

Paradise Independent School District
District Improvement Plan
2015-2016



Board Approval Date: September 21, 2015
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Mission Statement

Paradise ISD is committed to providing a quality education where "ALL" students learn and achieve success. It is our goal to challenge students with rigorous curriculums and high standards for behavior. Teachers and staff take ownership and pride in what our students accomplish during their years at PISD. We have realized our "mission" when students graduate as self-motivated, independent, caring young adults prepared for careers, college, and making positive contributions in their communities.

Vision

The vision of Paradise ISD is to provide a climate that encourages, empowers, challenges and prepares students by providing effective academic rigor for excellence in every classroom, every day.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

District Student Attendance as of 5/13/2015

2014-15 96.5%

2013-14 96.3%

2012-13 96.4%

2011-12 96.5%

Elementary

Enrollment- April

Total 348 SpEd. 32 G/T 21 LEP 25 Low Socio 32.7%

Enrollment- 2013-14

Total 367 SpEd. 32 G/T 13 LEP 25 Low Socio 40.3%

Intermediate

Enrollment

2012-13	2013-14	2014-15
4 th 82	4 th 59	4 th 91
5 th 80	5 th 87	5 th 66

Attendance- Student

2012-13	2013-14	2014-15
4 th 96.5%	4 th 97.0%	4 th 96.9%
5 th 96.0%	5 th 96.3%	5 th 96.3%

Attendance-Staff

2012-13	2013-14	2014-15
		95.46% (staff% lower than students)

Ethnicity

2014-2015

4 th Grade	<u>Hispanic</u>	<u>White</u>
	9 Male	45 Male
	6 Females	31 Female

5 th Grade	<u>Hispanic</u>	<u>White</u>	<u>African American</u>
	4 Males	35 Male	
	1 Female	21 Female	1 Female

(Need to understand boys)

Junior High School

- The data shows Low socio-economic and At-risk numbers are high for our enrollment numbers
- The data indicates very high numbers of Sped Students and Gifted and Talented Students

High School

350 Students

85% White 12% Hispanic 22% Economically Disadvantaged

Higher numbers of males in each grade level

At-risk number of students lower than state average

More students identified G/T than state average

Number of sped. students has stayed fairly constant at HS

Demographics Strengths

No significant changes in demographics.

Demographics Needs

Economically Disadvantaged and At-risk numbers are high for our enrollment numbers. Measures to address these populations will be put in place at the district and campus levels.

Student Achievement

Student Achievement Summary

Student Achievement-

Root Causes of Special Education Failures- Notes from District Site-Base Meeting on November 12, 2014

Elementary

1. Lack of common planning (Need time!)
2. Looking at (sharing) FIE (Full Individual Evaluation)
3. Attendance
4. Lack of support from home
5. Progress monitoring tools could be better (Need to show more information)
6. Shared information between schools
7. Loss of instructional time

Intermediate

4th Writing

1. Lack of enrichment/prior knowledge

2. Lack of endurance
3. Lack of vocabulary-basic
4. Lack of books from outside sources
5. Attendance

5th Science

1. Lack of vocabulary
2. Limited prior hands on learning
3. No tutorials during school day
4. STAAR- Math/Reading tests

4th and 5th Math

1. Don't know basic facts- No support at home
2. Not completing homework/classwork
3. Attendance

Junior High School

1. Staffing-
 1. SpEd./Aides
 2. Math/ELA
 3. Not served in Science/Social Studies
 4. Inclusion vs. Pullout
 5. Ability Grouping
 6. Scheduling

High School

1. Time for supplemental instruction
2. Building stamina
3. Basic Reading Skills- Comprehension and Vocabulary
4. Confidence and breeding success
5. Retaining unsuccessful students

The root causes will be taken back to the campus levels and discussed further at Campus Site-Based meetings and Faculty meetings where objectives and strategies will be developed and placed in the Campus Improvement Plan. The District Plan will have the over reaching Goals, Objectives and Strategies added to it.

• **STAAR Performance**

- Consider having Boot Camp at the Junior High again to review major concepts prior to testing in Science, Social Studies, English Language Arts and Reading, and Math
- Ensure teachers are instructing bell to bell
- Weaknesses in Social Studies and Science (courses do not have subsequent STAAR assessments) What is taught in years prior to the STAAR?
- Must add value to “All” students- Progress Measures
- Classroom structure- Are teachers working in small groups to meet the needs of Tier I and Tier II students?

- All STAAR tests require inference and complex comprehension skills. What assistance do teachers need to be effective at teaching these skills?
- How can we improve sustained reading skills for students at the secondary campuses without programs such as Accelerated Reader?
- Writing- To strengthen our students' writing, all teachers will require some student responses to be short answer or other forms of writing, not all multiple choice or true/false.

Elementary

- Current Rtl tools for measuring student progress and knowledge do not align with the student results on STAAR.
- Not seeing the growth in average and above average students as you would expect

District Culture and Climate

District Culture and Climate Summary

School Culture/Climate

Elementary

- Reaching a balance for teachers spending time away from their families for evening school events

Intermediate

- Very organized this year; it was great to know in advance of school events
- Great atmosphere at school
- Students are respectful to each other
- Students feel welcomed and happy
- Staff is curious if the parents who complete surveys are mainly those who are usually negative.
- Staff did not get survey results

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Staff Quality, Recruitment, and Professional Development

- Are teachers assigned where they can make the most impact on students? Review and consider reassignments.
- Paradise ISD is a pilot school for both T-TESS and T-PSS in 2015-16
- Ensure that all open positions are posted on the website and at each building office.

Staff Attendance through 4/17/15-- 96.41%

- **High School-96.26%**
- **Junior High- 96.1%**
- **Intermediate- 95.46%**
- **Elementary- 96.83%**

Professional Development- Elementary

- **Saxon Phonics**
- **Write from the Beginning and Beyond**
- **Guided Reading**
- **Promethean Boards**
- **Guided Math**

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction and Assessment

Focus for 2015-2016- “What to Teach” Understanding the State Standards- TEKS

Elementary

- How effective is our campus instructional data in comparison to student (what teachers observe) performance on a daily basis?

Elem, Intermediate and Grade 6

- ELA Scope and Sequence documents K-6- --budget small amount for revisions. New TEKS to be implemented 2017-18

Junior High

- Need a technology class for typing skills
- Some special education students would benefit from a pull-out model vs. inclusion.

High School

- Career and Technical Education (CTE)- Research and explore additional courses to offer such as a Medical Terminology class

Family and Community Involvement

Family and Community Involvement Summary

Family and Community Involvement

Elementary

- Explore combining Curriculum Night with Open House
- Plan another Reading Night with a theme
- Possible Math Night of fun activities for families
- STAAR parent information night (maybe in January)

Intermediate

- Building Playground
- Site-Base- Campus and District
- Etiquette Luncheon
- Meet the Teacher Night
- Panther Power Hour

Junior High

- Looking at an activity night for parents such as curriculum/science night, etc.

High School

- Attending events at high school
 - Senior Financial Aid Night – 20 parents/students
 - Weatherford College Dual Credit- Parent/Student meeting – 30
 - TWU Dual Credit Meeting- Parents/students (48)
 - Senior Preview Day- WCWC (81 Seniors)
 - WCWC Annual College Fair – Students/Parents (30)

Clubs available for parents and the community

- Athletic Boosters
- Band Boosters
- Drama Performances assistance
- Cheer Boosters
- AG Supporters
- Project Graduation
- Homecoming Activities
- Relay for Life
- Site-Base – Campus and District

District Context and Organization

District Context and Organization Summary

School Context and Organization

Elementary

- Explore moving to a 9 week schedule

Junior High School

- Gifted and Talented- Have a Math/Science Team and need to serve students gifted in other contents/areas- Social Studies, ELA, and Science.
- Special Education numbers are high creating needs for additional personnel, including help on the regular education side of 504
- Considering a modified content mastery model available to any struggling student
- Restructure master schedules of Junior High and High School so they do not overlap and limit teacher sharing

Intermediate

- How to best serve the students, including the referral and identification process- 69% males

Technology

Technology Summary

Technology

Elementary

- Need Headphones

Intermediate

- How will not having 1:1 affect Panther Power Hour?
- Will there be a need for more lab time?
- How will programs such as Study Island, Think through Math, etc. be affected when 1:1 goes away.

Junior High

- Students' phones are distracting
- Need ability for students to print research papers
- Need more ipad stations at each grade level

High School

- Reported their Clarity Staff Survey results showing positive for internet speed, access to computers, technology support

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
- AEIS longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failers
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- 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
- Section 504 data
- Homeless data
- 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
- Mobility rate, including longitudinal 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

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

- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data


















- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: Paradise ISD will increase student achievement on all STAAR assessments to meet the state and federal targets.

Summative Evaluation: Comparisons of 2015 STAAR results with 2016 STAAR results will indicate improvements at all grade levels including EOCs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure teachers are instructing " bell to bell". PBMAS Target	Campus Principals	Observations, walk-throughs				
Funding Sources: Local Budget - \$0.00						
2) In vertical meetings, discuss content taught below each grade level, especially in grade levels where subsequent STAAR assessments are not given (Social Studies, Science)	Campus Principals	Agendas, notes, classroom observations				
Funding Sources: Local Budget - \$0.00						
State System Safeguard Strategy 3) Classroom teachers will provide students with opportunities to write in their classrooms in place of multiple choice and True/False answers. (e.g.- open ended responses) System Safeguard- Economically Disadvantaged - Writing- District; and Economically Disadvantaged Writing- Intermediate	Campus Principals	More writing samples from students Increased scores on STAAR Writing at 4th, 7th and English I and II EOCs.				
Funding Sources: Local Budget - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 2: Paradise ISD will increase the "all students" performing at Level III in every STAAR assessment by 5 percentage points each year until at least 25%.

Summative Evaluation: Analysis of STAAR Level III student results in "all students" category after final accountability reports are released.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) High expectations for all students is anticipated when instruction is rigorous and at an elevated level.	Campus Principals	Classroom observations Progress reports				
	Funding Sources: Local Budget - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 3: Special Education Students will perform at higher passing rates to increase the "All Subjects" at Satisfactory from 41% to 50%.

Summative Evaluation: Results of the 2016 STAAR assessments of Special Education students will be reviewed to determine if students passed all subjects to at least 50%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Reassign staff to the high need campuses and subject areas to adequately serve special education students	Superintendent	Staff assignments				
Funding Sources: Local Budget - \$0.00						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 4	Campus Principals	Special Education students' schedules				
2) Maximize instructional time for special education students by reviewing and making changes to the master schedule. District Safeguard- Special Education Reading. PBMAS Target Math and Reading	Funding Sources: Local Budget - \$0.00					
State System Safeguard Strategy	Campus Principals Assistant Superintendent	Improved Reading STAAR scores for all subgroups, particularly Special Education				
3) The Daily 5 reading strategies in place in all ELA classrooms K-5 and in selected classrooms in the JH (Reading classrooms and some study halls). This strategy benefits all students, especially Special Education Students when the teacher works in small groups while other students are Reading to Self, Reading to Someone, Working on Writing, etc. District Safeguard Special Ed. - Reading. Also a PBMAS Target	Funding Sources: Local Budget - \$0.00					
State System Safeguard Strategy Critical Success Factors CSF 1	Principals, teachers	Students STAAR results				
4) Vocabulary development from K-12 discussed in vertical team meetings. Strategies, terms, and idea sharing. Safeguard- District Special Education- Reading. PBMAS Target Reading and Math	Funding Sources: Local Budget - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 4: Students who are At-Risk of not completing high school and are served with State Compensatory Education Funds will receive targeted, intensive instruction in remedial classes, or before and after school tutorials.










Summative Evaluation: Resources, instructional strategies, and progress monitoring used in the classrooms will be monitored throughout the year and tied to student success.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers will have access to resources and progress monitoring tools to ensure the At-Risk students served in remedial classes during school hours or after school will show gains toward meeting STAAR standards.	Assistant Superintendent Programs Director Campus Principals	At-Risk students will show progress on STAAR and move closer to 110% Gains.				
Funding Sources: Compensatory Ed. - \$0.00						
2) Individual students' needs considered when scheduling in-class and pull-out interventions	Principal Counselors Interventionists	Intervention schedules, collaboration with classroom teachers				
Funding Sources: Compensatory Ed. - \$0.00						
3) Accurate student records of identified students with program descriptions maintained at the campus level, including dismissals at the end of the year.	Principal At-risk campus coordinators Campus Administrative PEIMS\ registrar	Students' green folders are updated at the end of each year and students with 110% gains are removed from PEIMS along with any others who no longer qualify.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 5: Paradise ISD will operate a Title I Schoolwide Program at Paradise Elementary to close the achievement gap of students not performing at state targets.

Summative Evaluation: Student success measured by STAAR 2016 results; TPRI ; and progress monitoring of math gains.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The Title I Program at Paradise Elementary will collaborate with other programs for increased achievement of students.	Campus Principals	TPRI Results; STAAR Results; TELPAS Results; Mclass Results				
	Funding Sources: Title I - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 6: Response to Intervention (RtI) students in Tier I and Tier II are served in their regular education classes by general education teachers.










Summative Evaluation: May- Administration will determine from walk-throughs and formal observations if students are adequately served within the classroom for Tier I and Tier II.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers are working in small groups within the classroom to ensure they are meeting the needs of students in Tier I and Tier II. PBMAS Target - Special Ed. Math and Reading	Teachers	Observations				
	Campus Principals	Less student failures on STAAR				
Funding Sources: Local Budget - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 7: Economically Disadvantaged students will have increased opportunities for achieving higher grades and increased successes on all state assessments- STAAR, TPRI, TELPAS by teachers and administrators carefully monitoring their progress.










Summative Evaluation: Review accountability reports when STAAR 2016 is released, noting the Economically Disadvantaged category for improvements from 2015.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Ensure all teachers know who their Economically Disadvantaged students are either through Eduphoria or another process put in place by the campus principal. District Safeguard- Economically Disadvantaged- Writing</p>	Assistant Superintendent	Teachers know which students need extra support				
Funding Sources: Local Budget - \$0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Increase Student Achievement

Performance Objective 8: Students identified as Gifted and Talented will receive challenging programs at all campuses designed to meet their needs.










Summative Evaluation: At the end of the school year, note all activities each identified Gifted and Talented student participated. (Academic U.I.L., OAP, Band, etc.)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Increase program opportunities for students identified as Gifted and Talented at the secondary level- Math/science teams; added class for G/T at the Junior High; and exploring different options besides U.I.L. for students in high school.	Campus principals at Junior high and High School	More Gifted and Talented services for students				
	Funding Sources: Gifted and Talented - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 9: Career and Technical Education (CATE) programs will be evaluated each year for curriculum and equipment needs.










Summative Evaluation: Review CTE Program Evaluation at the end of the school.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) CTE Program Director at the High School will actively work with teachers on program improvements in curriculum and equipment as required under grant requirements for the Carl Perkins Federal Funds from Shared Services Arrangement (SSA.)	Assistant Superintendent/Federal Programs; CTE Director	Teachers have resources for a strong CTE program				
Funding Sources: Perkins- CTE - \$3303.35						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 10: Each campus will provide 504 services to regular education students who are identified.












Summative Evaluation: Review roster of students and their services at the end of the year and discuss positives and suggestions for improvements for 2016-17.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identified students will have a 504 plan with staff and teachers available to provide their services, especially oral accommodations for tests, etc.	Campus principals	Students receiving all services in a timely and efficient manner				
	Funding Sources: Local Budget - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 11: Assistance to teachers of Limited English Proficient (LEP) students in our English as a Second Language (ESL) Programs will be increased.










Summative Evaluation: Were teachers prepared to meet the needs of their ELLs through district support of ELPS training; knowledge of students- TELPAS and STAAR scores; and instructional strategies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize the ESC through the Shared Services Arrangement (SSA) for support and workshop opportunities.	Assistant Superintendent Program Director Campus Principals	ELLs performance on TPRI, TELPAS and STAAR improves				
Funding Sources: Local Budget - \$0.00						
2) Program Director/District Assessment Coordinator will oversee the distribution and training of the ELPS manuals; provide TELPAS and STAAR data for the past two years for all ELLs with all teachers of ESL students.	Program Director/District Assessment Coordinator	Higher achievement of ESL students on TELPAS and STAAR. Gain at least one proficiency level in PLDs.				
Funding Sources: English as a Second Language - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 12: Increase staff attendance at all campuses to at least 97%.










Summative Evaluation: Staff attendance for 2015-16 improved over attendance for 2014-15.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monthly reports shared to principals who will decide how best to share the data with their staff.	Superintendent	Higher staff attendance				
Funding Sources: Local Budget - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 13: Increase student attendance at all campuses to at least 97%.










Summative Evaluation: Did the incentives at each campus increase student achievement?

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus will decide on awards and recognition of students with perfect and high attendance.	Campus Principals	Increases in student attendance percentages.				
Funding Sources: Local Budget - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 14: Teachers will have regularly scheduled vertical meetings with agendas at the campus level and across campuses.

Summative Evaluation: Review campus agendas, sign-in sheets, and notes for all vertical team meetings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) A schedule and agendas developed for vertical team meetings are made available to all teachers involved. T-TESS/T-PESS required	Assistant Superintendent Campus principals	Sign-in forms; Agendas notes				
Funding Sources: Local Budget - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 15: Classroom instruction indicates good management skills, higher-level questioning from teachers, and students actively involved in the learning process.

Summative Evaluation: Administrators will discuss the T-TESS observations on this criteria.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Student engagement is apparent when students are involved in the learning experience through activities, writing, and speaking. Teachers will structure their lessons and classroom environment for building this climate.	Campus principals	Classroom observations, walk-throughs; Teacher Professional development goals and conference				
	Funding Sources: Local Budget - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 16: Assessment will be used to guide instruction (Formative in the classroom, benchmarks, summatives, STAAR data)

Summative Evaluation: Principals will guide this process throughout the year through agenda topics at vertical team meetings. Gather data of the process for improvements in 2016-17.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage teachers to look at formative assessments- both formal and informal throughout the learning unit of study.	Campus principal	Formative assessments are driving the pace and instruction in the classroom				
	Funding Sources: Local Budget - \$0.00					
2) Review how benchmarks are created, when they are administered, and how the data is used at all campuses.	Assistant Superintendent; Director of Programs/District Assessment Coordinator	Greater student success as indicated in grades, and STAAR passing rates				
	Funding Sources: Local Budget - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 17: Professional Learning for all staff will support student achievement.

Summative Evaluation: District Special Education STAAR results improved in Reading; and District Economically Disadvantaged STAAR results in Writing improved.

Campus STAAR results will improve- Middle School All Students and White in Social Studies and at Intermediate- Economically Disadvantaged Writing. T-TESS fully implemented at all campuses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
State System Safeguard Strategy 1) Content needs for teachers will be addressed through teachers attending quality targeted professional learning. Areas to address in District System Safeguards: Special Ed. Reading and Economically Disadvantaged Writing. Also PBMAS Target- Special Ed. Reading and Writing	Assistant Superintendent; Campus Principals	Improved student scores on STAAR in Writing, Science, and Math, Reading and Social Studies.				
	Funding Sources: Title II - \$10000.00					
2) T-TESS training for all teachers during PISDs pilot year.	Assistant Superintendent; Campus Principals	Teachers trained and implementation of the new teacher appraisal system is understood by all.				
	Funding Sources: Local Budget - \$0.00					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Increase Student Achievement

Performance Objective 18: Paradise ISD will hire highly qualified, quality staff, provide relevant professional development, and give support through a mentoring program to improve retention.

Summative Evaluation: Mentors will support new teachers and provide information and assistance as needed per the individual teacher. Highly effective teachers are in each classroom and a low turnover rate of teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure all open positions are posted on the PISD website, at the AppliTrack site; and at each building office.	Superintendent	Quality staff are hired and remain at PISD				
Funding Sources: Local Budget - \$0.00						
2) Staff receive two days of training when hired at Paradise ISD. Curriculum and instructional strategies training and required information.	Assistant Superintendent; Teacher leader presenters	Teachers are highly effective in the classroom and the turnover rate is much lower than the state rate				
Funding Sources: Local Budget - \$0.00						
3) Each new teacher will be assigned a mentor who acts as the person to go to for technical support as well as curricular and instructional strategy assistance	Assistant Superintendent; Principals; Mentors	Highly Qualified Teachers in all classrooms; retention rate is higher than the state average				
Funding Sources: Local Budget - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Ensure the Security and Safety of All Students and Staff

Performance Objective 1: Paradise ISD will have measures in place for onsite and offsite evacuations; lockdowns; and severe weather.

Summative Evaluation: Desk evacuation of students to offsite location with drivers alerted to maintenance building site.
To continue with CopSync or research other programs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Review offsite evacuation procedures and determine if all drivers have keys and instructions	Superintendent; Emergency Operations Plan Chairman; Assistant Superintendent	Plan in place for drivers and site notified, internet access available				
Funding Sources: Local Budget - \$0.00						
2) Review CopSync for functionality and mutual alerts to all campuses	Superintendent; District IT	Successful drills				
Funding Sources: Local Budget - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Ensure the Security and Safety of All Students and Staff

Performance Objective 2: Annually evaluate the upgrades and changes needed at each campus and facility to ensure safety for all.

Summative Evaluation: Review what changes were made during the school year to enhance security measures at all campuses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Elementary- Exploring options for placing a Visitor scanner in the front office area. Intermediate- Consider placing a window in the office and a fence across the back. Junior High is considering alternatives at dismissal to keep students safe. High School- More cameras are needed to cover the blindspots.	Superintendent; Campus Principals	Projects completed				
Funding Sources: Local Budget - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Build A School Culture of High Expectations and Trust Between Parents, Staff, Students and the Community

Performance Objective 1: Continue avenues to gauge the climate at school, whether that be by surveys or more informally by taking time to meet with parents and students.










Summative Evaluation: What surveys were utilized during the year at the campus and district levels? What was the participation of parents, students and staff? Were the results of the surveys shared with teachers, staff, students, parents, and the community?

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide notices to parents, staff and teachers of surveys and how to access them. Provide survey results at District Site-Base; Campus Site-Base; and Staff Meetings	Campus principals; Assistant Superintendent	More participation in taking the surveys				
Funding Sources: Local Budget - \$0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: Provide Opportunities for Family and Community Involvement

Performance Objective 1: Ensure parents and the community feel welcomed and appreciated as vital stakeholders in the campuses of the district.








Summative Evaluation: Informal feedback from parents and community members- calls, visits, and through social media.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage parents to be involved in the many opportunities available to them through volunteer programs at school or through one of the booster organizations.	Superintendent; Assistant Superintendent; Campus Principals; Teachers	Postive feedback through multiple means, including surveys				
Funding Sources: Local Budget - \$0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Technology Will Support Student Instruction and Learning

Performance Objective 1: Paradise ISD will provide technology for staff and students which will impact learning and be fiscally possible for the district.

Summative Evaluation: Review pros and cons of class sets of devices instead one-to-one. How was instruction strengthened or weakened?

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish means for ipads and MacBooks class sets to be charged and working each day.	Superintendent; CFO; IT Department	Students and teachers successfully using technology in the learning process.				
Funding Sources: Local Budget - \$9860.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: School Context and Organization Will Improve District Operations

Performance Objective 1: Realignment of District and Campus Administrators' Roles and Responsibilities will improve student success.

Summative Evaluation: Overall results of STAAR and evaluations of individual programs- G/T; Comp.Ed; ESL; 504; and Dyslexia.

Goal 7: Paradise ISD Will Comply with All State and Federal Requirements for Student and Staff Trainings/Programs.

Performance Objective 1: All staff will receive mandated required professional development.

Summative Evaluation: Evaluate all options for presentation to best meet the needs of the teachers and their schedules. Possible idea- as comp. time prior to in-service.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff will be trained at their home campuses by campus administrators and at the Training Center for those not assigned to a campus. Topics include Bullying, Sexual Harassment, Reducing Gender Biases; Bloodborne Pathogens; FERPA/Confidentiality; Acceptable Use Policy; Parent Involvement in Schools; Suicide Prevention; the ELPS and Educators' Code of Ethics for teachers; and Child Abuse Prevention for those not previously trained	Campus Principals; Assistant Superintendent	All trained and hours logged	✓	✓		
	Funding Sources: Local Budget - \$0.00					

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Classroom teachers will provide students with opportunities to write in their classrooms in place of multiple choice and True/False answers. (e.g.- open ended responses) System Safeguard- Economically Disadvantaged - Writing- District; and Economically Disadvantaged Writing- Intermediate
1	3	2	Maximize instructional time for special education students by reviewing and making changes to the master schedule. District Safeguard- Special Education Reading. PBMAS Target Math and Reading
1	3	3	The Daily 5 reading strategies in place in all ELA classrooms K-5 and in selected classrooms in the JH (Reading classrooms and some study halls). This strategy benefits all students, especially Special Education Students when the teacher works in small groups while other students are Reading to Self, Reading to Someone, Working on Writing, etc. District Safeguard Special Ed. - Reading. Also a PBMAS Target
1	3	4	Vocabulary development from K-12 discussed in vertical team meetings. Strategies, terms, and idea sharing. Safeguard- District Special Education- Reading. PBMAS Target Reading and Math
1	7	1	Ensure all teachers know who their Economically Disadvantaged students are either through Eduphoria or another process put in place by the campus principal. District Safeguard- Economically Disadvantaged- Writing
1	17	1	Content needs for teachers will be addressed through teachers attending quality targeted professional learning. Areas to address in District System Safeguards: Special Ed. Reading and Economically Disadvantaged Writing. Also PBMAS Target- Special Ed. Reading and Writing

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6119 00 001 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$38,087.00
199 11 6119 00 041 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,639.00
199 11 6119 00 050 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$82,154.00
199 11 6119 00 101 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$109,939.00
199 11 6119 00 699 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$20,000.00
199 11 6119 TR 001 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,500.00
199 11 6119 TR 041 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,500.00
199 11 6119 TR 050 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,500.00
199 11 6119 TR 101 624	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$1,500.00
199 11 6129 00 050 624	6129 Salaries or Wages for Support Personnel	\$17,073.00
199 11 6129 00 101 624	6129 Salaries or Wages for Support Personnel	\$3,616.00
6100 Subtotal:		\$335,508.00
6200 Professional and Contracted Services		
199 11 6299 00 041 624	6299 Miscellaneous Contracted Services	\$500.00
6200 Subtotal:		\$500.00
6300 Supplies and Services		
199 11 6325 00 041 624	6325 Library Books - Locally Defined	\$1,000.00
199 11 6395 00 050 624	6395 Supplies, DP Operations - Locally Defined	\$100.00
199 11 6395 00 101 624	6395 Supplies, DP Operations - Locally Defined	\$500.00
6300 Subtotal:		\$1,600.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beth Buckner	SCE- inclusion teacher	State Compensatory Education	.13
Carla Gentry	SCE teacher/Title I teacher	State Comp. Ed (paid from SCS due to lim	.27
Cheryl LaFreniere	Interm. Interventionist Teacher	State Compensatory Education	.57
Darlene Hager	JH ELAR Teacher	State Compensatory Education	.12
Deidre Wise	JH- Grade 6 ELAR Teacher	State Compensatory Education	.12
Georgia Headley	HS English IV teacher	State Compensatory Education -Inclusion	.12
Kristen Sanders	Elementary Paraprofessional	State Compensatory education	.24
Lauri Candioto	HS English II Teacher	State Compensatory Education	.12
Laurie Broussard	JH Social Studies/Reading teacher	State Compensatory Education	.12
Michael Sides	JH Math Teacher	State Compensatory Education	.12
Peggy Black	Elementary Interventionist	State Comp. Ed.	1.00
Rhonda McMurry	Intermediate- Supprt inclusion paraprote	State Compensatory Education	.07
Stacey Webb	HS Geometry Teacher	State Compensatory Education	.12
Stacy Dial	SCE teacher/G-T teacher/General ed. teac	State Compensatory Education	.72
Tobi Morris (As of 12/7/2015	Elementary Interventionist	State Compensatory Education	.54
Vickie James	JH Reading Teacher	State Compensatory Education	.12

Title I

Schoolwide Program Plan

Title I Program Evaluation Meeting Agenda

July 22, 2015

10:00-11:00 a.m.

Paradise Elementary School Library

- I. Introductions- R. Gibson
- II. Review objectives of meeting- P. Seckman
 - 1. List the needs identified in the Comprehensive Needs Assessment and the strategies or initiatives in the Campus Plan for 2014-15 connected to Title I- R. Gibson
 - 2. Funds expended to implement the strategy or initiative- P. Seckman
- V. Review of student data to measure implementation and impact of strategy or initiative on student outcomes. R. Gibson
 - 1. Evaluate the impact and make recommendations for continuation or modification of strategy or initiative. Committee members
 - 2. List and evaluate Parent Involvement opportunities and discuss any recommendations for revisions or additional opportunities. Committee members
 - 3. Review of 2014-15 and 2015-16 Federal Applications- P. Seckman
 - 4. Adjourn

Title I Program Evaluation Meeting Minutes

July 22, 2015 10:00-11:00 a.m. Paradise Elementary Library

Attending:

Robyn Gibson, Principal

Peggy Black, RtI teacher

Debbie Boyers, RtI teacher

Jana Worley, Parent

Richelle Brogan, Parent

Marlo Krag, Parent

Mac Edwards, Superintendent

Patti Seckman, Assistant Superintendent

- I. Introductions were lead by R. Gibson beginning at 10:00.
- II. The purpose and objectives were presented by P. Seckman
- III. The 2014-15 Needs Assessment was presented and explained by R. Gibson.
- IV. The amount of Title funds expended in 2014-15 for the Title I program was \$70,302.00. These funds provided for 1.16 FTEs reported P. Seckman.
- V. Longitudinal STAAR data for the district was presented by R. Gibson and reviewed with emphasis on 3rd grade results.
- VI. The committee evaluated the impact of the present program and the consensus was data shows that although the cut scores are not yet set for STAAR Math, the raw state average for 3rd grade is 30, and Paradise Elementary has a raw average of 35. On STAAR Reading, the state result for 3rd grade is 77% passing with 22% at Level III and Paradise Elementary has results of 92% passing with 25% at Level III. The committee

recognized the hard work and accomplishment of one-fourth of the class reaching that high standard of missing three or less questions on the assessment. The recommendations for modification in strategies for the Title I Program in 2015-16 are:

1. Smaller ratio of students will be identified for pull-out instruction at Tier III
2. Criteria to be developed in an easier format (more black and white) for students moving from Tier to Tier, especially from Tier II to Tier III.
3. Teachers will be given training and support to assist them in instructing Tier I and Tier II in the classroom, which allows them to take more ownership in the progress of struggling students.
4. RtI teachers' schedules will be reviewed and adjustments made to increase support in math without too many decreases in reading.
5. Continue to focus on time and schedules for collaboration and communication between RtI teachers and general education teachers.
6. Needs Assessment- For improving progress monitoring, DRA will be implemented in Kindergarten in 2015-16, and if the results and data attained are beneficial, the plan is to add a grade level each year.

VII. The Parent Involvement Program was reviewed. Noted were the great attendance at Meet the Teacher; Rise and Shines; and PTO meetings when students are presenting. Ideas for improvement in 2015-16 are:

1. Activities for Grandparents (or important person in child's life) - Possibly during the week of Grandparent's Day.
2. Curriculum Nights- How to get more parents to attend? Suggestions-
 - i. Offer the information at Meet the Teacher in a staggered schedule presented by the classroom teachers to parents.
 - ii. Have Curriculum presented at optional times- Mornings before school as well as evenings.
 - iii. Consult the PYRA schedule prior to scheduling night events

Other- Suggestion- Not have teachers sorting the student school supplies the night of Meet the Teacher, but rather have parents just bring them in a sack, etc.

Side note- There was discussion on the number of student devices in the classrooms such as iPads. Also, the parents asked about Smart boards. R. Gibson said the K-1 teachers have Smart boards. The parents asked if it would be beneficial for the 2nd and 3rd grade teachers to have them, too. R. Gibson said yes. She also talked about some of the technology training the teachers had requested such as google.docs and that the technology department had provided the training.

VIII. There was a review of the 2014-15 NCLB Consolidated Federal Grant Application and together the committee decided on the direction of the Title I Program for the 2015-16 NCLB Application.

IX. The meeting adjourned at 10:50.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

10: Coordination and integration of federal, state and local services and programs

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carla Gentry	Title I teacher and G/T teacher	Title I (of the .36 FTE only .09 is paid	.09
Debbie Boyers	Title I teacher	Title I	1.00
Tobi Morris	Title I Teacher	Title I (of the .6 FTI only .06 is paid	.06

2015-2016 District Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Mac Edwards	Superintendent
Administrator	Greg Fletcher	Junior High Principal
Administrator	Kristin Gage	Intermediate Principal
Administrator	Robyn Gibson	Elementary Principal
Administrator	Joyce Hardy	District Assessment Coordinator/Programs Director
Administrator	Mark Mathis	High School Principal
Administrator	Josh Rutledge	Elementary Assistant Principal
Administrator	Patti Seckman	Assistant Superintendent
Administrator	Rayma Young	high School Assistant Principal
Business Representative	Robin Meadows	
Classroom Teacher	Marsha Foster	High School Special Education
Classroom Teacher	Denver McMurry	High School Physics and A&P
Classroom Teacher	Karla Moore	5th Grade Social Studies
Classroom Teacher	Tiffany Read	5th Grade Reading
Classroom Teacher	Michael Sides	7th Grade Math
Classroom Teacher	Leigh Ann Sides	Third Grade Teacher
Classroom Teacher	Marcy Waggoner	6th Grade Math
Community Representative	Melissa Adair	
Community Representative	Jim Taylor	
Parent	Erika Goodman	
Parent	Melissa Lamb	
Parent	Teresa McBride	
Parent	Jennifer V. Meals	

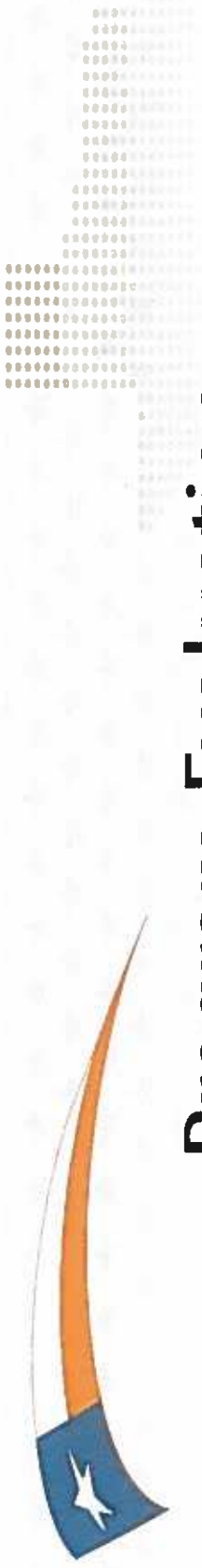
District Funding Summary

Local Budget					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	6	1			\$0.00
1	7	1			\$0.00
1	10	1			\$0.00
1	11	1	Support and trainings- SSA- Title III		\$0.00
1	12	1			\$0.00
1	13	1			\$0.00
1	14	1			\$0.00
1	15	1			\$0.00
1	16	1			\$0.00
1	16	2			\$0.00
1	17	2			\$0.00
1	18	1			\$0.00
1	18	2			\$0.00
1	18	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00

2	2	1			\$0.00
3	1	1			\$0.00
4	1	1			\$0.00
5	1	1	ipad and Mac chargers for classrooms- 58 at \$170.00 each		\$9,860.00
7	1	1			\$0.00
Sub-Total					\$9,860.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	17	1	Workshop and presenter fees	255	\$10,000.00
Sub-Total					\$10,000.00
Compensatory Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
Sub-Total					\$0.00
English as a Second Language					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	2			\$0.00
Sub-Total					\$0.00
Perkins- CTE					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$3,303.35
Sub-Total					\$3,303.35
Grand Total					\$23,163.35

Addendums



Program Evaluation

Title I, Part A: Improving Basic Programs

Entitlement:

\$70,302.00

Completion Date:

July 22, 2015

Program Intent:

Title I, Part A - Improving Basic Programs Operated by Local Education Agencies (LEA) provides supplemental funding to state and LEAs. The funding is for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. Title I, Part A supports schools in implementing either a school-wide program or a targeted assistance program. These programs must use effective methods and instructional strategies that are grounded in scientifically based research.

Program Evaluation Committee:

Name	Position
1 Robyn Gibson	Elem. Principal
2 Peggy Black	RtI Teacher
3 Debbie Boyers	RtI Teacher
4 Jana Worley	Parent
5 Richelle Brogan	Parent

Name	Position
6 Mario Karg	Parent
7 Mac Edwards	Superintendent
8 Patti Seckman	Assist. Superintendent
9	
10	

Paradise ISD
Paradise Elementary

Date	Identified Needs from CNA	Strategies to Address Needs in CIP/ DIP	Expenditure	Impact	Recommendations
7/22	Decrease number of students served in Special Education and At-Risk	RtI meetings will review progress monitoring data of all students including the special education students. RtI meetings will review progress monitoring data of all students including at-risk students.	0	Awareness and early interventions for students in Special Education and At-Risk	Continue strategy
	Maintaining and increasing the achievement levels of our At-risk population	RtI meetings will review progress monitoring data of all students including at-risk students.	0	Closer tracking of progress made by students who are at-risk.	Continue strategy
	Curriculum, Best Practices and Instruction that promotes and engages Higher Level Thinking Skills and Problem Solving Skills	Incorporate higher level thinking and questioning at a higher level in the classroom for all students.	0	Students are instructed in the classroom with techniques of inquiry and processes rather than direct teach where students are passive listeners. 25% of students are Level III in reading- grade 3. Math scores will be released in Aug./ Sept.	Continue strategy- Add- Training for teachers on how to use quality questioning in the classroom.
	Improve Level 3 Commmended Performance on STAAR	Teaching at a higher level in the classroom for all students.	0	Math scores will be released in Aug./ Sept.	Continue strategy
	Improve Math passing rate on STAAR and math skills of all students				Continue strategy
	RtI intervention materials				Continue strategy DRA (Reading) used in 15-16 beginning in Kindergarten

Paradise ISD
Paradise Elementary

	Higher Level Thinking materials				
	Additional Math RtI personnel				
					<p>recommendations for 15-16</p> <ol style="list-style-type: none"> 1. Smaller ratio of students identified for pull-out 2. Criteria to be developed in an easier format for identifying students into Tiers. 3. Teachers will take more ownership for student progress of Tier I and Tier II in their classrooms. Training and support will be given. 4. RtI schedules reviewed and adjustments made to increase support time in math without too many decreases in reading. 5. Continue to focus on time and schedules for collaboration and communication

Data Sources:	
1	CNA- 2014-2015
2	Campus Plan 2014-15
3	STAAR results
4	Federal Title I funds - 2014-15
5	Grant Applications - 2014-15 and 2015-16

2015-2016 District Planning and Decision Making Committee

Meeting Date: November 12, 2015

Committee Role	Name	Position	Signature
Administrator	Mac Edwards	Superintendent	<i>Mac Edwards</i>
Administrator	Greg Fletcher	Junior High Principal	<i>Greg Fletcher</i>
Administrator	Kristin Gage	Intermediate Principal	<i>Kristin Gage</i>
Administrator	Robyn Gibson	Elementary Principal	<i>Robyn Gibson</i>
Administrator	Joyce Hardy	District Assessment Coordinator/Programs Director	<i>Joyce Hardy</i>
Administrator	Mark Mathis	High School Principal	<i>MM</i>
Administrator	Josh Rutledge	Elementary Assistant Principal	
Administrator	Patti Seckman	Assistant Superintendent	<i>Patti Seckman</i>
Administrator	Rayma Young	High School Assistant Principal	<i>Rayma Young</i>
Business Representative	Robin Meadows		<i>Robin Meadows</i>
Classroom Teacher	Marsha Foster	High School Special Education	
Classroom Teacher	Denver McMurry	High School Physics and A&P	
Classroom Teacher	Karla Moore	5th Grade Social Studies	<i>Karla Moore</i>
Classroom Teacher	Tiffany Read	5th Grade Reading	<i>Tiffany Read</i>
Classroom Teacher	Michael Sides	7th Grade Math	
Classroom Teacher	Leigh Ann Sides	Third Grade Teacher	<i>Leigh Ann Sides</i>
Classroom Teacher	Marcy Waggoner	6th Grade Math	<i>Marcy Waggoner</i>
Community Representative	Melissa Adair		<i>Melissa Adair</i>
Community Representative	Jim Taylor		<i>Jim Taylor</i>
Parent	Erika Goodman		<i>Erika Goodman</i>
Parent	Melissa Lamb		<i>Melissa Lamb</i>
Parent	Teresa McBride		<i>Teresa McBride</i>
Parent	Jennifer V. Meals		<i>Jennifer V. Meals</i>

STATE COMPENSATORY EDUCATION PLAN 2015-2016- PARADISE ISD

Serving students identified at-risk with strategies and support to ensure they graduate high school

PROGRAM GOALS

- 1) Identifying and tracking at-risk students
- 2) Providing each student with strategies and interventions targeted at his/her weaknesses
- 3) Ensuring at-risk coordinators at the campus level maintain accurate records of students identified and dismissed from the program, conduct student file reviews at the beginning of the second semester for the purpose of reviewing programs, add students who qualify mid-year, and for notification to parents.
- 4) Considering students needs when scheduling in-class and pull-out interventions
- 5) Seeking and utilizing current, proven progress monitoring tools

FUNDING GOALS

- 1) Hire and maintain high quality certified educators as impactful interventionists
- 2) Hire and maintain support staff to execute programs with fidelity
- 3) Ensure that program resources are research-based with quantified positive results

2015-2016 Appropriation \$337,608.00

	Full Time Equivalents (FTEs) Professional	Full Time Equivalents (FTEs) Paraprofessionals	Number of teachers	Number of support personnel (paraprofessionals)	Number of students served (At snapshot)
Elementary	1.81	.24	3	1	106
Intermediate	1.42	.07	3	1	66
Junior High	.6	0	5	0	129
High School	.48	0	4	0	89
Totals	4.31	.31	15	2	390

6100 Salaries	306,508.00
6100 Tutorials	9,000.00
6100 Summer School	20,000.00
6200 Contracted Serv	500.00
6300 Supplies	<u>1,600.00</u>
	\$337,608.00