

**District Goal One: Every Tatum ISD student will graduate prepared to achieve his or her post secondary goals in a global society.**

**District Objective One: All students will be successful on standardized testing**

	<b>Campus Objective</b>		<b>Strategy/Activity</b>	<b>Responsible</b>	<b>Data</b>	<b>Evaluation</b>
1.1.1	EOC Passing Rates for all students and each sub-group will exceed state average	1)	Teachers will attend Region VII EOC training in the subjects as needed.	Quick	Certificates of completion	EOC Passing Rate/TAPR
		2)	Scope and sequence mapping will be guided by tested Readiness and Supporting Standards	Quick	Scope and Sequence completed and recorded in the IU Template.	EOC Passing Rate/TAPR
	<b>** Title I/ESSA</b>	3)	Teachers will conduct formative testing at the 5th week of each 6 week grading period.	Teachers	DMAC	EOC Passing Rate/TAPR
	<b>Utilize SCE funds at campus to support Title I school wide programs</b>	4)	Teachers will utilize DMAC to evaluate formative assessment data in order to evaluate and focus instruction.	Quick/Teachers	6 week data meeting with principal	EOC Passing Rate/TAPR
		5)	Teachers will share formative assessment data with students and parents in order to communicate progress and areas in need of improvement.	Teachers	Documentation of communication (letters sent home in report cards/emails)	EOC Passing Rate/TAPR
		6)	Teachers will review data with their collaborative groups (PLC's) in order to evaluate and focus instruction	Quick/Clark/Dept. Heads	Minutes of PLC meetings	EOC Passing Rate/TAPR
		7)	Teachers will utilize the 30 minute tutorial period to individualize instruction for students who have been targeted for remediation.	Teachers	Tutorial rosters	EOC Passing Rate/TAPR
		8)	Remediation courses for students who have been targeted for remediation based on previous EOC performance and classroom success	Teachers	Class rosters	EOC Passing Rate/TAPR
		9)	Summer remediation opportunities for re-testing	Teachers	Attendance rosters	EOC Passing Rate/TAPR
		10)	Utilize software such as Study Island (US History and Biology), Apex (English) to personalize learning	Miller/teachers	Student use data and planning on IU template	EOC Passing Rate/TAPR
1.1.2	THS will have a >95% attendance rate for all students and each sub-group	1)	THS will follow all TISD attendance protocols	Quick/Sullivan	THS Attendance Reporting Document	Attendance Rate/TAPR
		2)	Weekly attendance meetings with the attendance clerk to review students with attendance issues	Quick/Sullivan	THS Attendance Reporting Document	Attendance Rate/TAPR

		3)	Communicate 90% attendance requirements: student assemblies, parent information night, freshman orientation, Website, student handbook, and attendance letters	Quick	THS Communication Plan	Attendance Rate/TAPR
		4)	Attendance incentives awarded weekly and at the end of each six weeks: Eagle Cards, Gift Cards	Quick/Sullivan		Attendance Rate/TAPR
		5)	Perfect attendance recognized at the academic award banquet	Quick/Miller		Attendance Rate/TAPR
		6)	Mandatory parent meetings for students who drop below 90%	Quick/Clark	THS Attendance Reporting Document	Attendance Rate/TAPR
		7)	Rusk County truancy collaboration	Clark		Attendance Rate/TAPR
		8)	Attendance committee meets each six weeks to review attendance and to recommend attendance meetings with parents	Attendance Committee	THS Attendance Reporting Document	Attendance Rate/TAPR
		9)	Implementation of a Semester/Final Exam Exemption Policy to encourage student attendance	Quick/Clark/Staff	Attendance Reports	Attendance Rate/TAPR
1.1.3	THS teacher attendance will be within 5% of student attendance	1)	THS will follow all TISD staff attendance protocols	Quick/Sullivan	Employee absentee data	Teacher attendance rate
		2)	Incentive for perfect attendance	Quick	Employee absentee data	Teacher attendance rate
1.1.4	THS Drop-out, Completion, and Graduation Rates will exceed the state average	1)	GradPoint credit recovery	Miller	GradPoint success rate	Drop-out, Completion, and Graduation Rate Data.
		2)	Invite and enroll 5th year seniors	Yanas/Miller		Drop-out, Completion, and Graduation Rate Data.
		3)	Identify accountability subset at the beginning of the year for prior graduates	Yanas/Miller		Drop-out, Completion, and Graduation Rate Data.
		4)	Create a cohort from the subset to ID possible students to graduate in 3-3.5 years	Yanas/Miller		Drop-out, Completion, and Graduation Rate Data.

**District Goal One: Every Tatum ISD student will graduate prepared to achieve his or her post-secondary goals in a global society.**

**District Objective Two: Students will utilize technology to think critically, to create, collaborate, and to produce independently.**

	<b>Campus Objective</b>		<b>Strategy / Activity</b>	<b>Responsible</b>	<b>Data</b>	<b>Evaluation</b>
1.2.1	Students will develop information literacy skills	1)	Students will constantly access, process, and appropriately apply online information and data as part of classroom instruction	Haston / Teachers	IU Template	Walk-Through and Appraisal Data / Student Products
		2)	Students will increase the use of credible data bases available to THS students and staff	Haston / Teachers	IU Template	Walk-Through and Appraisal Data / Student Products
1.2.2	Students will be required to utilize technology to facilitate their instructional participation	1)	Students will utilize Google Apps for Education (GAPE) such as Google Classroom to communicate with the instructor, turn in assignments, receive class instructions and information, and receive feedback on class work	Haston / Teachers	IU Template	Review of Google Classroom for individual classes
		2)	Students will utilize Digital and Media presentation software to present information to the class as part of instruction	Haston / Teachers	IU Template	Walk-Through and Appraisal Data / Student Products
		3)	Students will utilize digital online forums and social media to collaborate and communicate with classmates and with others outside the school setting	Haston / Teachers	IU Template	Walk-Through and Appraisal Data / Student Products
1.2.2	Students will increase levels of digital citizenship by understanding the permanency of the digital footprint and developing a positive online presence	1)	Digital Citizenship programs and instruction	Quick / Haston / Teachers	IU Template	Walk-Through and Appraisal Data / Student Products
1.2.3	Students will use technology to attain industry and work certifications	1)	Online classrooms	CTE staff / Quick / Clark	16-17 CTE Certifications	16-17 CTE Certifications
1.2.4	Teachers will utilize technology to develop and support a viable curriculum	1)	Scope and Sequence	Quick / Clark / Malone	IU Template	Analysis of Scope and Sequence in summative conference
		2)	Use of relevant data and online teaching resources	Quick / Clark / Malone	IU Template	Walk-Through and Appraisal Data / Student Products
		3)	Online textbooks and resources	Quick/Clark / Malone	IU Template	Walk-Through and Appraisal Data / Student Products
1.2.5	Teachers will seamlessly integrate technology into classroom instruction	1)	Tech use requirements (qualitative over quantitative)	Haston	IU Template	Tech use data
		2)	Personalized learning through the use of software such as Method Test Prep, Apex Learning, and Study Island	Quick / Miller / Clark / Haston	IU Template	Software use data

1.2.6	Teachers will utilize technology to assess student learning	1)	Teachers will utilize DMAC to assess progress on formative assessments	Quick	DMAC Data	DMAC data
		2)	Teachers will utilize student response systems and software such as Flubaroo both formally and informally to assess student progress in the daily lesson	Quick/Clark	IU Template	Walk-Through and Appraisal Data / Student Products
		3)	Teachers will utilize digital critical writing samples as an assessment	Quick/Clark	IU Template	Walk-Through and Appraisal Data / Student Products
1.2.7	All instructional staff will leverage the power of technology to increase communication with parents, students, and other stakeholders	1)	Increased and effective use of social media such as Twitter, Facebook, and School Way	Quick/Clark	Social Media Feeds and Weekly Dashboard	Weekly Dashboard
		2)	Increase the use of email and School Messenger as a means of parent communication	Quick / Office Staff	School Messenger Data	School Messenger Data
		3)	Increase the use of Parent Portal for any time progress reporting by making access information more readily available	Quick / Office Staff	Tyler SIS Data / parent response	Tyler SIS Data
		4)	Develop and promote a Student Portal for students to gain access to their academic information	Haston	Student Portal Data	
		5)	Weekly Gradebook monitoring to ensure compliance with grade posting requirements.	Quick/Clark	IU Weekly Monitoring	IU Weekly Monitoring data and reprimand history for teachers not in compliance.
1.2.8	Administrators will leverage the power of technology to support the T-TESS appraisal system, facilitate feedback on instruction, and provide the basis for intervention planning	1)	Walk-Through feedback on IU template	Quick/Clark	TISD Walkthrough Form 17/18	TISD Walkthrough Form 17/18 (final)
1.2.9	Administrators will leverage to power of technology to support discipline and safety management systems	1)	GAFE utilized for discipline reporting	Clark / K. Myer	THS Discipline Reporting Data	THS Discipline Reporting Data
		2)	The use of Crimestoppers anonymous reporting to alert administration	Quick/Clark	Crimestoppers reports	Crimestoppers reports and analysis of outcomes
		3)	Use of Crisis Go to Alert Staff in the event of an emergency	Clark	Crisis Go Alerts	
1.2.10	Maximize computer integration through instructional unit implementation with a >90% compliance	1)	Weekly review of IU lesson planning	Haston	IU Monitoring Document	IU Technology integration data

		2)	Weekly meetings with MITS to review integration	Quick/Haston		
		3)	Professional development for computer integration	Quick/Haston		
<b>Goal One: Every Tatum ISD student will graduate prepared to achieve his or her post-secondary goals in a global society.</b>						
<b>District Objective Three: We will provide students with knowledge, expectations, and experiences of academic college life.</b>						
1.3.1	College Ready on EOC: all students and each sub-group will increase by 5% from 2017-2018 and exceed the state average	1)	ELA Writing will be a focus area	Quick/Liles/McGuire	Formative assessment	ELA EOC scores
		2)	Algebra I, US History, and Biology will be a focus area: Increase % of students achieving advanced through goal setting with Mr. Kilbourne, Mr. Joslin, Ms. Gaut, and Ms. Risner as well as data evaluation after each formative assessment.	Quick/Putu/Malone	Formative assessment	Alg 1 EOC scores
		3)	College and Career Class will focus on college and career readiness (FAFSA, Enrollment Process, community service, application process, Apply Texas	Quick/Carr	College and Career IU template	
		4)	ACC components in all classes	Quick/Clark	IU Monitoring Document	ACC Completion Rate
		5)	Method Test Prep Software for ACT/SAT Preparation	Quick/Miller	Career Cruising Log On Data	Career Cruising Log On Data
1.3.2	Honors program curriculum will be implemented with >90% compliance, >90% passing rate on EOC, exceeding state average	1)	IU Weekly Checks for compliance	Quick/Clark	IU Template	
		2)	Requirements: project, additional reading, additional writing, open-ended questions on formative assessments	Quick/Clark	IU Template	
		3)	Classroom observations	Quick/Clark	Walk-through data	
		4)	Rigor of the SE's taught at DOK 3	Quick/Clark	IU Template	
1.3.3	Dual credit enrollment: >50% of 11th & 12th graders enrolled; graduates have a 24 hr. average	1)	Parent Communication: Dual Credit Information night in the fall (October) and in the spring (March)	Quick/Miller/Clark	ACC Monitoring Document	
		2)	Promote/Host/Schedule TSI testing	Miller		
		3)	Counselor Meetings with candidates for dual enrollment	Miller		
		4)	Juniors who are eligible will receive a letter as English II EOC scores are released to inform of eligibility	Miller	Letters Mailed	
		5)	Promote enrollment in dual credit during the registration process	Miller		

		6)	Dual enrollment offered through Kilgore College and UTPB with tuition provided by the district for College and Career qualified students	Miller		
		7)	Student Communication: Inform students about the requirements and benefits of dual credit classes through announcements, assemblies, College and Career Class, and counselor meetings	Miller	Announcements	
		8)	Communicate Dual Credit requirements with parents through FAQ's on the THS Website, Social Media, and School Messenger.	Quick/Miller/Clark	Posts	
1.3.4	>70% of all seniors and each sub-group will take the ACT/SAT with a >40% at or above criterion	1)	Method Test Prep	Quick / Miller	ACC Monitoring Document	
		2)	Promote / Communicate ACT/SAT administration and process: announcements, THS Website, Parent Information Night	Miller	ACC Monitoring Document	
		3)	All teachers incorporate ACT/SAT vocabulary into instruction	Quick	IU Template	
		4)	Incentives for students who score higher than 25 on the ACT and 1000 on the SAT: Eagle Cards, Off-campus lunch	Quick		
		6)	Monitor student scores	Quick	ACT College Readiness Letter	
1.3.5	>90% of all sophomores will take the PSAT/PLAN	1)	Communicate to all stakeholders the importance of the PSAT/PLAN as it regards to the foundation test for National Merit Scholars	Miller	Announcements	
1.3.6	Percent of Postsecondary graduates will exceed the state average	1)	College Visits	Miller	ACC Monitoring Document	
		2)	100% of students will acquire a CTE Endorsement	Miller	Student 5 year plans	
1.3.7	PK-16 Plan will be implemented with >90% completion of program components	1)	College Visits	Miller	Attendance Data: Excused Days for College Visits with documentation	
		2)	College and Career Commitment Day	Quick	ACC Monitoring Document	
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<b>District Objective Four: We will provide Rigor and Relevance in course content.</b>						

1.4.1	DOK Questioning to develop a deep understanding of the content.	1)	Develop real world applications when delivering content, Open-ended and relevant questioning with wait time.	Quick/Clark	IU Template/Walk Through Evaluations	
		2)	Teachers collaborate to raise all aspects of the Lesson Cycle to high levels of understanding	Quick/Clark	Collaboration Notes	
				Quick/Clark		
1.4.2	Blooms	1)	Develop student activities that have students think on high levels of Bloom's Taxonomy	Quick/Clark	IU Template / Walk-through evaluations	
				Quick/Clark		
1.4.3	Content that is complex, ambiguous, provocative, and challenging	1)	Teachers will develop high expectations for learning in the classroom	Quick/Clark	IU Template / Walk-through evaluations	
				Quick/Clark		
1.4.4	Critical thinking and problem solving	1)	Teach thinking process	Quick/Clark	IU Template / Walk-through evaluations	
				Quick/Clark		
1.4.5	Differentiated instruction	1)	Flexible learning spaces, learning styles, relevant, IEP	Quick/Clark	IU Template / Walk-through evaluations	
				Quick/Clark		
1.4.6	Environment of High Expectations		Communicate daily	Quick/Clark	IU Template / Walk-through evaluations	
<b>Goal One: Every Tatum ISD Student will graduate prepared to achieve his or her post-secondary goals in a global society.</b>						
<b>District Objective Five: We will provide engaging, relevant electives, including multiple experiences for all students with exposure to hands-on career opportunities.</b>						
1.5.1	CTE Coherent Sequence Graduates		Review of 5 year plans: Career cruising	Miller/Quick	5 year plan data	
1.5.2	College and Career Ready Graduates		All Juniors take the ASVAB	Miller/Quick		
			Certification/Testing	Clark		
1.5.3	ACC Timeline and Components		ACC Lessons By Teachers each 6 weeks	Clark		
1.5.4	CTE Industry Certifications will increase at least 10% over the 16-17 Certification Prediction Data	1)	Each CTE Teacher will identify their certification areas in the TTESS Goal Setting and Professional Plan and develop goals and a timeline for completion of those certifications.	Quick/Clark	16-17 CTE Certifications Data	Completion of Certification Action Plan addressed at summative conference with each CTE teacher

		2)	Quarterly checkpoints with CTE teachers to evaluate student progress towards certifications	Clark/T. Miller		
		3)	Communicate and promote regionally relevant industry certifications	Quick/Clark		ACC Monitoring Document
1.5.5	CTE Certifications per endorsement >/= 2	1)	Coordinate Certification plans with CTE planning meetings at the beginning of each semester.	Clark/T. Miller	16/17 Certifications Document	
1.5.6	First class fine arts offerings		Band			
			Theatre			
			Choir			
			Dance			
			Art			
1.5.7	Agriculture Program: Increase participation and success in FFA leadership, Ag. Experience, and Ag. Development competition.	1)	Professional development for ag instructors	Quick	PD attended	
		2)	Monitor student recruitment and participation levels	Quick	Ag doc	
		3)	Publicize/celebrate success of FFA students in focus areas	Quick		
1.5.8	STEM Program		Engineering I and II			
			Robotics			
			Paxton Patterson			

**Goal Two: Tatum ISD will develop leaders who have the integrity, compassion, and vision to inspire positive contributions and to impact our society.**

**District Objective One: All students will learn responsibility and respect for others.**

2.1.1	Office discipline referrals </= 1 per enrolled student	1)	Use of after school /lunch / and Saturday detention when appropriate before assigning SAC	Clark	Discipline Reporting Data	
		2)	THS will consistently enforce the Student Code of Conduct	Clark/Quick	Discipline Reporting Data	
		3)	Teachers will follow the School Wide Discipline Management Plan	THS Staff	Discipline Reporting Data	
		4)	Use of student leadership team to develop ideas to decrease discipline referrals	Quick/Clark	Discipline Reporting Data	
		6)	Thorough review of the Student Code of Conduct during class assemblies at the beginning of each semester	Quick	Assembly Slide Presentation	



		7)	Discuss/Refine classroom management strategies: Use of hall passes, the presence of teachers in the hallways during passing periods, bell to bell instruction, follow duty roster assignments	Quick/Clark	Discipline Reporting Data	
2.1.2	SAC referrals $\leq$ .3 per enrolled student	1)	Use of after school /lunch / and Saturday detention when appropriate before assigning SAC	Clark	Discipline Reporting Data	
		2)	THS will consistently enforce the Student Code of Conduct	Clark/Quick	Discipline Reporting Data	
		3)	Teachers will follow the School Wide Discipline Management Plan	THS Staff	Discipline Reporting Data	
		4)	Use of student leadership team to develop ideas to decrease discipline referrals	Quick/Clark	Discipline Reporting Data	
		6)	Thorough review of the Student Code of Conduct during class assemblies at the beginning of each semester	Quick/Clark	Assembly Slide Presentation	
		7)	Discuss/Refine classroom management strategies: Use of hall passes, the presence of teachers in the hallways during passing periods, bell to bell instruction, follow duty roster assignments	Quick/Clark	Discipline Reporting Data	
2.1.3	Suspensions $\leq$ .1 per enrolled student	1)	Use of after school /lunch / and Saturday detention when appropriate before assigning SAC	Clark	Discipline Reporting Data	
		2)	THS will consistently enforce the Student Code of Conduct	Clark/Quick	Discipline Reporting Data	
		3)	Teachers will follow the School Wide Discipline Management Plan	THS Staff	Discipline Reporting Data	
		4)	Use of student leadership team to develop ideas to decrease discipline referrals	Quick/Clark	Discipline Reporting Data	
		6)	Thorough review of the Student Code of Conduct during class assemblies at the beginning of each semester	Quick/Clark/Staff	Assembly Slide Presentation	
		7)	Discuss/Refine classroom management strategies: Use of hall passes, the presence of teachers in the hallways during passing periods, bell to bell instruction, follow duty roster assignments	Quick/Clark/Staff	Discipline Reporting Data	
2.1.4	AEP placements $\leq$ .03 per enrolled student	1)	Use of after school /lunch / and Saturday detention when appropriate before assigning SAC	Clark	Discipline Reporting Data	
		2)	THS will consistently enforce the Student Code of Conduct	Clark/Quick/Staff	Discipline Reporting Data	
		3)	Teachers will follow the School Wide Discipline Management Plan	THS Staff	Discipline Reporting Data	
		4)	Use of student leadership team to develop ideas to decrease discipline referrals	Quick/Clark	Discipline Reporting Data	
		6)	Thorough review of the Student Code of Conduct during class assemblies at the beginning of each semester	Quick/Clark/Staff	Assembly Slide Presentation	

		7)	Discuss/Refine classroom management strategies: Use of hall passes, the presence of teachers in the hallways during passing periods, bell to bell instruction, follow duty roster assignments	Quick/Clark/Staff	Discipline Reporting Data	
2.1.5	Drug Testing (measurable)	1)	Parent conference and counseling will be offered with each positive test	Quick		
		2)	Red Ribbon Week activities to communicate the dangers of drug use/addiction	Galloway		
		3)	Crime Stoppers program to promote Drug Free Schools	Quick		
		4)	Drug Free Speakers / Presentations	Quick		
2.1.6	Maintain/monitor Discipline Management Plan	1)	Weekly evaluation of discipline imposed.	Clark		
		2)	Behavior Intervention Plan meetings with parents	Quick/Clark		
2.1.7	Maintain Bullying Program	1)	Consistently apply protocols for suspicion of bullying	Clark		
<b>Goal Two: Tatum ISD will develop leaders who have the integrity, compassion, and vision to inspire positive contributions and to impact our society.</b>						
<b>District Objective Two: We will provide programs that develop leadership, discipline, respect, and a desire to contribute.</b>						
2.2.1	All students will participate in community service projects	1)	Each extra-curricular group will be required to give back to the Tatum Community or school with at least one community service project per year.	Club Sponsors		
		2)	Service projects will be assigned if a need is observed in the Community	Quick/Clark/ Club Sponsors		
2.2.2	Student Leadership organizations will be provided	1)	Student Leadership through: Student Council, NHS, FFA, FCA, International Club, Art Club, Drama Club, Book Club	Sponsors		
		2)	Increase academic clubs in each endorsement area	Quick		
<b>Goal Two: Tatum ISD will develop leaders who have the integrity, compassion, and vision to inspire positive contributions and to impact our society.</b>						
<b>District Objective Three: We will provide a variety of extracurricular and co-curricular programs that offer multiple opportunities for participation and recognition.</b>						
2.3.1	Participation and Success in Athletic Events	1)	Monitor grades each eligibility period	Miller/Quick	Tyler SIS reports	
		2)	College and Career instructor monitors Freshman grades	Carr	IU Template	
		3)	Evaluate program success and develop improvement plans yearly	Barker		

		4)	Monitor athletic practices weekly	Barker	Evaluation documents	
2.3.2	UIL Academic competition	1)	Recruit new members at Freshman Orientation	1st place finish		
		2)	65% of team members will be GT Students	Quick/Miller		
		3)	Recognize success on announcements, regular media, hallway banners and social media with at least one positive posting per six weeks.	Quick/Miller		
		4)	Teacher UIL Coordinator Period	T. Miller/J. Miller		
		5)	Daily opportunities for UIL teams to practice during the 30 minute tutorial period.	Quick/Miller		
		6)	Requirement that each team attend at least two invitational meets	Quick/Miller		
		7)	Sponsor summer training (Capital Conference)	Quick/Miller		
		8)	Social Media promotion	Quick/Miller		
2.3.3	THS Band will receive a 1 in Marching and Concert and Sight Reading	1)	Meet with Band Director three times per semester	Quick		
		2)	Plan one activity for band members each semester	Petersma		
		3)	Recognize success through announcements, marquee, regular media, and end of the year banquets	Quick/Petersma		
		4)	Social Media promotion	Petersma		
2.3.4	Increase recognition of non-athletic events	1)	Marquis recognition	Quick		
		2)	Announcements	Quick		
		3)	Social Media	Quick		
		4)	Hallway banners	Quick		
2,3,5	Co-Curricular program involvement and competitive finishes	1)	Provide instruction for success on certification opportunities and competitions in robotics, engineering, welding, health science, ag science	Quick		
2.3.6	Provide a variety of extracurricular and co-curricular programs that offer multiple opportunities for participation and recognition	1)	UIL Academics/Athletics/Cheer, UIL Academics, FFA LDE's, STEM, CTE	Coaches / Sponsors		

<b>Goal Three: Tatum ISD community places the highest priority on the safety and security of students and staff.</b>						
<b>District Objective One: We will provide multiple levels of security in our facilities.</b>						
<b>District Objective Two: We will develop, train staff, and implement an emergency operations plan for all facilities.</b>						
3.1.1	EOP implementation	1)	Establish campus procedures for weather issues, intruder on campus, Chemical Spills, Evacuation, Shelter in Place and Safe Room	Clark	EOP Reporting Document	
		2)	Issue each teacher a copy of the procedures in a Red Notebook	Clark		
		3)	Regular announced and unannounced drills to test preparedness	Clark		
		4)	De-brief and evaluate success of drills	Clark/Quick/ Leadership Team		
		6)	Parking regulations to ensure bus lane safety	Clark		
3.2.1	Texas School Safety Training	1)	Assistant Principal will attend the Texas School Safety online training	Clark		
3.2.3	Use of Crisis Go	1)	All staff will utilize Crisis-Go for purposes of communication and coordination in the event of an emergency.	Clark		
<b>Goal Four: Tatum ISD will ensure efficient use of resources.</b>						
<b>District Objective One: We will be the "best-cost-provider" of educational programs and services.</b>						
4.1.1	THS will be good stewards of district funds	1)	Initial training of the budgeting/purchasing process	Quick/Yanas	Monthly Reports	
		2)	Review expenditures quarterly	Quick/Yanas	Monthly Reports	
<b>Goal Four: Tatum ISD will ensure efficient use of resources.</b>						
<b>District Objective Four: We will engage business and community partnerships to support our schools</b>						
4.4.1	Communicating school policies, rules and goals >6	1)	Website / Marquee / School Messenger	Quick/Miller		
		2)	Social Media: Facebook / Twitter / SchoolWay	Quick/Miller		
		3)	Announcements	Quick/Miller		

4.4.2	Involvement in decision making-- maintain system of parent participation in decision making	1)	Campus Improvement Team will meet quarterly to develop the Campus Improvement Plan and to discuss professional development for staff	Quick/Campus Improvement Team		
4.4.3	Parent education and information >6 per campus	1)	School Counselor will have one parent information night each six weeks: dual credit, HB5, Scheduling, ACT/SAT/PSAT/PLAN/TSI/ASVAB, Financial Aid, Scholarships	Miller		
		2)	THS will host a Hispanic Parent Conference to encourage participation and to develop productive relationships	Quick/Tijerina/Rocha		
		3)	Freshman Orientation prior to the first day of school	Quick		
		4)	Parent Information Night after the first three weeks	Quick/Miller		
		5)	CTE Walk for TMS students developing their five year plan	Miller/Haston		