



T. G. Givens Early Childhood Center



Campus Improvement Plan 2015-2016



**Schoolwide Theme: “Everyone’s a Happy Camper
at T. G. Givens !”**

**Date of School Board Approval
Oct. 19th, 2015**

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 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 Strategic Goals

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

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

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

Goal 4: Resources to provide an exemplary educational program

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

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	

No Child Left Behind Performance Goals

- Goal 1. **By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- Goal 2. **All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- Goal 3. **By 2015-2016, all students will be taught by highly qualified teachers.**
- Goal 4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- Goal 5. **All students will graduate from high school.**

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

Program/Funding Source		
Federal Programs		
Program	Allocation Amount	FTE(s)
Title I, Part A		
Title I, Part C (Region 8 Migrant Cooperative)	Reg. 8 SSA (dependent on enrolled Migrant students)	0
Title II, Part A (TPTR)	\$12,000	0
Title III, Part A (LEP)	Reg. 8 SSA	0
State Programs/Funding Source		
State Compensatory Education	\$17,517	0

(Supports Title I School wide Program funds)		
Gifted Education		
Special Education		
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
ESL	ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

NOTES:

The highly qualified teacher requirement is found under Strategic Goal #5, Objective #1, Activity #1 on page 23 of this plan.

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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

Givens Early Childhood Center Campus Improvement Plan

Board of Trustees

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

Name	Position
Sheila Ensey	Prekindergarten Director
Marilyn Smith	Teacher
Kim Miller	Teacher
Carrie Brazeal	Teacher
Jasmine Martinez	Parent
Thadius Jones	Community Member

Comprehensive Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met in June 2015, to revisit comprehensive needs assessment of the Givens Early Childhood Center in anticipation of developing the Campus Improvement Plan for school year 2015-2016. During the meeting, committee members discussed the strengths and needs of the school. Discussion focused on eight areas: Demographics, student achievement, school culture and climate, family and community involvement, staff quality recruitment and retention, curriculum instruction and assessment, school context and organization and technology. 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 parent involvement survey. Overall the committee was pleased with the results of the survey and felt that even though there was more participation than last year they would like to attract more participants. 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 No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. 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, commercially developed instruments, locally developed teacher-made tests, and the professional opinion of the staff. Teachers used the Data to improve both 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.

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 *2013-2014

Category	African American	Hispanic	White	Other	Low Income	ELL	At-Risk
Givens El.	32.0%	17.2%	44.5%	6.3%	93.0%	7.0%	57.0%
State	12.7%	51.8%	29.4%	6.1%	60.2%	17.5%	49.9%
Difference	+19.3%	-34.6%	+15.1%	+.2%	+32.8%	-10.5%	-7.1%

*Source: 2013-2014 Texas Academic Performance Report

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
Demographics	<ul style="list-style-type: none"> Givens has a very diverse population and it doesn't parallel the State of Texas Givens is above state average in ethnicity and at risk, and low income students. 	<ul style="list-style-type: none"> Assure the needs of all students are being met Work with at risk teacher to ensure students are growing not just academically but socially as well. 	Continue providing full day PreKindergarten program for qualifying students *Continue at risk schedule with small group instruction *Provide staff development in the areas of at risk learners in poverty

Table 2—Staff Demographics*

Givens enjoys a staff of fairly new teachers. For many years Givens was fortunate to have a staff of teachers who had 20 years of experience. The majority of the staff is now made up of teachers who have 7 years of experience which parallels the state demographic. See Table 2—Staff Demographics.

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
Givens El.	0%	6.7%	80%	13.3%	0%	7.1 years
State	9.6%	25.2%	62.3%	3.0%	23.0%	7.6 years
Difference	+9.6%	-18.5%	+17.7%	+10.3%	+17.3%	-.5 years

*Source: Academic Performance Report for school year 2013-2014.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan 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 	<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 	<ul style="list-style-type: none"> Provide professional development for teachers and reflective feedback on their practices and provide support in the areas identified as professional development needs. Work with Paris ISD Human resource department to recruit and hire staff that is more representative of the Givens students.

	activities.	indicated that Givens has the following as the top 3 needs for the 2015-2016 school year: 1. Strategies for working with students of poverty 2. Strategies for working with at risk students 3. Instructional strategies such as Marcia Tate (Brain Research)	
<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan</i> <i>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 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 state prekindergarten guidelines. • Use student performance data from formal and informal assessment to ensure students are kindergarten ready. 	<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.
<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan</i> <i>Priorities for addressing needs</i>
Student Achievement	<ul style="list-style-type: none"> • Teachers frequently check student 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 OWL 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. 	<ul style="list-style-type: none"> • Continue to provide staff training for at risk instructional staff to ensure the learning gap is closed. • Continue to provide hands-on and manipulative learning in Prekindergarten classrooms • Monitor enrichment classes so they parallel the Prekindergarten curriculum.

<i>Component</i>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
School Culture and 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>	<i>Strengths</i>	<i>Needs</i>	<i>Action Plan Priorities for addressing needs</i>
School Context & Organization	<ul style="list-style-type: none"> • 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.
<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 attend 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 given to parents. 	<ul style="list-style-type: none"> • Increase parent involvement for PTO. • More community awareness 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 grandparents luncheons, class parties, field trips, donuts for dad, and muffins for mom. • Research time when parents would be available for meetings or classes.

Programs and Services

T. G. GIVENS EARLY CHILDHOOD EDUCATION CENTER Campus Improvement Plan for 2015-2016

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.	Local funds	Prekindergarten Director	Monthly	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 in Givens cafeteria 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 PRE-KINDERGARTERNIN DERGARTERN ceremonies	Maintain 90% attendance
3. Increase attention to absences. Implement Conscious Discipline strategies to decrease absences. Report truancy Court charges regularly.	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 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 Week	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 more time for Social Skills/ISS teacher assistant to deal with prevention.	Local budget	Social Skills/ISS Instructor, Classroom Teachers	Daily and Biweekly prekindergarten classes	Student attendance records	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.	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.	Local Budget	Prekindergarten Director, Campus Secretary, Classroom Teachers, Registrar	Daily	PEIMS Attendance Report	Attendance rate will exceed 90%
2. Utilize district truancy policy.	Local Budget	Prekindergarten 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	Prekindergarten Director, Campus Secretary, Registrar	Each 9 weeks	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.	No cost for qualifying students	Prekindergarten 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.	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.	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.	Campus budget-funds available 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.	Campus budget PTLC budget	Prekindergarten Director, PTLC Festival Chairperson	October 2015, May 2016	Sign-in sheets	30% of families attend
6. Provide parent training through workshops and during parent/teacher meetings to better meet the needs of at risk students.	Special Education budget SCE, Bilingual/ESL	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.	Campus budget	Prekindergarten teachers, ISS Instructor, Prekindergarten Director	4 performances per year	Parent notifications	95% student participation in stage performance
8. Continue Prekindergarten Moving Up ceremonies.	PTLC budget, Campus budget	Prekindergarten Director, Staff, PTLC	May/June 2016	Moving up program, schedule	85% parent attendance at moving up ceremony

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
9. Continue volunteer programs, which provide personnel to read to students in classrooms, donate books to students, and fund field trips.	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 as members.	No Cost	Prekindergarten Director	Meet each month	Agendas	2% increase in PTLC membership roster
11. Continue providing field trips to promote relevancy and vocabulary enrichment. Also to expand background knowledge, and enrich learning for all students.	Campus budget PTLC budget, Technology Budget, Special Education Budget	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.
12. Continue Library Book Backpack program.	Kiwanis Club of Paris Local budget	Librarian	Twice a week	Schedule	80% of kids continually bring back library books and backpacks per library report
13. Create a parent folder to send home daily with information regarding school information	Local budget	Classroom Teacher, Prekindergarten Director	Daily	Teacher observation and documentation	80% favorable response from end of year parent survey concerning communication.
14. Continue Pre-Kindergarten Grandparents Day and Camping Fun Day.	Local budget Prekindergarten Director account, PTLC	Prekindergarten Director, Prekindergarten Teachers	September 2015, May 2016	Schedule	50% attendance
15. Continue to emphasize PISD public relationships to ensure positive image in the community.	No cost	Prekindergarten Director	Daily, weekly, monthly	Observation	2% enrollment increase.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
16. 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.
17. 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.
18. Use community resource members to assist with curriculum enrichment.	No cost	Prekindergarten Director, PISD elementary curriculum director, ESC	As appropriate to activity	Schedule-Calendar	2% increase in volunteers.
19. Provide parenting workshops/ materials and liaison services among parents, teachers, and Prekindergarten Directors.	Local budget, SCE, Title II	Prekindergarten Director	Monthly	Parent attendance at all workshops will increase by 10%	Parent volunteer time increase by 2%
20. Provide parent communications in Spanish and English, as appropriate.	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.
21. 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.
22. Use campus web pages, newsletters, digital media and e-newsletters to provide constant communication between school and home.	Local budget	All Staff	Monthly	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 and Local Budget	Prekindergarten Director, Classroom Teachers, Technology staff, State/Federal Programs Director	As needed	Classroom observation, lesson plans	80% of students will be on track or proficient based on State adopted curriculum assessment
2. Continue using computer literacy training for Prekindergarten students to help all students including at risk.	SCE, Local Budget, Title II	State/Federal Programs Director, Campus Technology Coordinator	Each semester	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 and lab instruction in order to better accommodate all students learning ability.	SCE and Local budget	State/Federal Programs Director, Campus Technology Coordinator	Each semester	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.	Local Budget	Prekindergarten Director, Classroom Teachers	Each semester	Student test records	90% of students show improvement.
5. Identify and serve English language learners with a certified ESL or Bilingual teacher	Bilingual/ESL budget, Local budget, Title III, SCE	Classroom Teachers, State/Federal Programs Director, LPAC, ESL Teacher, Bilingual Teacher, Bilingual/ESL Coordinator	Each nine weeks	LPAC records, PEIMS, ESL/Bilingual classes attendance records, ESL annual review	80% improvement and gain on Pre-IPT testing.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
6. Assist Prekindergarten students in their transition to Kindergarten.	Local budget	Elementary Schools & Prekindergarten Director	Spring semester	Schedule of campus visitations & Prekindergarten Director meetings	80% favorable response from end of year parent survey concerning communication.
7. Include teachers in decisions regarding data disaggregation and the use of assessments to inform instruction.	No cost	Prekindergarten Director, Classroom teachers	Each semester	Schedule of meeting to review, evaluate, and vote on assessment instrument as needed	100% participation of teachers during end of year teacher surveys
8. Provide time for grade-level planning meetings.	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.
9. Ensure consistency and fidelity in interventions for RtI students.	Special Education budget, SCE, Local budget, Title II	Special Education Director, Prekindergarten Director, Federal Programs Director	As appropriate	List of interventions	20% improvement in RtI student scores
10. 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
11. Use Response-to-Intervention (RtI) programs/strategies prior to recommending students for Special Education screening.	IDEA-B funds SCE funds Local budget	Prekindergarten Director, Special Education Director, Behavior Intervention Staff,	Ongoing based on student needs, end of year	Committee meetings, counseling data, list of program interventions used	100% of students who are recommended for SPED will have RTI documentation.
12. Expand Response to Intervention (RtI) activities to include multiple intervention-team planning sessions for students with at-risk behaviors and special needs.	No cost	Prekindergarten Director, Special Education Staff, Behavior Intervention Staff	As needed	Schedule of meetings	5% Reduction in number of students sent to ISS
13. Ensure distribution of collected RtI data to Aikin and Justiss at end of prekindergarten.	No cost	Prekindergarten Director, Registrar	End of year	Inclusion of data in moving up records	100% of materials will be sent to Aikin and Justiss.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
14. Provide staff development using current technology to increase use of technology in content areas through sharing best practices.	Local budget, Title II, SCE	Technology Coordinator/Contact, State/Federal Program Director	As needed	Schedule	20% increase in on target scoring based on campus STAR chart.
15. Continue to add classroom computers to increase student access for all learners including at risk learners.	Local budget, SCE	Technology Coordinator/Contact State/Federal Program Director	As needed	Implementation schedule	10% decrease in at risk learners from the beginning of the year to the end of the year.

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.	SCE funds, Local funds	Prekindergarten Director, State/Federal Programs Director, Campus Planning Team, School Effectiveness Team	May 2016	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.	Campus budget, Local funds	Prekindergarten Director	Monthly	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 assistant for Prekindergarten Classroom instructional teacher assistants assist teachers, reduce student-teacher ratio, and assist with small-group activities. 	Bilingual/ESL funds Local funds	Prekindergarten Director	End of each Semester	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.	Local funds, SCE funds	Prekindergarten Director, State/Federal Programs Director	Report card testing and OWL testing	Report card grades, State adopted curriculum 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	Monthly	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.	SCE funds, local funds	Prekindergarten Director, Federal Programs Director	End of each semester	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. .	SCE, Local funds	SET, Prekindergarten Director, State/Federal Programs Director	End of each semester	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	Prekindergarten Director	Each semester	Schedule of field trips tied to the curriculum	80% Students will be on track or proficient based on State adopted curriculum assessment
9. 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
10. Provide physical education/physical fitness/active recess programs to address childhood obesity.	Local budget	Prekindergarten Director, Assistant PE Teacher	Daily	Schedule	75% of students will show improved motor coordination by the end of the year report card.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
11. Provide additional inclusion support in Prekindergarten classrooms with appropriate staff development.	Special Ed budgets	Special Ed Director, Prekindergarten Director	Each semester	Inclusion schedules	2% reduced number in PPCD, increased number in inclusion
12. 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
13. Continue to follow a plan to ensure that all Prekindergarten Guidelines assigned to grade level are taught. Coordinate vertically so that teachers stay in their lane.	Local Budget	Prekindergarten Director	Each semester, during teacher evaluations	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
14. Monitor activities of PBMAS for special education students.	No cost	Prekindergarten Director	Each semester	Track student enrollment	100% students served under accountability guidelines
15. Provide services to foster children at T. G. Givens	Local SCE Bilingual/ESL Title II, Part A Title III, ESC 8 Shared Services Arrangement	State/Federal Programs Director Principal Foster Care Liaison	Beginning of school year 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
16. Provide services to homeless children at T. G. Givens	Local, SCE, Bilingual/ESL, Title II, Part A Title III, ESC 8 Shared Services Arrangement	State/Federal Programs Director Principal Foster Care Liaison	Beginning of school year 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

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.	ESL/Bilingual budget, local, SCE, Title III, Title II	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 highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements, and 100% Highly Qualified 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 highly qualified and child-centered.	No cost	Prekindergarten Director, PISD human resource department	As appropriate to need	Personnel files, Campus roster	100% instructional teacher assistants will be highly qualified on the NCLB Highly Qualified Report
2. Provide certified teachers to supervise instructional teacher assistants.	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 highly qualified teachers.	Local budget Title II, Part A	Assistant Superintendent for Human Resources, Prekindergarten Directors	As scheduled	Schedule of events attended	100% personnel hired will be highly qualified on NCLB Highly Qualified Report
4. Reimburse teachers for certification testing/fees, etc., for teachers to become highly qualified, pay professional development fees for teacher assistants to pass proficiency test as funds are available	Title II, Part A- as funds allow	State/Federal Programs Director, Prekindergarten Director	October 2015; May 2016	Memos to teachers requiring training, testing, certification	100% teachers and teacher assistants will be highly qualified on NCLB Highly Qualified Report
5. Actively recruit highly qualified minority teachers to achieve a balance of minority teachers to minority students.	Local budget, Title IIA	Assistant Superintendent for Human Resources, Prekindergarten Director	Spring semester or as needed	Schedule	100% teachers and teacher assistants will be highly qualified on NCLB Highly Qualified Report

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
6. Provide a yearly stipend for bilingual teachers/assistants and ESL teachers/assistants, with teachers paid above state base.	Local budget, Bilingual/ESL funds	State/Federal Program Director	Monthly	Stipend schedule	100% of staff will be Highly Qualified and hold a special language endorsement
7. Assign a mentor to all first-year teachers and staff new to the campus.	Local budget	Prekindergarten Director	Beginning of school year	Mentor schedule	Score of Meets/Exceeds Expectations 1st year teachers on PDAS.
<p>8. The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <p>1. Instruction in core academic subject area classes will only be provided by teachers who are highly qualified.</p> <p>2. The school will provide high-quality, on-going professional development activities to retain highly qualified 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 HQ teachers, 100% paraprofessionals meet NCLB requirements

STRATEGIC GOAL #5: A HIGHLY AND EFFECTIVE QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY
Objective #1: 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 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.	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
4. 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

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
5. Provide professional development on the use RtI and inclusion.	Title II, Part A, SCE Local budget	Prekindergarten Director, Federal Programs Director	Monthly	Schedule	100% RtI fully implemented
6. Provide contracted services/fees for supplemental programs and services/staff development.	SCE, Title II, Part A	State/Federal Programs Director	As needed, Monthly	Schedule	5% increase in improved test scores
7. Provide professional development on the use of RtI and inclusion.	SCE, Title II, Part A	State/Federal Programs Director, Special Services Director	Monthly	Schedule	100% RtI fully implemented
8. Continue follow-up staff development for existing programs during and after school.	Title II, Part A Local budget SCE	State/Federal Program Director	Monthly	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.	Local budget	Prekindergarten Director	Monthly	Mentor schedule	80% of PDAS summative conference data will be proficient
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	Monthly	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	Prekindergarten Director	Monthly	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	Monthly	Training schedule Attendance records	20% of staff development and training will take place in conjunction with head start teachers

Attachment A: TAPR 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.

2013-14 Texas Academic Performance Report District Name:

PARIS ISD Campus Name: GIVENS EARLY CHILDHOOD CENTER

Campus Number: 139909105 2014

Accountability Rating: Met Standard

This school is paired with 139909108, JUSTISS EL

Attachment B:
State At Risk Criteria
Local At Risk Criteria

T-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction).

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

1. is in prekindergarten, 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; (Note: From 2010-2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student's parent.)
4. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has 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 TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §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 Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §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 NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", 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.

**Paris ISD Local At-Risk Criteria
Updated 10/30/14**

In order to meet the qualifications for Local At Risk, a student must meet at least one of the following criteria:

1. Students in the dyslexia program
2. Students in grade 9-12 who have failed one core course and/or will not graduate in four years
3. Students in grade 8 who have failed math at the end of a grading period
4. Students in grades 6-8 who fail the MOCK assessment benchmark in reading and/or math
5. Students who are assigned to the Disciplinary Alternative Program and the Alternative Education Program
6. Students in grade 6-10 who were served the previous school year in a reading intervention program and no longer meet state at-risk criteria, but have a Lexile reading level that is below their enrolled grade level
7. Students in grade 6 who fail two core content subjects or fail reading or math

NOTE: The number of students served under the local criteria is limited to 10% of the number of PEIMS identified at-risk students served the previous year. In order to assign a student to an SCE program/service under the local criteria, the student must first be approved by the state/federal programs office. This will ensure that the number of students being served under the local criteria will not exceed the allowable number.

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.