

# **PADUCAH ISD**

**CD# 051901 CAMPUS:**

Campus Serves grades PK-12

***Vision: Mission:*** The administration and staff of Paducah ISD are committed to providing an environment that allows full development of each student's potential abilities, which will ensure that student's position in an institution of higher learning and/or as a productive citizen of the community.

## **District-Campus Improvement Plan 2019-2020**

Initial Review of Campus Plan 10/9/2019  
Final Review by Campus Committee 10/9/2019  
Approved by Board of Trustees on 10/21/2019

### **TABLE OF CONTENTS**

<b>Board of Trustees</b>	<b>pg. 3</b>
<b>Campus Site Based Committee</b>	<b>pg. 3</b>
<b>State of Texas Goals/Objectives</b>	<b>pg. 4-5</b>
<b>ESEA Goals</b>	<b>pg. 5-6</b>
<b>Program Intents, Purposes and Intended Beneficiaries</b>	<b>pg. 7-12</b>
<b>District/Campus Goals</b>	<b>pg. 13-15</b>
<b>Comprehensive Needs Assessment/Campus Summary</b>	<b>pg. 16-26</b>
<b>Campus Plan</b>	<b>pg. 27-100</b>
<b>Objectives, Activities, Schoolwide Components, Staff Responsible,     Resources, Timelines, Formative/Summative Evaluation</b>	
<b>Special Programs Plans</b>	<b>pg. 46-93</b>
<b>Migrant Priority of Services</b>	<b>pg. 56-57</b>
<b>Addendums</b>	
<b>1. State Comp Ed FTE Summary</b>	<b>pg. 101</b>
<b>2. Title IA Funding Summary</b>	<b>pg. 102</b>

Information will be shared, to the extent practicable, in a language that family members can understand. If you need assistance, or have any questions about this document, please contact the Principal John York at 806-492-2009 or email [jyork@paducahisd.org](mailto:jyork@paducahisd.org). Translation services are available.

La información se compartirá, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender. Si necesita ayuda o tiene alguna pregunta sobre este documento, comuníquese con John York at 806-492-2009 or email [jyork@paducahisd.org](mailto:jyork@paducahisd.org) . Los servicios de traducción están disponibles.

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*The DIP/CIP was developed with timely and meaningful consultation with teacher, principals, school leaders, paraprofessionals, specialized instructional support personnel, and parents of children served. The SBDM Committee reviewed and approved the plan on 10/9/2019, and the plan was presented to and approved by the Board on 10/21/2019.*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

## **ESEA Goals and Indicators**

**This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.**

### **Elementary and Secondary Education Act (ESEA) Goals and Indicators:**

**Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- 1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

**Performance 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.

- Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

**Performance Goal 3:** By 2005-2006, all students will be taught by highly qualified teachers.

- Performance indicator: The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).
- Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, “professional development,” is defined in section 9101(34).
- Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

**Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

- 4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

**Performance Goal 5:** All students will graduate from high school.

- Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.
- Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

***The following narrative contains the Intent and Purpose of each ESEA/ESSA Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.***

### ***Title I, Part A—Improving Basic Programs Operated by LEAs***

#### **Intent and Purpose**

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program

Paducah School is a schoolwide campus in Paducah ISD.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

#### **Intended Program Beneficiaries**

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

#### **All Campuses**

All Title I, Part A, campuses must do the following:

- implement Parents Right-to-Know
- develop school-parent compacts jointly with parents

- provide information to parents in the language parents understand
- develop LEA and campus Parent, Family and Community Engagement Policies
- implement the Head Start Standards if implementing pre-school programs
- integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
- provide *additional* assistance to students identified as needing help in meeting the state's challenging student academic achievement standards
- ensure that all new teachers hired on the campus to teach core academic subjects are certified when hired
- ensure that all new educational paraprofessionals hired on a schoolwide campus are highly qualified when hired
- ensure that all new educational paraprofessionals hired on a targeted assisted campus for TIA program are highly qualified when hired

### **Schoolwide Campuses**

The CIP of a *Schoolwide Campus* must do the following:

- incorporate the requirements of a Schoolwide Plan and based on a comprehensive needs assessment of the entire school
- describe how the school will use Title I, Part A, resources and other sources to implement the program
- include a list of state and federal programs whose funds will be combined to implement a schoolwide program
- describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
- include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

A schoolwide program shall develop a comprehensive plan that is based on a comprehensive need assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA.

A schoolwide program shall develop a comprehensive plan that is developed with the involvement of parents and other members of the community to be served including teacher, principals, other school leaders, paraprofessionals present in the school and administrators.

### **Targeted Assisted Programs**

Must identify and service only the identified students. The Campus plan must address how these students will be identified using multiple criteria.



## ***Title II, Part A – Teacher and Principal Training and Recruiting Fund (TPTR)***

### **Intent and Purpose – District REAPs 100% of Title IIA to be used to meet TIA intents and purposes**

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

- increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
- hold LEAs and schools accountable for improving student academic achievement

Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals. Funding is supplemental to State and Local funds.

## ***Title III, Part A- LEP/Immigrant***

### **Intent and Purpose – District Joins the ESC SSA for services**

The purpose of Title III is to assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing and sustaining effective language instruction educational programs designed to assist in teaching English learners including immigrant children and youth. These funds are also to be used to develop and enhance the capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings. Funds are supplemental from State and Local funds.

## ***Title I Part C – Migrant Education Program***

**District does not have a migrant program**

### **Intent and Purpose**

The purpose of the migrant program is to ensure that migratory children have the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet by designing programs that help migrant students overcome education disruption, cultural and language barriers,

social isolation, various health-related problems, and other factors that inhibit the ability of the children to do well in school and to prepare them to make a successful transition to postsecondary education or employment.

The term migratory child means a child who is or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse or guardian in or to obtain, temporary or seasonal employment in agriculture or fishing work has moved from one school district to another. Funding is supplemental to State and Local funds

### ***Title IV – Student Support and Academic Enrichment (SSAE)***

#### **Intent and Purpose - District REAPs 100% of Title IV to be used to meet TIA intents and purposes**

The purpose of this program is intended to help meet the goal of a high quality education by increasing the capacity to 1) provide all students with access to a well-rounded education; 2) improve school conditions for student learning and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. Funding is supplemental to State and Local funds.

### ***State Compensatory Education Program (SCE)***

#### **Intent and Purpose**

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

- The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.
- Expenses must directly impact students and cannot be used for parental involvement activities.

### **Intended Program Beneficiaries**

Students identified by the 14 criteria as at-risk of failing the state assessment or dropping out.

### **General Program Requirements**

Any program activity, program personnel, or program materials required by federal law, state law, or State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget and
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research and
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SW Previous Year, or Ed-Flex waiver.

Paducah School meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the schoolwide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.

## **Title I, Part C Carl D. Perkins, Career and Technology Education Programs**

**The District joins an SSA Contract/Agreement with Region 17 ESC**

## **Intent and Purpose**

These programs shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.

Career and Technology Education assists (1) students who are members of special populations to enter career and technology education programs, and, with respect to students with disabilities, assist in fulfilling transitional services; assess (2) the special needs of students participating in programs in the most integrated setting possible; provide (3) supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; provide (4) guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and provide (5) counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.

## Goals and Objectives for well-rounded student education:

TEA has identified four strategic priorities for student outcomes:

- #1 Recruiting, supporting, and retaining teachers and principals;
- #2 Building a foundation of math and reading;
- #3 Connecting high school to career and college; and
- #4 Improving low-performing schools.

LEA will address priority # 4, Improving low-performing schools. According to the PS3001 report, Paducah School will implement the following SMART Goal. Seventy Six percent of all students will exhibit satisfactory or above in all subjects on the State Assessment, by May 2020. Title I funds, in the amount of \$4924.00 and Title II funds in the amount of \$6285.00 will utilized to help financially to meet this goal.

The LEA has also identified local needs, priorities, and program outcomes to address a well-rounded education.

Goal 1: To strengthen the academic program Pre-K through 12<sup>th</sup> grade in order to maximize success for all students

Performance Objective 1: 85% or more of all students show growth on student progress measures.

Performance Objective 2: Campus focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates and High School graduation rates.

Performance Objective 3: Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems.

Performance Objective 4: The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

Performance Objective 5: 85% of all Dyslexia students will pass the required State Assessment

Performance Objective 6: 85% of all English as Second Language (ESL) students will pass the required State Assessment

Performance Objective 7: 95% of all Gifted and Talented (G/T) student will pass required State Assessments

Performance Objective 8: 85% of all identified Migrant students will pass required State Assessments

Performance Objective 9: 90% of all Pre-K students will be prepared to pass 3<sup>rd</sup> grade STAAR assessment

Performance Objective 10: 85% of all Special Education students will pass required State Assessment

Performance Objective 11: 85% of all students will pass required State Assessments – Title IA Schoolwide

Performance Objective 12: 85% of all identified At-Risk students will pass required State Assessments – State Comp Ed

Performance Objective 13: 85% of all Career and Technology Education students will pass required State Assessments

Performance Objective 14: 100% of all teachers will be certified and 100% of educational para professionals will be highly qualified

Goal 2: Employ and support quality teachers, administrators and staff

Performance Objective 1: All students will continue to be taught by highly effective/certified teachers and highly qualified educational paraprofessionals

Goal 3: Provide a safe, orderly and caring school environment

Performance Objective 1: Provide programs that enhance student behavior and increase student's ability to be successful in home and at school.

State Accountability: 86=B 2018-2019

Federal Accountability: *Met Standard*

Paducah School is a Title I school-wide program with 55.39% in-residence economically disadvantaged and share the following district fund sources to enhance our educational program on the schoolwide campus.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are as follows:

<b><u>Fund Source</u></b>	<b><u>Allocation Amount</u></b>	
Title I Part A	\$ 98,744.00	
Title I Part C	\$ 0.00	
Title II, Part A	\$ 11,594.00	
Title III-LEP	\$ SSA with ESC	
Title IV	\$ 10,000.00	
Title V TEA grant	\$ 0.00	
USDE SRSA	\$ 13,096.00	
SCE Funds	\$ 211,827.00	FTEs: 1
CTE - Perkins	\$ SSA	
SPED -State	\$ 381,086.00	
SPED-Federal	\$ SSA	
ESL	\$ 785 .00	

Paducah School is a Title I, Part A, Schoolwide program with a student poverty rate of **55.39 %** that combines Title I, Part A with SCE funds to serve identified at-risk, as well as, all students on the school-wide campus by upgrading the reading/math education program with \$ 211,827.00 and 1 FTEs.

**In consultation with the business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:**

**Title I, Part A (Fund Code 211) funds shall be consolidated (as indicated on the SC5000) with other funds on this Title I, Part A Schoolwide campus to upgrade its entire education program. Title I, Part A (211) funds \$ 98,744.00**

**The Title IA funds are supplemental to the state and local funds that are received by the campus.**

**Paducah ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus comprehensive needs assessment and are articulated in the schoolwide program plan. The district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the Federal programs, particularly as they relate to the lowest-performing students.**

**The LEA Reserved the following ESSA funds at the District Level:**

**\$ 0.00-- Parent Involvement**

**\$ 0.00-- Private School services**

**\$ 100.00-- Homeless**

**\$ 0.00-- Local Facilities for Neglected**

**\$ 0.00-- Local Facilities for Delinquent**

**\$ 0.00-- Foster Care transportation**

**\$ 0.00-- Preschool**

**\$ 0.00-- Districtwide Professional Development (TIA served campuses only)**

**\$ 4924.00-- Other: technical assistance**

**The following programs are 100% REAPd or used to meet the intents and purposes of Title I, Part A.**

**Title IIA**

**Title IVA**

## Comprehensive Needs Assessment

### Demographics

204 # students in grades Pre-K to 12.

The student population is:

10.78% African American

0.00% Asian

41.67% Hispanic

.98% American Indian

43.24% Anglo

54.41% male

45.59% female

55.39% low socio economic status of in residence students

16.3% overall mobility rate for the campus is approximately

.9% dropout rate

96.74% average daily attendance rate for students

% average daily attendance rate for staff

LEP: 2 students

Gifted/Talented: 9 males, 10 females, 0 ESL, 0 Other Programs

504: 20 students

SPED: 17.65 % of total student population Of the 17.65% SPED: 6.37% Anglo 8.33% Hispanic .49% African American  
SPED numbers are **increasing** in numbers

At Risk: 73.04% of students

Migrant: 0 % of students

Dyslexia: 12 students

?? # of discipline referrals this past year, which is an **increase/decrease/about the same** from ----- discipline referrals the previous year.

100% of teachers are certified and 100% of instructional paraprofessionals are Highly Qualified/Certified

The staff is 20% male and 80% female with an average of 12 years of teaching experience.



### Demographics Strengths

- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Use of Inclusion to close learning gaps
- Serving LEP population through ESL certified instructors and paraprofessionals

### Demographics Needs

- Improve Student Attendance Rates to meet Q1 Distinction Designation
- Improve Student Performance Rates to meet Q1 Distinction Designation
- Continued focus and attention on At-Risk population
- Prepare LEP population to take STAAR Writing to meet System Safeguards
- Improve LEP performance on all STAAR Tests
- Improve Hispanic subgroup in STAAR Science to meet System Safeguards
- Monitor ESL, SPED and Regular Ed students in Inclusion classes for effectiveness

### **Student Achievement**

- Continue to address and close any gaps between subgroups
- Address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- Identify services to be provided to homeless students
- Address Transition Services/activities for early childhood to elementary; elementary to middle school; middle school to high school grades; and high school to postsecondary education.
- Address the needs of At-Risk students
- Provide additional educational assistance to any student at-risk of meeting the challenging State academic standards
- Address the needs of LEP students

- Use Inclusion to close gaps for SPED and LEP students
- Address gaps between subgroups in Math
- Address gaps between subgroups in Reading
- Address the needs of Hispanic population in Science
- Address the needs of ELL population in Writing
- Implement Strategies for increase rigor of STAAR
- Continue use of monitor groups for struggling students in all content areas through remediation and intervention
- Implement/Continue TRS instruction in all content areas to help staff prepare for STAAR
- Identify and serve gifted and talented students
- Develop effective school library programs to provide students an opportunity to develop digital literacy skills and improve achievement
- Increase student access to early college high school or dual or concurrent enrollment opportunities
- Coordinate and integrate career and technical education content and work-based learning opportunities

#### Student Achievement Strengths

- High quality teachers and instructional techniques
- Vertically-Aligned Curriculum to meet student needs
- Disaggregated Data
- RTI programs/tutorials
- Intervention/Enrichment Programs
- Intervention strategies
- Growth through increased instructional time
- Inclusion instruction for SPED and ESL classes

#### Student Needs

- Target subgroups in all content areas
- Improve ELL subgroup in STAAR Writing to meet System Safeguard
- Increase the LRE rate in SPED
- Decrease the number of STAAR Alt tests in SPED
- Target At-Risk population and improve At-Risk scores in Math/Reading/Writing/Science

- Continue to utilize and expand usage of Inclusion strategies for SPED and ESL students
- Address gaps between subgroups in Math
- Address gaps between subgroups in Reading
- Address gaps between subgroups in Science
- Address gaps between subgroups in Writing
- Address gaps between subgroups in Social Studies
- Added preparation and training staff and students for increased rigor of STAAR/EOC
- Decrease Hispanic representation in SPED
- Increase proficiency levels in TELPAS Reading
- Address students who have not met EOC standards
- Structure a flex period for at-risk
- Implement Professional Learning Community Planning and Collaboration
- Upgrade technology to address any student at-risk of failing State Assessments through immediate feedback of computer lab access and scantrons for class assessments.
- Address supplemental curriculum needs through IXL, and Kamico materials addressing at-risk students.

### **School Culture and Climate**

School culture and climate was addressed in the form of staff, student and parent surveys. Data obtained from these surveys, combined with data obtained from Principal walk throughs, Parent meetings, and feedback data, provided the tools to assess and evaluate differing perspectives of the campus system and process.

#### School culture and Climate Strengths

- Administration and administrative support
- [Reduce any overuse of discipline practices that remove students from the classroom](#)
- Vertically/Horizontally-aligned instruction
- Increase teaching time
- Providing more hand-on activities
- Well-maintained Facilities
- Small class sizes/low teacher student ratio
- Access to technology

- Access to resources
- Teacher collaboration
- Specialized learning environment
- Teacher mentoring program
- Rapport building through home-visits
- Character education
- Provide meaningful parental involvement opportunities through WATCH DOGS

#### School Culture and Climate Needs

- Increase access to technology for 1:1
- Embrace the varied culture and diversity of students
- Create bridges from the school to the community
- Continue to increase teamwork/cooperation among grade-levels
- Continue to address topic of bullying and respect
- Provide more planning opportunities for teachers

### **Staff Quality, Recruitment, and Retention**

#### Staff Quality, Recruitment, and Retention Summary

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high focusing on collaboration and teamwork
- Staff development must be meaningful and purposeful
- Address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- Address issues for recruiting and retaining highly effective teachers in small/rural schools

#### Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Effective/Certified staff
- Immediate feedback from administrators from walkthroughs and PDAS

- High Staff Attendance Rate
- New Teacher Training and Mentoring
- High Quality Staff Development activities

#### Staff Quality, Recruitment, and Retention Needs

- Maintain High Quality (Certified) Staff
- Maintain High Morale by focusing on collaboration, teamwork, and communication
- Develop effective Mentoring Programs
- Be on the cutting edge of Technology, Legislative changes, and Curricular Development
- Continue to increase the number of ESL staff
- Continue providing supplemental educational paraprofessionals for intensive small group instruction

### **Curriculum, Instruction, and Assessment**

#### Curriculum, Instruction, and Assessment Summary

- Maintain a high quality curriculum with sufficient depth and rigor to prepare students for STAAR, and college/career readiness
- Develop and maintain a valid testing schedule to provide data for intervention
- Continue to provide high quality staff development
- Maintain curricular alignment
- Use of RTI model

#### Curriculum, Instruction and Assessment Strengths

- Vertically and horizontally aligned curriculum
- Pro-active use of Eduphoria (Aware) for benchmark and Unit assessment data
- Integration of technology
- Differentiation of instruction
- RTI model
- Grade level and departmental collaboration and initial stages of PLC development
- Incorporation of advisory for intervention and enrichment

### Curriculum, Instruction and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Maintain strong remediation/enrichments and RTI practices
- Maintain curricular alignment
- Continue to provide meaningful high quality staff development
- Increase teacher use of Eduphoria (Strive) for classroom monitoring
- Hire subject matter specialists (reading, writing, math)
- Provide class-size reduction teachers
- Provide supplemental instruction by teachers and educational paraprofessionals
- Technical assistance for ESSA programs/fiscal/compliance issues.

### **Parent, Family and Community Engagement**

#### Parent, Family and Community Engagement Summary

- Improve providing pertinent information available for parents, but need more 2-way communication
- [Address Transition Services/activities for early childhood to elementary; elementary to middle school; middle school to high school grades](#)
- Continue to make use of technology to communicate
- Educate community about accessibility of information
- [Develop Parent and Family Engagement Policies for LEA and Campus](#)
- [Evaluate the Parent and Family Engagement Policies with the assistance of Parents](#)
- [Provide information regarding state qualifications of student classroom teachers and paraprofessionals at parent's request](#)
- [Provide information to parents in a language and format in a language parents can understand](#)
- [Notify parents of the level of achievement and academic growth of their child in each of the State academic assessments](#)
- [Inform parents of LEP children's participation in a language instruction educational program funded by Title IA and/or Title III, Part A.](#)
- [Notify parents of right to deny military recruiters access to student information](#)

- Follow policies and practices of the Family Education Rights and Privacy Act (FERPA)

#### Parent, Family and Community Involvement Strengths

- Parent access to grades, assignment information through parent portal
- School Reach to keep parents informed about vital school announcements
- District/Campus Improvement Committee
- School Health Advisory council
- ISD and campus homepage
- Calendar of events on website
- Facebook posting of campus activities and teacher information
- Practical Parent Education
- Program to address bullying

#### Parent, Family and Community Involvement Needs

- Continue to provide opportunity for input and involvement
- More effective means of 2-way communication between home and school
- Continue to offer educational opportunities
- Research/implement initiative to involve the community to be a part of the campus

## Technology

### Technology Summary

- Projectors in all instructional settings
- Classroom and Mobile Labs
- Technology allowing staff to enrich curriculum in content areas
- Develop effective school library programs to provide students an opportunity to develop digital literacy skills and improve achievement
- Use of student computers, as well as iPads,
- Technology used to support assessment integration and implementation
  - 1:1 Chrome Books grades 6-10
  - 1:1 Mac Book Pros grades 11-12
  - Partial Classroom sets of I-pads grades 1-5

### Technology Strengths

- Technology Support
- Student raised in a technological world
- Continuing technology training

### Technology Needs

- Effective staff development
- District and campus vision
- Continue to increase supplies of student electronic devices to reach 1:1 ratio
- Software subscriptions to continue addressing campus needs regarding curriculum
- Parent training on Digital Citizenship
- Technology specialist
- Upgrade technology devices (ex. tablets/chromebooks) in elem/J.H. due to chrome accessibility and aging devices.

## **Operations/Safety**

### Operations Summary

The campus is a functional plant. It is comprised of:

- 27 classrooms for grades PK to 12
- 4 special education classrooms
- 14 STAAR Intervention/Enrichment classrooms
- 1 art/music room
- 1 GT room
- 1 Speech Room
- 1 Dyslexia rooms
- 1 Library
- 2 Workrooms
- 2 Computer labs
- 2 Multipurpose rooms for meetings

Continue monitoring visitor accessibility

Monitor safety of building and practice disaster drills



### Operations/Safety Strengths

- Functional campus
- Accessible for all students
- Computer lab with state of art technology
- Wireless internet for staff and student use
- Playground equipment is accessible for all students
- Entrances are securely monitored for visitors
- Implementation of “Guardian Plan”

### Operations Needs

- Security and after hours monitoring
- Continue ADA assessability

### **Comprehensive Needs Assessment Data Documentation**

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

**Improvement Planning Data:** District goals; Campus goals; Current and/or prior year campus and or district improvement plans; campus and/or district planning and decision making committee meeting date; and State and federal planning requirements.

**Accountability Data:** Texas Academic Performance Report (TAPR) data; AEIS longitudinal data; Federal Report Card data, and PBMAS data.

**Student Data- Assessments:** State and federal required assessment information (curriculum, eligibility, format, standards, accommodations, TEA information); State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions; STAAR Released Test Questions; End of Course Exams (EOC); Texas English Language Proficiency Assessment System (TELPAS) results; Student Success Initiative (SSI); local diagnostic reading assessment data; local diagnostic math assessment data; local benchmark or common assessment data; student failure and/or retention rates; and observation survey results.

**Student Data-Groups:** Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups; number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.; special education population, including performance, discipline, attendance and mobility;

migrant population, including performance, discipline, attendance and mobility; At-Risk population, including performance, discipline, attendance and mobility; ELL or LEP data academic achievement, support and accommodation needs, race, ethnicity, gender, etc.; Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.; Section 504 data; Homeless data; Gifted and talented data; Dyslexia data; Response to Intervention (RtI) student achievement data.

**Student Data – Behavior and Other Indicators:** Attendance data, discipline records, violence and/or violence prevention records; tobacco, alcohol, and other drug-use data, student surveys and/or other feedback.

**Employee Data:** Professional learning communities (PLC) data; staff surveys and/or other feedback; campus leadership data; campus department and/or faculty meeting discussions and data; professional development needs assessment data; Texas STaR Chart longitudinal data.

**Parent/Community Data:** Parent surveys and/or other feedback and parent involvement rates.

**Support systems and Other Data:** Budgets/entitlements and expenditures data; study of text practices; action research results.

**LEA has identified a specific Student Performance Measures to focus ESSA funds.**

**The Performance Measures and activities to support the performance measures are included throughout the plan. At least 1 TEA strategic priority (listed below), includes SMART Performance Measures, Baseline Data (1 year goal), 3-5 year goal; and Data Sources. The TEA Strategic priority will be noted under the column titled TEA Priority by the following numbers:**

- 1. Recruiting, supporting, and retaining teachers and principals;**
- 2. Building a foundation of math and reading;**
- 3. Connecting high school to career and college; and**
- 4. Improving low-performing schools.**

**LEA will address priority # 4, Improving low-performing schools. According to the PS3001 report, Paducah School will implement the following SMART Goal. Seventy six percent of all students will exhibit satisfactory or above in all subjects on the State Assessment, by May 2020.**

## CAMPUS IMPROVEMENT PLAN

Evaluation of Plan Activities listed under the Summative Evaluation column.

Activities reviewed during the year as numerated: **1**-October/November; **2**-January/February; **3**-March/April; **4**-May/June.

**CAMPUS GOAL #1:** To strengthen the academic program in grades PK-12, in order to maximize success for all students.

**PERFORMANCE OBJECTIVE #1: Curriculum Alignment**

- 85% of all students and student subpopulations will pass the required State Assessments in all tested areas.
- All teachers will teach all Texas Essential Knowledge and Skills (TEKS) for their assigned courses.
- All teachers will organize TEKS-based instruction according to the TEKS Resource System and implement parts of this resource or use the Scope and Sequence from purchased curriculum.
- All teachers will utilize classroom assessments designed to measure the progress of each student toward mastery of the TEKS and determine appropriate interventions to ensure mastery of that objective.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
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<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
<p><u>Comprehensive Needs Assessment (CNA):</u>            Planning Team will make data-driven decisions toward the goal of maximizing student achievement for all students. The Team will analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.</p>		Principals Teachers Specialists	TAPR Report; State reports; Federal reports; School Report cards; PEIMS; Surveys	CNA will be ongoing throughout the year; analysis of needs assessment will be ongoing.	Campus Improvement Committee will complete compilation of needs assessment data by April and the District Committee will review in the Spring (May-June).	Campus Improvement Committee will review needs assessment data and utilize data in updating and revising campus plan. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
<p>All teachers will prepare or update individual Scope and Sequences for teaching the TEKS for their courses, or use the TEKS Resource System Year-at-a-Glance document for planning.</p>		Principals Teachers Specialists	TEKS, TEKS Resource System (TRS) website,	Scope and Sequences to be reviewed and changed according to data; or teachers will evaluate YAGs and IFDs from TEKS Resource System	TEKS verification documents reviewed in August by teachers and changes made according to data	Parents have access to the TEKS Resource System to view documents. Individual teachers may post lesson plans or activities on their web page. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
<p>TRS Unit assessments will gauge student mastery of objectives on a summative basis. Formative assessments should be done 3-5 times per week. All teachers will give assessments that assess the TEKS included on that portion/unit of the scope</p>		<p>Principals Teachers Specialists</p>	<p>TEKS; Scope and Sequences; TEKS Resource System; Eduphoria AWARE;</p>	<p>Teachers will use Unit assessments in TEKS Resource System and may revise to fit their Scope and Sequence</p>	<p>All unit assessment scores will be visible via the Gradebook Parent Portal</p>	<p>Assessment results are evaluated by Curriculum Specialists to determine tiered interventions for students.</p> <p>Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>
<p>Implement IXL, Kamico as an RTI Tier II and Tier III intervention</p>		<p>Principals All teachers</p>	<p>TEKS State/Local funds</p>	<p>Ongoing IXL web based program</p>	<p>List of student enrolled in Apex</p>	<p>Improved EOC performance</p> <p>Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>
<p>Small group instruction by highly qualified educational paraprofessionals with a focus in reading, math, and writing.</p>		<p>Principal Classroom Teacher</p>	<p>Title IA</p>	<p>Throughout the school year</p>	<p>Para schedules indicating instruction for assigned classrooms</p>	<p>Data analysis of State Assessment, Unit Assessments</p> <p>Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide full day Pre-K program for all 4 year olds in the LEA		Principals PK teachers	Local	August-May	Registration Enrollment	Developmental Checklist will indicate improved basic skills for KG success Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Schedule opportunities for teacher to collaborate for improved instruction Project Based Learning		Teachers Principal	Local	Meetings scheduled on Fridays 7:30 – 9:00	Agendas from meetings	Improved instructional delivery, improved assessment results Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Spring benchmark data analysis will be the basis for development of focused interventions targeting areas of greatest instructional need.		Principals Specialists Teachers	Eduphoria AWARE Locally developed assessments;	Grade level benchmark testing for tested areas administered 6 weeks prior to State assessment.	Result analysis of benchmark testing shared with teachers, students; dept. chairs, and principals. Data determines tiered instruction and/or after-school tutorials.	Data analysis of State Assessment results. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Campus STAAR and EOC results will be analyzed by entire staff and used to revise instructional program for school year.		Superintendent Principals Teachers Specialists	Eduphoria AWARE; STAAR testing data	Data disaggregation conducted in summer during professional development.	Scope and sequence revision/YAG reconciliation changes made according to disaggregated data	Revised scope and sequences or compare YAG to school calendar to ensure instructional time is sufficient to cover TEKS. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Professional development will be targeted to improve student achievement. Individual teachers will attend staff development that targets self-designated and campus-designated needs.		Superintendent Principals Teachers Specialists	ESC Local Funds Local Staff CNA	Ongoing, as needed	T-TESS, Teachers' individual personal reflection plans reviewed with Principal.	Professional development completed by end of school year; planning for continuing professional development based on STAAR results and CNA. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
The district will continue to hire, retain, and develop a highly effective/certified staff.		Superintendent Principals Teachers Specialists	ESC Educator Placement Service; Job fairs; Mentoring of new teachers; State/Local Funds	Ongoing	ESSA PR1500 Equity Report Teacher analysis process	Staff turnover rate; Report Results Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Intervention opportunities will be scheduled for all students who have failed or are shown to be still developing or at risk on any portion of the STAAR, EOC, TPRI. Acceleration opportunities will be provided to help students achieve Level III scores through upgrading technology applications and implementation of new curriculum materials		Superintendent Principals Teachers Specialists Tutors	Tutoring; Tiered Instruction; State/Local Funds. Title V \$3798.00 Title V supplies 3-5 reading and 4 <sup>th</sup> writing.	Opportunities planned by the start of school and conducted throughout school year.	State Assessments and other BOY, MOY, and EOY assessment results from during the school year. Unit tests given at end of each unit; Formal benchmark for STAAR in Spring.	State Assessments,BOY, MOY, & EOY and Benchmark testing data; Required State Assessment results Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4



<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Alternate assessments for non-STAAR takers (ARD/LEP exemptions, Pre-K, Kindergarten, 1 <sup>st</sup> , 2 <sup>nd</sup> ) will be administered and at least 85% of these test takers will demonstrate expected improvement in achievement.		Superintendent Principals Teachers Specialists SPED COOP; LPAC committees; ARD committees	Assessments (e.g. STAAR, STAAR-Alt 2, STAAR Online, TPRI, Dibels, CIRCLE, TEMI-O, TEMI-PM, TELPAS)	Identification of appropriate assessment for each student during school year; assessments administered at designated times during year.	Assessment results for each student population.	Assessment results; Reviewed by campus committee, inclusion specialists, ARD committees, LPAC committee. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide immediate, intense, targeted Tier II and Tier III acceleration opportunities for students failing to master academic objectives		Principals; Campus Committee; Teachers Specialists	Local funds; Computer Labs	Ongoing throughout school year according to students' needs and/or accomplishments	6 week grades; BOY, MOY, & EOY benchmark exams; Unit tests	BOY, MOY, & EOY Benchmark Exams; State Assessment data; Unit Assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Utilize IXL for reading and Active Boards in all classrooms		Teachers Specialists	Local funds Technology	Throughout the School Year	Walkthroughs at beginning, middle and end	Lesson plans, walkthrough notes, increased STAAR

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
					of year	and Unit Assessment scores Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide intervention through classroom modifications, advisor meetings, grade-level teams, reading intervention team, math intervention team, and student support team for students failing to master academic objectives		Principals; Teachers; Campus Committee; Specialists	Local funds; Comp Ed; SPED funds	Throughout the School Year	Student Support Team Minutes; 6 week grades; BOY, MOY, & EOY assessments	BOY, MOY, & EOY assessments; State required Assessment results. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

<p><b>PERFORMANCE OBJECTIVE #2: Health, Attendance, High School Completion, Safety</b></p> <p>Campus focus on comprehensive child health, safety, and well-being will improve school attendance rates and retention rates and High School graduation.</p> <ul style="list-style-type: none"> <li>Attendance for all students and student subpopulations will be greater than 95%</li> <li>Promote High School graduation and post-secondary choices for all students.</li> </ul>
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<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide extended learning opportunities for students who have failed one or more portions of required State Assessments, have demonstrated academic struggles, or are still developing or at risk on any portion of the TPRI, IXL, etc.		Superintendent Principals Teachers Specialists	Math and Reading Labs; Tutorials; Tiered Instruction; Local funds;	Throughout the school year	6 week grade reports, progress reports, BOY, MOY, and EOY scores, progress monitoring scores, Unit assessments	State Assessments other assessment scores Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Review and consistently implement the discipline management plan and Student Code of Conduct to maximize positive student		Superintendent; Principals Teachers; Paras;	ISS; DAEP; PBMAS Report; Code of Conduct; State/Local funds	Discipline Management Plan and Student Code of Conduct reviewed in summer; implementation	Attendance in DAEP; Number of discipline referrals; Number of positive behavior referrals	Number of referrals that result in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Superintendent

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
behavior.				throughout the school year		Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Adopt effective and comprehensive discipline strategies, classroom management, crisis management, and conflict resolution plans		Superintendent; Principals; Teachers; Paras;	Professional development as needed; Review classroom management strategies with teachers as needed; State/Local funds	Plans reviewed by during summer; implementation throughout the school year	Attendance in DAEP; Number of discipline referrals	# of referrals that result in ISS and DAEP; Suspension and expulsion rates; Evaluation by Principals and Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide an effective and comprehensive Discipline Alternative Education Program		Superintendent Principals	DAEP Classroom; State/Local Funds	Establish prior to school year; implementation throughout the school year	Attendance in DAEP; academic progress of students in DAEP	Evaluation by Principals and Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide prevention programs in the areas of drugs, violence, and suicide: Character Counts; Redirection;		Superintendent Principals; Counselors; Approved Staff Members	Local Funds;	Throughout the school year	Plans and dates of activities	Evaluation report of serious violations and evaluation of program effectiveness by Campus Committee,

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
PBS; Red Ribbon Week; Conflict Resolution; Bullying Prevention, Guardian Plan						<b>Principals Superintendent</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide accelerated educational program services for all students identified at-risk		Superintendent Principals; Counselor; Teachers.	SCE Funds; ESL Funds; Local Funds; Tutorials	Throughout the school year	Number of students served.	<b>State Assessment results, TELPAS results, and results of other appropriate assessments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide accelerated education program services for all students identified as dyslexic, 504, homeless, or homebound		Principals; Counselor; Teachers.	Existing campus & district programs; Dyslexia training Local Funds	Throughout the school year	Number of students served	<b>State Assessment results, and results of other appropriate assessments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4 <b>of other appropriate assessments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Increase campus attendance rate to		Principals; Counselor;	Local Funds	Daily checks	Monitor attendance	TAPR report; PEIMS Attendance

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
greater than 95%		All teachers;				<b>Records</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Monitor student absences, tardies, and communicate these with parents		Principals; Attendance Committee	Local Funds	Daily checks	Monitor attendance	<b>TAPR report; PEIMS Attendance records</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Develop and Implement Emergency Operation Plan including safety drills for fire and active shooter, guardian plan		Superintendent Principals; Teachers; Staff Members EOP Committee	Local Funds	EOP plan developed and distributed; charts in classrooms every school year; Practice drills throughout the school year	Drill response time; Evaluation of accurate and efficient emergency response	<b>Evaluation by EOP Committee of accurate and efficient emergency response to any emergency incident that occurs; Safety audits when required</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Administer Fitness gram to all students and utilize data to improve and provide		Principals; P. E. Teacher	Local Funds	End of School Year	Review of completion of Fitness gram	<b>Fitness gram data</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
additional fitness activities.						Delete – not working 1 2 3 4
Adopt and implement policies dealing with dating violence, sexual harassment, and sexual abuse of children		Principals; Counselor; Teachers;	Local Funds	Throughout the school year	Review of incidents by principals and counselor	Review of incidents by leadership team and District Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4 <b>Committee when appropriate</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Train teachers and staff in reporting child abuse (FFG Legal)		Principals; Superintendent	Local Funds	Prof Dev./Training can be before first day of school or during year	Review of reporting incidents by principals, counselor	Review of incidents by leadership team Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Train all extracurricular sponsors in CPR		Sponsors	Local Funds	Training conducted during Prof Dev. days	Training certificates	Review of completed training by leadership team Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

**PERFORMANCE OBJECTIVE #3: Technology**

- Students and teachers will be provided with current technology and with opportunities to become skilled in accessing and utilizing technological information systems

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Seek all available resources to improve and increase technology hardware and software		Technology Director; Principals	Internet; TEA; ESC; E-Rate; Research Based Software Programs such as: IXL, etc.	Throughout the school year	Computers, software ordered and installed	Computers and other technology hardware and software installed and available for use Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide Career Awareness programs with an emphasis on technology		Principals Teachers	Local Funds; ESC Distance Learning	Throughout the school year	Number of participating students	Career Awareness surveys Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Establish and enforce an acceptable use policy for students and teachers using		Technology Director; District committee;	ESC; policy service	Students sign agreement at registration; enforcement	Policy distributed, discussed, and signed by teachers and students	Number of acceptable use violations reviewed by campus and



<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
the internet		Principals		throughout the school year		<b>district committees</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Enhance technology skills of teachers and staff through targeted core prof. development		Principals; Teachers; Staff members	Local funds Region ESC Title II, Part A	Beginning of school Prof Dev. and throughout the year as needed	Opportunities communicated with teachers/staff	<b>Number of teachers/staff trained</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Utilize technology (e-mail database, web pages, social media) to improve communication with parents and community		Superintendent; Technology Director; Principals; Teachers	Local funds; e-Rate; School Reach phone system, Twitter, Facebook, School Website – teacher web pages; Marquee	Throughout the school year	Parent feedback; Website hits	<b>Parent feedback; website hits; evaluation by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Implement a parent communication phone system for emergency notifications and for information updates		Superintendent; Principals; Office Staff	School Reach phone system; Use of pre-recorded messages Local Funds	Training before school for users; implementation of system throughout the school year	Logs of calls	<b>Evaluation of successful calls, failed calls</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Identify, promote and/or continue the use of research-based curricula via technology to enhance student achievement		Technology Dept. staff; Principals; all teachers	Computer labs; Local funds; TEKS-based lesson plans; Student projects using critical thinking skills; Programs such as: IXL, etc.	Throughout the school year and during summer planning	Number of times students are provided with opportunities to use technology in the class for projects; lesson plans; Principal walk-throughs	Student success on State Assessments or other assessments. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Upgrade technology for learning and 1:1 utilization (USDE SRSA Grant, \$13,000.00)		Superintendent, Principal, Technology Coordinator, Teachers	New technology devices, software, electronic textbooks, tech coordinator, teachers	Throughout the school year, ongoing	Principal Walk-throughs, lesson plans, student assessments, teacher observations	Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### **PERFORMANCE OBJECTIVE #4: Professional Development**

The district will provide appropriate staff development and professional growth for all administration, faculty, and staff.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide targeted core content professional development, including Gifted and Talented, ESL, At-Risk, and dyslexia training, for teachers and administrators		ESC 17 Staff	State Funds; GT,ESL,Dyslexia;  ESC Core Content Curriculum	Throughout the school year	Teacher Training certificates – documentation	Training completed and strategies implemented. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide appropriate technology professional development for all employees, including technology in Core academic areas.		Superintendent District Committee; Campus Comm; Tech. Director; Principals; Teachers	ESC Local Staff;	Prior to and throughout the school year	Opportunities communicated with employees	Training completed Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Professional development opportunities will be targeted to improve student achievement. Individual teachers will attend staff development that		Superintendent; Principals; Teachers; Campus Comm; District Comm Specialists	ESC; State/Local funds	Ongoing, as needed	Teachers conferencing with specialists and principals about individual needs	Follow-up between principals and teachers; State Assessments; TPRI; iStation. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
targets individual needs.						
Enhance technology skills of teachers and staff through targeted professional development		Principals; Teachers; Staff members	State/Local funds; ESC; Local Staff	Throughout the school year	Opportunities communicated with teachers/staff	Number of teachers/staff trained Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide training in character education		ESC; Principals; Teachers; Counselor	State/Local funds; ESC;	Staff Development prior to and throughout school year	Recognition of acts displaying good character	Discipline referrals, evaluation by campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Maintain the 100% status of “highly effective/certified” teachers; conduct current SBOE Certification checks when hired		Superintendent; Principals	State/Local funds; ESC	Throughout the school year	Check on certification status	Certification records; master schedule teacher retention Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Attract and retain certified teachers via Job Fairs, and websites		Superintendent; Principals	State/Local funds; ESC, West Texas A&M, Texas Tech, Wayland, LCU, San Angelo	Throughout the school year	Check on certification status	teacher retention rates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
			State			
Maintain 100% of teachers receiving high-quality professional development		Superintendent; Principals	State/Local funds; ESC	Throughout the school year	Professional Development workshops	Training received, summarized per teacher Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #5: DYSLEXIA AND 504 STUDENTS

- 85% of all Dyslexia students will pass required State Assessments.
- All students identified with dyslexia or a related disorder will receive appropriate instructional services.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Identify students with dyslexia or a related disorder and provide appropriate instructional services		Superintendent; Principals; Counselor; Teachers; Dyslexia Specialist SPED staff/ARD meetings	State/Local funds;	Throughout the school year when needed	Staff training to identify struggling students	List of students eligible for services Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties		Principals; Counselor; Teachers;	State/Local funds;	Throughout the school year as needed	Written procedures	Students identified and served through the programs Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Annually align SBOE approved procedures and district/campus procedures		Teachers	State/Local funds	Throughout the school year	Draft of written procedures	Written procedures adopted Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide services for students who may be eligible under Section 504		Principals; 504 Committee;	State/Local funds;	Daily, throughout the school year	List of students identified	List of students served Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide research-based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensory, and phonetic methods to teach reading with input from staff		Superintendent; Principals; Counselor; Dyslexia Specialist; ESC	State/Local funds;	Throughout the school year	Training Completed	Attendance certificates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Monitor student progress on a regular basis		Teachers; Dyslexia Specialist	State/Local funds;	Throughout the school year 3 weeks 6 weeks	Progress Measurements Pre-post testing	Skill mastery of students and student achievement Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure teachers of dyslexia students have proper training,		Principals; Dyslexia Specialist	State/Local funds; ESC	Summer or during year if needed	List of teachers providing services	Teaching certificates Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
certification, and/or endorsements						Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment to determine program areas of strengths and weaknesses		Principals; Campus Comm; ALI teacher; All teachers	State/Local funds; IXL and other assessments	Ongoing with CNA	List of students identified; assessment results	Disaggregated data and success of students Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide services for students according to their needs		Principals; Specialists.	State/Local funds;	Daily throughout the school year	List of students identified; classroom success; grades/test scores	Increase in test scores or other assessments used Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide opportunities for parents of dyslexic students to participate in school-sponsored activities		Principals; Campus Comm; Teachers.	State/Local funds;	Throughout the school year	School calendar of parent involvement activities	Parent Sign-In sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide a continuum of services tailored to meet the individual needs of students with dyslexia and related disorders.		Principal Dyslexia Teacher	Scottish Rite “Top Flight” Fluency and Comprehension; DIPS Program	August-May	List of services including type of curriculum provided to students.	Student progress in academics as measured by unit exams and state assessments Evaluation of Activity: Completed 1 2 3 4



**PERFORMANCE OBJECTIVE #6: ESL**

- 85% of all English as Second Language (ESL) students will pass the required State Assessments.
- All students in need of ESL services will be identified and served.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
						Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

**CAMPUS IMPROVEMENT PLAN**

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Identify and provide all LEP students an ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language		Superintendent; Principals; ESL coordinator; ESL Certified Teachers	ESL Funds; State/Local funds;	Beginning of school year/as new students enroll	Home Language Survey; List of ESL students	TELPAS Scores; STAAR Scores EOC Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a		Superintendent;	TELPAS Results;	Spring of the	Disaggregated	Written annual

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
comprehensive needs assessment of all ESL students to determine strengths and weaknesses of the program		Principals; Campus Comm; District Comm; ESL Coordinator; ESL teachers	STAAR; EOC; Results; PBMAS; LPAC meeting minutes;	current school year	scores of students	evaluation of ESL program by campus/District Committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Reduce the number of parent denials for ESL program		LPAC committee; Principals	State/Local funds	As needed	Conference with parents	List of students with denials Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide staff development of professional staff as well as for paraprofessionals that is researched based		Superintendent; Campus Comm; District Comm; Principals	Title III LEP SSA; ESC	Throughout the school year	Registration for workshops	Attendance Certificates and implementation of the strategies for students Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure that LEP students are not over represented in special		Superintendent; Principals; Teachers; LPAC Comm;	State/Local funds	Throughout the school year	List of identified/recommended students in either program	PBMAS data analysis Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
education or underrepresented in G/T education		ARD Comm				Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure that information to parents is provided in the home language or by translation		Principals; ESL teachers; LPAC Comm	State/Local funds;	Throughout the school year	List of qualified translators	Copies of notices sent to parents Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide opportunities for parents of ESL students to participate in school-sponsored activities		Principals; ESL Teachers; LPAC members	State/Local funds; ESL funds;	Throughout the school year	School calendar of parent involvement activities	Parent Sign-In sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Continue to recruit and retain certified ESL staff including minorities		Supt; Principals; Hiring Committees	State/Local Funds	Summer or when hiring teachers	Positions posted	Fully certified staff hired Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Offer and provide, if needed, a summer school program for ELL children who will be entering kindergarten or first		Principal ESL teachers	ESL funds State/Local funds	Summer	List of identified student Notifications distributed	Summer school offered if requested by ten or more ELL families Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
grade in the fall						Delete – not working 1 2 3 4
Address PBMAS BL/ESL Stages of intervention – LEA has no stage of interventions on ISAM		Principals ESL staff Classroom teachers	local	At the time of release from TEA	Review of data in stages area	Agenda, sign-in, minutes of meeting to address interventions Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide SBRR Tier I, II, and III progress monitoring in reading in order to ensure LEP/ELL student are making adequate progress		Principal	Local	August-May	Report cards Unit exams	List of students with passing grades Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

### **CAMPUS IMPROVEMENT PLAN**

#### **PERFORMANCE OBJECTIVE #7: GIFTED AND TALENTED**

- 95% of all Gifted and Talented (G/T) students will pass State Assessments
- All students in need of G/T services will be identified and served.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Update G/T plan		Superintendent;	State/Local funds;	Summer before	Agendas,	Written policies;

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
yearly, including written policies that include visions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement		Principals; Counselor; GT campus coordinator Campus Comm; District Comm	G/T State plan	school year	minutes, sign-in sheets	<b>G/T Plan</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Continue an annual student nomination process with particular focus on ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements		Counselor; Teachers; GT campus coordinator	State/Local funds	Throughout the school year according to G/T plan and timeline	Training of staff on G/T characteristics and procedures	<b>List and records of student nominations, testing, and meeting minutes.</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide an advanced and challenging curriculum to all G/T students in all grades		Superintendent; Principals; Teachers; GT campus coordinator	State/Local funds; G/T funds	Throughout the school year	Lesson plans; Principal observations	<b>Student projects/ Student scores, STAAR/TPRI/iStation</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment		Superintendent; Principals; Counselor; GT campus coordinator	State/Local funds; G/T funds	Throughout the school year	List of students to be tested	List of tests for students with language other than English/Results of non-verbal and alternative assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields		Superintendent; Principals; Counselor; GT campus coordinator	State/Local funds; G/T funds;	Follow timeline as stated in G/T plan. Will occur throughout the school year.	Results of tests given to students kept in student file	Three criteria in place per District G/T policy that is approved by School Board Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide an advanced and challenging curriculum including supplemental enrichment activities for interested students.		Superintendent; Principals; All classroom teachers; Specialists	State/Local funds; G/T funds;	Throughout the school year	Lesson Plans; List of activities; Differentiation strategies used for G/T students	Enrichment activities stated in lesson plans as differentiation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Survey staff to determine staff		Superintendent; Campus Comm;	State/Local funds	Spring	Survey	Summary of survey Evaluation of Activity: Completed 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
development needs		District Comm				Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide opportunities for G/T students to work together as a group, work with other students, and work independently during the school day as well as the entire school year		All Classroom Teachers	State/Local funds; G/T funds	Throughout the school year	Lesson plans; schedules	Lesson plans; Projects displayed; Academic competitions Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure all teachers who teach in the core content program have the proper certification and/or endorsements.		Superintendent; Principals; Teachers; ESC staff	State/Local funds; G/T funds	Throughout school year and summer Prof Dev	Interviews, professional development records	Teacher certificates; G/T certification Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual TIA meeting, UIL activities, etc.		Superintendent; Principals; Teachers	State/Local funds	Throughout the school year	Parent involvement calendar	Sign-in sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Review PBMAS performance data		Superintendent; Principals;	State/Local funds	Spring during program	PEIMS data; G/T nominations	PBMAS Performance data elements Evaluation of Activity:

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
elements as they relate to G/T program.		Counselor; GT Coordinator; Campus Comm		evaluations	and assessments	Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

**Title I, Part C  
Migrant Education, Non Project**

**Measurable Performance Objective: # 8**

85% of all Migrant students will pass State Assessments

All students in need of Migrant services will be identified and served.

<b>Activities/Strategies/ Initiatives</b>	<b>Staff Responsible</b>	<b>Time Line</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Name a district contact person to coordinate the identification and recruitment of migrant student (Gary Waitman)	Administration	August	Local	Observation	Person named
Train MEP coordinator in identification and recruitment	ESC	August/ September, as needed	Local	Training scheduled	Certificate from training
Survey all new enrollees	MEP Coordinator	Ongoing	Local	Interview	Eligibility determined
Complete COE's and send to ESC	MEP Coordinator	Ongoing	Local	COE completed	NGS data bank
Update migrant student list for PEIMS and other	MEP Coordinator	As needed	Local	Student List	Student List



district personnel					
Refer migrant families and students for educational support and support agencies	MEP Coordinator	As needed	Local	Log entries	Referrals made
Maintain a log of activities	MEP Coordinator	As needed	Local	Log entries	Log entries

### CAMPUS IMPROVEMENT PLAN

#### **PERFORMANCE OBJECTIVE #9: PRE-KINDERGARTEN**

- 90% of all Pre-K students will be prepared to pass 3<sup>rd</sup> grade STAAR assessment.
- 90% of all Pre-K students will make measurable progress on reading readiness assessments Grades K-3.

*Title I, Part A Schoolwide – Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary programs.*

Strategies/Activities	TEA Priority	Staff Responsible	Resources	Time Line	Formative Evaluation	Summative Evaluation
Ensure that all teachers/ paraprofessionals teaching in the program have the proper certification		Superintendent; Principals	Local funds; ECOS website;	Summer and/or during hiring process	Interview process	<b>Teacher certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
and/or endorsements						
Provide research-based staff development for professional/ Paraprofessional staff with input from staff		Superintendent; Principals; ESC	State funds; Local funds	Summer or during school year if needed	Survey, staff development calendar	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide parent involvement opportunities, with input from parents, so that parents may participate in school-sponsored activities		Principals; Campus Committee	State funds; Local funds	Throughout the school year	Parent involvement activity calendar	<b>Dates on calendar, agendas; minutes of planning meetings; sign-in sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide a Pre-K curriculum reflecting a balance of all areas of learning and encouraging children to be actively involved and experience a variety of activities and materials		Pre-K Teachers; Principals; Superintendent	State funds; Local funds	Throughout the school year	Observation, Lesson plans	<b>Summary of assessment instruments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide activities (e.g. registration day, roundup, classroom/campus visitation) to ensure a		Principals; Pre-K Teachers; Counselor; Office Staff	State funds; Local funds; Parent Surveys	Throughout the school year	Activities scheduled notification, agenda, handouts	<b>Observations; Number of students registered; Parent surveys</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
smooth transition for children into the public school						Delete – not working 1 2 3 4
Publicize four-year-old program through communication to the population in the district. District has no restrictions on program qualifications.		Principals;	Local funds	Throughout the school year	Newspapers, Letters, Notices posted, Post Office, etc.	Copies of notices PK registration Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #10: SPECIAL EDUCATION

- 85% of all Special Education students will pass required State Assessment or an appropriate alternate assessment.
- All students identified as Special Education will receive appropriate services addressed on their IEP

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Ensure all teachers and paraprofessionals have the proper certification required		Superintendent; Principals; SPED Director	Sped funds; State/Local funds	Summer and throughout school year, as needed	Review of personnel files	Teacher and Paraprofessionals certificates on file Evaluation of Activity: Completed 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
to teach in this special program						Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide research-based staff development with input from staff		Superintendent; Principals; SPED Director; Teachers; Para-professionals	SPED funds	Throughout the school year	Staff development calendar	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure that all students with disabilities have access to the general curriculum in the least restrictive environment possible		Superintendent; Principals; Counselor; ARD Comm SPED Director; Content Area Specialists; SPED Teachers	SPED funds; State/Local Funds;	Throughout the school year	ARD/IEP for each student	<b>Student schedules; ARD meeting minutes</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide training to teachers regarding modifying the curriculum for students with disabilities		Special Education Director; SPED Staff; ESC	SPED funds; State/Local funds	Throughout the school year	Prof Dev. calendar; Staffing's or trainings done as needed for new students	<b>Sign-in sheets; Documentation of modified work</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide parental involvement and		SPED Director; Principals;	SPED funds; State/Local funds;	Throughout the school year	Parent Involvement	<b>Sign-in sheets</b> Evaluation of Activity:

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
provide opportunities for parents of students with disabilities to participate in school-sponsored activities		SPED Staff; ESC staff			activity calendar	Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a comprehensive Response to Intervention (RtI) Program that includes diagnostic assessments of students with disabilities; prescribed interventions; and progress monitoring		SPED Director; Content Area Specialists; Principals; Diagnostic Tool; Prescriptive Interventions; Progress Monitoring Assessments; RTI Specialist	SPED Funds; State/Local funds; STAAR results; TELPAS; TPRI; IXL Intervention Programs	Throughout the school year	Disaggregated data; STAAR results	IEP/Needs identified; STAAR results; Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide training to ARD committee		Special Education Director; ESC; SPED Coop Staff	SPED Funds; State/Local Funds; ESC	Throughout the school year	Training scheduled	Sign-in sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
If identified as a Stage of Improvement for PBMAS then address PBMAS indicators with a Performance Level of “1” or greater in the TAIS system in the areas staged.		Superintendent; District Comm; Campus Comm; SPED Director; Principals; Content Area Specialists	SPED funds; State/Local funds ESC 17 Staff	Fall of school year after PBM is released May 2018	Campus Plan; District Plan to address the needed areas	Documentation from PBM committee meeting to address these needs and TAIS documents on file. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
SPED-Stage I						Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

***Note: Campus activities and/or staff positions funded using the following schoolwide consolidated funds– Title I, Part A (Option 3)***

### **PERFORMANCE OBJECTIVE #11: TITLE I, PART A, SCHOOLWIDE (ESSA funds)**

- 85% of all students will pass required State Assessments
- Paducah School is a Title I, Part A Schoolwide Program with a student poverty rate above 40% that uses SCE funds to upgrade instructional services for at-risk students on the Schoolwide Campus with SCE

\$211,827.00 and 1 FTE's. All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving. Schoolwide strategies are located throughout the plan. Title IA total budget \$ 98,744.00. Title IIA \$ 11,594.00 and Title IVA \$ 10,000 are REAPed to meet the intents and purposes of Title IA.

### **PS3001 Program Outcomes and Activities to be Conducted with ESSA Funds**

**Smart Goal:** Seventy six percent of all students will exhibit satisfactory or above in all subjects on the State Assessment, by May 2020.

#### **Activity/Funds reserved/ESSA Fund Source (indicated in SW plans below with POA):**

Activities: 1. Teacher coaching for core content teachers and support staff focusing on the structures of teaching, Paducah ISD has a total of 18 reg. ed. teachers and 2 SPED teachers that will be involved in the mentoring/coaching. On-site coaching is provided by mentor teachers, Principal, and the ESC will provide coaching through the Principal Academy. The purpose of the coaching will focus on structures of teaching as well as continuity of instructional language and expectations.

2- IXL reading software will first be used as a supplemental intervention for any student below grade level or those who did not pass the state assessment. Teachers will also be coached in using the software data for individual student instructional needs.

3- Contract with ESC 17 for Curriculum professional development addressing effective instructional strategies and classroom management for teachers and principal in core content areas addressing state standards and data disaggregation.

\$ 11,749.00 reserved from Title IA

\$ 6785.00 reserved from Title IIA-100% of Title IIA is REAPD. to meet intents/purposes of TIA.

\$ 0.00 reserved from Title IVA-100% of Title IIA is REAPD to meet intents/purposes of TIA.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
<p><b>Comprehensive Needs Assessment:</b>            Planning Team will make data-driven decisions for the entire campus toward the goal of maximizing student achievement for all students. The Team will analyze data from state assessments, attendance, discipline referrals, drug and violence reports, teacher retention, report cards, and surveys. Campus profile and vision will be included.</p>		Superintendent; Principals; Counselor; Campus Comm. Specialists	AEIS; PBMAS; Attendance; Discipline; Staff and parent surveys	Throughout the school year	Disaggregated data	Areas of strengths and weaknesses identified and CNA developed and modified as needs change.  See CNA at the beginning of this plan.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
<p><b>Schoolwide Reform Strategies</b>            *Ensure school-wide reform research-based strategies and methods for <i>tiered intervention</i> that address areas of weaknesses are</p>		Principals; Teachers; Campus Comm. Specialists	<b>Title I, Part A</b> <b>\$ 6,825.00</b>  Title II, Part A POA (REAP \$6285.00)	Throughout the school year	Daily class schedules; All diagnostic and progress monitoring assessments; Tier II and Tier III intervention logs	Increased student scores State required Assessments, TPRI, iSI, IXL etc.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4



<p>identified in the CNA.          *Review master schedule to identify opportunities for additional or <i>extended learning time</i>          *Investigate how manipulatives are used in various core areas          *disaggregate data by sub-groups to determine programs; effectiveness in meeting the needs of underserved students populations</p>			<p>State/Local funds;          POA</p>			<p>Delete – not working 1 2 3 4</p>
<p><b><u>Instruction by Highly Effective/Certified Staff</u></b>          *Ensure instruction of all students by highly qualified staff by reviewing certificates,          *Ensure paraprofessionals are HQ and certified for their positions before hired          *Provide time for PD          *Provide <i>mentoring</i> system          *Monitor instruction by frequent walk-throughs          *Provide pre-service for “in-place” programs</p>		<p>Superintendent;          Principals</p>	<p><b>Title I, Part A          \$86,895.00</b>           POA           State/Local funds</p>	<p>Throughout the school year</p>	<p>List of all teachers providing instruction</p>	<p>Teacher certificates and Highly Qualified Forms on file and completed for each teacher.          Evaluation of Activity:          Completed 1 2 3 4          Continue 1 2 3 4          Continue/ modifications 1 2 3 4          Delete – not working 1 2 3 4</p>

<p><b><u>High Quality and Ongoing Professional Development</u></b>  *Select PD to meet the specific needs of teachers, paras, principals, parents, students  * Utilize video conferencing and/or online training  *Provide PD throughout the year for staff required to be certified for what they teach. Conferences, ESC, locally developed</p>		<p>Superintendent; Principals; ESC 17 Core Curriculum Contract.</p>	<p><b>Title I, Part A \$ 11,594.00</b>  Title II POA REAP \$4,000.00  Title IV 6200-\$100.00   State/Local Funds</p>	<p>Summer and throughout the school year</p>	<p>Staff development calendars</p>	<p><b>Attendance Certificates</b>  Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>
<p><b><u>Attract Highly Effective/Certified Teachers</u></b>  * advertise on web and ESC  *attend job college and ESC job fairs  *Provide mentoring program  *provide effective leadership  *provide on-going and “catch-up” training for programs already in place</p>		<p>Superintendent; Principals</p>	<p>State/Local funds; Job Fairs; Post jobs to be filled by certified teachers in newspapers and websites  ESC  <b>Title I, Part A; \$0.00</b></p>	<p>Throughout the school year as needed</p>	<p>Grade level vacancy list</p>	<p><b>Highly qualified (certified) staff hired during interview process</b>  Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>
<p><b><u>Ensure retention</u></b></p>		<p>Superintendent;</p>	<p>State/Local funds</p>	<p>Throughout the</p>	<p>Teacher Evaluations</p>	<p>Staff Interviews</p>

<p><b>efforts</b> of highly qualified (certified) staff are implemented</p>		<p>Principals; Counselor</p>	<p><b>Title I, Part A; \$0.00</b></p>	<p>school year</p>		<p><b>Staff Retention Rates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>
<p><b>Increase Parent/Family Engagement</b> Provide activities that are planned by parents in order to increase parent involvement, such as family literary services *Notification: 1) provide information to parents in a language and format they understand 2) parents right to know teacher and paraprofessional qualifications, 3) parents’ right to notification of non-certified teachers assigned to their child, 4) annual report cards,</p>		<p>Principals; Counselor; Teachers; Parent representatives; Campus Comm. District Comm.</p>	<p>State/Local Funds</p>	<p>Throughout the school year -Registration packets -TIA Annual parent Meeting -PK-5 teacher conferences - District/campus websites</p>	<p>Parent Involvement activities scheduled on school calendar</p>	<p><b>Sign-in sheets at activities to determine increase/decrease</b>  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>

<p>5) reports regarding student achievement,  6) parental/family engagement policy and school-parent compact;  7) frequent reports on student progress;  8) post schoolwide plan on the website;  9) homeless liaison inform parents of opportunities for their homeless students;  10) option to not release student information to military recruiters;  11) follow FERPA policies and practices</p> <p><a href="#">Title III-LEP – outreach –inform parents of LEP students: 1)how to be involved is child’s instructional services; 2) identification procedures and program goals.</a></p> <p><u>Right to transfer -</u></p>		<p>Superintendent Principal</p>	<p>SBOE Policy</p>	<p>August notification of policy. Within</p>	<p>FDD Policy updates</p>	<p>Notifications and</p>
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<p>1) notify parents if their student is a victim of a violent criminal offense on school property.</p> <p>Notify parents if campus is identified as Persistently Dangerous.</p> <p><u>Consultation:</u>  1) Include parents in the development evaluation of the engagement policies and school-parent compact.  2) Have face-to-face parent conferences for PK-5.  3) Development of Schoolwide Plan, Program Plans and Consolidated Application- (reservation of funds for parent involvement)  4) Title III-consult with educators and</p>		Counselor		14 days anytime an offense may occur.		<p><b>results</b></p> <p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>
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<p>parents in the development of the plan including AMAOs</p> <p>5)Title IA Annual Parent Meeting to explain the program, requirements, right to be involved and opportunity to request regular meetings.</p> <p><u>Building Capacity:</u></p> <p>1)Assist parents in understanding the state’s curriculum and required assessments, requirements of Title I, Part A.</p> <p>2)Provide materials and training in areas such as literacy or technology.</p>						
<p><b>Transition</b></p> <p>1)Conduct a preschool registration and/or round-up to assist children in the transition from early childhood programs</p>		<p>Principals; Counselor; Pre-K Teachers; Office Staff</p>	<p>State/Local funds</p>	<p>Spring of the school year</p>	<p>Schedules; Teacher lesson plans; list of activities and/or handouts</p>	<p>List of children/parents attending</p> <p>Evaluation of Activity:</p> <p>Completed 1 2 3 4</p> <p>Continue 1 2 3 4</p> <p>Continue/ modifications 1 2 3 4</p> <p>Delete – not working 1 2 3 4</p>

<p>to elementary grades- provide explanations of curriculum, procedures and student expectations  *Coordinate EC and KG professional development  *Provide KG teachers with EC portfolios and assessments for each student  *Provide frequent communication with parents regarding their child’s progress and parent activities</p> <p>Middle School  High School</p> <p>2) Provide informational parent rights including: expectations/curriculum/state assessments/post secondary opportunities</p>		* * *				
<b>Teacher Decision-</b>		Principals;	State/Local funds	Throughout the	Agenda item and/or	List of assessments to

<p><b><u>Making Regarding Assessments</u></b>  *Provide opportunities for teachers to work together in developing student assessments such as: benchmarks, observation tools, performance assessment, teacher made assessments, student inventories  * Provide PD on using data to make instructional decisions, improve curriculum and design assessments</p>		<p>Counselor;  Campus Comm.</p>		<p>school year, as needed;  August-September will be the first survey</p>	<p>survey</p>	<p>be used  Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>
<p><b><u>Provide effective, timely, additional assistance to students</u></b> who experience difficulty mastering the proficient or advanced levels of academic achievement standards  *Analyze individual</p>		<p>Principals;  Counselor;  Teachers</p>	<p>SCE funds;  State/Local funds</p>	<p>Throughout the school year:  Tutorials;  Small-group instruction; CAI;  Extended Learning;  Individual instruction</p>	<p>Three week progress reports;  9 – weeks report cards;  Final report cards</p>	<p>Report Cards;  State Assessment results;  Summer Enrichment Programs; tutorial lists;  CAI intervention schedules  Evaluation of Activity:  Completed 1 2 3 4  Continue 1 2 3 4  Continue/ modifications 1 2 3 4  Delete – not working 1 2 3 4</p>



<p>student data Provide extended learning opportunities (tutoring, Saturday school, summer school * Provide individualized and small group learning sessions *Incorporate computer assisted learning *Incorporate modifications/accommodations for curriculum activities *Provide counseling</p>	<p>TEA Priority #2</p>					
<p><b>Coordinate and integrate federal, state, and local services and programs with the schoolwide program.</b> Programs listed in funding column are coordinated as well as PD, Parental</p>		<p>Principals; Counselor; Campus Comm.; ESC; Specialists</p>	<p>Title I, Part A; Title II, Part A SCE funds; CTE; State/Local funds; SPED funds; G/T funds; ESL funds Title III-LEP (SSA with ESC) Dollar amounts in preface of plan</p>	<p>Throughout the school year at Staff Meetings, Parent Meetings, etc.</p>	<p>Agenda and minutes of meetings</p>	<p>List of programs by campus and district Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4</p>

engagement activities.						
Evaluate parent/family engagement program and policy and include parents in the process		Principals	Evaluation document; Campus Comm.; District Comm Evaluation meeting	Spring of the school year	Results of evaluation	Adjustments made to program/policy Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved		Principals; Counselor; All teachers	Forum for the Title IA meeting such as: Meet the Teacher Night, Curriculum design, Parent Nights <b>Title I, Part A;</b> <b>\$ 0.00</b>	Week before school starts and during the school year as scheduled on calendar	Meeting scheduled	Sign-in sheets Agenda Power Point Handouts Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Revise annually the School-Parent Compact and provide in Spanish		Principals; Counselor; Campus Comm.	District Comm Spring Meeting for Program evaluation or Separate meeting for parents before the District Committee meets	Spring of the school year	Agenda, minutes, draft of compact	Written compact Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide staff development to teachers,		Principals;	<b>Title I, Part A</b>	Throughout the school year and	Agenda, Minutes, handouts from planning meetings, website	Staff development calendar Evaluation of Activity:

administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school		Counselor; Campus Comm;	<b>\$ 0.00</b> TIA POA - \$  State/Local Funds;	summer – staff meetings, SBDM meetings, etc.		Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide information/ communication in a format and in a language that parents can understand and provide translation services as needed or requested		Teachers; Principals; Spanish Translators	State/ Local Funds;	Throughout the school year as needed	List of interpreters/translators	Copies of information/ Communications/ Documents/list of staff available to translate Website Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide parents information on the level of achievement of parent's child on any state required assessment		Principals; Counselor;	State/ Local Funds;	As tests results are received	Students names and their achievement level	Copy of notice sent to parents or shown to parents at Goals Days and required state assessments Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide timely notice that the parent's child has been assigned to, or has been taught for four or more		Principals; Superintendent	State/ Local Funds	End of September and anytime during the year that it is needed	List of teachers not Certified – DOI wording pertaining to certifications	Copy of notice sent to parents Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

consecutive weeks by a teacher who is not certified for assignment						
Contract for technical assistance in Title IA program/fiscal/compliance issues-reserved at the district level		Superintendent; SBDM Spring Business Mgr.	<b>Title I, Part A;</b> 6200- \$4294.00	Throughout the school year as invoiced	Contract	Invoice indicating the services provided. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.		Principal Teacher Para	SCE	As needed	Teacher made plans for the para List of students needing the extra support	State Assessment data, Report Cards, Unit tests Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Address any ESSA PBMAS or ICR issues		Superintendent Principal Consultant	Local	At the time TEA releases information	Review ICS level 4. The reports were ready to submit on time, but were not submitted.	Agenda, minutes from any required meetings. Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Homeless Reservation district level for services as needed		Superintendent Business Office Homeless Liaison	<b>Title I, Part A;</b> 6100- \$ 100.00	Check at 3 weeks and 6 weeks	Review of identified homeless student grades	Extra duty pay agreements, time logs; students served Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## CAMPUS IMPROVEMENT PLAN

### PERFORMANCE OBJECTIVE #12: STATE COMPENSATORY EDUCATION

- Paducah School is a Title I, Part A, Schoolwide program with a student poverty rate above 40% that combines Title I, Part A with SCE funds to serve identified (by the 14 PEIMS At-Risk Indicator codes) at-risk, as well as, all students on the school-wide campus in the core academics of ELA, math, science and social studies with SCE \$211,827.00 and 1 FTE.
- 85% of all students on the Title I, Part A, Schoolwide Campus will pass State Assessments
- 85% of all At-Risk students will pass required State Assessments
- Note: If the campus is not 40% or higher F/R only identified students will be served through supplemental SCE funds.

Note: If the campus is not 40% or higher then only identified students will be served through supplemental SCE

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Determine total amount of SCE funds for campus to improve student performance for at-risk students		Superintendent; Business Manager	State/Local Funds; AEIS	Summer	Disaggregated data	<b>Areas of strengths and weaknesses identified</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Determine total full time equivalents (FTEs)		Superintendent; Business Mgr.	State/Local funds	Summer	Daily class schedules; PEIMS	<b>Increase student scores on state assessments</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Provide intervention and remediation services for those students who failed EOC exams		Principal Teachers	<b>SCE \$5,000.00</b> <b>FTE:1</b>	Summer and school year	List of EOC failures scheduled into intervention or remediation instruction	List of students who met standards on EOC after intervention/remediation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Develop a policy for identifying, entering, and exiting students from the SCE program calculation of 110% and cost of regular education program		Superintendent; Principals; Business Mgr	State/Local Funds	August	Meeting to develop policy	<b>Local policy</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification		Superintendent; Principals; Counselor; PEIMS Coordinator.	State/Local funds	Beginning of school year and updated as needed	List developed	<b>All teachers with list and supporting documentation</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment which includes but is not limited to State assessments and dropout rate		Superintendent; Principals; Counselor; Teachers; Campus comm.	State/Local funds; SCE funds	May or August	Data disaggregated for at-risk students	<b>Results of comprehensive needs assessment addressed in CIP</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Serve students who failed a current year readiness test with accelerated, intensive program for early literacy		Principals; Counselor; All teachers; Instructional Specialist	SCE funds; State/Local Funds	Throughout the school year as students are identified	Identified students failing readiness test placed in program	<b>iStation results</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Serve LEP students through an accelerated program to acquire proficiency in the English language		ESL Teachers; ESL Coordinator; Principals	ESL Funds; State/Local funds	Throughout the school year	Progress reports; LPAC Meetings	<b>TELPAS Results; STAAR Results</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide accelerated, intensive program for At-Risk students failing the STAAR assessment through tutoring, computer-assisted instruction, extended year, tiered reading/math classes		Principals; Teachers; Specialists	<b>SCE \$5,000.00 FTE:1</b> State/Local funds;	Throughout the school year	Progress reports; Report card grades; Formative and Summative assessment results	<b>Improved student success on State Assessments or end of year grade-level assessments.</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide program for students in DAEP, expelled, on parole and/or probation		Principals; Counselor; Teachers; DAEP Director	SCE funds; State/Local funds	Throughout the school year	Disciplinary records; Report card grades	<b>State Assessment results</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent volunteer program, etc.		Principals; Teachers; Campus Comm.	State/Local funds	Throughout the school year	Parent involvement calendar	Evaluation of parent involvement activities Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide teachers as tutors on a weekly basis for students.(before/after school, flex periods, assigned during the day)		Superintendent; Teachers	SCE	Throughout the school year	Tutoring logs	Student achievement; Promotion; TPRI/iStation TELPAS/STAAR/EOC Unit Exams, other assessment scores Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide highly qualified educational paraprofessionals to support classroom instruction in a small group setting.		Principal Teacher Para	SCE	As needed	Teacher made plans for the para. List of students needing the extra support	State Assessment data, Report Cards, Unit tests Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Evaluate SCE program for effectiveness in meeting the needs of at-risk students.		Superintendent; Principals; Business Manager; Campus Comm.	State/Local funds	Spring during Program evaluations	Data collected	Modification of SCE program for At-Risk students to meet all identified needs Evaluation of Activity: Completed 1 2 3 4



						Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Compile a report that compares state assessment data of students at risk of dropping out of school and all other district students.		Superintendent; Principals; Counselors; Teachers	SCE funds; State/Local funds	June after data is received	Disaggregated data	<b>Written reports</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide research-based staff development to assist students at risk of dropping out of school for professional and paraprofessional staff with input from staff		Superintendent; ESC Core Curriculum Contract; Principals SBDM Committee;	State/Local funds; ESL funds; SCE funds SPED	Throughout the school year	Staff development calendar	<b>Attendance certificates; Sign-in sheets</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Submit DIP and 2 CIP's if district receives \$500,000 SCE funds or more –		Superintendent; Principals	DIP/CIP for prior school year	July	Plans completed	<b>Posting of plans on website and electronically submitted to TEA.</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
SCE funds are coordinated on the campus with the following federal funds: Title I, Part A		Superintendent; Business Mgr.	SCE funds; Title I, Part A funds	July	Preliminary budget	<b>Audit</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

Local School Board annually evaluates SCE program in a public meeting		Superintendent Board	State/Local funds	Summer	Data compiled	Board minutes/Agenda Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
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### CAMPUS IMPROVEMENT PLAN

**PERFORMANCE OBJECTIVE #13: Career and Technical Education (CTE) College and Career Readiness**

- 85% of all CTE students will pass required State Assessment or an appropriate alternate assessment.
- All CTE students will receive appropriate services and support for their chosen vocational clusters.

Provide vocational and technical education programs to all eligible students, especially special populations students		Administration	CTE funds Local State	August – May	Student choice cards	Courses scheduled Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct a comprehensive needs assessment and overall program		Administrators Counselor CTE Staff	CTE funds	May	Disaggregated data	Annual evaluation report of all individual programs and the overall CTE program.

evaluation to determine areas of strengths and weaknesses to determine the size, scope, quality, and effectiveness of CTE and Tech Prep programs, including completion/graduation rates and demographics						Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry workforce preparation practices (including Tech Prep		CTE Staff Program administrator	CTE funds Perkins	Fall Spring	Mid-year review of programs	<b>Results of annual program review and update</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Integrate CTE and academic/technical program to improve student learning		CTE Staff Academic Staff	Tech Prep	On-going	Meeting records Written plan for integration	<b>Annual CTE program evaluation</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Encourage students to pursue a coherent sequence of courses		Counselor	Perkins, SCE	Spring Semester	Student choice cards	<b>Courses scheduled</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

						Delete – not working 1 2 3 4
Ensure CTE students have a four year plan showing the coherent sequence they are pursuing		Counselor		Spring/Fall	Mid year check of student plans	<b>Number of CTE students with four year plans on file with counselor</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide course offerings in the following areas:		Administration	CTE, local	August	List of course offerings	<b>List of students enrolled in CTE classes</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Continue to recruit, develop, retain certified CTE staff including minorities		Administration SBDM	Local funds	Spring/Summer	Positions posted Certification DOI	<b>Fully certified staff hired</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide staff development and technical assistance for professional staff that is researched based with input from staff.		Administrators	Perkins	Fall/Spring/Summer	Staff development registrations	<b>Attendance certificates</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure that		CTE teachers	Perkins	August-May	List of translators	<b>Copies of notices sent ot</b>

information to parents/students/community is provided in the home language and/or translation services as requested		Administrators	Local			parents, students, parents Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide opportunities for parents of CTE students to participate in school-sponsored activities		Administrators CTE teachers Counselor	Perkins, local	Fall/Spring	School calendar of parent involvement activities	Parent Sign-In sheets Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Strive to provide CTE programs that lead students to receiving professional level license and/or certifications		Administrators	CTE, Perkins, Technology, local	August-May	Research presentation of possible course offerings	Courses offered for licensing/certification Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Continue to provide career Awareness programs in grades 7 to 12		Administrator Counselor, CTE Teachers	CTE, Perkins, local	Spring	Schedule of programs and or classes	List of participating students Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Research possibility of offering a Career Investigation course for 7-8 or a Career Connections course for 9-12		Counselor	Local	Spring	Presentation of possibility of course offerings	Course offerings Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide transition		Counselor	Perkins, local	Spring	Lesson plans	List of students

activities for middle school grades to high school or from high school grades to work or to post secondary education.						<b>participating/activities</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Address any PBMAS or OCR compliance issues		Administrator	Local	Fall/Spring	Agenda	<b>Written strategies to address issues</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure students with disabilities are considered for placement in CTE courses; ARD committee includes all required staff		Administration CTE staff SPED staff	Local, federal, state	Fall/Spring	Scheduled ARDs	<b>ARD minutes</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide activities that overcome barriers that result in lowering rates of access to or lowering success in CTE programs for Special populations.		Counselor Administration CTE teachers	time	Spring	Activities scheduled	<b>Student participation</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure members of special populations will not be discriminated against in the provision of		Counselor Administration	State, local, federal	Ongoing	District demographics	<b>Special populations participation in CTE courses</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

services						Delete – not working 1 2 3 4
Promote preparation for non-traditional participation and employment		Counselor CTE teachers	CTE, state, local	Fall	List of students	<b>Post-graduation follow-up; Accountability data</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Advise students, parents, employees, and general public that CTE programs will be offered without regard to race, color, national origin, sex, or disability		Administration	Local	Prior to start of school	Notification prepared	<b>Copy of notification and how it was disseminated</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Students with disabilities are not excluded from vocational, career, or academic programs, or courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available.		Administration Counselor SPED staff	local	Beginning of each semester	List of SPED students participating in CTE courses and their location	<b>Interview results with students; observation reports</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Ensure students in protected groups do not drop out of CTE programs before		Counselor	Local	At times of student wanting to drop out of course	List of students no longer in program	<b>Interviews</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

completion due to unequal treatment or because of a lack of services to meet language or disability related needs.						Delete – not working 1 2 3 4
Ensure PEIMS/other data is reported correctly		PEIMS coordinator Administrators	Local	Fall, Mid Year, Summer submissions	Preliminary PEIMS reports	PEIMS, PBMAS, procedures for data quality Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Review labor market data and workforce trends to implement programs that provide students with technical knowledge and skills essential for high skill, high wage careers		CTE staff	Local	End of year	Collect resources	Review of resources and list of recommended programs Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4



## CAMPUS IMPROVEMENT PLAN

### CAMPUS GOAL #2: Employ and support quality teachers, administrators and staff

#### PERFORMANCE OBJECTIVE #14: HIGHLY Effective/Certified TEACHERS AND STAFF

- All students will continue to be taught by highly effective teachers and highly qualified paraprofessionals.
- *Title I, Part A Schoolwide - Instruction delivered by Highly Effective Teachers*
- *95% of all teachers will be determined to be Highly Effective*

Strategies/Activities	TEA Priority	Staff Responsible	Resources	Time Line	Formative Evaluation	Summative Evaluation
Conduct recruitment activities to ensure highly certified personnel in all positions. Activities will include participating in job fairs (ESC and Universities), posting vacancies in multiple sites, and maintaining an active webpage with positions posted.		Superintendent; Principals;	State/Local funds	Throughout the school year	Survey of Certified teachers; Number of positions posted, number of job fairs attended; number of completed applications	Positions filled by certified staff. Documentation kept in Central Office with Superintendent Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Establish an effective teacher mentoring system in order to retain highly certified staff		Principals; Teachers with 3-5 years or more of experience; New teachers;	State/Local funds	Throughout the school year	Experienced teachers are assigned a new teacher and given a checklist to ensure that	Conference with principals, mentor, and mentee conducted at end of each semester Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Review and update the PR1500 and Equity Plan		ESC  Principal Superintendent Committee	Time/Local funds	ESSA Plan Nov.  PR1500 Nov.	certain items are covered with new teacher.  ESSA Plan - Committees will contribute and form drafts PR 1500 Principals will gather data	Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4  ESSA plan submitted by Nov. 1  PR1500 submitted by Nov. 15.  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Analyze data from all teachers' certifications, testing, staff development, college transcripts, and service records to ensure that all meet certified status		Superintendent; Principals	Time; Master schedules; State/Local funds TEA website for certification and testing documentation	August or when hiring	TEA Certification documents	teachers' certifications match teacher assignments  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification,		Superintendent; Principals; Mentor Teachers	State/Local funds;	Throughout the school year	List of teachers who do not meet certification requirements;	Plan completed on each teacher not certified  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
coursework, and TExES testing as needed in order to assure all staff is certified						
Analyze data from paras' personnel files to ensure all instructional paraprofessionals are highly qualified, with special emphasis on college coursework		Superintendent; Principals	State/Local funds; Para Schedules	Summer or before hiring as an educational para	List of paras not highly qualified	HQ form for paraprofessionals completed; Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Require any instructional paraprofessionals not considered highly qualified to complete, at a minimum, the PAKS observation tool before hired		Superintendent; Principals	State/Local funds	August	PAKS local evaluation; 48 college hours; Associate degree or higher  HS diploma or its equivalent	HQ form completed before date of hire  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide incentives for teachers to attain any extra certifications or endorsements		Superintendent; Principals; Business Manager	State/Local funds	Throughout the school year	Provide communication for these opportunities to teachers	Keep documentation of additional certifications Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Assign certified/effective teachers in equal proportions to all grade levels, including low-income and minority areas:		Superintendent; Principals; Counselor	State/Local funds	July & August when scheduling	Record of assignments	Staff directory; Class rosters; PEIMS Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Require 100% of teachers, principals, and other appropriate staff to receive high quality professional development which includes but is not limited to technology and ESSA core content areas		Superintendent; Superintendent; Teachers; Principals	State/Local funds; ESC – curriculum services;	Summer; Fall; Spring	Teacher records of professional development attendance	Title II, Part A Performance Report Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Retain certified staff through reimbursement for tests, small class sizes, competitive salaries, and location		Superintendent; Superintendent; Principals; Teachers	State/Local funds; ESC	Summer; Fall; Spring	Teacher records of tests and payment; class rosters; salary schedule	Title I, Part A Performance Report Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Assistance to specific non- certified teachers includes: study groups; test prep		Superintendent; Superintendent; Principals; Mentor teachers	State/Local funds; Testing dates and materials; Prof Dev	Throughout school year according to teacher’s plan	Faculty Meetings; Individual Plan completed	PBMAS Indicator Compliance Report; Exit Interviews; Evaluation of Activity: Completed 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
materials, tutors. All TEACHERS ARE CERTIFIED AT THIS TIME						Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

## ESSA Highly Effective Teacher District Definition:

Paducah ISD: Definition of a highly effective teacher.

Teaching Performance:

Data: 2018-2019 T-TESS

Definition: Teachers who receive Proficient or above on the dimensions of T-TESS and have no ratings of improvement needed will be considered as having effective teaching practices, {this will take some matrix documentation from principals}.

Student learning:

Data: Students show growth on 2018-2019 benchmark exams (teacher would develop a data matrix)

Definition: Teachers whose students show growth on state assessments/benchmark exams/teacher developed assessment will be considered as having effective teaching practices.

Student Engagement;

Data: Student attendance leads to consistent engagement with teacher.

Definition: Teachers for whom the overall 2018-2019 attendance rate of students is at least 90% will be considered as having adequate student attendance that leads to effective teaching practices.

## CAMPUS IMPROVEMENT PLAN

### CAMPUS GOAL #3: Provide a safe, orderly and caring school environment

#### PERFORMANCE OBJECTIVE #1:

- Provide programs that enhance student behavior and increase student’s ability to be successful in home and at school.

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide opportunities to celebrate student success in academic areas, character, attendance, and state assessment scores; for example, “Students of the Month” and Positive Behavior Support		Principals; Campus Committee; Teachers; Superintendent	State/Local funds	Throughout the School Year	After each celebration activity	Evaluation by campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide increased opportunities for student involvement in academic organizations and		Principals; Organization sponsors	State/Local funds	Throughout the School Year	Student and Teacher Evaluations; membership rosters	Evaluation by organizations and campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
competitions						Delete – not working 1 2 3 4
Provide comprehensive academic programs for student success that will translate into long-term pride about their school experiences.		Principals; Campus Committee; Teachers	State/Local funds Computer labs	Throughout the School Year	6 week grades; summative assessments	STAAR and other assessment data  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Create a comprehensive program for college and career preparation focused on post-secondary options		Counselor; Teachers; Principals; Campus Comm.	State/Local funds	Throughout the school year -	Student and teacher evaluations	Evaluation by principals and campus committee  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Improve opportunities for communication with parents about student progress		Campus Committee; Principals Teachers	State/Local funds; Goals Days	Throughout the school year-Title IA meeting, individual conferences, etc.	Parent, Principal, and Teacher contacts; parent conferences and teacher evaluations	Evaluation by principals and campus committee  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Develop student leadership		Principals; Student Council	State/Local funds	Throughout the school year	Student surveys; Teacher surveys	Student councils' report to campus

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
opportunities and better utilize existing student council leadership		Sponsors; Student Council Members				committee; campus comm. Evaluation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Create teams to be responsible for campus spirit activities, such as hall decorations, and create a standard for same		Principals; Student Advisors; Students	State/Local funds	Throughout the school year-academic; sports; clubs; etc.	School appearance and decorations current	Teacher Advisors' Report to campus committee; campus comm. Evaluation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Plan and conduct leadership assemblies for students		Student Organizations; Teacher Advisors; Principals	Student Organizations; Student Council; State/Local funds	Throughout the school year	Student survey prepared by Student Council	Student Council Report to campus committee; campus comm. Evaluation Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Implement and emphasize character education program		Principals; Counselor; Teachers; Staff	State/Local Funds	Staff development implementation throughout the school year	Teachers' lesson plans; counselor activities; campus committee strategies identified	Evaluation by campus committee; including number of discipline referrals and student attitudes/ behavior Evaluation of Activity:



<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
						Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Involve students in peer-tutoring across grade levels		Student Council; Principals Teachers;	State/Local funds	Throughout the school year – assigned as needed	Student and teacher input	<b>Evaluation by students and teachers involved</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Notify parents of the Violent Criminal Act Policy		Principal	Handbook	At time of registration and within 14 days of a violent criminal act.	Policy in place	<b>Title IX School Choice Option Compliance Report</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

**PERFORMANCE OBJECTIVE #2: Teamwork and Professionalism**

- To strengthen tradition of teamwork and professionalism among staff members

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
Provide a guaranteed and viable curriculum to all students		Superintendent; Principals; Specialists; Teachers	TEKS Teacher - developed Curriculum Documents; TEKS Resource System	Review and upgrading the curriculum throughout the school year	Curriculum documents; Lesson plans	Campus accountability ratings and data reviewed by campus committee  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide intervention through classroom modifications, grade-level teams, student advisors, reading intervention team, math intervention team, and student support team for students failing to master academic objectives		Principals; Teachers; Paras; Campus Committee;	State/Local funds;	Throughout the school year	Student Support Team minutes; progress monitoring; 9 week grades;	TPRI, iStation, TELPAS, STAAR , EOC, Unit assessment; data reviewed by campus committee  Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct regular vertical and horizontal team meetings to identify, discuss, and		Principals; Specialists; Teachers	State/Local funds	Throughout the school year – at least once each 6 week period	Meeting minutes	Campus accountability ratings and data reviewed by campus

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
improve issues impeding student success						<b>committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Mentoring program for new teachers		Superintendent; Principals; Mentor teachers; New teachers	ESC; State/Local funds	Establish mentor relationships by August, continue throughout the school year	Principal conference with mentor and mentee at end of each semester	<b>Teacher evaluations</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide counselor who will visit each classroom to review services available		Counselor	State/Local Funds	August	Scheduled class visits	<b>Counselor logs</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Provide new teacher training before school begins to emphasize the importance of teamwork and disseminate district and campus goals		Superintendent; Principals; New teachers; Mentor teachers	State/Local funds	August	Attendance at training	<b>Evaluation of data by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Conduct teambuilding efforts on each campus		Principals; Teachers; Staff	State/Local Funds	Throughout the school year	Visibility; record of teambuilding efforts	<b>Evaluation by campus committee</b> Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4

<i>Strategies/Activities</i>	<i>TEA Priority</i>	<i>Staff Responsible</i>	<i>Resources</i>	<i>Time Line</i>	<i>Formative Evaluation</i>	<i>Summative Evaluation</i>
						Delete – not working 1 2 3 4
Provide district-wide teambuilding activities		Superintendent; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher input	Evaluation by campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4
Develop and nurture a culture of high expectations		Superintendent; Principals; Teachers; Staff	State/Local funds	Throughout the school year	Teacher and student input; surveys	Evaluation by campus committee Evaluation of Activity: Completed 1 2 3 4 Continue 1 2 3 4 Continue/ modifications 1 2 3 4 Delete – not working 1 2 3 4

**Addendums**

1. SCE budget showing FTEs and dollar amounts
2. Title IA budget showing FTEs and dollar amounts

**Addendum #1**

**State Compensatory Education (SCE)**

**SCE Total Dollars \$ 211,827 Total FTE: 1**

Paducah School is a Title I, Part A, Schoolwide program with a student poverty rate of 62.55% that combines Title I, Part A with SCE funds to serve identified (by the 13 PEIMS At-Risk Indicator codes) at-risk, as well as, all students on the school-wide campus in the core academics of ELA, math, science and social studies.

1 FTEs for Paducah ISD Paducah School Campus grades __Pk-12____		
Name or ID #	Position	FTE
		Total 1.0
Ericka Mathis	teacher	
Karen Elliott	teacher	
Stacy Guy	teacher	
Janell Rochelle	teacher	
Carrie Smith	teacher	
Sally Stice	teacher	
Nicole Thompson	teacher	
Christine Watson	teacher	
Michelle Whitaker	teacher	
	Educational para	
	Educational para	
	Educational para	

## Addendum #2

### Title I, Part A Budget \$ 98,744.00

Paducah ISD  
Paducah School Campus

<b>Payroll - 6100 \$ 101,310</b>		
<b>Name or ID#</b>	<b>Position</b>	
	educational aide	\$
	educational aide	\$
	educational aide	\$
Teacher A	teacher	\$ 46,770.00
Teacher B	teacher	\$ 54,540.00
	Math Specialist	
	Reading Specialist	
<b>6200 - \$ 11,749.00</b>	<b>Company/Name</b>	<b>dollar amounts</b>
<b>Reserved at LEA level</b>		
Title IA Technical Assistance	Becky S. Decker, LLC	\$ 4486.00
Campus Based Professional Development	ESC – Curriculum Contracts	\$ 6100.00
	Software license	
<b>6300 Supplies</b>	<b>type of supplies</b>	<b>dollar amounts</b>
Homeless		\$100.00
<b>6400 Other \$ 100.00</b>	<b>type of activity</b>	<b>dollar amounts</b>

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Translation Services are available.