

Paradise Independent School District

District Improvement Plan

2014-2015

Accountability Rating: Met Standard



Board Approval Date: November 17, 2014
Public Presentation Date: November 17, 2014

Mission Statement

Paradise ISD is committed to providing a quality education where students are self-motivated, independent thinkers, and have the confidence to compete in their global future.

Vision

We at Paradise ISD believe it is essential to empower students and help prepare them for THEIR world. If we continue to teach as we have in the past, then "we are preparing students for a world that no longer exists". Our vision to ensure our students and ourselves are digital learners will help promote future ready skills such as problem-solving, higher-order thinking, analysis, creativity, and collaboration. Paradise ISD's educational staff will maintain a student-centered focus and develop essential positive relationships. We will dedicate necessary time and effort before, during, and after the student school day to ensure student success. Paradise ISD's educational staff will maintain a stable and positive work ethic, providing quality daily instruction to students on all student school days.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Average enrollment 1054.6 over the last 9 years
- Ethnicity 85% white, 12% Hispanic,
- Gender: Slightly more males than females

From 2012-2013 data:

- Teacher/Student Ratios
 - 3rd grade at state average- 19:1/19.3
 - 4th-12th grades- below state average
 - 6th – 18.2/21.1
 - HS Math 14.8/18.0
 - Elementary findings
 - In 2012-13
 - K 16:1
 - 1st 15.4:1
 - 2nd 17.9:1
 - 3rd 19:1 Reading 92% and Math 76%
 - In 2013-2014
 - 3rd 18:1 Reading 84% and Math 63%

Demographics Strengths

No major changes in demographics.

Demographics Needs

As enrollment numbers continue to increase, class sizes will also increase. An awareness and plan for future personnel needs should be addressed.

Student Achievement

Student Achievement Summary

Gifted and Talented- 100% on STAAR

Elementary

- Econ. Disadvantaged
 - Equal in reading; below in Math
 - Above in attaining Level III in reading; below in Math
- Special Education
 - Below campus in Reading and all subjects for Level III
- Gifted and Talented
 - 100% on STAAR
 - What does the data show for Level IIIs?
 - Interventions- All in reading targeted across campus with incentive
 - Concern that special ed. population is not benefiting from interventions.

Intermediate

- Hispanic population scored noticeably lower on STAAR
- Girls' scores higher in 5th grade Math; 4th grade boys stronger in Reading ELA
- Socioeconomic lower except in 4th Reading
- Special Ed.- Lower than the average

STRENGTHS

- 4th Reading Econ. Disadvantaged great increase
- STAAR- Growth in all areas/subjects overall/ writing made huge gains
- Level III- All areas increased
- Boys 4th grade Writing/Reading percentages increased
- Programs- Great participation in PITT, STUCO, Recycling, Garden , IROK
- Parent Involvement has increased

NEEDS

- Special Ed. percentages- Small tutorial classes
- Hispanic percentages
- 4th grade girls percentages lower than boys- look at class

Junior High

STRENGTHS

- 8TH grade Math showed growth over past 3 years- 18% above passing standard; doubled Level III
- 8th grade Science, History, Reading

NEEDS

- 7th Math

High School

STRENGTHS

- Good student participation in extracurricular activities
- Community support
- Continued successes in extracurricular (17 to regional and 3 to state)

- ACT Scores- Above state average
- Increased number of students in Dual Credit courses and passing
- Increased awareness of community service, and college readiness, college recognition

NEEDS

- More vocational classes

Student Achievement Strengths

Elementary

- Gifted and Talented Students - 100% on STAAR
- Interventions in reading are in place across the campus, including incentives

Intermediate

- Econ. Disadvantaged STAAR Reading scores - great increase
- STAAR- Growth in all areas/subjects overall with Writing scores making the most gains
- Programs- Great participation in PITT, STCU, recycling, Gardent, IROK
- Parent Involvement has increased

Junior High

- Grade 8 STAAR Math shows growth over past three years- 18% above passing standard; students achieving Level III doubled

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: IMPROVE STUDENT ACHIEVEMENT













Performance Objective 1: Staff will provide intensive, high quality instruction to all students to meet state and local requirements and to prepare students for college and careers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Continue to evaluate RtI programs at each campus WebCCAT \$3,000.00 and Plato Learning at HS \$4675.00	Campus Principal	Principal documentation of Campus Assistance Team meetings Review schedules of in-class; pull-out; and after school instruction				
Funding Sources: Local Budget - \$7675.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 2) PISD will analyze all data regarding Special Education students in 2014-2015 for student improvements as required by TEA in Stage I-Performance-Based Monitoring Analysis System (PBMAS).	Assistant Superintendent Campus Principals at Elementary, Intermediate, and Junior High	Improvement of Special Education students in grades 3-8 in Writing, Math and Science				
3) PISD will implement a Title I Schoolwide Program at the elementary with a focus on increasing math competencies, and improvement in reading comprehension.	Assistant Superintendent Elementary Principal	Improvement in reading and math STAAR results; increases in reading and math diagnostic measures in K-2.				
Funding Sources: Title I - \$70302.00						
4) Paradise High School will review needs assessment prior to allocating Perkins CTE funds to departments.	High School CTE Director Assistant Superintendent	Increased number of students in CTE courses Compliance of all grant requirements				
Funding Sources: Perkins- CTE - \$4484.00						
5) Administration will strive to understand all components of HB5 and lead staff at each campus in implementation, and giving needed support for the counselors in the secondary campuses in the areas of graduation requirements.	High School Principal Junior High Principal Intermediate Principal Elementary Principal Campus Counselors Assistant Superintendent	Full implementation of HB5				

6) All identified at-risk students will have plans for intervention developed, implemented and monitored by the campus principal or designee.	Campus Principals	All at-risk students identified, placed in PEIMS, plans revised and monitored at mid-year/January or February, and at the end of the year.				
Funding Sources: Compensatory Ed. - \$412640.00						
7) PISD will utilize a tracking tool to monitor student progress and assessment results and remain open to advances in new products which warrant investigation.	Elementary Principal Intermediate Principal Junior High Principal High School Principal Assistant Superintendent	All teachers are proficient in navigating the tool and accessing student data and regularly rely on the information in monitoring student progress.				
8) Maintain smaller class sizes in Junior High ELA classes through use of Title II funds to ensure students are competent to meet standard on the English I and II EOCs.	Members of District-Site Base Committee Assistant Superintendent Junior High Principal	EOC results of English I and II				
Funding Sources: Title II - \$14697.25						
9) Teachers of students in special programs- ESL, Gifted and Talented, Compensatory Education, and Section 504 will receive the support and resources needed for student success.	Assistant Superintendent District Testing Coordinator	Training, extra support, and resources provided				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: IMPROVE STUDENT ACHIEVEMENT

Performance Objective 2: Staff and student attendance will meet or exceed 97%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Reminders to staff of the cost of funding substitute teachers from district budget. Cost of 13-14 Personal and sick-\$55,684.79. District Leave- \$59,088.04. Extended Leave- \$12,911.47	Superintendent	Emails of correspondence with data				
	Campus Principals					
Funding Sources: Local Budget						
2) Communicate with parents, students and teachers on the impact of school attendance on student success. Attendance in 2013-2014 96.3	Campus Principals	Copies of newsletters, postings to website				
Funding Sources: Local Budget						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: IMPROVE STUDENT ACHIEVEMENT

Performance Objective 3: PISD will analyze all data regarding Special Education students in 2014-2015 for student improvements as required by TEA in Stage I-Performance-Based Monitoring Analysis System (PBMAS).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Discuss and review STAAR results of special education students during district site-based, campus site-based, and faculty meetings.	Assistant Superintendent, Campus Principals at Elementary, Intermediate, and Junior High	Improvement of Special Education students STAAR reports in grades 3-8 in Writing, Math and Science.				
Funding Sources: Local Budget						
2) Work to ensure classroom teachers have resources so all students learn TEKS and STAAR vocabulary. (TEKS Resource System; Lead4Ward documents). Particular attention is given to special education students and to those who struggle.	Campus Principals	Improvement of STAAR scores for special education students				
Funding Sources: Local Budget - \$3000.00, Local Budget						
3) Collaborate in ELA Professional Learning Communities (grade level and vertical) on amount of formal and informal writing time with the goal to increase the amount of writing.	Campus Principals	PLC schedules and lesson plans				
4) Increase the amount of science laboratory time for students- hands-on or virtual. Review recommendations of these times based on grade levels.	Principals and teachers	Observations and walk-throughs; lesson plans				
Critical Success Factors CSF 1 CSF 7	Assistant Superintendent, Principals, Teachers	Eight teachers attended Narrative Writing Workshop in Southlake Oct. 23 and 24.				
5) Stage I- PBMAS Send teachers to quality research--based trainings on programs with sustainability.	Funding Sources: Title II - \$4000.00, Title II - \$503.50					
Critical Success Factors CSF 1 CSF 2 CSF 7	Assistant Superintendent; Principal	Teachers using resources and data in planning; Increases in PSAT, SAT and ACT scores; and increased EOC math scores.				
6) Stage I- PBMAS - Math Consultant working with secondary teachers - TEKS revisions; Lead4Ward; resources.	Funding Sources: Title II - \$1500.00					
Critical Success Factors CSF 1 CSF 4 CSF 7	Assistant Superintendent; Campus Principals	Lessons in eduphoria reflecting book use; increased STARR Science scores				
7) Stage I- PBMAS Science trade books for incorporating reading into science lessons- Used in workshop for teachers PK-5	Funding Sources: Title II - \$643.25					
8) Send Social Studies teacher from HS to receive training-- STAAR Social Studies Strategies: A Focus on the Process Standards (Grades 4-EOC) to be used in vertical team meetings.	Assistant Superintendent; Campus Principals	Students learning at a higher level and with understanding. Reflected in classroom work and EOC scores.				
Funding Sources: Title II - \$150.00						

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue









Goal 2: CURRICULUM, INSTRUCTION AND ASSESSMENT WILL FUNCTION INTERDEPENDENTLY.

Performance Objective 1: Provide staff opportunities to collaborate and plan.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) School calendar revised- waiver granted for six early release days to allow staff planning time in vertical teams (PLCs)	School Board, Superintendent, all administrators	PLCs- sign-in forms, agendas , minutes, notes				
2) All teachers attend the Wise County Collaboration Camp- August 2014- Boyd, Bridgeport, Paradise, Decatur	Campus Principals	Feedback from teachers, new strategies and ideas incorporated in classrooms				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: CURRICULUM, INSTRUCTION AND ASSESSMENT WILL FUNCTION INTERDEPENDENTLY.

Performance Objective 2: The TEKS Resource System will be utilized as the district's curriculum alignment for the standards in Social Studies, Science, and Math K-12.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Empower teacher leaders in all core contents through trainings and workshops in the TEKS Resource System so they can assist other teachers	Assistant Superintendent , Campus Principals	More discussions on components- IFDs, Performance Indicators, YAGs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: CURRICULUM, INSTRUCTION AND ASSESSMENT WILL FUNCTION INTERDEPENDENTLY.










Performance Objective 3: ELAR teachers K-6 will continue to collaborate and work on alignment documents, TEKS checklists, and instructional resources lists. ELAR teachers in 6-12 will continue discussions and meetings to establish continuity in the program.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Contract outside consultants to work with ELAR teachers in vertical meetings on curriculum alignment of resources used for instruction (novels,etc.)	Assistant Superintendent, Campus Principals	Dates of meetings, consultants names,, and topics covered				
Funding Sources: Title II - \$600.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: CURRICULUM, INSTRUCTION AND ASSESSMENT WILL FUNCTION INTERDEPENDENTLY.

Performance Objective 4: Teachers will implement Thinking Maps.

ELA teachers will utilize Write from the Beginning and Beyond, and Write for the Future. Training in WFBB Narrative Writing will be taught in grades 3-8. Response to Literature will be introduced to ELA teachers in 2014-15.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide training for teachers new to the district at orientation and continued support and expectations for current teachers.	Assistant Superintendent, Campus Principals, Teacher TOTs- A. Thurman, M. Lowery	Maps of student work displayed in hallways; teacher demonstrations of maps used to teach concepts; and principals' maps used with staff				
Funding Sources: Local Budget						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: STAFF QUALITY, RECRUITMENT, AND PROFESSIONAL DEVELOPMENT ACTIVITIES AND MEASURES WILL CREATE AN ENVIRONMENT OF HIGH EXPECTATIONS FOR ALL STAFF.

Performance Objective 1: PISD will hire and maintain qualified and highly effective teachers and staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct recruitment activities for hiring quality and effective staff 1. Post vacancies on ESC website 2. Post vacancies on PISD website	Superintendent	All jobs are posted in a timely manner and required applicant applications are received				
2) Paradise ISD will offer competitive salaries based on current market value.	Superintendent	Salaries compared to adjacent districts				
3) Maintain the new to the profession and the new to the district teacher support system. 1. Training during August in-service for both mentors and new teachers 2. District provided lunch away from school for social time on the training day	Assistant Superintendent	Check to see if mentors are checking on new teachers often the first 3 weeks and then Assistant Superintendent will send reminders at progress report times, report card times, and other high stress periods				
Funding Sources: Local Budget						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: STAFF QUALITY, RECRUITMENT, AND PROFESSIONAL DEVELOPMENT ACTIVITIES AND MEASURES WILL CREATE AN ENVIRONMENT OF HIGH EXPECTATIONS FOR ALL STAFF.

Performance Objective 2: PISD will participate in Project-Based Learning and Concept-Based Curriculum and Instruction trainings and build capacity with teacher leaders.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide workshops based on book studies of best practices and strategies for teachers to bring into their classrooms. 1. ESC consultants present workshops at PISD 2. Follow-up days throughout the school year Books- Project Based Learning; Concept-Based Instruction	Assistant Superintendent; Campus Principals	More student engagement in the classrooms and relevant learning	✓	✓	✓	✓
	Funding Sources: Local Budget - \$2275.00, Local Budget					
2) Provide workshops based on book studies (Concept-based Instruction and Project Based Learning) of best practices and strategies for teachers to bring into their classrooms. 1. ESC consultants present workshops at PISD 2. Follow-up days throughout the school year. Books- Project-Based Learning; Concept-Based Instruction	Assistant Superintendent; Campus Principals	More student engagement in the classrooms and relevant learning	✓	✓	✓	✓
	Funding Sources: Local Budget - \$2275.00, Local Budget - \$2304.83					


Goal 3: STAFF QUALITY, RECRUITMENT, AND PROFESSIONAL DEVELOPMENT ACTIVITIES AND MEASURES WILL CREATE AN ENVIRONMENT OF HIGH EXPECTATIONS FOR ALL STAFF.

Performance Objective 3: The PISD staff will receive quality professional development designed to meet the needs of the campuses and district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) August In-service schedule will reflect the trainings for district-wide needs and campus specific needs and be less whole group and more will be held at the individual campuses 1. Allows and expects campus principals to be instructional leaders	Assistant Superintendent	Feedback from administrators and teachers				
2) Provide ongoing support from the technology team in the form of Lunch and Learns to assist staff with programs, instructional tools, and device knowledge	Technology Department; Campus technology teachers	Teacher and student use in the classrooms				
3) Contract a motivational speaker for August in-service - ENGAGE Life! Teachers Engaging Students- Tutt and Dags - Abilene	Assistant Superintendent	Staff feedback on surveys				
Funding Sources: Local Budget - \$1000.00						
4) Ensure all secondary teachers in grades 6-12 have their 30 initial GT hours and receive an annual 6 hour update. 1. Contract with the ESC for Gifted and Talented workshops 2. Log teacher trainings in online system	Assistant Superintendent Campus Principals	Classrooms taught with more rigor and more students achieving Level III				
Funding Sources: Local Budget						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						


Goal 4: SCHOOL CONTEXT AND ORGANIZATION WILL BE INFLUENCED BY A SHARED DECISION-MAKING AND LEADERSHIP IN THE PROCESSES AND PROCEDURES DRIVING TEACHING, LEARNING, AND SAFETY.

Performance Objective 1: All campuses will address the Emergency Operations Plan (EOP) annually and conduct and document required drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus emergency procedures and drills will be conducted according to the Emergency Operations Plan (EOP)	Campus Principals Assistant Superintendent Campus Crisis Teams	Drill logs and debrief information	✓	✓	✓	✓
						










Goal 4: SCHOOL CONTEXT AND ORGANIZATION WILL BE INFLUENCED BY A SHARED DECISION-MAKING AND LEADERSHIP IN THE PROCESSES AND PROCEDURES DRIVING TEACHING, LEARNING, AND SAFETY.

Performance Objective 2: Processes and procedures will be in place for continuous school improvement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct District Site-Based Meetings annually and also as required for state and federal improvements. 1. Complete a Comprehensive Needs Assessment and formulate District Goals and Objectives in May 2. Ensure the community, businesses, and parents are represented on the District Site-Based Committee.	Superintendent; Assistant Superintendent	Agendas Minutes Sign-in Forms	✓	✓	✓	✓
						


Goal 5: SCHOOL CULTURE AND CLIMATE WILL PROMOTE SECURITY, A SENSE OF BELONGING, AND POSITIVE RELATIONSHIPS BETWEEN STUDENTS, TEACHERS, PARENTS AND THE COMMUNITY.

Performance Objective 1: All parents, teachers, staff and students will have access to online surveys for gathering information for school improvement.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Online surveys for parents, staff, teachers and students in BrightBytes/ 1. Available for parents every other year in March 2. Available to students and staff in April/beginning of May	Technology Department Superintendent Assistant Superintendent Campus Principals Funding Sources: Local Budget	Survey access available to all stakeholders- parents, students, and staff				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: INCREASE FAMILY AND COMMUNITY INVOLVEMENT

Performance Objective 1: PISD will support and encourage partnerships with families and the community to accomplish the high expectations set for all students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Information to parents of school activities, district and campus schedules, and school emergency procedures will be delivered by 1. School Reach 2. School website 3. Campus choice of communication- newsletters, texts, emails	Principals Webmaster	Website School Reach operational and utilized	✓	✓	✓	✓
	Funding Sources: Local Budget					
2) Information to parents of school activities, district and campus schedules, and school emergency procedures will be delivered by 1. School Reach 2. School website 3. Campus choice of communication- newsletters, texts, emails	Principals Webmaster	Website School Reach operational and utilized	✓	✓	✓	✓
	Funding Sources: Local Budget					
3) Provide communication in second language for parents with limited English. 1. Request assistance from high school Spanish teachers on translating notes and recording SchoolReach calls to parents	Campus principals LOTE Teachers	Notes and messages sent in second language	✓	✓	✓	✓
						









Goal 6: INCREASE FAMILY AND COMMUNITY INVOLVEMENT

Performance Objective 2: Each campus will conduct a meeting or open house at the beginning of the school year so parents can learn expectations and meet teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Principals and counselors will decide what format and when is the best date/time for Meet the Teachers Night, and Back to School activities	Principals Counselors	Attendance at events Staff and parent surveys				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 7: TECHNOLOGY WILL SUPPORT STUDENT INSTRUCTION AND LEARNING

Performance Objective 1: PISD will provide the digital tools and content specific training necessary for students and staff to advance their learning, allow for the participation in real-world applications, and to be better prepared for post-secondary expectations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Appropriate technology tools at all grade levels 1. Mac and/or iPads in the hands of students and teachers	Superintendent	Higher level thinking and processing skills are evident in the classroom- products created in class through PBLs and other strategies of student involvement				
Funding Sources: Local Budget						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










Goal 7: TECHNOLOGY WILL SUPPORT STUDENT INSTRUCTION AND LEARNING

Performance Objective 2: All teachers will receive quality professional development to incorporate NETS-S standards and the HEAT Model into lesson plans.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional program training such as My Big Campus which allows teachers to collaborate with students and parents on assignments, etc. ; and on Google.docs which has a variety of applications. Various times and locations- Lunch and Learns and onsite trainings	PISD technology teachers	Wider campus use of the program				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 8: PISD WILL BE IN COMPLIANCE WITH ALL STATE AND FEDERAL REQUIREMENTS FOR STUDENT AND STAFF TRAININGS/PROGRAMS.

Performance Objective 1: All staff will participate in trainings required by state and federal laws and guidelines.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers and staff will comply with requirement to receive training on the identification and reporting of maltreatment of children.	Assistant Superintendent Principals	All certificates of employees which were generated online are collected and filed.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: PISD WILL BE IN COMPLIANCE WITH ALL STATE AND FEDERAL REQUIREMENTS FOR STUDENT AND STAFF TRAININGS/PROGRAMS.

Performance Objective 2: All students will participate in programs as required by state and federal laws and guidelines.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Guidance lessons, assembly presentation and outside agency partnerships (Star Council, Wise Hope and Crisis Center) will address suicide prevention; conflict resolution; and violence prevention; including dating violence as defined by Family Code 71.0021.	Assistant Superintendent Campus Principals Campus Counselors	Counselors' plans and schedule				
Funding Sources: Local Budget						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
all 6100	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$380,130.00
	6100 Subtotal:	\$380,130.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Thurman	Teacher- High school	State Compensatory Ed	.12
Brandy Miller	Paraprofessional- Elem.	State Compensatory Education	.24
Carla Gentry	Teacher- Elem.	State Compensatory Education	.27
Cheryl Lafreniere	Teacher Interm.- Comp. Ed/ Sped/General	State Compensatory Ed.	.53
Cindy Terry	Paraprofessional- Intermediate	State Compensatory Ed.	.11
Darlene Hager	Teacher - Junior High	State Compensatory Ed.	.11
Deidre Wise	Teacher - Junior High	State Compensatory Ed.	.11
Dianne Meadows	Teacher - Special Ed. Junior High	Compensatory Education	.11
Erien Lee	Teacher- High school	State Compensatory Ed.	.12
Georgia Headley	Teacher- High school	State Compensatory Ed	.12
Karin Essig	Intermediate Teacher/HS Coach	State Compensatory Education	.07
Lauri Candioto	Teacher- High school	State Compensatory Ed.	.24
Laurie Broussard	Teacher- Junior High	State Compensatory Ed.	.11
Lisa Nocks	Paraprofessional- Interm.	State Compensatory Ed.	.31
Lori Harkins	Teacher- Junior High	State Compensatory Ed.	.11
Michael Sides	Teacher-Junior High	State Compensatory Edl	.12
Neil Waggoner	Teacher- High School	State Compensatory Ed	.24
Peggy Black	Teacher- Elem.	State Compensatory Education	1.00
Rhonda McMurry	Paraprofessional- Interm.	State Compensatory Ed.	.24
Sheri Mathison	Teacher- Elem	State Compensatory Education	.54
Stacey Webb	Teacher- Junior High	State Compensatory Education	.23
Stacy Dial	Teacher Interm.- State C. Ed/Sped, G/T	State Compensatory Education	.67
Stephanie Hogan	Teacher- High School	State Compensatory Ed.	.12
Tina Cook	Special Ed./Comp. Ed. Teacher- Interm.	State Compensatory Education	.07

Traci Woodard	Teacher- Junior High	State Compensatory Ed.	.11
Vickie Wilson	Teacher- Junior High	State Compensatory Ed.	.11

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Gentry	Title I, G/T; Comp. Ed. teacher	Title I	.09
Debbie Boyerrs	Title I teacher	Title I	1.00
Sheri Mathison	Tilte I; and Comp. Ed. teacher	Title I	.06

2014-2015 District Shared Decision Making Committee

Committee Role	Name	Position
Business Representative	Robin Meadows	
Business Representative	Eva Read- 2nd Year/3rd Term	
Campus Support Teacher	Carla Gentry- 1st Year/1st Term	Title and Gifted/Talented Teacher
Campus-Level Professional	Greg Fletcher	Junior High Principal
Campus-Level Professional	Kristin Gage	Intermediate Principal
Campus-Level Professional	Robyn Gibson	Elementary Principal
Campus-Level Professional	Mark Mathis	High School Principal
Campus-Level Professional	Josh Rutledge	Elementary Assistant Principal
Campus-Level Professional	Rayma Young	High School Assistant Principal
Classroom Teacher	Leigh Ann Sides- 1st Year/1st Term	Elementary Classroom Teacher
Classroom Teacher	Denver McMurry- 1st Year/1st Term	High School Classroom Teacher
Classroom Teacher	Neil Waggoner - 2nd Year/1st Term	High School Classroom Teacher
Classroom Teacher	Tiffany Read- 1st Year/1st Term	Intermediate Classroom Teacher
Classroom Teacher	Cherie Beauvais- 2nd Year/1st Term	Intermediate Special Education Teacher
Classroom Teacher	Toni Smith- 1st Year/1st Term	Junior High Classroom Teacher
Classroom Teacher	Marcy Waggoner- 1st Year/1st Term	Junior High Classroom Teacher
Community Representative	Jim Taylor- 2nd Year/1st Term	
District-level Professional	Robert Criswell	Superintendent
District-level Professional	Mac Edwards	Chief Financial Officer
District-level Professional	Joyce Hardy	District Assessment Coordinator
District-level Professional	Patti Seckman	Assistant Superintendent
Parent	Melissa Adair- 2nd Year/1st Term	
Parent	Erika Goodman- 2nd Year/1st Term	
Parent	Susan Smith- 1st Year/ 3rd Term	
Parent	Teresa McBride- 1st Year/3rd Term	

Parent	Jennifer V. Meals- 1st Year/2nd Term	
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District Funding Summary

Local Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	WebCCAT \$3000.00 Plato Learning at HS \$4675.00		\$7,675.00
1	2	1		199	\$0.00
1	2	2	newsletters; webmaster time in posting information		\$0.00
1	3	1			\$0.00
1	3	2	License- TEKS Resource System		\$3,000.00
1	3	2	Workshops- Lead4Ward		\$0.00
2	4	1			\$0.00
3	1	3			\$0.00
3	2	1	ESC Consultants	199 13	\$2,275.00
3	2	1	Books	199 13	\$0.00
3	2	2	ESC Consultants	199 13	\$2,275.00
3	2	2	Concept-Based Instruction ; Project-Based Learning		\$2,304.83
3	3	3	Motivational Speaker		\$1,000.00
3	3	4			\$0.00
5	1	1			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
7	1	1			\$0.00
8	2	1	Campus budgets- counselors and activity funds		\$0.00
Sub-Total					\$18,529.83
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Personnel FTEs 2.2	211	\$70,302.00
Sub-Total					\$70,302.00

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	JH ELAR Teacher- Class Size Reduction	255	\$14,697.25
1	3	5	Workshop fee	255 6499	\$4,000.00
1	3	5	Narrative Writing Manuals	255 6395	\$503.50
1	3	6	Math Consultant	255 6299	\$1,500.00
1	3	7	Trade books on science subjects	255 6395	\$643.25
1	3	8	Workshop fee- ESC XI	255 6499	\$150.00
2	3	1	Funds		\$600.00
Sub-Total					\$22,094.00
Compensatory Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		PIC 624	\$412,640.00
Sub-Total					\$412,640.00
Perkins- CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Equipment and Supplies- Allowable under the grant	Fund 244	\$4,484.00
Sub-Total					\$4,484.00
Grand Total					\$528,049.83

Addendums

District Site-Base Meeting Sign-in form and Agenda
 May 13, 2015 1:00-3:30 Training Center

Name	Role	Signature
Robert Criswell	Superintendent	<i>Robert Criswell</i>
Patti Seckman	Asst. Superintendent	<i>Patti Seckman</i>
Joyce Hardy	Assessment Coordinator	<i>Joyce Hardy</i>
Mac Edwards	Chief Financial Officer/Lone Finalist Supt.	<i>Mac Edwards</i>
Robyn Gibson	Elementary Principal	<i>Robyn Gibson</i>
Josh Rutledge	Elementary Asst. Principal	<i>Josh Rutledge</i>
Carla Gentry	Elementary Teacher	<i>Carla Gentry</i>
Leigh Ann Sides	Elementary Teacher	<i>Leigh Ann Sides</i>
Kristin Gage	Intermediate Principal	<i>Kristin Gage</i>
Cherie Beauvais	Inter. Special Ed. Teacher	<i>Cherie Beauvais</i>
Tiffany Read	Intermediate Teacher	<i>Tiffany Read</i>
Greg Fletcher	Junior High Principal	<i>Greg Fletcher</i>
Marcy Waggoner	Junior High Teacher	<i>Marcy Waggoner</i>
Toni Smith	Junior High Teacher	<i>Toni Smith</i>
Mark Mathis	High School Principal	<i>Mark Mathis</i>
Rayma Young	High School Asst. Principal	<i>Rayma Young</i>
Neil Waggoner	High School Teacher	<i>Neil Waggoner</i>
Denver McMurry	High School Teacher	<i>Denver McMurry</i>
Jim Taylor	Community Representative	<i>Jim Taylor</i>
Melissa Adair	Parent Representative	
Teresa McBride	Parent Representative	
Susan Smith	Parent Representative	
Jennifer Valentine-Meals	Parent Representative	
Erika Goodman	Parent Representative	
Robin Meadows	Business Representative	<i>Robin Meadows</i>

AGENDA

- I. Welcome
- II. Finance/Budget Report Mr. Criswell/Mr. Edwards
- III. Approve Minutes from November 12, 2014
- IV. Community and Student Engagement Surveys- Table Discussions
- V. Gallery Walk – Data posted on walls
- VI. Identify Strengths Weaknesses; Problems and Root Causes of Deficiencies; Goals for Improvements
- VII. Discuss Progress toward Goals and Goals Met especially Stage I Special Education in Writing, Math and Science
- VIII. Program Evaluations