supt.	ECHS HS Allotment Local Funds CTE Funding	August 2015- July 2016	ECHS Applicants  Dual Credit Enrollment	College Entrance College Credit Accrued GPA MOU with Grayson College
3.9	Provide guidance and counseling services for at-risk students. SW2, SW9	Principals Counselor	HS Allotment	August 2015- June 2016	Counseling Logs	TAPR 2016
3.10	Continue to monitor the appropriate placement along the continuum service for those students eligible for special education services. SW7	Principals SPED Personnel Counselor	SPED Funding	November 2015- June 2016	ARD documentation Student data	TAPR 2016
3.11	Provide additional college and career readiness opportunities for all at-risk pops  Including SPED, LEP, and Eco. Dis. through the ECHS program. SW1, SW2, SW10	Asst. Supt. Counselor	Pursue Grants Local Donations	September 2015- June 2016	Student data College Transcripts	TAPR 2016 HS Transcripts
3.12	Provide guidance, counseling, and transition services for students receiving special education services. SW2, SW9	Principals Special Education Dept.	Special Ed. Dept. Special Ed. Staff Counselors	August 2015- January 2016	Student data ARD documentation	TAPR 2016 Special Education Indicator 13 Special Education Indicator 14

#### Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Prog.

## Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 3</b>	Tioga ISD will retain and attract quality staff.
<b>Short-term Objective: 4</b>	100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) hours of credit.

Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1 Utilize Continuous PD Evaluations and Comprehensive Needs Assessment to effectively address district needs. SW1, SW4, SW5, SW6	Principals	Local	Annually	Summer PD Sign-In Region 10 ESC Records	TAPR Reports 2016
4.2 Continue to establish a district-wide implementation plan of Professional Learning Communities (PLCs). SW1, SW8, SW10	Directors Principals	Title II, Pt A Title III, Pt A - LEP Local Funds		Participant Evaluation Forms Staff Development Survey	TAPR Reports 2016
4.3 Continue district-wide Vertical Meetings at a minimum of 1 per month. SW2, SW8	Lead Teachers	District and Campus Representatives	August 2015- May 2016	Planning Documents	TAPR Reports 2016
4.4 Continue to train appropriate staff members regarding the legal requirements of hiring processes. SW3, SW5	Asst. Supt. Legal Services	TASB	April 2015	Sign-in Sheets Region 10 ESC Records	Highly Qualified Report
4.5 Provide professional development opportunities for all campus teaching personnel and administrators. SW2; SW3; SW4; SW5	Principals	All Teachers and Administrators ESC 10 Trainings Special Education Funding Title II, Pt A	August 2015- June 2016	Professional Development Certifications Identification of appropriate trainings	STAAR Assessments 2016 TAPR Reports 2016
4.6 Provide Kilgo Training, AVID Strategies, and Leadership trainings. SW1, SW8	Asst. Supt.	Title II, Pt A	August 2015- August 2016	Training Certificates CPE Forms Evaluations SBEC Certification	System Safeguards
4.7 Provide test fee reimbursement for teachers to take a cert exams at campus administrator request, in order to meet the highly qualified status. (In order to be reimbursed, the teacher must take the test and provide documentation of the certification by placing the tested subject on their SBEC certification.) SW3, SW5	Principals Asst. Supt.	Title II, Pt A Local	Ongoing		STAAR Assessments 2016 TAPR Reports 2016

4.8	Provide all new teachers with an effective mentor. All mentors provided with updated mentoring training. SW3, SW5	Principals	District Mentoring Policy Title II, Pt A	Ongoing	Teacher Checklist PD Certificates	Mentoring Evaluation
4.9	Continue to recruit bilingual teachers to meet the requirements of a growing ESL and LEP Population. SW5	ESL Coordinator	Local Funds Title III, LEP	Ongoing	SBEC Certification Policy	STAAR Grades 3-9 STAAR EOC TAPR Reports
4.10	Post jobs on various websites ( <i>i.e. district, ESC 10, TASA, attend job fairs in Texas</i> ) to increase the opportunities to recruit and retain highly qualified staff beyond the local area. SW5	Asst. Supt. Principals	Local Funds	Ongoing	Certifications	State Assessments TAPR Reports
4.11	Offer opportunities for teachers to improve TISD curriculum implementation K-12. SW2	Principals Asst. Supt.	TISD Curriculum Dev. Vertical Curr. Team	August 2015- June 2016	Walk through reports Odyssey assessment reports Vertical team reports	STAAR Grades 3-8 STAAR EOC
4.12	Disaggregate student achievement data to determine professional development (PD) needs of instructional staff. SW4	Asst. Supt.	ESC Region 10 District Funds	August 2015- June 2016	PD Certificates	STAAR Assessments 2016 TAPR Reports 2016

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

## Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goals:</b>	<p><b>1</b> The academic performance of Tioga ISD students will meet state and federal standards.</p> <p><b>2</b> The Tioga ISD Board of Trustees will approve a fiscally sound budget.</p> <p><b>3</b> Tioga ISD will retain and attract quality staff.</p> <p><b>4</b> Tioga ISD will provide adequate facilities that enhance teaching and learning.</p>
<b>Short-term Objective 5:</b>	Receive an approval rating of 80% or better on student, staff, and parent comprehensive needs surveys.

Strategies/Activities & Title I School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1 Continue Comprehensive Needs Assessment (CNA) Surveys for each campus. SW1, SW6, SW8	Principals	Title I, Pt A	Dec. 2015 – Jan. 2016	Campus Meetings to receive input and establish goals	Survey Results Program Evaluations Agendas, Sign-in Sheets Develop a plan to address the top systemic issues.
5.2 Continue publicity of positive events at school including co-curricular and extra-curricular strategies/activities, student honor rolls, etc. SW1	Principals	Local Funds Event Revenue Funds	August 2015– June 2016	Publications District Web Page Community Feedback	January 2016 Comprehensive Needs Surveys
5.3 Continue to provide communication between superintendent, Board of Trustees, administrators, teachers, support staff, and campus and district planning and decision-making teams. SW1, SW6	Principals	One Call Now Weekly Reports Group Email Mass Texting	Weekly Monthly	Meeting Minutes TISD Website	Surveys Community actions
5.4 Utilize the One Call Now automated system to contact parents about upcoming events. SW6, SW9	Principals	One Call Now	August 2015– July 2016	Board Updates	Program Reports
5.5 Increase morale for staff and students. SW1, SW8	District and Campus Leadership	Local Funds	August 2015– June 2016	Teacher Feedback	Staff Surveys

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs



# Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 4</b>	Tioga ISD will provide adequate facilities that enhance teaching and learning.
<b>Short-term Objective: 6</b>	Schools will meet federal requirements for safe schools for Title IX to ensure a safe and orderly school environment.

Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1 Update all facility needs and long range utilization on each campus as identified by faculty, community, and data. SW10	Principals Asst. Supt.	Principals Financial Advisor Engineers/Designers Facilities Review and Planning Committee	January 2016	Summer Work Requests Construction Plans	Report of district facility to the board of trustees  Report from Architect firm
6.2 All campuses will continue to implement procedures to maintain Safe Schools. SW2	Principals	Local Board Policy	August 2015- July 2016	Discipline Referrals	PEIMS Data TAPR Reports
6.3 Review and refine the contracted DAEP SW10	Asst. Supt.	COOP Fees  Local Funds	August 2015- July 2016	Attendance Rosters	STAAR Performance Reports PEIMS Data
6.4 Utilize neighboring districts as COOP Reduce the number of special education discipline referrals. SW8	Principals	2 FTEs -- SPED Funds Inclusion Aides	August 2015- June 2016	Discipline Referrals	PBMAS PEIMS Data TAPR Reports
6.5 Improve consistency with implementation of district student code of conduct. SW1	Campus Leadership	Campus Leadership	August 2015- June 2016	Quarterly Review of Referrals	PEIMS Data Staff/Student Surveys
6.6 Reduce disparity within boy/girl discipline referrals. SW2	Principals	Campus Leadership	August 2015- June 2016	Discipline Referrals	PBMAS PEIMS Data TAPR Reports

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 -- Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 -- Timely Assistance; SW10 – Coordination of Programs

# Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 1</b>	The academic performance of Tioga ISD students will meet state and federal standards.
<b>Short-term Objective: 7</b>	Achieve an overall rating of three or higher in all four domains measured on the STAR (technology) chart.

	Strategies/Activities & Title I School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
7.1	Actively pursue ERATE funding sources to support the purchase of additional technology. SW10	Asst. Supt. Tech. Director	ERATE Funds	Annually	Grant Application	STAR Chart Financial Records
7.2	Develop procedures and a district plan to enhance existing technology and acquire new technology to support education reforms and to improve student achievement. SW1	Asst. Supt. Principals Technology Committee	Principals REAP Funds Local Funds IMA FEMA Grant	August 2015– January 2016	Meetings Agenda/Minutes	Written Replacement Plan STAR Chart Technology Inventory
7.3	Staff will be surveyed to determine individual campus training needs. SW1	Principals	Teachers Planning	August/January	Sign-in Sheets Survey Results	STAR Chart
7.4	Continue to provide technical training opportunities for staff. SW4	Principals	Principals Teachers Mobile Tablets Carts Mobile Laptop Labs	Ongoing	Teacher Requests Staff Training Agendas/Sign-in Sheets Training Calendar	STAR Chart
7.5	Increased training for new teachers in technology before school year. SW4	Principals	Computer Labs Teachers	Annually	Teacher Survey Training Evaluations	STAR Chart
7.6	Develop and implement a 1 to 1 Technology Pilot(s). SW2	1 to 1 Committee	Local Funds Private Funds REAP Funds	March 2016	Technology Inventory Implementation Plan	STAR Chart Student Survey Technology Inventory Implementation Plan Bright Bytes

### Title I Schoolwide Components

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs

## Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 1</b>	The academic performance of Tioga ISD students will meet state and federal standards.
<b>Short-term Objective: 8</b>	The district will implement a family and community participation process to document an increase in involvement.

Strategies/Activities & Title I School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1 Determine parent accessibility and use technology Utilize online resources by using a survey at registration. SW6	Campus Principals	Improved internet access for all.  Library Services Technology Staff	Fall registration and as new students enroll all year	Surveys collected from families	Disaggregation of survey data  Family and campus results
8.2 Provide opportunities for parents to participate and provide input in the educational process including the use of the online survey at both the campus and district level. SW6	Campus Principals	Registrar Website Parent Portals	August 2015– June 2016	Agendas, sign-in sheets, Minutes	Program evaluation(s)
8.3 Assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish. SW6	Campus Principals	School Messenger, marquees, emails, text messages, notes & letters	August 2015– June 2016	School Messenger logs, marquees, emails, text messages, notes & letters	Review of communication in both English and Spanish to determine timeliness.
8.4 Continue to provide individual academic results to parents. SW6	Principals	Assessment Data Mailing Materials	Each 6 weeks	Progress Reports, Report Cards TPRI, STAAR, EOC, TELPAS, Parent Portal, Texas Assessment Management Systems (TAMS) Parent Portal	Parent Conference Logs Signed Progress Reports and Report Cards
8.5 Continue to host Annual Title I Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement. SW6	Principals	Campus Staff	September 2015	Parent Involvement Policy	Agendas, Sign-in Sheets Revised Campus Parent Involvement Policy in student handbook and on school webpage
8.6 Plan, develop, and implement summer Library Prog. to provide materials to students and community members during summer months. SW6	Librarian	Community Members City of Tioga Book Donations	June 2015 - August 2015	Survey Parent Questionnaire	Log of Library Attendance

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Prog.

## Tioga ISD District/Campus Improvement Plan for 2015-2016

<b>Long Range Goal: 1</b>	The academic performance of Tioga ISD students will meet state and federal standards.
<b>Short-term Objective: 9</b>	District will implement a Coordinated School Health program as measured by DIP activities and a 5% improvement in FitnessGram results for grades 3-12.

Strategies/Activities & Title I School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1 All students will be provided with educational opportunities that address the Eight Components of Coordinated School Health. Increase all of the goals in the Fitness Gram results by 5%. SW2	Principals	Health/PE Teachers Coaches, Nurses Counselors Child Nutrition Services Director Parents Wellness Guide Healthy & Wise Curriculum	August 2015– June 2016	CIP Activities Sign In Sheets Agendas Meeting Minutes Fitness Gram Pre-test	Fitness Gram Results Nurse Records Counseling Records
9.2 Students will be provided opportunities after school to develop fitness skills. SW10	Coaching Staff	Local	August 2015– June 2016	Fitness Gram Post Test	Fitness Gram Pre/Post Tests
9.3 PE teachers will increase activities that build upper body strength and endurance. SW1 All PE classes will be based in team sports.	Principals PE Teachers	Healthy & Wise Curriculum Fitness Gram Website Region X ESC Recommended	August 2015– June 2016	Six week performance assessments	Fitness Gram
9.4 Review sex education curriculums to be implemented at grades 6-12. SW7	Principals		August 2015– June 2016	Committee Reviews SHAC Committee Input	Final Results

**Title I Schoolwide Components**

SW1 – Comprehensive Needs Assessment; SW2 – Reform Strategies; SW3 – Highly Qualified Staff; SW4 – Professional Development; SW5 – Recruitment & Retention; SW6 – Parent Involvement; SW7 – Transitions; SW8 – Teachers Involved in Developing Assessment Process; SW9 – Timely Assistance; SW10 – Coordination of Programs