

**Tidehaven Independent School District
District Improvement Plan 2025-26**



Tidehaven ISD's District-Wide Education Improvement Committee Members

The following administrators, teachers, parents served on the District-Wide Education Improvement Council. The District Improvement Plan was revised and approved by the District-Wide Improvement Council.

DIP Chairperson – Debra Taska

DIP Secretary – Stacie Murry

Tidehaven High School:

Jaimie Buis

Joey Rosalez

Tamara Davant

Merideth Dodd

Roxanne Crain

Tidehaven Jr. High:

Amy Kubecka

Lyndsie Faglie

Emily Gardner

Sarah Herring

Blessing Elementary

Estela Reyes

Shirley Webernich

Portia Bell

Brooke Davant

Markham Elementary

Stacie Murry

Rebecca Saha

Haylee Galvan

TIDEHAVEN INDEPENDENT SCHOOL DISTRICT'S

Mission Statement, Goals, and Objectives

Mission Statement

The mission of the Tidehaven Independent School District is to create a school environment that encourages all students to develop to their fullest potential.

Purpose Statements

1. Provides for individual campus and district planning which targets improved student performance.
2. Effectively utilizes all resources (budget, programs, personnel, materials, and facilities).
3. Establishes accountability parameters (based on the accountability reports , and accountability ratings in relation to students, teachers, the campus, the district, and the community).
4. Improves communication with all stakeholders.
5. Coordinates all programs while increasing CTE certification at the high school level.
6. Purchase technology for student use in classrooms and remote learning.
7. Ensures quality on-going staff development for increasing personnel capacity.
- 8. District-wide professional development focused on data driven instruction every six weeks using a formative assessment analysis tool.
- 9. Unit assessment data, benchmark scores, and informal assessments are used for instructional planning during team meetings.
- 10. All resources are aligned to TEKS and instructionally based best practices.
- 11. Additionally, all resources are vertically aligned across the District.

Expected Results

All students perform to their highest level of potential as a result of their positive self-esteem and self-actualization to become successful individuals in society.

Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) contains the Data Analysis Areas. The Data Analysis Areas contain four Multiple Measures of Data. The four Multiple Measures of Data are Demographics, Student Academic Achievement, District Processes & Programs, and Perceptions. The Data Analysis Areas each include: Summary, Strengths, and Needs.

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

Tidehaven ISD

Our Comprehensive Needs Assessment is a cyclical continuous process Tidehaven ISD that includes addressing improving academic achievement for students. The process involves a core committee of all stakeholders at the district/campus engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. The core committee is comprised of the Superintendent, Administrative Assistant, principal, administrator(s), counselor(s), Curriculum Director, PEIMS Coordinator, Business Manager, parent(s) and community member(s).

The process includes:

- Core committee which consists of the Superintendent, Administrative Assistant, Curriculum Director and Campus administrators meets once or twice a month when necessary.
 - The Campus Principals share any pertinent information with their campus teams.
- All components of the CNA are reviewed and addressed (goals, performance objectives, strategies/activities, funding) at the annual District Improvement meeting.

- The CNA/DIP/CIP is reviewed to ensure any revisions are completed

DEMOGRAPHICS:

Tidehaven ISD is a 3A public school district/campus located in the county of Matagorda.

Demographics Summary (2024-25 TPRS)

Total Students	1,059 students
• White	35.3%
• Hispanic	57.9%
• African American	4.50%
• Two or More Races	1.30%
• Economically Disadvantaged	59.3%
• Emergent Bilingual	12.5%
• Special Education Students	14.3%

Demographic Strengths (2024-2025 Accountability data)-

- 75% of Hispanic students achieved at the “Meets Grade Level” in ELA/Reading, **36** points **above** the 2025 current state target (using the highest target of all campus groups)
- 69% of High Focus students achieved at the “Meets Grade Level” in ELA/Reading, **32** points **above** the 2025 current state target (using the highest target of all campus groups)
- 65% of Hispanic students achieved at the “Meets Grade Level” in Math, **21** points **above** the 2025 current state target (using the highest target of all campus groups)
- 60% of High Focus students achieved at the “Meets Grade Level” in Math, **18** points **above** the 2025 current state target (using the highest target of all campus groups)
- 77% of Hispanic students achieved academic growth in ELA/Reading, **15** points **above** the 2025 current state target (using the highest target of all campus groups)
- 73% of High Focus students achieved academic growth in ELA/Reading, **12** points **above** the 2025 current state target (using the highest target of all campus groups)
- 49% of African American students achieved academic growth in Math, **13** points **above** the 2025 current state target (using the highest target of all campus groups)

- 77% of Hispanic students met CCMR criteria, **17** points **above** the 2025 current state target
- 88% of White students met CCMR criteria, **17** points **above** the 2025 current state target
- 72% of High Focus students met CCMR criteria, **16** points **above** the 2025 current state target

Demographic Needs (2024-2025 Accountability data)-

- 70% of Hispanic students achieved academic growth in Math, **2** points **above** the 2025 current state target (using the highest target of all campus groups)
- 76% of White students achieved academic growth in Math, **2** points **above** the 2025 current state target (using the highest target of all campus groups)
- 65% of High Focus students achieved academic growth in Math, **1** point **above** the 2025 current state target (using the highest target of all campus groups)

Fund Resources: Title I, Part A (additional aides/teachers) \$250000 Title I, Part A and Title II \$25000 Title I, supplies and Title II \$5,000 supplies

STUDENT ACADEMIC ACHIEVEMENT:

Student Academic Achievement Summary (2024-2025 Accountability data)-

- 2025 STAAR Performance Component score of 65 as compared to 2024 score of 63, increase of 2 points
- 2025 College, Career, and Military Readiness Component score of 80% as compared to 2024 score of 48%, increase of 32 points
- 2025 Graduation Rate score of 98.4% as compared to 2024 score of 98.4%, no change

Student Academic Achievement Strengths (2024-2025 Accountability data)-

- Math STAAR performance achieved 89% Approaches, 68% Meets, and 32% Masters as compared to the Texas State Math STAAR performance of 72% Approaches, 45% Meets, and 20% Masters, Tidehaven was 17%, 23%, and 12% above the state average

- Reading STAAR performance achieved 92% Approaches, 77% Meets, and 39% Masters as compared to the Texas State Reading STAAR performance of 76% Approaches, 54% Meets, and 23% Masters, Tidehaven was 16%, 23%, and 16% above the state average
 - Science STAAR performance achieved 90% Approaches, 66% Meets, and 26% Masters as compared to the Texas State Science STAAR performance of 78% Approaches, 47% Meets, and 17% Masters, Tidehaven was only 12% above, 19% above, and 9% above the state average
 - Social Studies STAAR performance achieved 93% Approaches, 62% Meets, and 34% Masters as compared to the Texas State Social Studies STAAR performance of 77% Approaches, 50% Meets, and 27% Masters, Tidehaven was only 16% above, 12% above, and 7% above the state average
 - 28% of graduating seniors (2024 grads) met Dual Credit criteria for CCMR as compared to the state dual credit average of 25%, 3% above the state average
 - 39% of graduating seniors (2024 grads) earned an Industry Based Certification for CCMR criteria as compared to the state IBC average of 35%, 4% above the state average
- Student Academic Achievement Needs (2024-2025 Accountability data)-
- 43% of graduating seniors (2024 grads) met TSI criteria for CCMR as compared to the state TSI average of 57%, 14% below the state average

SCHOOL PROCESSES & PROGRAMS:

School Processes and Programs Summary-Instruction is essential to student achievement. Administrators conduct regular walk through in classrooms to observe instruction and student engagement. Data from these walk throughs and conferences with teachers are important to increasing academic growth and student progress. Our district uses the TEKs resource system to ensure the curriculum alignment promotes student achievement and diminishes holes in student learning.

The campus administrators meet regularly with classroom teachers to review curriculum assessments and benchmarks. Student progress is reviewed and strategies are implemented to increase student progress are discussed and implemented.

School Processes and Programs Strengths- (Use district/campus data, PEIMS, personnel evaluations, etc.)

- The elementary campuses are 100% highly qualified
- Technology upgrades over 75%

School Processes and Programs Needs- (Use district/campus data, PEIMS, personnel evaluations, etc.)

- Increase personnel attendance by 3% through of the attendance incentive
- Increase student attendance district wide by 2%
- Conduct monthly campus data meetings

Fund Resources: Title I, Part A (additional aides/teachers) \$225,000, Title I, Part A and Title II \$20,000 Title I, supplies.

TIDEHAVEN INDEPENDENT SCHOOL DISTRICT'S District Improvement Plan Goals and Objectives

Goal #1: Tidehaven ISD will employ highly qualified staff to achieve academic excellence.

Objective #1: Attract, retain, train, and develop highly qualified teachers, administrators, and staff.

Objective #2: Continue quality teaching to provide student academic excellence.

Goal #2: Tidehaven ISD remains dedicated to continual improvement of the District's programs and curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

The district will strive to build a foundation of math and reading, while striving to improve low-performing schools. The district will strive to improve the progress measures for all students. The high school will address connecting high school to career and college.

Objective #1: Ensure a curriculum is in place that exceeds the Texas Essential Knowledge and Skills (TEK's), encourages higher order thinking Skills, prepares students for achievement on the State of Texas Assessments of Academic Readiness (STAAR) tests, and promotes citizenship and healthy lifestyles and closes the equity gap among student subgroups and special populations.

Objective #2: Increase student attendance to equal or exceed the state's standard.

Objective #3: Raise STAAR'S and EOC's reading scores each year for all students, including special education and ESL students, to address the performance safeguards as well as the performance based monitoring indicators. A 90% passing rate is the goal.

Objective #4: Raise STAAR'S and EOC's and math scores each year for all students, including special education and ESL students to address the performance safeguards as well as the performance based monitoring indicators. A 90% passing rate is the goal.

Objective #5: Raise STAAR'S and EOC's and writing scores each year for all students, including special education and ESL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

Objective #6: To raise the STAAR'S and EOC's and science & social studies scores each year for all students, including, special education and ESL students to address the performance safeguards well as the results driven accountability indicators. A 90% passing rate is the goal.

Objective #7: To ensure all limited English proficient students will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objective #8: Improve student performance and student progress measure on STAAR/EOC by 2%. Increase STAAR scores in English and Algebra by 2%.

Goal #3: Tidehaven ISD will plan for and implement advanced technology district-wide.

Objective #1: Increase access to technology in all programs to improve student performance.

Objective #2: Increase access to professional development for all personnel.

Objective #3: Provide for instructional needs includes remote learning if necessary.

Goal #4: Tidehaven ISD will encourage parental and family engagement/community involvement.

Objective #1: Improve communication with school board members, community, parents, family members, school personnel, and students.

Objective #2: Increase parental and family engagement/involvement and create effective school partnerships with parents, family members, businesses, and community organizations.

Goal #5: Tidehaven ISD will provide a safe, disciplined, and drug-free learning environment that will encourage all children to stay in school and meet challenging academic standards.

Objective # 1: To provide programs to help prevent dropouts, increase completion rates and prevent/decrease alcohol and other drug use, as well as youth violence, dating violence, suicide prevention and student health and well-being.

Objective # 2: To develop a program to increase teacher, student and parent awareness of issues regarding sexual abuse of children and Title IX training.

Objective #3: To provide a District wide awareness program to help prevent bullying and promote internet and school safety

Objective #4: The District has implemented the School Marshall Program, as well as a hardening of the facilities

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 1: Tidehaven ISD will employ highly qualified staff to achieve academic excellence.

Objective 1: Attract, retain, train, and develop highly qualified teachers, administrators, and staff.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
1.1.1	Recruitment strategies with major universities, ESC, and other professional organizations to attract highly qualified minority staff proportionate to campus populations. Teacher or Aide applicants that are highly qualified & bilingual will be strongly considered.	Patrick Talbert	Job Fair Calendar, recruitment offices, TASA NET, ESC, & Title II Part A	Reoccurring yearly during Fall, Spring & Summer	Membership in Region III Personnel Services COOP	Increased minority staff	\$900 Personnel Services COOP \$500 Job fair costs
1.1.2	Research potential resources to locate housing.	Patrick Talbert	Local Realtors	Continually	List in office	# of T's living in the district	\$0.00

1.1.3	Secure a waiver from TEA for 3 days of staff development for targeted areas - curriculum enhancement, STAAR/EOC math & science and technology, if necessary.	Debra Taska, CIP & DIP committee	Region III Consultants	January 2026	Copy of waiver sent to TEA	Approved waiver; training evaluations	\$0.00
1.1.4	Reimburse teachers who wish to become certified in a high need area for the cost of certification (first time test only). Reimbursement will occur as soon as the certification is added to their certificate.	D. Taska P. Talbert	SBEC approved Alternative Certification program, Title II Part A	Fall 2021 ongoing	Number of T's participating in Alternative Certification Programs	100% of TISD Instructional Staff certified by the start of the 2025-26 School Year	\$1,000 Title II
1.1.5	Provide on-going training for all teachers (new and continuing) on district and state standards, grade level expectations, use of curriculum standards within the classroom, and assessments their students will be given in all subject areas utilizing TRS as the foundation framework; Provide students a rigorous curriculum utilizing the TRS scope and sequence as the framework for an aligned curriculum.	District Personnel	Sign-In sheets, Invoices, Student Reports	Reoccurring yearly during Fall, Spring & Summer	Training Certificates	Increase in percentage of students scoring meets and masters on state assessments.	\$2500 Title II

1.1.10	District will provide training to all district staff regarding the disproportionate numbers of special education students being removed for discipline and provide training for positive behavior strategies.	Director of Special Programs	Sign-In sheets, Invoices, Student Reports	Reoccurring yearly during Fall, Spring & Summer	Sign in Sheets	Increase the knowledge of all staff regarding positive behavior strategies. Decrease the percentage of special education students being removed for discipline purposes.	\$1000 Title II
1.1.11	Contracted Services to support continuous improvement in program and budget implementation by training, educating and developing employees. The training will consist of a comprehensive review of data, planning/implementation, funding and budgetary alignment to assist in connection of funds and expenditures. Providing training/professional development and support for capacity building in compliance of federal/state requirements.	Superintendent, , Chief Financial Officer	Contract, Invoices, Templates, Sign-In sheets	July 1 st -June 30th	Training certificates	Provide programmatic and budgetary information to align with Federal Funding (Title & Special Education). Sign-in sheets, agendas, visit presentations, PowerPoint presentation on training, templates, etc.	Title I \$4237 199 \$18,900 Title II \$563 Title IV \$344 RLIS \$500
1.1.12	Continually develop a pool of applicants to meet the ethnically diverse populations and linguistically diverse program services. The district has implemented an online application system.	Superintendent; Supt. Secretary Principals	Job Descriptions, Applications, Payroll Report	Reoccurring yearly during Fall, Spring & Summer	Applications	Increased acquisition and retention of ethnically diverse and linguistically diverse staff	\$1980 fund 199
1.1.13	Continue to maintain current compensation and work toward increasingly competitive salary compensation for retention of personnel.	Superintendent; Business Manager	Payroll Report, Job Descriptions, Board Agenda/Minutes	July 1 st -June 30th	Salary Schedule	Salary Schedule shows an increase in salaries	

1.1.14	Continue to enhance benefits	Superintendent; Human Resources Director	Board Agenda/Minutes	July 1 st -June 30th	Benefits report	Report of district benefits information	
1.1.15	The District will implement for the Teacher Incentive Allotment	Superintendent; Curriculum director and Campus Administrators	Student academic growth data and teacher T-TESS data	July 1 st -June 30th	Approval of teacher to the allotment	Report of selections	

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Goal 1: Tidehaven ISD will employ highly qualified staff to achieve academic excellence.							
Objective 2: Continue quality teaching to provide student excellence.							
Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
1.2.1	Continue to foster and promote staff morale. The “attendance incentive program” for staff has become evergreen, renewing each year.	P. Talbert School board	Absence from duty forms	2025-26 school year	Faculty & staff feedback to principals	Decrease in absenteeism	\$75,000 199
1.2.2	Review DHE Code of Ethics and Standards of Practice for Texas Educators.	P. Talbert E. Reyes E. Gardner S. Murry J. Rosalez	Copies of Code of Ethics, Board policies	2025-26 school year	Sign-in sheets &/or agendas of meetings	Agendas	\$0.00
1.2.3	Orient staff members on positive, prescriptive parental conference procedures and strategies.	P. Talbert, T. Davant B. Davant S. Murry E. Reyes J. Rosalez E. Gardner	Region III ESC, Title II Part A	2025-26 school year	Sign-in sheets &/or agendas	Parent surveys	\$900

1.2.4	Campus administrators will meet with each teacher after each assessment period to discuss individual student achievement and remedies	Principals;	Teacher Evals, Student Reports	July 1 st -June 30th	Grade level/Subject area meetings	Increased student achievement for each student.	Increase student achievement by 5%
1.2.5	Offer numerous opportunities for staff development through the use of technology, the Region Service centers and other state offered meetings according to continuing education requirements; individualized teacher needs and student performance directives.	Superintendent, Technology Director, Campus Principals	Contracts, Invoices, Sign-In sheets, Teacher Evals.	Reoccurring yearly during Fall, Spring & Summer	Sign in sheets, Certificates	Increased teacher retention	\$5000 Title II for training
1.2.6	Encourage obtaining ESL or GT endorsement by supporting preparatory training in district.	ESL/Bilingual Director, Principals	Job Descriptions, Invoices, Sign-In sheets	2025-26 school year	Certificates	Number of teachers involved in the program will increase by 5%	\$2000 Title II for added endorsements

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives and progress measures as well as performance objectives and safeguards.

Objective 1: Ensure a curriculum is in place that exceeds Texas Essential Knowledge and Skills (TEKS), encourages higher order thinking skills, prepares students for achievement & State of Texas Assessments of Academic Readiness (STAAR'S) tests and End Of Course Exams (EOC's) & promotes citizenship & healthy lifestyles to increase student achievement & close the equity gap among student subgroups & special populations.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.1.1	Disaggregate and report TCSR/DMAC data by subgroups. Lead 4Ward will be used district wide.	M. Dodd P. Talbert E. Reyes A. Kubecka S. Murry E. Gardner J. Rosalez	STAAR, EOC data from TEA and STAAR'S and EOC disaggregation software Region III, Title II Part A	August 2026	Copies of data in principals' files	Board minutes, agendas of teachers' meetings	\$10305 DMAC COOP Lead 4 Ward \$2,000, Title II if available
2.1.2	Revise and update special program plans and CIP's to meet the needs of the students.	P. Talbert, campus principals, CIP committee members, A. Kubecka	Last year's plans and any new information from the state or local govts., Title II Part A and assessment data	2025-26 school years	Minutes/agenda from revision meetings	Copies of plans on file	
2.1.3	Teachers will utilize the Scope and Sequence from TEKS Resource System, Tex Guide and TAG	P. Talbert S. Murry E. Reyes A. Kubecka E. Gardner J. Rosalez	Region III ESC,	August 2026	Scope and Sequence in place	Copies of updated scope and sequence on file	\$8075 TEKS RESOU RCE SYSTE M TAG \$1,400, Title II if available

2.1.4	Research and develop intervention strategies designed to close the equity gap and to reduce the failure/retention rate.	S. Murry E. Reyes P. Talbert A. Kubecka E. Gardner J. Rosalez	Region III, mentor schools in our area, DMAC, staff development	2025-26 school years	Agendas &/or minutes of meetings	Spring 2026 STAAR and EOC test scores, DMAC data	DMAC \$10305
2.1.5	Provide access to staff development to enhance the curriculum in core academic areas and to continue to improve STAAR's and EOC scores by utilizing ESC 3 staff development, CAST Conference, Writing Academy, and CAMT math .	P. Talbert, DIP committee members, CIP's, Faculty members	Region III consultants, Title II Part A,	Scheduled In-service days	Sign-in sheets	Copies of updated curriculum on file	Writing Academy \$2,500
2.1.6	Continue to explore the possibilities of increased course offerings, such as, Tech Prep, Process Technology, Cosmetology, medical field opportunities Dual Credit, and AP courses offered both in District and via distance learning labs and to increase the number of students signing up for the DAP.	P. Talbert A. Kubecka T. Davant J. Rosalez	New state graduation requirements, high school teachers, Title II Part A & D	2025-26 school years,	Minutes of meetings	New classes offered in 2025-26 school year and ongoing	\$2,000 Acedemic Network services plus staffing & Materials needs
2.1.7	Plan and provide staff development for the district. Use an annual staff development survey to determine teachers' interests and needs. Data from this survey will be used to plan District staff development.	E. Gardner E. Reyes A. Kubecka S. Murry P. Talbert J. Rosalez	Region III ESC, CIP's, and local budget, Title II Part A	2025-26 in-service days	Sign-in sheets, Walkthroughs, lesson plans, and a needs assessment	Teacher surveys, Spring 2025 & 2026 STAAR, EOC results	
2.1.8	Dual credit reimbursement for enrolled students: A=100% B=90% C=80% Students are reimbursed after grades are given.	J. Rosalez T. Davant P. Talbert	Dual credit class enrollment schedule	2025-26	Grade distribution for Dual Credit courses.	Reimbursements	\$25,000 CCMR allotment
2.1.9	Dual credit Math and US History teachers on staff to teach some dual credit courses.	J. Rosalez T. Davant P. Talbert	Dual credit class enrollment schedule	2025-26	Grade distribution for Dual Credit courses.	Master's Stipend	\$5,000 CCMR allotment

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Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.1.10	Provide ESL staff development as needed, to all campuses.	P. Talbert S. Murry E. Reyes A. Kubecka E. Gardner J. Rosalez M. Dodd	Region III ESC, CIP's, and local budget, Title III	2025-26 in- service days	Sign-in sheets, Walkthroughs, and lesson plans	Teacher surveys, Spring 2025, 2026 EOC, STAAR results	\$3375 ESL COOP
2.1.11	Provide G/T staff development, to all campuses.	P. Talbert S. Murry E. Reyes A. Kubecka E. Gardner J. Rosalez M. Dodd	Region III ESC, CIP's, and local budget	2025-26 in- service days	Sign-in sheets, Walkthroughs, and lesson plans	Teacher surveys, 2025-26 EOC, STAAR results	\$8,745 G/T COOP
2.1.12	Continue to maintain, upgrade, & modify District-wide G/T program to meet the needs of all qualified students.	P. Talbert S. Murry E. Reyes A. Kubecka E. Gardner J. Rosalez M. Dodd & GT Teachers	Region III ESC, CIP's	2025-26 Inservice Schedule	Sign-in sheets Minutes of meetings	Continued implementation of District-wide G/T program in the Fall of 2025	\$8,745 G/T COOP
2.1.13	Implement District-wide vertical planning to include alignment & articulation of grades PK-12 curriculum and integrated use of technology on a daily basis.	S. Murry E. Reyes P. Talbert A. Kubecka J. Rosalez E. Gardner	Region III ESC, Title II Part A	Starting in the fall of 2007 and ongoing	Walkthroughs, conferences, curriculum meetings	Copies of updated curriculum on file	

2.1.14	The district will utilize Title I funds for instructional staff, both aides and teachers	D. Taska	Title I	2025-26 school year	Salaries		\$175000 Title I
2.1.15	The district will utilize Title I funds for instructional consultants	Campus principals	Title I	2025-26 school year	Consultant fees		\$5000 Title I
2.1.16	The district's special program's coordinator will continue to conduct pull outs for secondary ESL students.	Secondary Campus principals, M. Dodd		2025-26 school year	Staar and Telpas	Increase in STAAR and Telpas scores for secondary ELL's	
2.1.17	Continue a "Student Success Committee" at the Blessing, Markham and Jr. High campuses to seek a variety of solutions for students with diverse needs. Provides alternatives (Response to Intervention) before Special Ed. Referral.	P. Talbert E. Reyes E. Gardner S. Murry	Student Success Committee Application	2025-26 School Year and beyond	Formation of Student Success Committees on each campus	Student Success Committees formed and in operation on each campus.	\$0.00
2.1.18	Expand depth and rigor of summer school programs for all campuses.	P. Talbert S. Murry E. Reyes E. Gardner J. Rosalez	Region III ESC	2025-26 school year	Continued implementation Summer School program in 2025-26 school years	Credits earned, success on Summer EOC, STAAR earned promotion	\$30/hour Teachers SCE
2.1.19	Consider creating small groups for reading intervention for all special education students grades 3-10 not reading on grade level. Classes must be taught with fidelity to research-based reading program.	Principals, C & I Team	Student Reports, Assessments	2025-26 school year	Bench mark, STAAR and CCA data	All students in reading intervention will increase reading levels by at least one grade level each year. Progress monitoring will be completed bi-monthly.	
2.1.20	Conducts a comprehensive needs assessment that includes an assessment of local needs for professional development and to provide students with the opportunity to meet challenging state and local student academic achievement standards.	Campus Administrators, Curriculum Director	Completed CNA, Sign-In sheets, Agenda	2025-26 school year	Assessment Data	Evaluate District data to assess teacher needs in professional development.	

2.1.21	A comprehensive needs assessment addressing district student performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs.	District Leadership Team	Completed CNA, Sign-In sheets, Agenda	2025-26 school year		Evaluate District data to assess student achievement for each student group.	
2.1.22	To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students' progress in meeting the challenging State academic standards.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		Evaluate District data to assess student achievement for each student group.	
2.1.23	The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives.	District Leadership Team	Sign-In sheets, Agenda, PowerPoint	2025-26 school year		Conduct Annual meeting after all District data has been evaluated.	
2.1.24	The LEA plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		Review all District data in both programmatic and budgetary areas to include all funding sources.	
2.1.25	The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups (including students with disabilities) in order to attain state standards in respect to the achievement indicators.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		Evaluate District data to assess student achievement for each student group.	

2.1.26	The LEA coordinates and integrates services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.	Superintendent, , Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		Evaluate District data to assess student achievement for each student group.	
2.1.27	The LEA meaningfully consulted with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A.	District Leadership Team, Principals	Completed District Improvement Plan, Sign-In sheets, Agenda District Staff Development Survey	2025-26 school year	Staff Development Surveys delivered	Survey results compiled.	
2.1.28	The LEA prioritized funds to schools served by the agency under Title I, and that have the highest percentage of children counted under Title I.	Superintendent	Minutes, Spreadsheets	2025-26 school year		District Leadership meets to evaluate campus needs to ensure funding is distributed accordingly. Comprability Report	
2.1.29	The LEA engages in timely and meaningful consultation with a broad range of stakeholders as part of their process in determining the targeted areas of improvement related to students' access to effective program activities.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		District Leadership meets to evaluate district needs to ensure funding is allocated accordingly.	

2.1.30	The LEA identifies and implements programs that increase access to educational opportunities for all students, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved.	District Leadership Team, C & I Team, Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		District Leadership meets to evaluate district needs to ensure funding is allocated accordingly.	
2.1.31	The LEA, as a condition of receiving funds under the Every Student Succeeds Act, established and implements a policy requiring that: <ul style="list-style-type: none"> • a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or • a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attend, is offered and allowed to attend a safe public elementary or secondary school within the local education agency, including a public charter school.	Superintendent, District Leadership Team, Principals	Policy, District Website	2025-26 school year		Parents are made aware of the policy, procedure, and process. Policy is available to parents and families. Student Handbook and Board Policy	
2.1.32	The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for: <ul style="list-style-type: none"> • Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of the start of the school year.) • Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.) 	Superintendent, District Leadership Team, Principals	Policy, District Website	2025-26 school year	Board Policy and Student Handbook located on the tidehavenisd.com	Parents are made aware of the policy, procedure, and process. Policy is available to parents and families. Student Handbook and Board Policy	\$0

2.1.33	Budget resources and funding are aligned to the district and campus goals identified in the CNA and DIP/CIP.	Superintendent, Business Manager	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year	Budgets, CIP's/DIP	The Business Manager will review the grant budget and expenditures with campus administration, at least one time per semester.	
2.1.34	The activity(s)/expenditures are an evidenced-based educational strategy.	Superintendent, District Leadership Team, Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year	Campus principals and teachers review activities	The programs/activities are evaluated for effectiveness.	
2.1.35	The expenditure will be evaluated to measure a positive impact on student achievement.	Superintendent, District Leadership Team, Principals	Campus and district needs assessments	2025-26 school year	Campus principals	Evaluate expenditures prior to CNA process.	
2.1.36	Utilize Title funding for paraprofessionals, professional staff, schoolwide personnel, and substitutes.	Superintendent, Business Manager	Completed District Improvement Plan, Payroll Report	2025-26 school year	Campus Principals	Evaluate funded positions to ensure improved student academic achievement.	Title I/II \$175,000 Title II \$5000
2.1.37	Utilize Title funding for supplies and materials.	Superintendent, Business Manager	Completed District Improvement Plan, Invoices	2025-26 school year	Campuses will evaluate STAAR data, benchmarks and CCA's.	Evaluate funded items to ensure improved student academic achievement.	Title II \$21,000 Title IV \$16,000
2.1.37	Utilize Federal funds for supplies and materials to increase student academic achievement.	Superintendent, Business Manager	Completed District Improvement Plan, Invoices	2025-26 school year	Campuses will evaluate STAAR data, benchmarks and CCA's.	Evaluate funded items to ensure improved student academic achievement.	Rural and Low-Income School grant \$37400

2.1.38	Utilize Federal funds for Professional and Contracted Services to increase student academic achievement	Superintendent, Business Manager	Completed District Improvement Plan, Invoices	2025-26 school year	Campuses will evaluate STAAR data, benchmarks and CCA's.	Evaluate funded items to ensure improved student academic achievement.	Rural and Low-Income School grant \$37400
2.1.39	Utilize Federal funds for supplies and materials to build capacity to deploy curriculum and assessments aligned to TEKS with a year-long scope and sequence and Improve actions and processes around data-driven instruction	Superintendent, Business Manager	Completed District Improvement Plan, Invoices	2025-26 school year	Campuses will evaluate STAAR data, benchmarks and CCA's.	Evaluate funded items to ensure improved student academic achievement.	Title 1 supplies \$5,000

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 2: Increase student attendance to exceed the state's standard of 95% & above.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.2.1	Report monthly enrollment to the Board.	P. Talbert	Campus attendance clerks	2 nd Monday of every month	Form/data on file	Monthly Board minutes	\$0.00
2.2.2	Each campus will continue to provide a positive reward system that provides for maintaining or increasing ADA. Additionally, the requirements for parents to call in the day their student is absent will be strengthened. Elementary and Jr. High parents must sign in their student in the office when they are tardy.	P. Talbert E. Reyes E. Gardner S. Murry J. Rosalez	Campus attendance clerks, local newspaper or newsletter, student system attendance system	To be determined by CIP's	Attendance records	Increased ADA	Campus Activity Funds, \$1000 budget
2.2.3	Campus principals will continue to enforce Board Policy regarding attendance through the Finals Site System	P. Talbert E. Reyes E. Gardner S. Murry J. Rosalez	Campus attendance clerks, Finals Site System	Aug. 2024, ongoing	Attendance records	Increased ADA	FinalSite \$4,400
2.2.4	Communicate attendance law to parents, monitor attendance and leavers, ensure plans for AYP 95%.	Principals	Website, Policy	2025-26 school year	Attendance data	Meet 95% plan for meeting AYP	
2.2.5	Review the plan for attendance monitoring, intervention and notification of truancy.	Principals	Policy, Agenda	2025-26 school year	Attendance data	Recommendation for attendance, monitoring, intervention and notification plan	

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 3: To raise the STAAR'S and EOC reading/ELA scores each year for all students, including special education, economically disadvantaged and ELL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.3.1	The District will provide supplemental research based Reading/ELA instructional services. We will use STAAR reading acceleration at the elementary schools and STAAR and EOC preparatory/remediation classes/tutorials at the intermediate & high school. Intensive reading instruction K-12, which includes the Reading academy and STAR Renaissance Reading	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	English teachers, DMAC, mathletics, STAAR Renaissance 360, Student Success Initiative Program & Software, Title II part A funds, Carnegie Math	2025-26 school year	Six weeks report cards	Spring 2026 STAAR/EOC results, safeguards, pbmas	Renaissance Math and Reading, Apex, Learning.com, & Istation \$36,000 DMAC \$10305 SCE.Title funds
2.3.2	The District will provide supplemental research based math instructional services. The Elementary teachers will assess students through mathletics, renaissance math, DMAC and CIRCLE and to continue improvement of student academic success. The Jr. High will incorporate a separate English class into the students' schedules.	E. Reyes S. Murry	Mathletics and software, DMAC	2025-26 school years	Six weeks report cards	Spring 2026 STAAR'S and EOC results, safeguards, pbmas	\$30,790 SCE funds Rural Ed. grant

2.3.3	DMAC through staff development to focus on STAAR and EOC strategies & disaggregation of scores.	E. Reyes A. Kubecka S. Murry J. Rosalez P. Talbert E. Gardner	ELA & Reading Teachers, DMAC, Compass Learning, Student Success Initiative	2025-26 School Year and beyond	Practice STAAR'S Tests, and EOC tests	Spring 2026 STAAR results (at least 80% passing & 20% advanced performance) Spring, STAAR-a results (at least 50% meeting ARD expectations)	DMAC \$10305 SCE
2.3.4	The LEA identifies and implements programs that increase access to educational opportunities for all students, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year	STAAR, Benchmark and CCA data	Evaluate District data to assess student achievement for each student group.	
2.3.5	The LEA/Fiscal Agent supports the development and implementation of pre-school programs for English learners.	District Leadership Team	Completed District Improvement Plan, Sign-In sheets, Agenda, Student Reports	2025-26 school year	Notifications from the Elementary Campuses	District conducts parent/family informational meetings to address pre-school programs. District Leadership meets to evaluate district needs to ensure funding is allocated accordingly.	Pre-K enrollment
2.3.6	The LEA/Fiscal Agent improves instruction of English learners, which may include English learners with a disability.	District Leadership Team, Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year	STAAR, benchmark and CCA data and any other pertinent testing data	Evaluate District data to assess student achievement for each student group.	

2.3.7	The LEA/Fiscal Agent offers early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in post-secondary education.	District Leadership Team, Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year	Dual credit enrollment	Evaluate District data to assess student achievement for each student group.	Dual credit completion and achievement
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Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 3: To raise the STAAR'S and EOC reading/ELA scores each year for all students, including special education, economically disadvantaged and ELL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

2.3.4	Instructional Aides will be provided to support students in areas of academic need	E. Reyes S. Murry	RTI Aide	2025-26 School Year and beyond	Student support materials and schedules.	STAAR scores 2026	Title I \$25,000 \$35,000
2.35	Mentors will be provided as needed to inexperienced teachers	A. Kubecka P. Talbert E. Reyes S. Murry E. Gardner	Mentor	2025-26 School Year and beyond	Time Sheets for the mentor	Teacher evaluations	
2.36	Core teachers at the Jr High and High School have common conference periods to enhance collaboration.	E. Gardner J. Rosalez		2025-26 School Year and beyond	Master schedule	Core teacher conference periods	
2.3.7	Provide research-based programs for small reading groups for RtI students with fidelity.	Campus Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		All students in reading intervention will increase reading levels by at least one grade level each year. Progress monitoring will be completed bi-monthly.	

2.3.8	Provide small group Reading and Math instruction, tutorials and individualized strategies through the classroom and RTI.	Principals	Completed District Improvement Plan, Sign-In sheets, Agenda	2025-26 school year		Frequent review of student progress will provide seamless interventions for students as needed.	
2.3.9	Campuses will develop and implement a monitoring system for students at risk of failure (RTI) in Reading and Math	Principals	Completed District Improvement Plan, Payroll Reports	2025-26 school year		Increased student achievement	
2.3.10	All campuses will disaggregate their testing benchmark data to develop targeted tutorial programs for all identified struggling and/or at-risk students	Principals	Completed District Improvement Plan	2025-26 school year		Increase of 5%	
2.3.11	Train for and continue to support the Response To Intervention program for math and language arts to meet the needs of at-risk, LEP, Special Education, and any other students in need of assistance.	Principals; Instructional Officers and Counselors	Sign-In sheets, Agenda, Invoices	2025-26 school year		Increased student achievement	
2.3.12	Activities to support well-rounded educational opportunities-Provide all students with access to a well-rounded education	Principals; Instructional Officers and Counselors	Completed District Improvement Plan	2025-26 school year		Increased student achievement	TIV \$15,000
2.3.13	The LEA engaged in timely and meaningful consultation with a broad range of stakeholders to determine the targeted areas of improvement related to students' access to effective program activities.	Principals; Teachers, Instructional Officers, and Counselors	Sign-In sheets, Agenda, , Completed District Improvement Plan	2025-26 school year		Increased student achievement	TIV \$15,000

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 4: To raise the STAAR'S and EOC math scores each year for all students, including special education, economically disadvantaged and ELL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.4.1	Continue to promote a focus of math across the curriculum. The district will provide tutorials to students in need of academic assistance. A small group aide will be used to assist students of academic need.	P. Talbert A. Kubecka E. Reyes S. Murry E. Gardner J. Rosalez	Region III ESC, Title II Part A, consultants	2025-26 school year	Minutes, certificates	Teacher lesson plans	\$10,000 tutorials SCE
2.4.2	Use STAAR, EOC math acceleration and preparatory classes at all campuses. Reflex has been added to the Elementary campuses.	P. Talbert S. Murry E. Reyes A. Kubecka E. Gardner J. Rosalez	Math teachers, Study Island, Student Success Initiative Program/SCE funded program, Title II Part A	2025-26 school year	Six weeks report cards	Spring 2026 STAAR/EOC results	Renassia nce math \$18,064 \$10305 DMAC \$12,000 SCE Reflex
2.4.3	District math teachers attending state math conferences and the math collaborative.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	District math teachers, ESC, Title II Part A	Summer 2024	Record of attendance to math convention	Improved STAAR, EOC math scores	\$6000 Title II

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 4: To raise the STAAR’S and EOC math scores each year for all students, including special education, economically disadvantaged and ELL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.4.4	Utilize DMAC through staff development to focus on STAAR’S and EOC strategies & disaggregation of scores.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Math Teachers, DMAC, Student Success Initiative Program, and Software, Title II Part A	2025-26 School Year and beyond	Practice STAAR’S, EOC, (when available)	Spring 2026 STAAR, EOC results (at least 80% passing & 20% advanced performance) Spring 2026, STAAR-a results (at least 50% meeting ARD expectations)	Renaissance math \$18064 DMAC \$10305 SCE
2.45	Benchmarks at the Jr High and High schools taken in the Fall and 6 weeks before the STAAR help determine the students and the focus of tutorials.	A. Kubecka J. Rosalez E. Gardner	Tutorial teachers	2025-26 School Year and beyond	Time Sheets for the tutorial teachers	STAAR scores	\$10,000 SCE

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 2: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students master STAAR/ EOC objectives as well as performance objectives and safeguards.

Objective 6: To raise the STAAR'S and EOC science & social studies scores each year for all students, including special education, economically disadvantaged and ELL students to address the performance safeguards as well as the results driven accountability indicators. A 90% passing rate is the goal.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
2.6.1	STAAR'S & EOC science & social studies activities targeting individual student needs will include a variety of resources including Region III and successful local practices.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Released STAAR/EOC tests, Region III, local science & social studies teachers, Title II Part A	2025-26 school year	Improved science & social studies grades	80% , STAAR, EOC science & social studies	\$5000 Title II Funds for staff develop ment
2.6.2	Plan and provide staff development for the District's science & social studies teachers. Collaboration will occur between the campuses.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Region III ESC, Title II Part A	2025-26 school year	Improved science & social studies grades	80%, EOC, STAAR science & social studies	\$5000 Title II funds for staff develop ment
2.6.3	Utilize the techniques/information gathered from the science collaborative, consultants, and the CAST conference to enhance science instruction throughout the district.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Science Teachers, Region III	2025-26 School Year and beyond	Practice STAAR'S & EOC Tests (when available)	Spring 2026 STAAR, EOC results (at least 80% passing & 20% advanced performance)	\$5000 Title II funds for staff develop ment
2.6.4	Teachers will know and address multi target students	A. Kubecka P. Talbert E. Reyes S. Murry J. Rosalez E. Gardner	STAAR and PIEMS data	2025-26 School Year and beyond	Bench marks	STAAR results	

**Tidehaven ISD's 2025-26 District Improvement Plan
Action Plan for Excellence**

Goal 3: Tidehaven ISD will plan for, implement, maintain, and upgrade technology & facilities district-wide.

Objective 1: Increase access to technology in all programs to improve student performance.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
3.1.1	Formulate campus committees for technology to review & advise concerning campus technology needs through the technology plan.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez A. Simpson E. Gardner	Principals, campus staff, and technology plans	2025-26 school years	Meeting agendas, District Plan sign-in sheets	Improved use of technology	\$0.00
3.1.2	Coordinate district and campus technology committees to assess & modify the long-range technology plan for the District.	A. Simpson P. Talbert	Campus technology plans	2025-26 school years	Meeting agendas	Improved use of technology	\$0.00
3.1.3	Continue to maintain & upgrade district facilities to meet the technology needs of our staff & students now and in the future (needed band width, wireless infrastructure, outlets, etc.)	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez A. Simpson E. Gardner	Grants, technology funds, Title I funds, campus funds	Maintain/up grade yearly	PO/Work orders for needed infrastructure, log in and usage plan, e-rate	Sufficient infrastructure to meet the district technology needs.	

**Tidehaven ISD's 2025-26 District Improvement Plan
Action Plan for Excellence**

Goal 3: Tidehaven ISD will plan for, implement, maintain, and upgrade technology & facilities district-wide.

Objective 2: Increase access to professional staff development for all personnel.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
3.2.1	Plan and provide staff development for the District. Use an annual staff development survey to determine teachers' interest and needs. Data from this survey and CIP/DIP information will be used to plan District staff development. Staff development will occur periodically throughout the school year.	M. Dodd E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Region III ESC, CIP's, CAP and local budget, Title II Part A	2025-26 school years	Sign-in sheets, walkthroughs, and lesson plans	Teacher surveys, 2026, EOC, STAAR results	\$2000
3.2.2	DMAC staff development will be provided to give educators additional information related to these curriculum tools.	E. Reyes A. Kubecka S. Murry P. Talbert J. Rosalez E. Gardner M. Dodd	Region III ESC consultants and staff who are familiar with these programs	2025-26 school years	Sign-in sheets, walkthroughs, and lesson plans	Teacher surveys, Spring 2026, EOC, STAAR results	\$10,305 DMAC
3.2.3	Staff will participate in subject specific collaborative.	P. Talbert A. Kubecka S. Murry E. Gardner E. Reyes J. Rosalez M. Dodd	Region III ESC, CIP's and local budget	2025-26 school years	Sign-in sheets, walkthroughs, and lesson plans	Teacher surveys, Spring 2026 EOC, STAAR results	
3.2.4	Technology staff development, at all campuses will occur as well as an increase in technology in the classrooms.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez A. Simpson E. Gardner	Region III ESC, CIP's and local budget, Title II Part A	2025-26 school years	Sign-in sheets, walkthroughs, and lesson plans	Teacher surveys, Spring 2026 EOC, STAAR results	Title II Part A \$5,000

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 4: Tidehaven ISD will encourage parental/family and community involvement.

Objective 1: Improve communication with school board members, community, parents/family members, school personnel, and students.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
4.1.1	Campus level communications take place in various formats.	P. Talbert E. Reyes E. Gardner S. Murry J. Rosalez	Campus personnel, printing	Ongoing monthly	Document	Parent surveys	\$1500 campus budgets
4.1.2	Minutes of all Board meetings will be posted on District Web Site.	D. Taska	D. Taska Board minutes	Ongoing monthly	Minutes	Website posting	\$0.00
4.1.3	Each campus will continue to explore creative ways to increase parental involvement.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez E. Gardner	Campus teachers and counselors	Ongoing monthly	News articles	Parent surveys	\$0.00
4.1.4	Provide Intermediate and HS students, those students' teachers, and those students' parents' information about higher education admissions and financial aid, the Texas grant program and the Teach for Texas grant program, and decision-making skills to prepare for success beyond HS.	T. Davant	Reg. III, Tidehaven Ed. & Career Portfolios, WCJC Financial Aid Office, BC College/Career Night, Career Day, Career Inventories, Sr./Sr. Parent Newsletters	Ongoing Process	Documentation of information provided, Completed portfolios	Increased use of Education and Career Opportunities (ECOS), Evaluation of counselor by seniors	\$0.00 Use Reg. III

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 4: Tidehaven ISD will encourage parental/family and community involvement.

Objective 2: Increase parental involvement and create effective school partnerships with parents/family members, businesses, and community organizations.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
4.2.1	Open house on each campus.	P. Talbert S. Murry E. Reyes E. Gardner J. Rosalez	Campus personnel	Fall (Aug/Sept) for all campuses & Spring (March/April) for Elem. campuses of the 2025-26 school year	Sign-in sheets	Increased number of visitors, parent surveys	\$125 per campus
4.2.2	Provide time for positive, prescriptive parent conferences each semester.	P. Talbert S. Murry E. Reyes E. Gardner J. Rosalez	Campus personnel and Region III ESC	Fall and Spring of the 2025-26 school years	Documentation of conferences	Increased number of parent conferences, parent surveys	\$0.00
4.2.3	Attend the County wide Career Day in Bay City when offered.	J. Rosalez T. Davant	Local businesses and school counselor	2025-26 school year	List of speakers	Number of students attending	\$125 per campus
4.2.4	Expand the implementation of the mentoring program- Older students to younger students and adults to students, PALS.	P. Talbert S. Murry E. Reyes A. Kubecka M. Halamicek J. Rosalez	Region III ESC	2025-26 school year	Continued implementation of mentoring program	Survey of the effectiveness of the mentoring program	\$0.00
4.2.5	Each campus with the help of parents, teachers, and the principal will continue supporting their local parent/teacher organization.	P. Talbert S. Murry E. Reyes E. Gardner J. Rosalez	Parents, teachers, and campus principals	2025-26 school year	Continued implementation of PTC	Survey of the effectiveness of PTC organizations	\$0.00
4.2.6	Encourage parent, community and student involvement in the goal of reducing energy consumption by at least 5% each year with the development of Student Energy Efficiency for the district. Ideal Impact is addressing this component.	P. Talbert S. Murry E. Reyes E. Gardner D. Taska J. Rosalez	Utility Bills	2025-26 school year	Implementation of Energy Efficiency program in 2025-26 school years	Monitor utility bills and consumption	\$0.00

4.2.7	Tidehaven ISD will train staff on the value and utility of parents.	E. Gardner S. Murry E. Reyes A. Kubecka J. Rosalez	Campus staffs and power point	Fall 2020 and on going	Documentation of training	Increased number of parent involvement and partnership with staff.	\$0.00
4.2.8	At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s).	Superintendent, District Personnel	Policy, Website	2025-26 school year	Website posting	Parents will be informed of the policy and process to request information.	
4.2.9	The LEA has a written parent and family engagement policy that is incorporated into the local educational agency's plan, establish the agency's expectations and objectives for meaningful parent and family involvement.	Superintendent, District Personnel	Policy, Website, Agenda, Sign-In sheets, DIP	2025-26 school year	Family Engagement Policy	Parents will be informed of the policy and process to request information. Policy will be reviewed annually with involvement of parent/family member to increase participation.	
4.2.10	The LEA/Fiscal Agent provides and implements effective parent engagement activities to parents of English learners/immigrant students that were above and beyond other federal programs.	District personnel, Principals, Teachers	Policy, Website, Agenda, Sign-In sheets, DIP	2025-26 school year	Family Engagement Policy	Parent participation will be evaluated through surveys, sign-in sheets, and funding expenditures.	

4.2.11	The LEA/Fiscal Agent provides and implements effective community engagement activities to parents of English learners/immigrant students and/or English learners that were above and beyond other federal programs.	District personnel, Principals, Teachers	Policy, Website, Agenda, Sign-In sheets, DIP	2025-26 school year	Campus Activities	Community participation will be evaluated through surveys, sign-in sheets, and funding expenditures.	
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Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 5: Tidehaven ISD will provide a safe, disciplined, and drug-free learning environment that will encourage all children to stay in school and meet challenging academic standards.

Objective 1: To provide programs to help prevent dropouts, increase completion rates and prevent/decrease alcohol and other drug use, as well as youth violence, dating violence, suicide prevention and the health and well-being of all students.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
5.1.1	Participate in Red Ribbon Week	S. Murry E. Reyes B. Davant P. Talbert E. Gardner T. Davant J. Buis J. Rosalez	Region III Materials	Ongoing	Log of activities completed	SDFSC Annual Evaluation	\$0.00 Reg. III Services
5.1.2	Each Elementary Campus & the Intermediate Campus will participate in the DARE Program and/or other programs through the TISD Peace Officers. Along with drug & alcohol prevention education, and the DARE Program, the district will provide prevention education for unwanted physical or verbal aggression, sexual harassment, dating violence and other forms of bullying.	J. Rosalez E. Reyes E. Gardner B. Davant T. Davant J. Buis	DARE Materials, SDFS funds; FFH (LOCAL) board policy	On-going	Log of activities completed	Student evaluation	\$1,000 DARE Materials
5.13	Continue to use the APEX and newly implemented in school tutorials at the High School to increase the completion rate and reduce the dropout rate by allowing students At-Risk of dropping out of school the opportunity to regain lost credit so they are on track for High School graduation in four years.	J. Rosalez T. Davant A. Kubecka A. Seigrist	Program Software and license, State Compensatory funds COMPASS	2025-26 school year	Number of At- Risk HS & Intermediate students participating in program	Dropout Rate of less than 1% and a completion rate of at least 90% as reflected in the 2025-26 TCSR Report	Yearly \$2,500 APEX SCE funds
5.1.4	Conduct training District wide on Internet safety.	P. Talbert A. Kubecka A. Simpson E. Gardner E. Reyes S. Murry J. Rosalez	Online training	Fall 2017 On going	Date of the training	Training attendance	\$0.00

5.1.6	Training regarding the sexual abuse of children, suicide prevention and bullying and to increase teacher, student and parent awareness.	P. Talbert E. Reyes A. Kubecka E. Gardner T. Davant S. Murry J. Buis J. Rosalez B. Davant	TASB	2025-26	Sign in sheet	Staff attendance	\$0.00
5.1.7	The School Health Advisory Committee will continue to meet to address various topics.	P. Talbert E. Gardner S. Murry E. Reyes L. Palomares M. Langston J. Rosalez	Committee members	2025-26 school year	Meeting agendas	Committee sign in sheets and the yearly report to the Board.	\$0.00
5.1.8	The District has hardened the facilities in the following manner: classroom locks on the floor of classroom doors, film on glass, panic alert system and door buzzer systems with cameras and Centegix.	P. Talbert	School board	2025-26 school year	Purchase of equipment	Facilities hardened	\$10,000 Ongoing costs
5.1.9	The District has added additional police officers and school marshals to ensure that all campuses are safe. Police officer duties are listed in CKE local.	P. Talbert	Officers and marshals	2025-26 school year		Facilities safety	\$75,000
5.1.10	VAPE detectors have been installed in the high school/Jr. high restrooms Agri Life Anti Vaping Program will be presented to both students, parents and community	E. Gardner J. Rosalez P. Talbert	VAPE detectors Program presenters	2025-26	Discipline referrals for vaping Number of attendees	Number of students	\$3240 on going costs

5.1.11	Tidehaven ISD, in compliance with Texas Education Code 37.0831 maintains and reviews a board adopted dating violence policy. Activities include information will be provided to students, parents and staff about Dating Violence. There will be annual staff training on recognizing and responding to dating violence. Communication of policy to students and families via handbooks and the district website.	Counselor, principals and teachers.	Student handbook, training agenda and sign in	On going	Sign in sheets	Decrease in the number of dating violence incidents	
	.						
5.1.12	All direct instructional costs must relate specifically to the SCE program	Principal, District Personnel	DIP, Invoices, Evaluation template	2025-26 school year		Performance reports every six weeks. Parent conferences with sign-ins and/or three week progress reports.	
5.1.13	Maintain documentation to support cost of all SCE funded FTEs, supplemental contracts, and extra duty pay for serving At-Risk students	Principal, District Personnel	Invoices, Payroll Reports, Master Schedules	2025-26 school year		Payroll documentation: Job descriptions, Master schedules, time and effort, auditable documentation	
5.1.14	School districts and charter schools with an annual state compensatory allotment of \$750,000 or greater must submit district and campus improvement plans to TEA	Superintendent, District Personnel	Reports, DIP	2025-26 school year		Plans for the 2024-2025 school year must be submitted through the AUDIT application in the TEA Login	

5.1.15	LEA engaged in timely and meaningful consultation with a broad range of stakeholders as part of their process in determining the targeted areas of improvement related to students' access to effective program activities.	Superintendent, District Personnel	Financial Reports, CNA, DIP	2025-26 school year		Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	Title IV \$20,000 Miscellaneous Contracted Services, TECs fees and software. Supplies
5.1.16	LEA prioritize the distribution of funds to schools identified as one or more of the following: a) are among the schools with the greatest needs as determined by the LEA b) have the highest percentages or numbers of students from low-income families (as counted for purposes of the LEA's Title I, Part A grant) c) are identified for comprehensive support and improvement under Title I, Part A d) are implementing targeted support and improvement plans under Title I, Part A e) are identified as a persistently dangerous public elementary school or secondary school	Superintendent, District Personnel	Financial Reports, CNA, DIP	2025-26 school year		Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	Title IV \$20,000 Miscellaneous Contracted Services, TECs fees and software. \$2109 Supplies
5.1.17	LEA identified and implemented programs that increase access to educational opportunities for all students, particularly students with disabilities, English learners, economically disadvantaged students, and students who are underrepresented or underserved.	Superintendent, District Personnel	Financial Reports, CNA, DIP	2025-26 school year		Performance reports every six weeks. Parent conferences with sign-ins and/or three week progress reports.	

5.1.18	<p>The LEA, as a condition of receiving funds under the Every Student Succeeds Act, established and implements a policy requiring that:</p> <ul style="list-style-type: none"> • a student attending a persistently dangerous public elementary school or secondary school (as determined by the Texas Education Agency), or • a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public elementary or secondary school that the student attend, • is offered and allowed to attend a safe public elementary or secondary school within the local education agency, including a public charter school. 	Superintendent, District Personnel	District Policy, Parent Notices, Campus Reports	2025-26 school year	Board Policy and Student Code of Conduct located on the Tidehaven Isd website	Webposting	
5.1.19	<p>The LEA notified parents that their student(s) may transfer and attend a safe public elementary or secondary school within the local educational agency, including a public charter school, for:</p> <ul style="list-style-type: none"> • Students who are enrolled in a persistently dangerous school (Notification was made within 14 calendar days of the start of the school year.) • Students who are victims of a violent criminal act (Notification was made within 14 calendar days of the incident.) 	Superintendent, District Personnel	District Policy, Parent Notices, Campus Reports	2025-26 school year	Board Policy and Student Code of Conduct located on the Tidehaven Isd website	Webposting	
5.1.20	LEA will provide services to homeless children and youths	Principal, District Personnel	DIP/CIP	2025-26 school year	Campuses will identify homeless students and provide free lunch and breakfast as well as any supplies needed.	Homeless list	

5.1.21	LEA will support, coordinate, integrate Title I services with early childhood education programs, including transition into elementary school	Principal, District Personnel	DIP/CIP	2025-26 school year	PPCD and EC program enrollment	Rosters	\$198,000 199
5.1.22	LEA will identify and address disparities resulting in low-income/minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers.	Superintendent, District Personnel, Principal	Teacher Qualifications, Job Descriptions, Campus Data	2025-26 school year		Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	
5.1.23	LEA will implement strategies to facilitate effective transitions for students from middle grades to high school, and from high school to postsecondary education.	Superintendent, District Personnel, Principal, Counselor	DIP/CIP	2025-26 school year	Transition activities	Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	
5.1.24	LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by four accountability groups (Eco Dis, Minority, Students with disabilities, English learners).	Superintendent, District Personnel, Principal	Discipline Reports, Student Data	2025-26 school year	425 records	Discipline placements	

5.1.25	LEA will coordinate with Career/Technical Education opportunities and promote skills attainment important to in-demand occupations or industries, work-based learning opportunities that provide students in-depth interaction with industry professionals	Superintendent, District Personnel, Principal, Counselor	Class Schedules, Student Data	2025-26 school year		Performance reports every six weeks. Parent conferences with sign-ins and/or three week progress reports.	
5.1.26	Identify and serve GT students, develop digital literacy skills	District Personnel, Principal,	Class Schedules, Student Data	2025-26 school year	Technology enrollment	Performance reports every six weeks. Parent conferences with sign-ins and/or three week progress reports.	
5.1.27	LEA incorporates objectives for including parents as partners, encourage/challenge students to meet full educational potential, dropout prevention efforts, well-balanced/appropriate curriculum provided to all students, include instruction for students to be active citizens with appreciation for basic values of state/national heritage, students demonstrate exemplary performance compared to national/international standards, campuses maintain safe/disciplined environment conducive to learning, implement technology to increase effectiveness of student learning, instructional management, staff development, administration.	Superintendent, District Personnel, Principal,	CNA/DIP/CIP	2025-26 school year		Conduct/evaluat e Comprehensi ve Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	

5.1.28	LEA incorporates strategies for improvement of student performance including: suicide prevention programs, conflict resolution programs, violence prevention programs, dyslexia programs, dropout reduction, career education, accelerated education.	Superintendent, District Personnel, Principal,	CNA/DIP/CIP	2025-26 school year		Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	
5.1.29	LEA incorporates strategies for providing secondary students, teachers, counselors, parents information about higher education admissions and financial aid opportunities, grant programs, informed curricular choices, sources of information on higher education admissions and financial aid.	Superintendent, District Personnel, Principal,	CNA/DIP/CIP	2025-26 school year		Conduct/evaluate Comprehensive Needs Assessment and Improvement Plan annually. Evaluate funding and budgets monthly.	

**Tidehaven ISD's 2025-26 District Improvement Plan
Action Plan for Excellence**

Goal 5: Tidehaven ISD will provide a safe, disciplined, and drug-free learning environment that will encourage all children to stay in school and meet challenging academic standards.

Objective 1: To provide programs to help prevent dropouts, increase completion rates and prevent/decrease alcohol and other drug use, as well as youth violence, dating violence, and health and well-being of all students.

	Activity	Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
5.1.30	Input PEIMS 425 Action Reason Codes that reflect the actual student behavior.	P. Talbert D. Taska E. Reyes E. Gardner S. Murry J. Rosalez and all PEIMS personnel & campus secretaries	PEIMS Data Standards (description codes) Region III	1. Sept. yearly 2. As needed 3. June yearly cross review campuses for the school year. 4. Jan. yearly cross review previous fall. 5. June yearly final review	Documentation of PEIMS 425 code reviews	Coding Errors of PEIMS 425 reduced	\$0.00
5.1.31	Continue to utilize the Fitness Gram in grades 3-12 to monitor the health and well-being of all students.	A.Simpson, D. Lucio campus principals athletic director and PE teachers/ Coaches	Fitness Gram software	2025-26 school year	Student data from the various activities	Results as recorded for the Fitness Gram	\$720 per campus

Tidehaven ISD's 2025-26 District Improvement Plan Action Plan for Excellence

Goal 6: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all campuses and the district meet accountability standards as well as the safeguards.

Objective 1: Ensure a curriculum is in place that exceeds Texas Essential Knowledge and Skills (TEKS), encourages higher order thinking skills, prepares students for achievement & State of Texas Assessments of Academic Readiness (STAAR'S) tests and End Of Course Exams (EOC's) & close the equity gap among student subgroups & special populations, thus ensuring that all safeguards in the accountability system are met. .

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost
6.1.	Disaggregate and report TCSR/DMAC data by subgroups. Use data to determine areas of academic need.	P. Talbert E. Reyes A. Kubecka S. Murry J. Rosalez	STAAR, EOC data from TEA and STAAR'S and EOC disaggregation software Region III, Pearson data	October 2024	Data reviews	Copies of data in principals' files	\$10305 DMAC
6.2	Research and develop intervention strategies designed to close the equity gap and to reduce the failure/retention rate. Utilize RTI, TIER II and TIER III instruction as well as in school and after school tutorials.	S. Murry E. Reyes P. Talbert A. Kubecka J. Rosalez	Region III, mentor schools in our area..	2025-26school years	2025-26school years	RTI and TIER reports	
6.3	Provide access to staff development to enhance the curriculum and to continue to improve STAAR's and EOC scores by utilizing the math and science collaboratives, CAST Conference, Writing Academy, and CAMT math.	P. Talbert, DIP committee members, CIP's, Faculty members	Region III consultants, Title II Part A,	Scheduled In-service days	Scheduled In-service days	Staff development certificates	~\$1000 Title II Part A funds
6.4	Continue to promote a focus of reading and writing across the curriculum.	P. Talbert A. Kubecka E. Reyes S. Murry J. Rosalez E. Gardner	Region III ESC, Title II Part A, consultants	2025-26school year	2025-26school year	Classroom observations, Teacher notebook review, CCA Data and failure reports.	\$0.00

6.5	Determine areas of student weakness and provide after school tutorials to address these weaknesses.	P. Talbert A. Kubecka E. Reyes S. Murry E. Gardner J. Rosalez	Use identification procedures , CCA data, early reading assessment data and data to determine weaknesses	2025-26 school year	Teacher notebook review, CCA Data and failure reports.	Classroom observations, Teacher notebook review, CCA Data and failure reports.	\$8000 SCE

Goal 7: Tidehaven ISD remains dedicated to the continual improvement of the District's programs & curriculum to ensure that all students can learn.

Objective 5: To raise the STAAR'S and EOC writing/ELA, math and reading scores each year for all students, including special education students, until 90% passing rate is achieved, thus ensuring that all safeguards in the accountability system are met.

Activity		Person(s) Responsible	Resources Needed	Timeline	Audit	Evaluation	Cost Estimate
7.1	Utilize Region III through staff development to focus on STAAR, EOC strategies & disaggregation of scores. Consultants will be utilized to assist in the process as well as collaboration between the campuses.	P. Talbert E. Reyes A. Kubecka S. Murry E. Gardner J. Rosalez	ELA & Writing Teachers, DMAC, Study Island, Student Success Initiative Program & Software, Title II Part A	2025-26 School Year and beyond	Practice STAAR'S & EOC Tests (when available)	Spring 2024, STAAR, EOC results (at least 80% passing & 20% commended performance) STAAR-a results (at least 50% meeting ARD expectations)	\$1,500 Study Island \$10,305 DMAC
7.2	District math teachers attending state math conferences and the math collaborative.	J. Rosalez E. Reyes A. Kubecka S. Murry E. Gardner	District math teachers, ESC, Title II Part A	Summer 2025	Record of attendance to math convention	Improved STAAR, EOC math scores	\$5000 Title II