

T. G. Givens Early Childhood Center
Campus Improvement Plan
2016-2017

Schoolwide Theme: “Super Kids, Super Teachers,
Out of This World School!”

Date of School Board Approval
October 17, 2016

Paris ISD Mission Statement

The Mission of the Paris Independent School District is to provide a quality education to a diverse student population, enabling each to achieve full potential and become a productive, responsible citizen.

Paris ISD Board of Trustees

Terry Davis	Becki Norment
Clifton Fendley	Jenny Wilson
George Fisher	Bert Strom
Clifton Kerby	

Paris ISD Board of Trustees and Superintendent Goals

Paris ISD will have a learning environment that challenges and provides opportunity for all students to succeed.

Paris ISD will be financially stable.

Paris ISD will foster positive relationships with community, media, and families of the district.

Paris ISD District Commencement Goals

At commencement, a Paris High School graduate will be prepared to enter college, technical training and/or the workforce. The graduate will:

● Be a Problem Solver and a Critical Thinker	● Have respect for self, others, and the environment
● Have mastered Core Academic Areas and Technology	● Be an effective communicator
● Have explored the Arts and a Second Language	● Be a team player
● Strive for Total Wellness	● Be an honest, responsible citizen
● Be a Life-Long Learner	

Paris ISD Strategic Goals

Goal 1: A self-disciplined student body, learning together in an atmosphere of mutual respect

Objective 1: Maintain 90% attendance rate

Objective 2: Reduce discipline referrals by implementing Love and Logic, Conscious Discipline approach, and by providing additional time for ISS settings to concentrate on prevention

Objective 3: Increase Truancy Court filings in accordance with attendance records

Objective 4: Increase collaboration with community services to reduce disciplinary referrals

Goal 2: An informed and involved community that actively works together to promote education of recognized excellence

Objective 1: At least 85% of students are represented by parents/guardians who attend at least one conference and at least one campus activity during the year.

Goal 3: Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills

Objective 1: Prepare 80% of students for passing STAAR at grade 3 by promoting mastery of State Adopted Curriculum Assessment subsets and campus designed beginning and end of year testing

Goal 4: Resources to provide an exemplary educational program

Objective 1: Provide effective instructional strategies and/or programs that provide an enriched or accelerated curricula for 100% of students in at-risk situations, along with reform strategies that will help all children meet or exceed the state performance standards through the use of Federal, State, and State Compensatory Education funds. The following funds will be coordinated to upgrade the entire educational program at Givens Early Childhood Center: ESEA Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A. State Compensatory Education Funds provide accelerated instructional activities for students who are considered at-risk. State Compensatory Education funds for 2016-2017 are \$_____; FTE = ____ *****Coordinate Federal, State, and Local resources and services to address Federal requirements**

Objective 2: At least 80% of English Language Learners will increase one or more **proficiency levels** in English

Goal 5: A highly effective, qualified staff representative of the community

Objective 1: All core classes (100%) will be taught by appropriately certified teachers; 100% of paraprofessionals with instructional duties will meet Highly Qualified requirements, and 100% of appropriately certified and highly qualified staff will be maintained

Objective 2: All instructional staff will receive high-quality, campus-based, and on-going professional development in areas determined by the campus needs assessment

Title I Schoolwide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a school wide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a school wide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (STAAR);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required school wide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of children who participate the academic assessments required by the State. Results, together with an explanation, will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the students' teachers for one-on-one parent-teacher conferences.

Federal, State, and Local Funding Sources

Federal funding sources that will be coordinated with State and Local funds to meet the needs of all students and upgrade the entire educational program on the campus are listed below. The intent and purpose of all coordinated funds will be met.

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

Federal Funding Sources	Allocation Amount	FTE(s)
Title I, Part A	84,097.00	
Title I, Part C (Migrant)	Reg. 8 SSA	
Title II, Part A (TPTR)	13,000.00	
Title III, Part A (LEP)	Reg. 8 SSA	
State Funding Sources	Allocation Amount	FTE(s)
Bilingual/ESL Allotment	District wide as needed	
High-Quality Prekindergarten Grant Program	\$82,447	0
State Compensatory Education (Supports Title I School wide Program funds)	306,065.00	11.5
Local Funding	Allocation Amount	FTE(s)
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	



T. G. Givens Mission Statement:

Through the cooperative efforts of a caring and competent staff, supportive parents, and an involved community, T. G. Givens Early Childhood Center will inspire learning by providing the highest quality of education to meet the individual needs of the whole child in a safe and nurturing environment.

School Philosophy:

We believe that T. G. Givens Early Childhood Center provides a nurturing climate where...

- Every child feels a sense of pride in accomplishments.
- Every child can learn.
- Every child is treated with dignity and respect.
- Every child learns to respect themselves and others.
- Every child feels successful.
- The whole child should be considered at all times with great emphasis on developing a positive self-esteem.
- Education should result in students becoming responsible citizens.
- Learning should touch every aspect of a child's life.

Planning and Decision Making Committee

Name	Position
Sheila Ensey	Prekindergarten Director
Amy Helms	Teacher
Kim Miller	Teacher
Carrie Brazeal	Teacher
Ashlyn Jones	Parent
Thadius Jones	Community Member
Leanna Bawcum	Community Member
Eddie Clement	Community/Business Owner
Paula Burns	Paraprofessional
Denise Kornegay (non-voting)	State and Federal Programs Director

Comprehensive Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met in June 2016, to revisit comprehensive needs assessment of the Givens Early Childhood Center in anticipation of developing the Campus Improvement Plan for school year 2016-2017. During the meeting, committee members discussed the strengths and needs of the school. Discussion focused on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. Efforts were made by the campus for more parents to participate in the survey. Overall the committee was pleased with the results of the survey and felt that participation was less than prior years. The committee discussed ways to boost participation for the upcoming year. One of the ideas was to possibly conduct surveys school events throughout the year. Sheila Ensey, campus director and Denise Kornegay from the Federal and State Programs office facilitated the meeting.

STUDENTS:

Schools in Texas today are judged primarily by the performance of their students on the State of Texas Assessments of Academic Readiness (STARR) attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the Every Student Succeeds Act. Other data were also considered when determining the strengths and needs of the students enrolled in the Givens Early Childhood Center including, but not limited to, academic and social and emotional needs of students. Students were taught and assessed primarily through the use of the Pearson – Scott Foresman Open the World of Learning state adopted curriculum. The school as a whole has shown significant growth in scores from the beginning of the year to the end of the year assessment.

School Profile:

Campus Demographics

T. G. Givens Prekindergarten is a full day program. At the fall PEIMS data collection, 113 students were enrolled in regular education and six students were enrolled in the Pre-School Program for Children with Disabilities (PPCD). Our school and staff demographics are represented in the charts below.

The demographics of students attending Givens Early Childhood Center as compared to the State of Texas are depicted in the following table:

Table 1—Student Demographics *2014-2015

Category	African American	Hispanic	White	Other	Low Income	ELL	At-Risk
Givens El.	21.1%	24.8%	36.3%	16.9%	94.7%	15.0%	47.8%
State	12.6%	52.0%	28.9%	6.4%	58.8%	18.2%	51.2%
Difference	+8.5%	-27.2%	+7.4%	+10.5%	+35.9%	-3.2%	-3.4%

**Source: 2014-2015 Texas Academic Performance Report*

Table 2—Staff Demographics*

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
Givens El.	0%	0.0%	87.5%	12.5%	0%	7.3 years
State	9.9%	25.6%	61.4%	2.5%	23.0%	7.5 years
Difference	+9.9%	-25.6%	+26.1%	+10.0%	+23.0%	-2 years

**Source: Academic Performance Report for school year 2014-2015*

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> Givens has a very diverse population which doesn't parallel the State of Texas demographics in ethnicity as well as the other categories included in the Texas Academic Performance Report (TAPR) for school year 2014-2015, the most recent data available at the time this report was prepared. 	<ul style="list-style-type: none"> White and African American students exceed by a fairly large percentage the State average as does the percentage of low-income families. The latter category presents special challenges for the staff at Givens as these students typically bring with them special needs that may require supplemental programs. 	<ul style="list-style-type: none"> Continue providing full day pre-kindergarten program for qualifying students Continue at risk schedule with small group instruction adding an additional half day devoted to students are in Tier 3 of academic development. Provide staff development in the areas of at risk learners in poverty

<i>Component</i>	<i>Strengths</i>	• Needs	<i>Action Plan</i> <i>Priorities for addressing needs</i>
Staff Quality, Recruitment, & Retention	<ul style="list-style-type: none"> • 40% of teachers at Givens fall in the category of 1-5 years' experience while the state average is 25.3% • 38.8% of the staff at Givens is made up of professional support staff. • Givens staff meets weekly in grade level professional learning communities to share ideas and plan for the coming weeks activities. 	<ul style="list-style-type: none"> • Minority students make up 1% of the student body, minority teachers represent only 43.9% • Focused staff development in the areas of: At risk learners, children in poverty and autism awareness • Add a counselor or professional staff to help with at risk and poverty students and their families. • Professional Needs Assessment indicated that Givens the following as the top 3 needs for the 2016-2017 school year: <ol style="list-style-type: none"> 1. Strategies for working with at risk students. 2. Understanding children with disabilities in the regular classroom. 3. Strategies for working with students of poverty. 	<ul style="list-style-type: none"> • Provide professional development and reflective feedback through the newly developed TTESS appraisal system for teachers. Provide reflective feedback on their practices and provide support in the areas identified as professional development needs. • Provide on-going researched-based professional development training to maintain teachers continue to 100% Appropriately Certified status. • Work with Paris ISD Human resource department to recruit and hire staff that is more representative of the Givens staff. • As a recruitment/retention incentive, the district offers free tuition for teachers' children.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • District provides adequate support by the Paris ISD elementary curriculum department. • District and State compensatory funds, Title 1 funds, and HB4 grant monies provide teachers with instructional materials needed. • District calendar allows for district wide curriculum and unit planning days for each nine week period. 	<ul style="list-style-type: none"> • Additional information and clarification of newly adopted state pre-k guidelines. • Use student performance data from formal and informal assessment to ensure students are kindergarten ready. • Ensure research based strategies are used to guide and drive teachers lesson planning. 	<ul style="list-style-type: none"> • Grade level meeting sessions targeting best practices provided by Children’s Learning Institute online professional development • Campus administration will ensure that the district’s curriculum is taught in every classroom with accommodations as needed for students below grade level. • Campus goal setting meetings will be held every nine weeks to ensure lesson planning and instructional delivery are aligned with prekindergarten guidelines. • Lessons should reflect the following: increased rigor, movement/music as well as, ample opportunities where multiple intelligences of instructional pedagogy is evident.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
Student Achievement	<ul style="list-style-type: none"> • Teachers frequently check school progress. • Ongoing assessment allows teachers to tailor their instruction to the needs of individual children as well as identify children who may require special help. • School readiness skills are taught and reinforced in Prekindergarten • Progress in CIRCLE testing is shown throughout the year. 	<ul style="list-style-type: none"> • Parent conferences held more frequently when students are not achieving at their potential. • Closing the gap for all students and at risk learners. • Prekindergarten classes will ensure that lesson planning, instructional delivery and center activities build language and extend children’s language to improve reading readiness skills. 	<ul style="list-style-type: none"> • Continue to provide for at risk instructional staff to ensure the learning gap is closed. • Continue to provide hands on and manipulative learning in pre-k classrooms • Monitor enrichment classes so they parallel the prekindergarten curriculum. • Conduct campus goal setting meetings that address concerns for at-risk students and interventions to use to bring students to grade level.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
School Culture & Climate	<ul style="list-style-type: none"> • Givens staff is professional, caring, and accessible to parents and to each other so that a family atmosphere is prevalent. • Social and emotional growth is ongoing and large part of our daily routine. • Weekly and monthly newsletters sent home with information and activities for parents and students. • Parent conferences conducted after the first nine weeks grading period and /or after OWL progress testing. 	<ul style="list-style-type: none"> • The greatest need among parents, according to the committee, is parenting training. Training should include how to give positive discipline to their child, dealing with stressful situations, and how to help students academically. • Parenting classes taught that help parents with parenting skills and school information. • Maintain the appearance of the building. Building needs paint and many leaks repaired. 	<ul style="list-style-type: none"> • Continue with campus wide theme where everyone is involved in planning and implementation of theme. • Work with PISD administration on the need for a counselor or Early Childhood Specialist to assist with teaching classes to parents. • Collaborate with Head Start staff to offer parenting classes to parents. • Use parent volunteers around the school for events and daily procedures. • Monitor progress of building appearance with PISD Maintenance department and PISD cabinet

<i>Component</i>	• Strengths	• Needs	<i>Action Plan</i> <i>Priorities for addressing needs</i>
School Context & Organization	<ul style="list-style-type: none"> • T.G. Givens has approximately 130 students with an average of 20 students in 8 classrooms. Each classroom has one teacher and one assistant. Our PPCD classroom had approximately 7 students with one teacher and one teaching assistant. The campus has one principal/director, one secretary and one registrar. • According to the campus survey parents feel that Givens is an inviting place to learn. • Parents feel that Givens is a safe and secure place for their child according to the parent survey. • PISD chief of police stationed at Givens campus • On-going communication with parents and community through weekly newsletters, articles in the Paris News, Social Media, and school website. 	<ul style="list-style-type: none"> • Training for teaching assistants on classroom management in the early childhood classrooms. • Communication consistent with parents on the school organization. • Ensure best practices for handling difficult students. 	<ul style="list-style-type: none"> • Research trainings and have Reg.8 speakers conduct trainings so all teachers and assistants can be involved. • Create a plan for children who are having difficulty in the classroom.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
Technology	<ul style="list-style-type: none"> • Paris ISD has a District Technology plan that is updated and reviewed yearly. • Technology devices, equipment, hardware and software are available and equitable for all staff. • Teachers have an available in district training and web based training available to all staff. 	<ul style="list-style-type: none"> • Ensure technology equipment stays up to date and in working order. • Ensure that equipment is being utilized by students. 	<ul style="list-style-type: none"> • Ongoing continued required staff development in the area of technology. • Technology work orders for quick response to technology issues. • Ensure that teachers and staff are sharing new websites and apps during grade level meetings. • Maintain technology tools are utilized in the classrooms for remediation or enrichment.
<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
Family & Community Involvement	<ul style="list-style-type: none"> • Numerous parents show up for school activities such as: field trips, musicals, grandparent's lunches, muffins for mom, donuts for dad etc. • Weekly newsletter sent home with information about school events and ways to help students. • Campus user friendly website is accessible to all parents. Givens also maintains a Facebook page where pictures are shared and updates are provided to parents. 	<ul style="list-style-type: none"> • Increase parent involvement for PTO. • More community involvement for community to help at our school. • Involve more parents at events 	<ul style="list-style-type: none"> • Continue special events where parents and family members can interact such as, grandparent's luncheons, class parties, field trips, donuts for dad and muffins for mom. • Research time when parents would be available for meetings or classes. • Provide a variety of activities for students and parents to ensure family engagement as outlined in the HB4 prekindergarten grant.

Programs and Services

T. G. GIVENS EARLY CHILDHOOD EDUCATION CENTER Campus Improvement Plan for 2016-2017

Strategic Goal #1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Objective #1: Maintain 90% attendance rate.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Continue schoolwide theme of “We Pave the Way” to keep students on the road to educational success. (Title 1 SW: 1)	Local funds	Prekindergarten Director	August 2016- June 2017	Documentation of use of theme in materials distributed	80% Students will be on track or proficient based on State adopted curriculum
2. Recognize, record, and award each student with perfect attendance; post pictures on Givens websites and social media pages and pass out trophies at the prekindergarten moving up ceremonies.	Local funds	Givens Parent Teacher Leadership Committee (PTLC) Classroom Teachers, Social Skills/ISS Teacher Assistant	End of each 9 weeks, end of year	Attendance records, list of trophies awarded at PK ceremonies	Goal of 90% attendance
3. Increase attention to absences. Implement Conscious Discipline strategies to decrease absences. Report truancy court charges regularly to ensure children feel safe and well cared for in attempt to decrease absences. (Title 1 SW:)	Local funds	Prekindergarten Director, Attendance Secretary	Monthly	Attendance records, Truancy Court letters	Goal of 90% attendance
4. Celebrate Prekindergarten students with highest and most improved 9-weeks attendance. Send home letters and school contracts to parents to acknowledge their part in getting their student to school daily.	Local funds	Prekindergarten Director	End of each 9 weeks	Attendance records, reward invoices	Goal of 90% attendance

Strategic Goal #1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Objective #2: Reduce discipline referrals by implementing Love and Logic, Conscious Discipline approach and providing additional time for ISS settings to concentrate on prevention.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Implement Love and Logic, Conscious Discipline, and Character Education.	Local funds	Special Services Staff, Prekindergarten director	Weekly	Class schedules	10% decrease in office referrals.
2. Implement Drug and Violence Ed Curriculum appropriate for prekindergarten students.	No cost	Classroom Teachers Prekindergarten Director	Weekly	Lesson plans, Red Ribbon Wk.	10% reduction in discipline referrals to the office or ISS teacher.
3. Provide emphasis on development of social skills in classroom, ARD committee, and ISS settings; provide additional/increased time for Social Skills/ISS teacher assistant to deal with prevention. (Title 1 SW: 2, 9)	Local budget	Social Skills/ISS Instructor, Classroom Teachers	Daily and Biweekly PK classes	Student attendance records, master schedule evaluation	10% decrease in discipline referrals
4. Increase opportunities for English Language Learner (ELL) students to interact with English-speaking students.	Local funds	Prekindergarten Director,	Weekly	Class schedules, class programs	5% increase in English on the End of the Year Bilingual testing
5. Ensure distribution of collected RtI data to Aikin and Justiss at end of prekindergarten to enhance student services. (Title 1 SW: 7)	No cost	Prekindergarten Director, Registrar, classroom teachers	End of year	Inclusion of data in moving-up records, Individual student data sheet.	100% of data distributed to Aikin and Justiss

Strategic Goal #1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Objective #3: Increase Truancy Court filings, in accordance with attendance records.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Use web management calling system to call parents when students are absent. (Title 1 SW: 6)	Local Budget	Pre-k Director, Campus Secretary, Classroom Teachers, Registrar	Daily	PEIMS Attendance Report	Attendance rate will exceed 90%
2. Utilize district truancy policy.	Local Budget	Pre-K Director, Campus Secretary, Registrar	Weekly	PEIMS Attendance Report	Attendance rate will exceed 90%
3. Continue to send out truancy letters and letters of concern as forms of documentation and reminders of unexcused absences.	Local Budget	Pre-K Director, Campus Secretary, Registrar	Each 9 weeks	PEIMS Attendance Report	Attendance rate will exceed 90%
4. Sign a parent –school compact at the beginning of the year with parents emphasizing the importance of school attendance.	Local Budget	Pre-k Director, Campus Secretary, Classroom Teachers, Registrar	Aug. 2016	PEIMS Attendance Report	Attendance rate will exceed 90%

Strategic Goal #1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Objective #4: Increase collaboration with community services to reduce disciplinary referrals.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Increase collaboration with outside counseling and Center for Psychological Development programs. (Title 1 SW: 9,10)	No cost for qualifying students	Pre-k Director, classroom teachers	Weekly	Lesson plans and Red Ribbon Week activities	10% decrease in discipline referrals

Strategic Goal #2: AN INFORMED AND INVOLVED COMMUNITY THAT ACTIVELY WORKS TOGETHER TO PROMOTE EDUCATION OF RECOGNIZED EXCELLENCE.

Objective #1: 85% of students are represented by parents/guardians who attend at least one conference and at least one campus activity during the year.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Provide parent conferences to discuss report cards and testing data. (Title 1 SW: 9)	Local Budget	Prekindergarten Director, Teachers,	End of 1st nine weeks and after testing periods	Teacher records of parent attendance	85% of parents attend conferences
2. Report individual assessment results to parents to ensure an understanding of academic and social needs and successes of individual students. (Title 1 SW: 6, 9)	No Cost	Teachers	After testing BOY, MOY, EOY	Report card, test results, conference schedules	100% of parents have received test results
3. Provide educational materials for parents to use at home with their children in an effort to link school and home learning. (Title 1 SW: 6)	Local, Title 1, HB 4 monies SCE	Classroom Teachers, Prekindergarten Director, Federal Programs director	As appropriate to student objective	Master set of materials sent home	5% increase for students to score on track or proficient based on State adopted curriculum assessment
4. Disseminate monthly campus newsletter.	Campus budget	Secretary, Prekindergarten Director	Monthly	Copies of campus newsletters	80% favorable response from end of year parent survey concerning communication.
5. Continue PTLC-hosted Fall Festival and Fun in the Sun Day as learning experiences for students and family engagement activities.	Local, Title I, HB4 monies PTLC budget	Prekindergarten Director, PTLC Festival Chairperson	October 2015 May 2016	Sign-in sheets	30% of families attend

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
6. Provide parent training through workshops and during parent/teacher meetings to better meet the needs of at risk students. (Title 1 SW: 6)	Special Education budget SCE, Bilingual/ESL, Title I, HB 4 Grant monies	Special Ed Social Worker, Bilingual/ESL Coordinator	4 times per year	Signature of parents	10% reduction in number of absences by participant's child
7. Present prekindergarten plays/musicals as family engagement activity. (Title 1 SW: 6)	Local, Title I, HB4 Grant monies	PreK-Teachers, At-Risk teacher, Prekindergarten Director	4 performances per year	Parent notifications	95% student participation in stage performance
8. Continue Prekindergarten Moving Up ceremonies.	PTLC budget, Local	Prekindergarten Director, Staff, PTLC	May/June 2016	Moving up program, schedule	85% parent attendance at moving up ceremony
9. Continue volunteer programs, which provide community member personnel to read to students in classrooms, donate books to students, and fund field trips. (Title 1 SW: 6)	No Cost to district Upper grade PISD students Givens PTLC, Kiwanis Club of Paris, Retired Teachers Assn., Community Volunteers	Prekindergarten Director, Clerical Staff	Varies according to group schedules	Participation sign-in sheets	2% increase in number of volunteers
10. Continue encouraging and providing for active Parent-Teacher Leadership Committee (PTLC), with teachers, parents and community members as members to ensure a knowledge and awareness of campus events.	No Cost	Prekindergarten Director	Meet each month	Agendas	2% increase in PTLC membership roster
11. Continue providing field trips and special guests to promote relevancy and vocabulary enrichment. Also to expand background knowledge, and enrich learning for all students. (Title 1 SW: 2)	Campus budget PTLC budget, Technology Budget, Special Education Budget, HB4 Grant monies	Prekindergarten Director, Staff, PTLC, Special Education Director, Teachers	As appropriate to curricula needs	Record of participation	80% favorable response from end of year parent survey concerning educational requirements.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
12. Create a parent folder to send home daily with information regarding school information. (Title 1 SW: 6)	Local budget	Classroom Teacher, Pre-Kindergarten Director	Daily	Teacher observation and documentation	80% favorable response from end of year parent survey concerning communication.
13. Continue PK Grandparents Day as a community and family engagement activity.	Local budget Prekindergarten Director account, PTLC	Prekindergarten Director, PK Teachers	September 2015, May 2016	Schedule	50% attendance
14. Continue to emphasize PISD public relationships and school social media to ensure positive image in the community.	No cost	Prekindergarten Director	Daily, weekly, monthly	Observation	2% enrollment increase.
15. Enhance ARD Committee decisions by promoting clear understanding of special services opportunities for identified students.	No cost	Special Services Director, Prekindergarten Director	As appropriate to need	ARD records	100% of students needs will be addressed and met through IEP goals.
16. Encourage parents to attend LPAC meetings; provide interpreters when needed.	No cost, Bil/ESL,	State/Federal Programs Director	As appropriate to need	LPAC records	80% favorable response from end of the year survey regarding quality educational programs.
17. Use community resource members to assist with curriculum enrichment during SET meetings and campus activities.	No cost	Prekindergarten Director, PISD elementary curriculum director, ESC	As appropriate to activity	Schedule-Calendar	2% increase in volunteers.
18. Provide parenting workshops/ materials and liaison services among parents, teachers, and school staff. Use parent questionnaires and surveys to determine workshop content. (Title 1 SW: 2,6)	Local budget, SCE, Title II	Prekindergarten Director, Head start staff, PISD Behavior Interventionist	Monthly	Parent attendance at all workshops will increase by 10%	Parent volunteer time increase by 2%

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
19. Provide parent communications in Spanish and English, as appropriate. (Title 1 SW: 6,7)	Local Budget, Bil/ESL	Bilingual Teachers	Each nine weeks	Copies of translated notices	5% increase in responses to end of year parent survey in the area of communication.
20. Continue awards system where volunteers are recognized for their service.	Local budget, PTLC	Prekindergarten Director	End of each semester	Volunteer participation records	100% of volunteers are awarded and or recognized.
21. Use campus web pages, newsletters, digital media and e-newsletters to provide constant communication between school and home. (Title 1 SW: 6,7)	Local budget	All Staff	Sept. 2015-June 2016	Campus parent survey	80% favorable response from end of year parent survey concerning communication.

STRATEGIC GOAL #3: IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS

Objective #1: Prepare 80% of students for passing STAAR at grade 3 by promoting mastery of State Adopted Curriculum Assessment subsets and campus designed beginning and end of the year testing.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Update and use compatible computer software for prekindergarten (at risk and on level) students to promote objective mastery.	SCE, Title 1, HB4 grant monies and Local Budget	Prekindergarten Director, Classroom Teachers, Technology staff, State/Federal Programs Director	Aug. 2016- May 2017	Classroom observation, lesson plans	80% of students will be on track or proficient based on State adopted curriculum assessment
2. Continue using computer literacy professional development for Prekindergarten students to help all students including at risk. (Title 1 SW: 2,4)	SCE, Local Budget, Title 1, Title II	State/Federal Programs Director, Campus Technology Coordinator	Dec. 2016 and May 2017	Purchase orders	80% Students will be on track or proficient based on State adopted curriculum
3. Update equipment and software prior to integrating technology into classroom instruction in order to better accommodate all students learning ability.	SCE, Title 1 and Local budget	State/Federal Programs Director, Campus Technology Coordinator	Dec. 2016 and May 2017	Purchase orders, lesson plans, classroom observations	80% Students will be on track or proficient based on State adopted curriculum
4. Conduct Beginning-of-Year, Middle-of-Year, and End-of-Year testing for Prekindergarten and use data to inform instruction. (Title 1 SW: 1,2,7,)	Title 1, HB4 Grant monies and Local Budget	Prekindergarten Director, Classroom Teachers	Dec. 2016 and May 2017	Student test records	90% of students show improvement.
5. Provide breakfast in the classrooms to ensure a smooth transition from home to school and allow increased learning time for all students. (Title 1 SW: 2,9)	Local Budget	Prekindergarten Director, Classroom teachers, Classroom teaching assistants	Daily throughout school year 2016-2017	Teacher and parent feedback through evaluations and surveys	

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
6. Identify and serve English language learners with a certified ESL or Bilingual teacher	Bilingual/ESL budget, Local budget, Title I, Title III, SCE	Classroom Teachers, State/Federal Programs Director, LPAC, ESL Teacher, Bilingual Teacher, Bilingual/ESL Coordinator	Dec. 2016 and May 2017	LPAC records, PEIMS, ESL/Bilingual classes attendance records, ESL annual review	80% improvement and gain on Pre-IPT testing.
7. Assist Prekindergarten students in their transition to Kindergarten. (Title 1 SW: 7)	Local budget	Elementary Schools & Prekindergarten Directors	May 2017	Schedule of campus visitations & Prekindergarten Director meetings	80% favorable response from end of year parent survey concerning communication.
8. Include teachers in decisions regarding data disaggregation and the use of assessments to inform instruction. (Title 1 SW: 3,7)	No cost	Prekindergarten Director, Classroom teachers	May 2017	Schedule of meeting to review, evaluate, and vote on assessment instrument as needed	100% participation of teachers during end of year teacher surveys
9. Provide time for grade-level planning meetings to ensure collaboration amongst teachers and curriculum alignment. (Title 1 SW: 3)	Local Budget	Prekindergarten Director. Classroom teachers	One day each week will be set aside for grade level planning	Master schedule	80% favorable response from end of year teacher survey concerning classroom planning.
10. Ensure consistency and fidelity in interventions for RtI students.	Special Education budget, SCE, Local budget, Title I, Title II	Special Education Director, Prekindergarten Director, Federal Programs Director	Weekly grade level meeting and campus goal setting meetings	List of interventions	20% improvement in RtI student scores
11. Continue using Thinking Maps lessons to promote critical thinking and questioning in the classroom.	No cost TI AYP 10% Set-aside funds	Prekindergarten Director	Ongoing monthly requirements	Observation and training records, lesson plans	80% Students will be on track or proficient based on State adopted curriculum
12. Use Response-to-Intervention (RtI) programs/strategies prior to recommending students for Special Education screening.	IDEA-B funds SCE funds Local budget Title I	Prekindergarten Director, Special Education Director, Behavior Intervention Staff,	Ongoing based on student needs, May 2017	Committee meetings, counseling data, list of program interventions used	100% of students who are recommended for SPED will have RTI documentation.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
13. Expand Response to Intervention (RtI) activities to include multiple intervention-team planning sessions for students with at-risk behaviors and special needs. (Title 1 SW: 7,8)	No cost	Prekindergarten Director, Special Education Staff, Behavior Intervention Staff	Weekly grade level meeting and campus goal setting meetings	Schedule of meetings	5% Reduction in number of students sent to ISS
14. Ensure distribution of collected RtI data to Aikin and Justiss at end of prekindergarten. (Title 1 SW: 7, 8)	No cost	Prekindergarten Director, Registrar	May 2017	Inclusion of data in moving up records	100% of materials will be sent to Aikin and Justiss.
15. Provide staff development using current technology to increase use of technology in content areas through sharing best practices. (Title 1 SW: 3,7)	Local budget, Title 1, Title II, SCE and HB4 Grant monies	Technology Coordinator/Contact, State/Federal Program Director	Weekly grade level meeting and campus goal setting meetings	Schedule	20% increase in on target scoring based on campus STAR chart.
16. Continue to add classroom computers to increase student access for all learners including at risk learners. (Title 1 SW: 9)	Local budget, SCE, Title 1	Technology Coordinator/Contact State/Federal Program Director	Weekly grade level meeting and campus goal setting meetings	Implementation schedule	10% decrease in at risk learners from the beginning of the year to the end of the year.
17. Provide time off for teachers to attend professional development relevant to specific content needs. (Title 1 SW 3,4)	Local budget, Title 1, Title II, SCE and HB4 Grant monies	Special Education Director, Prekindergarten Director, Federal Programs Director	Ongoing based on student and teacher needs, May 2017	Schedule, teacher's professional development documentation, TTESS meetings.	

STRATEGIC GOAL #4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective #1: To provide effective instructional strategies and/or programs that provide an enriched or accelerated curricula for 100% of students in at-risk situations, along with reform strategies that will help all children meet or exceed the state performance standards through the use of federal, state, and state compensatory education funds. The following funds will be coordinated to upgrade the entire educational program at Givens Early Childhood Education: ESEA, Title I, Part C; Title II, Part A; and Title III, Part A. The intent and purpose of all coordinated funds will be met. State Compensatory Education funds provide accelerated instructional activities for students who are in at-risk situations. The funds for the school year 2015-2016 are **\$29,517** and FTE=0

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Conduct comprehensive needs assessment and utilize data to work collaboratively with teachers, paraprofessionals, community members, and parents to create a campus plan. (Title 1 SW: 1,8)	SCE funds, Local funds	Prekindergarten Director, State/Federal Programs Director, Campus Planning Team, School Effectiveness Team	May 2017	SET agenda, campus planning results, test results, attendance, discipline reports	100% of teachers will participate in Comprehensive needs assessment and 30% of parents.
2. Continue full-day Prekindergarten to ensure readiness for the kindergarten school readiness. (Title 1 SW: 7)	Campus budget, Local funds	Prekindergarten Director	Aug. 2016- June 2017	Report card grades, test results,	85% Students will be on track or proficient based on State adopted curriculum assessment
3. Continue to provide: <ul style="list-style-type: none"> • 6 prekindergarten teacher assistants (1 per teacher) • 1 bilingual teacher assistants for Prekindergarten Classroom instructional teacher assistants assist teachers, reduce student-teacher ratio, and assist with small-group activities. (Title 1 SW: 5)	Bilingual/ESL funds Local funds	Prekindergarten Director	Dec. 2016 May 2017	Report card grades, State adopted curriculum assessments	85% Students will be on track or proficient based on State adopted curriculum assessment

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4. Continue with C.A.T.S (Children Achieving To Success) - a pull-out program for students in need of academic and social/emotional assistance in a small group setting. (Title 1 SW: 2,9)	Local funds, SCE funds, HB 4, Title 1	Prekindergarten Director, State/Federal Programs Director, Intervention teacher	Report card testing and CIRCLE testing, teacher observation	Report card grades, State adopted curriculum assessments, informal teacher assessments	85% Students will be on track or proficient based on State adopted curriculum assessment
5. Continue to provide library and literacy services.	Local funds	Prekindergarten Director, campus enrichment teacher	Aug. 2016-May 2017	Number of books checked out	End of year library report shows 2% increase in book circulation.
6. Continue to provide supplemental library books, software, equipment, instructional materials, subscriptions, technology equipment for all students including those who are in need of academic assistance. (Title 1 SW: 2,9)	SCE funds, local funds, Title 1, HB 4 monies	Prekindergarten Director, Federal Programs Director	Dec. 2016 May 2017	Report card grades	80% Students will be on track or proficient based on State adopted curriculum assessment
7. Provide supplemental instructional supplies/ materials, equipment, software, hardware to enhance instruction equipment for all students including those who are in need of academic assistance. (Title 1 SW: 9)	SCE, Local funds, Title 1, HB 4 monies	SET, Prekindergarten Director, State/Federal Programs Director	Dec. 2016 May 2017	Report card grades	80% of students will be on track or proficient based on State adopted curriculum assessment
8. Provide field trips as an integral part of the prekindergarten curriculum.	Givens PTLC, Local Budget, Prekindergarten Director Account, HB 4 monies	Prekindergarten Director	Dec. 2016 May 2017	Schedule of field trips tied to the curriculum	80% Students will be on track or proficient based on State adopted curriculum assessment

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
9. Continue to allow employees children to attend prekindergarten without paying tuition as an incentive to attract and retain highly qualified personnel. (Title 1 SW: 5)	Local	District superintendent	Throughout SY 2916-2017	PEIMS Data report on non-qualifying students	
10. Conduct family employment surveys to identify, recruit, and provide services to Migrant students.	Title 1, Part C	Migrant Coordinator	Upon registration or as appropriate	Employment survey, Certificate of Eligibility	100% of migrant students identified and served
11. Provide physical education/physical fitness/active recess programs to address childhood obesity.	Local budget	Prekindergarten Director, PE Teacher	Daily	Schedule	75% of students will show improved motor coordination by the end of the year report card.
12. Provide additional inclusion support in Prekindergarten classrooms with appropriate staff development.	Special Ed budgets	Special Ed Director, Prekindergarten Director	Dec. 2016 May 2017	Inclusion schedules	2% reduced number in PPCD, increased number in inclusion
13. Provide a continuum of placement options for students with disabilities and supplies and materials to equip classroom learning environment.	Special Education budget, Local budget	Special Education Director, Prekindergarten Director, Staff	Daily	PEIMs records, RtI records	2% reduced number in PPCD, increased number in inclusion
14. Continue to follow a plan to ensure that all Prekindergarten Guidelines assigned to grade level are taught. Coordinate vertically with kindergarten teachers so that teachers stay in their lane. (Title 1 SW: 1,8, 7)	Local Budget, HB 4, Title I	Prekindergarten Director	Dec. 2016 May 2017 during teacher TTESS evaluations, and walk throughs	Lesson plans and units centered around research-based planning and instruction	80% of students will be on track or proficient based on State adopted curriculum assessment

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
15. Monitor activities of PBMAS for special education students.	No cost	Prekindergarten Director	Dec. 2016 May 2017	Track student enrollment	100% students served under accountability guidelines
16. Provide services to foster children at T. G. Givens (Title 1 SW: 9,10)	Local SCE Bilingual/ESL Title II, Part A Title III, ESC 8 Shared Services Arrangement	State/Federal Programs Director Principal Foster Care Liaison	Aug. 2016 and during enrollment	Credit check lists Home visits Family survey Student Assessment results Student report card grades Attendance	10% increase in foster student achievement on state adopted curriculum assessment
17. Provide services to homeless children at T. G. Givens. (Title 1 SW: 7,10)	Local, SCE, Bilingual/ESL, Title II, Part A Title III, ESC 8 Shared Services Arrangement	State/Federal Programs Director Principal Foster Care Liaison	Aug. 2016 and during enrollment	Credit check lists Home visits Family survey Student Assessment results Student report card grades Attendance	10% increase in homeless student achievement on state adopted curriculum assessment
18. Partner with local department of safety office to inform and assist parents and families with proper car seat safety requirements. (Title 1 SW: 10)	Local	Prekindergarten director, Paris ISD chief of safety and security	Aug. 2016 during enrollment	Sign in sheets from training	

STRATEGIC GOAL #4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM

Objective #1: 80% of the English language learners will increase one or more proficiency levels in English.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Identify and serve English language learners with a certified Bilingual or ESL teacher and appropriate materials. (Title 1 SW: 6)	ESL/Bilingual budget, local, SCE, Title III, Title II, Title I	State/Federal Programs Director, LPAC, ESL Teacher, Bilingual Teacher, Bilingual/ESL Coordinator	Upon enrollment	Enrollment records	100% students served, unless signed denials

STRATEGIC GOAL #5: A HIGHLY AND EFFECTIVE QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY

Objective #1: 100% of core classes will be taught by Appropriately Certified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements, and 100% Appropriately Certified staff will be maintained.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Recommend to hire/employ teachers and instructional teacher assistants who are Appropriately Certified and child-centered. (Title 1 SW: 4,5)	No cost	Prekindergarten Director, PISD human resource department	As appropriate to need	Personnel files, Campus roster	100% instructional teacher assistants will be Appropriately Certified on the NCLB Appropriately Certified Report
2. Provide certified teachers to supervise instructional teacher assistants. (Title 1 SW: 3,4)	Local budget	Prekindergarten Director, State/Federal Programs Director, SET	As appropriate to need	Teacher observations	90% of teachers will receive exceeds expectations and clearly outstanding ratings on EOY evaluations
3. District personnel attend recruiting fairs to recruit Appropriately Certified teachers. (Title 1 SW: 5)	Local budget Title II, Part A	Assistant Superintendent for Human Resources, Prekindergarten Directors	As scheduled	Schedule of events attended	100% personnel hired will be Appropriately Certified on NCLB Appropriately Certified Report

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>4. Reimburse teachers for certification testing/fees, etc., for teachers to become Appropriately Certified, pay professional development fees for teacher assistants to pass proficiency test as funds are available. (Title 1 SW: 3,4,5)</p>	<p>Title II, Part A- as funds allow</p>	<p>State/Federal Programs Director, Prekindergarten Director</p>	<p>October 2015; May 2016</p>	<p>Memos to teachers requiring training, testing, certification</p>	<p>100% teachers and teacher assistants will be Appropriately Certified on NCLB Appropriately Certified Report</p>
<p>5. Actively recruit Appropriately Certified minority teachers to achieve a balance of minority teachers to minority students. (Title 1 SW: 5)</p>	<p>Local budget, Title IIA</p>	<p>Assistant Superintendent for Human Resources, Prekindergarten Director</p>	<p>Spring semester or as needed</p>	<p>Schedule</p>	<p>100% teachers and teacher assistants will be Appropriately Certified on NCLB Appropriately Certified Report</p>
<p>6. Provide a yearly stipend for bilingual teachers/assistants and ESL teachers/assistants, with teachers paid above state base. (Title 1 SW: 5)</p>	<p>Local budget, Bilingual/ESL funds</p>	<p>State/Federal Program Director</p>	<p>September 2015- August 2016</p>	<p>Stipend schedule</p>	<p>100% of staff will be appropriately certified and hold a special language endorsement</p>
<p>7. Assign a mentor to all first-year teachers and staff new to the campus. (Title 1 SW: 5)</p>	<p>Local budget</p>	<p>Prekindergarten Director</p>	<p>August- June</p>	<p>Mentor schedule</p>	<p>Score of Proficient for 1st year teachers on TTESS</p>

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
<p>8. The school will only recruit and hire core academic subject area teachers who meet the Appropriately Certified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <p>A. Instruction in core academic subject area classes will only be provided by teachers who are Appropriately Certified.</p> <p>B. The school will provide high-quality, on-going professional development activities to retain Appropriately Certified teachers. Teachers will be involved in selecting professional development activities.</p> <p>The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. (3)</p>	Local funds	Principal SBDM Committee	As needed	Interviews conducted	100% core academic classes taught by APPROPRIATELY CERTIFIED teachers, 100% paraprofessionals meet NCLB requirements

STRATEGIC GOAL #5: A HIGHLY AND EFFECTIVE QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY

Objective #2: 100% of teachers, Prekindergarten Directors, support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus-based, and on-going professional development in areas determined by the campus needs assessment.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Provide high quality, research-based staff development to better the educational knowledge and skill base of campus staff. (Title 1 SW: 4)	Title II, Part A SCE Local budget BIL/ ESL, Title III	Prekindergarten Director, State/Federal Programs Director, SET	As appropriate to need	PDAS and walk-through observations	80% of students will be on track or proficient based on State adopted curriculum assessment
2. Continue general and specialized staff development for all campus staff, including Special Education and Bilingual/ESL teachers and instructional assistants. (Title 1 SW: 4)	Special Education budget, Bilingual/ESL budget, technology budget, Local budget, Title II, SCE	Prekindergarten Director, Special Ed Director, Bilingual/ESL Coordinator, Technology Specialist, Classroom Teacher	As needed and during designated staff development days	Observation and record of participation	90% of teachers will participate in staff development.
3. Provide targeted staff development to meet the needs of teacher assistants.	Title II, Part A SCE Local budget	Prekindergarten Director, Region VIII ESC Staff	As needed	Record of participation	5% increase in numbers of exceeds expectations and clearly outstanding ratings on EOY evaluations

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4. Provide high quality, research-based professional development to recruit and retain teachers, teacher assistants, pupil services personnel, Prekindergarten Director and other staff by providing opportunities to participate in District, Education Service Center, and other workshops, conferences, site visits to strengthen core academic subject areas and better meet diverse needs of students.	SCE Title II, Part A Elementary Education budget Bilingual/ESL funds Title III, Part A Local budget	Prekindergarten Director, SET, State/Federal Programs Director, Bilingual/ESL Coordinator, Reading Consultant	Each semester and during designated staff development days	Expenditure of funds, records of attendance, purchase orders documenting attendance	5% increase in numbers of exceeds expectations and clearly outstanding ratings on EOY evaluations
5. Provide professional development for instructional assistants to pass proficiency tests. (recruitment/ retention incentive), as funds are available	Title II, Part A	Prekindergarten Director, State/Federal Programs Director	Monthly	Schedule	5% increase in test passing rates for district staff
6. Provide contracted services/fees for supplemental programs and services/staff development. (Title 1 SW: 4)	SCE, Title II, Part A	State/Federal Programs Director	As needed, August-June	Schedule	5% increase in improved test scores
7. Provide professional development on the use RtI and inclusion.	Title I, Title II, Part A, SCE Local budget	Prekindergarten Director, Federal Programs Director	August-June	Schedule	100% RtI fully implemented
8. Continue follow-up staff development for existing programs during and after school.	Title 1, Title II, Part A Local budget SCE	State/Federal Program Director	August-June	Schedule	100% of training events provide for follow-up during upcoming staff development
9. Assign a mentor to all first-year teachers and staff new to the campus. (Title 1 SW: 5)	Local budget	Prekindergarten Director	August-June	Mentor schedule	80% of PDAS summative conference data will be proficient

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
10. Use paraprofessionals to reinforce direct instruction provided by the regular classroom teacher by working with small groups or one-on-one instruction.	Local budget	Prekindergarten Director	August-June	Staff schedules Lesson plans	80% of students will be on track or proficient based on State adopted curriculum assessment
11. Continue to coordinate with the Head Start program with the regular education program.	Local budget, HB 4 monies	Prekindergarten Director	August-June	Period meetings with both staffs	20% of staff development and training will take place in conjunction with head start teachers.
12. Involve the Head Start teachers in professional development activities provided by Paris ISD.	Title I, Part A AYP 10% Set-aside Title II, Part A Local budget	Prekindergarten Director	August-June	Training schedule Attendance records	20% of staff development and training will take place in conjunction with head start teachers

Attachment A: AEIS Data for the Needs Assessment

NOTE: T. G. Givens Early Childhood Education Center does not participate in the State of Texas Assessments of Academic Readiness (STARR) testing since these tests are not administered until grade 3. T. G. Givens serves only prekindergarten students.

Attachment B: State At-Risk Student Eligibility Criteria

A Student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of Limited English Proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Attachment C: Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Paris Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the Paris Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.