

# District Improvement Plan



*Paradise Independent School District*  
2010-2011

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**2010-2011  
District Educational Improvement Committee**

	Monty Chapman	Superintendent		
	Patti Seckman	Assistant Superintendent		
	Joyce Hardy	District Assessment Coordinator		
<b>Elementary</b>				
	Stacie Meadows	Principal		
	Kim Talley	Teacher	1 <sup>st</sup> year	1st Term
	Amy Norwood	Teacher	1 <sup>st</sup> year	1st Term
<b>Intermediate</b>				
	Terry McCutchen	Principal		
	Kristin Gage	Teacher	2nd year	1st Term
	Dwanna Archer	Teacher	1 <sup>st</sup> year	1st Term
<b>Jr. High</b>				
	Mac Edwards	Principal		
	Denver McMurry	Teacher	2nd year	1st Term
	Lori Harkins	Teacher	2nd year	1st Term
<b>High School</b>				
	Shannon Saylor	Principal		
	Sheri McAsey	Teacher	2nd year	2nd Term
	James Moats	Teacher	2nd year	1st Term
<b>Community</b>				
	Jan Pierce	Community	1 <sup>st</sup> year	2nd Term
	Teresa McBride	Community	1 <sup>st</sup> year	2nd Term
<b>Parent</b>				
	Susan Smith	Parent	2nd year	1st Term
	Vann Wakefield	Parent	2nd year	1st Term
<b>Business Member</b>				
	Eva Read	Business owner	1 <sup>st</sup> year	2nd Term
	Robin Meadows	Business owner	2nd year	1st Term

# Paradise Independent School District Belief Statement

2010-2011

## Leadership:

Paradise ISD recognizes the need for strong, dedicated leaders who are models and proponents of continuous learning committed to providing a positive working environment. We are dedicated to recruiting and training quality staff that is motivated to facilitate and ensure student learning. Leadership will be shared depending upon the expertise and task involved.

Paradise ISD will establish positive, productive home/school relationships that facilitate parental involvement and parent education. Strong, proactive communication between our homes and schools will bond us together as a team in an atmosphere of mutual trust and respect. Mutual trust will be established between the administration and school board; Educational decisions will be made based on informed decisions putting the child first.

## Community/Finance:

Paradise ISD and the community will actively participate as full partners and mentors to benefit the educational welfare of all students. Paradise ISD will establish communication to the taxpayers and will be open to the taxpayer's call for accountability. Spending will be based on needs first and wants second. The taxpayers will be informed of financial decisions comparing past, present, and future.

## Curriculum:

Paradise ISD strives to provide students with an aligned curriculum consisting of high expectations, research-based instruction, and appropriate time and resources. This curriculum will be articulated and closely monitored for optimum success. The district will search continually for programs that keep current on future business and technology demands.

## Students/Discipline:

Paradise ISD will create an environment and atmosphere that enables all students to feel emotionally and physically safe and secure. Students will have a positive vision for their future and a sense of academic and personal accomplishment.

Paradise ISD is committed to providing student's fairness, equality, and consistency. It is our role as educators to create systems where adults are responsible for communicating knowledge, limits, choices, and positive/negative consequences. Within that context, students can make responsible choices. Employees will be backed by administration on policies and will be furnished the tools and training to handle discipline situations.

# GOALS 2010

- I. **STUDENT ACHIEVEMENT-** Paradise I.S.D is an exemplar district with an "Exemplary" state accountability rating.
  - Student achievement on state accountability measures in all subgroups will be at least 90% passing.
  - The staff and student attendance at Paradise I.S.D. will meet or exceed 97%.
- II. **CURRICULUM, INSTRUCTION AND ASSESSMENT-** Paradise I.S.D. has a system to coordinate curriculum, instruction and assessment.
  - 100% of instructional teachers will participate in vertical team meetings.
  - 100% of teachers will complete 6 hours of PD 360 training on instructional strategies.
  - 100% of teachers in the district will implement Thinking Maps, and when applicable, Write from the Beginning and Write to the Future.
- III. **STAFF QUALITY, RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT -** Paradise I.S.D. employees qualified and highly effective teachers and provides sustainable professional development for all staff.
  - The district will have 100% qualified and highly effective teachers.
  - The staff at Paradise I.S.D. will receive quality professional development designed to meet the needs of the district.
- IV. **SCHOOL CONTEXT AND ORGANIZATION-** Paradise I.S.D. has processes, structures, decision-making , and leadership aspects to operate a successful organization and address quality teaching and learning.
  - 100% of campuses will comply with regulations and requirements in providing safe and drug free learning environments.
  - Facilities will be well maintained and operational.
  - Processes and procedures will be in place for continuous school improvement.
- V. **SCHOOL CULTURE AND CLIMATE-** Paradise I.S.D. analyzes data to understand the school culture and improve the climate of all campuses.
  - All parents, teachers, staff and students will have access to online surveys for gathering information for school improvement.
- VII. **FAMILY AND COMMUNITY INVOLVEMENT** Paradise I.S.D supports and encourages the partnership of family and the community in maintaining high expectations and high achievement for all students.
  - All parents will be informed of school activities, district and campus schedules, and school emergency procedures.
  - All parents will have access to bullying prevention education information.
  - Increase parental involvement of low socioeconomic and single parents in the education of their children.
- VIII. **TECHNOLOGY-** Paradise I.S.D. is committed to applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.
  - Students and staff have access to technology.
  - All teachers receive quality technology professional development.
  - Staffing- Additional technician hired.

# UNIVERSAL STUDENT TRAITS AND BEHAVIORS

Paradise I.S.D. is committed in providing each student postsecondary college and career readiness skills for success in the 21<sup>st</sup> century. The Board of Trustees has identified the following student behaviors as essential in attaining this goal.

1. Respectful and Professional
  - *in attitude and dress*
  - *toward self and property*
2. Confidence to speak to those in authority
  - *communication skills*
3. Identify Problems and Initiate Problem-solving
  - *across content areas*
  - *utilizing reasonableness and real life scenarios*
4. Work with Others- Teamwork
  - *tolerance and understanding of others*
5. Job Preparedness
  - *broad skill base, flexible*
  - *knowledge to complete resumes, applications*
  - *finance and budgeting skills*
6. Well Skilled with Personal Work Habits
  - *punctual, completes homework, basic readiness*
7. Technology Skills
  - *all levels*
  - *capable of adapting and adjusting in a global job market*

# ACCOMPLISHMENTS

Paradise ISD maintained "Recognized" status in the state accountability system for 09-10. Planning for improvement includes measures to assist students in special populations, especially Economically Disadvantaged, At-Risk and Special Education in the areas of science and math.

Recognized is the need to remediate those students just at the passing standard to prepare them for College and Career Readiness necessary for success in post secondary education and jobs.

Extra support for students capable of achieving commended on the TAKS test is needed in all content areas. Paradise ISD is equal to or slightly below the state average for students attaining commended status in all of the content areas.

The performance of the of our LEP students is much higher than the state average in all areas. Plans are to further our means of communicating to parents in their native language via our telephone notification system.

Safety and security are priorities at Paradise ISD. Vast improvements in 09-10 included double door security at all office entrances where visitors obtain entry into the campus facilities with permission. Keyless access is another component of the safety measures. All teachers and staff wear photo entry badges which allow access to building where they have teaching assignments. Principals have 32" monitor screens in their offices to view the interior and exterior of thier campus sites via mounted security cameras.

The relocation of the transportation facility from the center of the campus area to the out skirts of the distict property has greatly reduced the probability of situations arising from the storage of fuel and bus traffic in and around students.

Establishing monthly meetings of department directors and administration has heightened the level of communication between all departments thus creating a more efficient operation.

Construction projects completed from Bond 2008 funds include a Kindergarten/First grade wing, Elementary PE/gym facility, district personnel child care center, JH/Inter. cafeteria, JH library and eight additional classrooms, Performing Arts Complex, entrance to the stadium and a press box, and a Maintenance /Transportation facility. Paradise ISD is proud of the partnership formed with the community in providing clean, efficient, aesthetic buildings for the education of our students.

# Comprehensive Needs Assessment 2010-2011

## **Additional information available by contacting**

***Paradise ISD, Assistant Superintendent  
338 School House Rd.  
Paradise Texas 76073  
940-969-5027***

## **Demographics**

Assistance with translating parent communications from Spanish to English.  
Strategies and resources to assist teachers of ESL students.  
Academic assistance for Economically Disadvantaged students, especially in math and science.

## **Student Achievement**

We need a more in depth tracking system program for individual students to progress monitor their assessment over time.

## **School Culture and Climate**

More student led activities, example, STUCO, St. Gov., to give the students a more active role in decision-making.  
Effective communication with parents/community so they have a better understanding of school policies & procedures.  
More time for working on curriculum activities at grade level or vertical teaming.

## **Teacher Quality**

All teachers Highly Qualified.  
Continue and improve present teacher mentor program moving more into induction model.  
Refresher training on campus walk-throughs- iPad software for observations.

## **Curriculum, Instruction and Assessment**

More vertical meetings, review of curriculum, and instructional strategies -targeting Math and Science content areas.  
Check for campus level understanding of progress monitoring, and campus assistance team meetings.  
Science and math- All aspects- Curriculum, instructional strategies, presentation, retention of content.  
Economically Disadvantaged students.  
Principal monitoring of implementation of Thinking Maps, Write from the Beginning and Write to the Future.  
Sustain PD360 with principals actively monitoring teacher integration of strategies in the classroom.  
Implementation of Texas Math and Science Diagnostic System.

## Family & Community Involvement

Paradise ISD has a strong working relationship with the community. There are many things that are going well in this school district. The needs expressed by the committee include items that would only make our district stronger in the future.

## School Context & Organization

Develop 2, 5, and 10 year strategic plans.

Continue to add more information to the website (best resource for parents and community) More information to local papers/update.

## Technology

Limited students computers in the classrooms; Interactive whiteboards in approximately half of the Elem. Classrooms, in all Intermediate classrooms; in half of the JH classrooms; and in a few at the HS campus.

Several teachers have document readers. Immediate high speed internet connectivity; printers in all workrooms, in computer labs and a few in other more remote areas of the campuses.

Within the labs, students have access to an extensive range of educational programs and websites. Students also have a source within the network to store their product(s) However, labs are not supervised so students have access at all times.

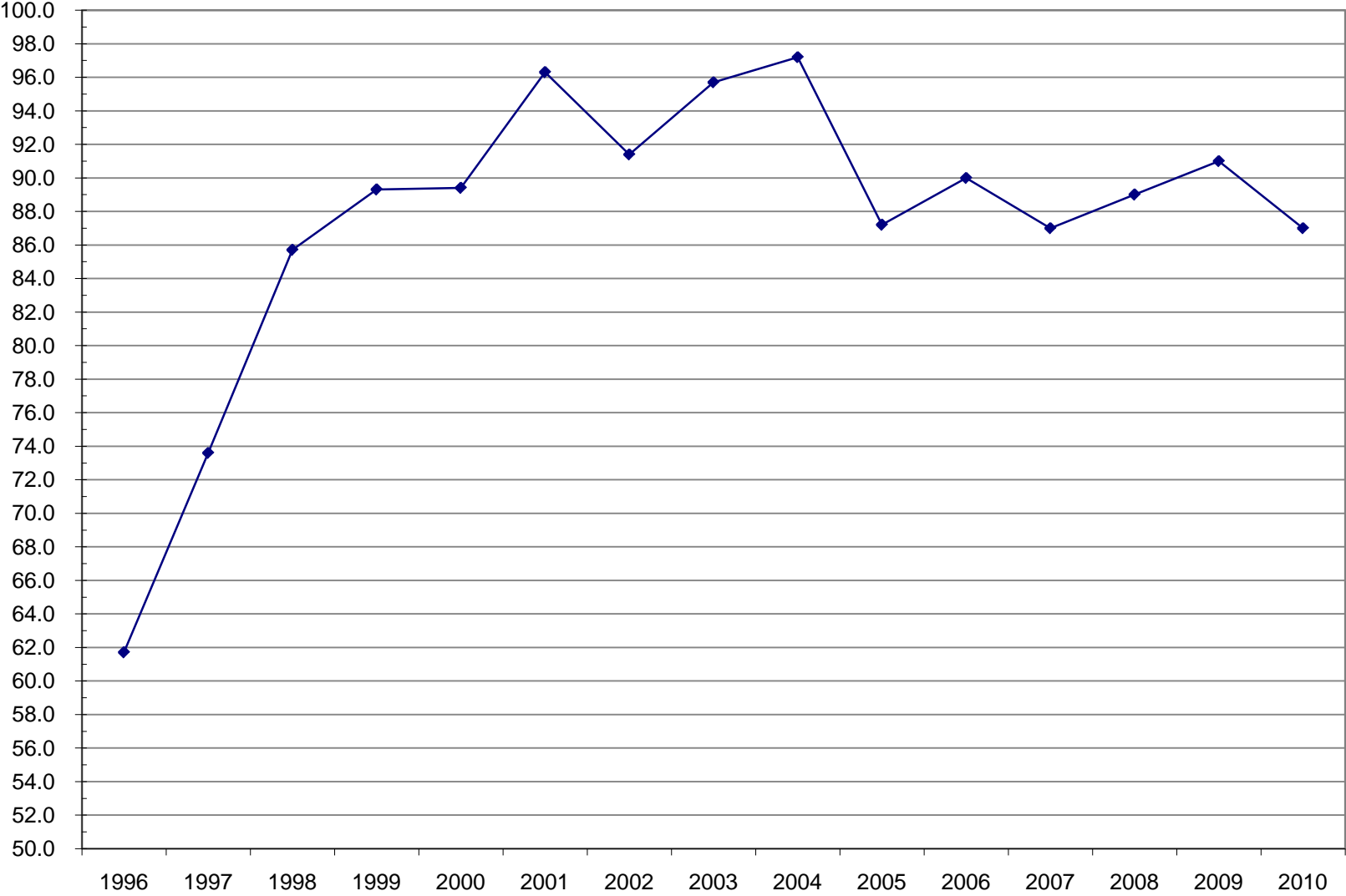
Limited professional development activities that provide ongoing, hands-on training for teachers.

Many of our teachers did not receive any technology teaching during their college years and feel uncomfortable with addressing students who have more 'technology experience';

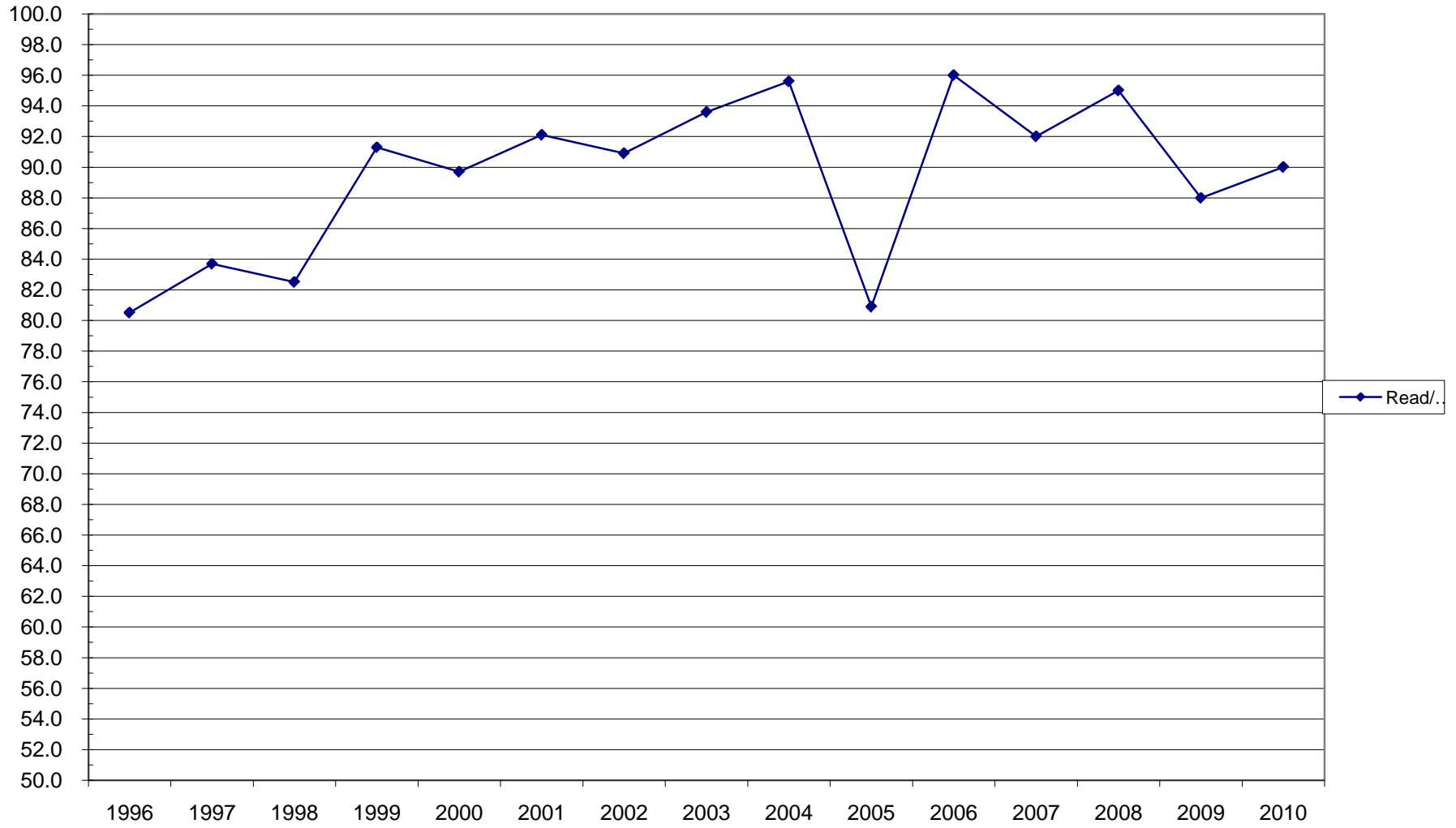
Within the classroom, technology works well for presentations, and interactive use involving students where white boards are available.

Too few tech personnel to quickly turn around downtime caused by computer failure, or lack of staff training to be able to address the problem and fix it as it happens.

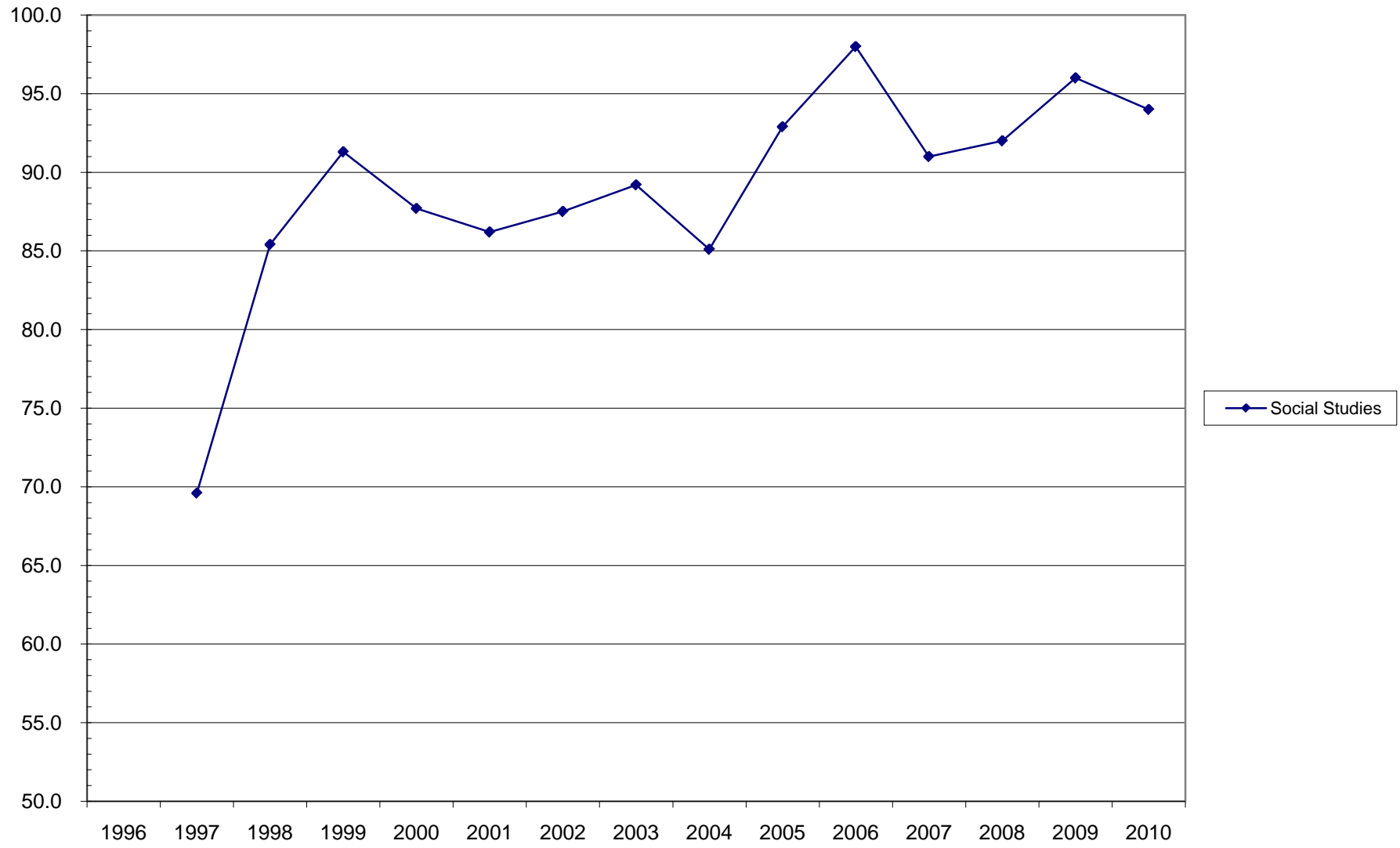
Math Met Standards



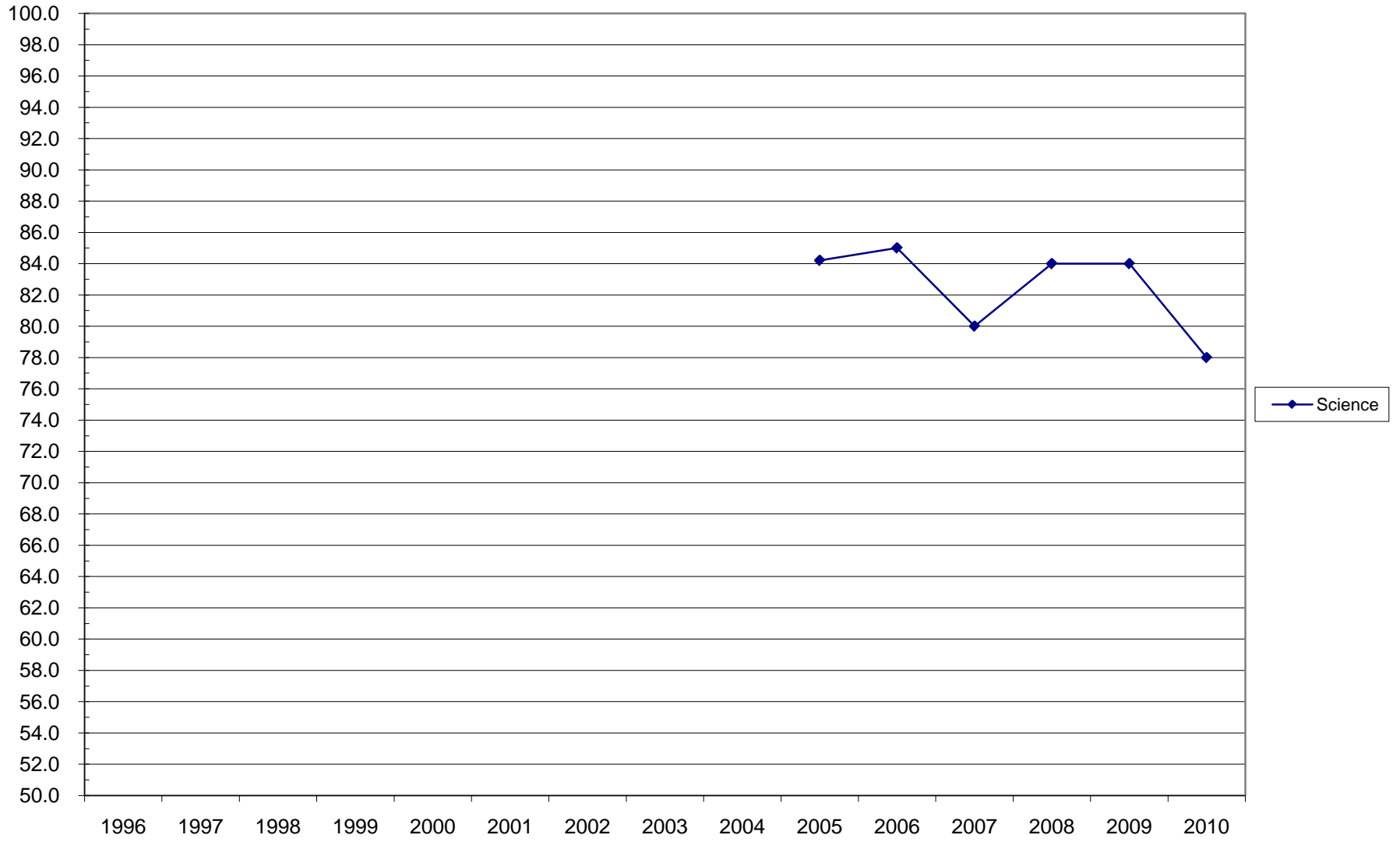
Read/ELA Met Standards



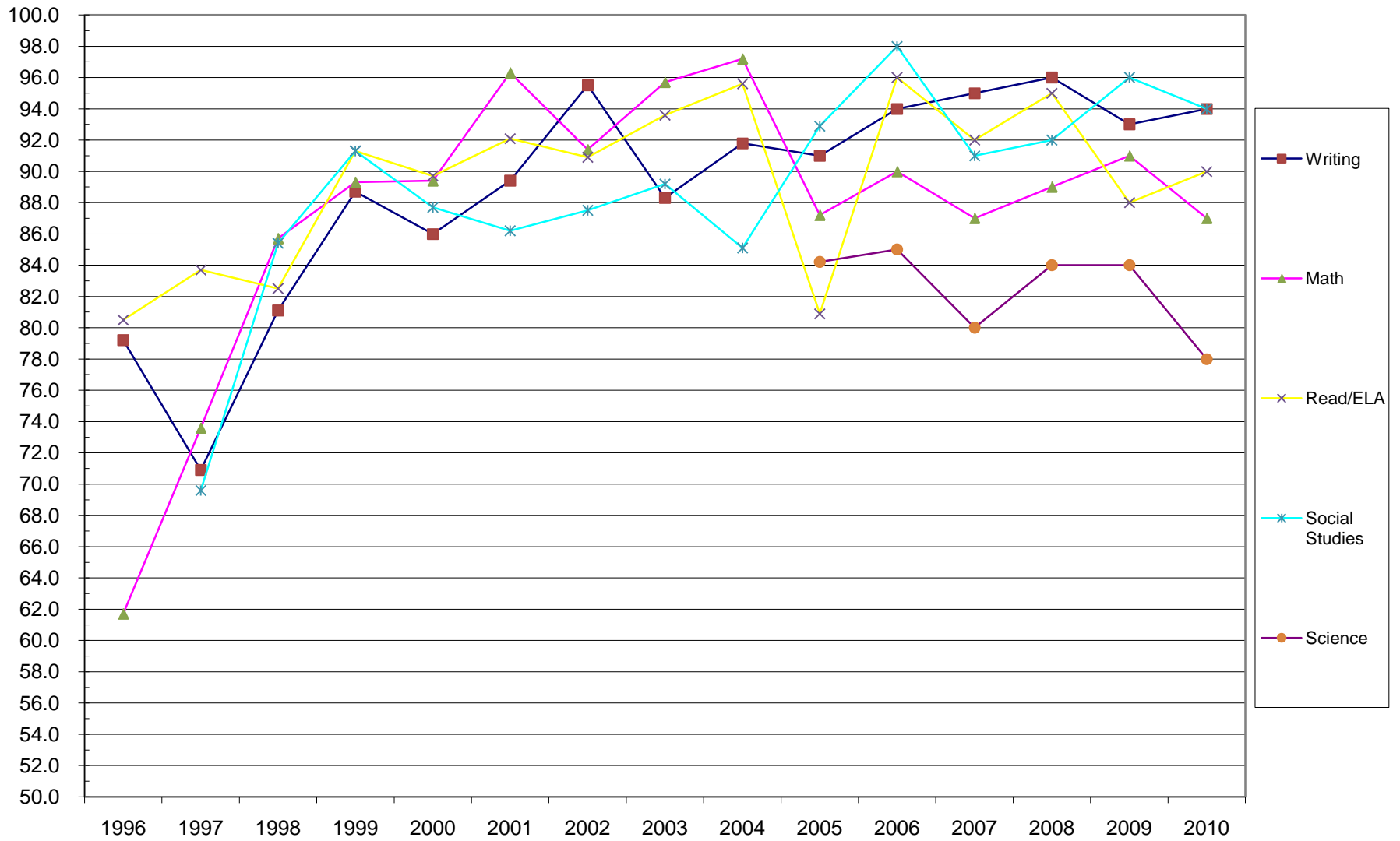
Social Studies Met Standards



### Science Met Standards



All Students Met Standards



## ***2009-10 Academic Excellence Indicator System***

***District Name: PARADISE ISD***

***District #: 249906***

***2010 Accountability Rating: Recognized***

### ***Gold Performance Acknowledgments:***

***College-Ready Graduates (Class of 2009)***

***Recommended High School Program (Class of 2009)***

***Texas Success Initiative (TSI) ELA***

***Texas Success Initiative (TSI) Mathematics***

***Commended on Social Studies***

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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2010 Standard Grade 3 (English)</b>															
Reading	2010	92%	92%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	*	> 99%	*	> 99%
	2009	90%	91%	99%	*	> 99%	99%	*	*	> 99%	97%	> 99%	95%	*	97%
Mathematics	2010	87%	87%	95%	*	> 99%	95%	*	*	97%	94%	*	96%	*	93%
	2009	85%	85%	91%	*	> 99%	91%	*	*	95%	87%	80%	77%	*	82%
All Tests	2010	84%	84%	95%	*	> 99%	95%	*	*	97%	94%	*	96%	*	93%
	2009	81%	82%	91%	*	> 99%	91%	*	*	95%	87%	83%	77%	*	83%
<b>TAKS Met 2010 Standard Grade 4 (English)</b>															
Reading	2010	86%	87%	90%	*	> 99%	90%	*	*	90%	89%	*	81%	*	67%
	2009	85%	86%	91%	*	> 99%	92%	*	*	93%	87%	82%	75%	*	93%
Mathematics	2010	89%	88%	91%	*	> 99%	91%	*	*	90%	92%	*	78%	*	73%
	2009	87%	86%	97%	*	> 99%	97%	*	*	98%	97%	82%	> 99%	*	93%
Writing	2010	92%	91%	96%	*	> 99%	96%	*	*	95%	97%	*	93%	*	93%
	2009	91%	91%	96%	*	> 99%	96%	*	*	96%	97%	80%	94%	*	86%
All Tests	2010	79%	79%	85%	*	> 99%	84%	*	*	81%	89%	*	70%	*	60%
	2009	76%	77%	88%	*	> 99%	89%	*	*	91%	84%	64%	75%	*	79%
<b>TAKS Met 2010 Standard Grade 5 (English) First Administration Only</b>															
Reading	2010	86%	87%	82%	*	60%	84%	*	*	83%	81%	40%	68%	*	56%
	2009	83%	85%	88%	*	*	90%	*	*	90%	86%	80%	83%	*	67%
Mathematics	2010	86%	87%	95%	*	80%	96%	*	*	98%	91%	80%	92%	*	88%
	2009	84%	83%	92%	*	*	91%	*	*	95%	88%	75%	86%	*	50%
Science	2010	88%	89%	94%	*	80%	94%	*	*	98%	87%	60%	96%	*	81%
	2009	85%	86%	89%	*	*	89%	*	*	98%	78%	73%	85%	*	55%
All Tests	2010	76%	78%	78%	*	40%	81%	*	*	83%	72%	40%	68%	*	50%
	2009	72%	73%	81%	*	*	81%	*	*	85%	75%	60%	70%	*	33%
<b>TAKS Met 2010 Standard Grade 6</b>															
Reading	2010	86%	88%	89%	*	> 99%	89%	*	*	93%	83%	82%	82%	*	62%
	2009	86%	88%	92%	*	> 99%	92%	*	*	90%	94%	75%	95%	*	77%
Mathematics	2010	83%	85%	81%	*	> 99%	80%	*	*	82%	80%	50%	77%	*	42%
	2009	81%	82%	88%	*	86%	88%	*	*	90%	86%	58%	90%	*	68%
All Tests	2010	77%	79%	76%	*	> 99%	74%	*	*	80%	70%	45%	68%	*	31%
	2009	75%	78%	85%	*	86%	84%	*	*	85%	84%	50%	86%	*	59%

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2010 Standard Grade 7</b>															
Reading	2010	86%	88%	92%	*	88%	92%	*	*	92%	92%	56%	95%	*	68%
	2009	85%	87%	89%	*	75%	90%	*	*	84%	93%	50%	75%	*	77%
Mathematics	2010	82%	82%	86%	*	88%	86%	*	*	92%	81%	56%	82%	*	59%
	2009	80%	81%	79%	*	86%	78%	*	*	75%	83%	29%	64%	*	58%
Writing	2010	95%	95%	94%	*	88%	95%	*	*	95%	94%	78%	91%	*	77%
	2009	93%	94%	92%	*	86%	92%	*	*	82%	> 99%	57%	60%	*	79%
All Tests	2010	75%	77%	83%	*	75%	83%	*	*	89%	77%	33%	82%	*	45%
	2009	73%	75%	77%	*	75%	77%	*	*	73%	81%	25%	58%	*	50%
<b>TAKS Met 2010 Standard Grade 8 First Administration Only</b>															
Reading	2010	91%	92%	91%	*	89%	91%	*	*	92%	89%	63%	94%	*	78%
	2009	88%	89%	95%	*	> 99%	95%	*	*	96%	95%	80%	> 99%	*	83%
Mathematics	2010	81%	82%	86%	*	88%	86%	*	*	83%	89%	43%	67%	*	65%
	2009	80%	82%	82%	*	78%	82%	*	*	81%	82%	45%	67%	*	50%
Science	2010	78%	80%	82%	*	88%	82%	*	*	80%	84%	29%	73%	*	65%
	2009	73%	76%	86%	*	> 99%	84%	*	*	88%	84%	67%	72%	*	64%
Soc Studies	2010	95%	96%	99%	*	> 99%	98%	*	*	97%	> 99%	88%	> 99%	*	96%
	2009	92%	93%	97%	*	> 99%	96%	*	*	96%	97%	83%	89%	*	88%
All Tests	2010	70%	73%	74%	*	89%	72%	*	*	72%	76%	38%	63%	*	48%
	2009	65%	69%	76%	*	78%	76%	*	*	76%	77%	25%	67%	*	40%
<b>TAKS Met 2010 Standard Grade 9</b>															
Reading	2010	92%	94%	96%	*	> 99%	95%	*	*	96%	95%	71%	90%	*	91%
	2009	88%	90%	91%	*	> 99%	90%	*	*	89%	94%	58%	81%	*	79%
Mathematics	2010	72%	75%	81%	*	> 99%	78%	*	*	81%	80%	42%	69%	*	63%
	2009	69%	71%	80%	*	80%	80%	*	*	76%	85%	23%	76%	*	63%
All Tests	2010	71%	74%	79%	*	> 99%	77%	*	*	80%	78%	36%	67%	*	59%
	2009	67%	70%	76%	*	80%	76%	*	*	72%	82%	15%	71%	*	54%

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2010 Standard Grade 10</b>															
Eng Lang Arts	2010	91%	92%	94%	*	*	93%	*	*	89%	> 99%	64%	94%	*	88%
	2009	88%	89%	92%	*	*	92%	*	*	84%	> 99%	50%	95%	*	81%
Mathematics	2010	75%	76%	84%	*	*	84%	*	*	85%	82%	58%	68%	*	69%
	2009	67%	68%	72%	*	*	70%	*	*	66%	78%	< 1%	68%	*	36%
Science	2010	75%	78%	77%	*	*	76%	*	*	75%	79%	33%	53%	*	54%
	2009	67%	71%	79%	*	*	77%	*	*	80%	77%	25%	63%	*	48%
Soc Studies	2010	93%	94%	98%	*	*	97%	*	*	96%	> 99%	82%	94%	*	94%
	2009	91%	92%	95%	*	*	95%	*	*	93%	97%	75%	90%	*	88%
All Tests	2010	66%	68%	70%	*	*	70%	*	*	67%	76%	8%	53%	*	46%
	2009	56%	60%	70%	*	*	68%	*	*	63%	76%	11%	62%	*	41%
<b>TAKS Met 2010 Standard ^ Grade 11</b>															
Eng Lang Arts	2010	93%	95%	97%	*	*	96%	*	*	93%	> 99%	75%	> 99%	*	92%
	2009	93%	94%	98%	*	*	98%	*	*	97%	> 99%	86%	92%	*	97%
Mathematics	2010	89%	90%	91%	*	*	91%	*	*	85%	97%	57%	> 99%	*	77%
	2009	82%	84%	82%	*	*	82%	*	*	77%	87%	43%	67%	*	60%
Science	2010	92%	93%	93%	*	*	93%	*	*	89%	97%	50%	92%	*	83%
	2009	86%	87%	89%	*	*	88%	*	*	88%	90%	57%	75%	*	77%
Soc Studies	2010	98%	98%	98%	*	*	98%	*	*	> 99%	97%	88%	> 99%	*	96%
	2009	97%	98%	> 99%	*	*	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
All Tests	2010	83%	85%	86%	*	*	85%	*	*	75%	97%	25%	92%	*	67%
	2009	76%	79%	81%	*	*	80%	*	*	74%	88%	29%	67%	*	58%

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)</b>															
Reading/ELA	2010	90%	91%	94%	83%	95%	94%	88%	*	94%	94%	69%	91%	*	86%
	2009	88%	89%	94%	> 99%	96%	93%	90%	*	92%	95%	73%	88%	*	86%
Mathematics	2010	84%	85%	89%	83%	96%	88%	88%	*	89%	89%	57%	83%	*	75%
	2009	80%	82%	86%	57%	94%	86%	> 99%	*	86%	87%	53%	81%	*	65%
Writing	2010	93%	93%	95%	*	94%	95%	*	*	95%	95%	77%	92%	*	83%
	2009	92%	92%	94%	*	92%	94%	*	*	90%	99%	71%	81%	*	82%
Science	2010	83%	85%	86%	*	83%	86%	*	*	85%	86%	41%	79%	*	68%
	2009	78%	80%	86%	*	> 99%	85%	*	*	89%	83%	58%	74%	*	63%
Soc Studies	2010	95%	96%	98%	*	> 99%	98%	*	*	97%	99%	85%	98%	*	95%
	2009	93%	94%	97%	*	> 99%	97%	*	*	96%	98%	85%	92%	*	92%
All Tests	2010	77%	78%	82%	83%	89%	82%	88%	*	82%	82%	33%	76%	*	62%
	2009	72%	74%	82%	57%	92%	81%	90%	*	82%	82%	41%	73%	*	58%
<b>TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)</b>															
Reading/ELA	2010	96%	96%	99%	> 99%	> 99%	98%	> 99%	*	99%	98%	91%	99%	*	96%
	2009	95%	96%	97%	> 99%	98%	97%	> 99%	*	96%	98%	82%	96%	*	93%
Mathematics	2010	91%	91%	95%	83%	> 99%	95%	88%	*	95%	95%	71%	93%	*	87%
	2009	88%	88%	93%	71%	96%	93%	> 99%	*	93%	94%	68%	90%	*	81%
Writing	2010	97%	97%	97%	*	94%	97%	*	*	97%	96%	85%	96%	*	86%
	2009	96%	96%	96%	*	92%	96%	*	*	92%	> 99%	82%	85%	*	87%
Science	2010	92%	93%	96%	*	94%	96%	*	*	96%	95%	69%	91%	*	88%
	2009	83%	85%	88%	*	> 99%	88%	*	*	90%	86%	58%	78%	*	69%
Soc Studies	2010	99%	99%	> 99%	*	> 99%	99%	*	*	> 99%	99%	96%	> 99%	*	99%
	2009	98%	98%	99%	*	> 99%	99%	*	*	99%	99%	96%	98%	*	97%
All Tests	2010	88%	88%	93%	83%	96%	93%	88%	*	93%	93%	60%	91%	*	81%
	2009	82%	84%	90%	71%	96%	90%	> 99%	*	90%	90%	60%	84%	*	73%

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>TAKS Commended Performance (Sum of All Grades Tested)</b>															
Reading/ELA	2010	33%	36%	34%	17%	25%	36%	13%	*	33%	35%	9%	22%	*	14%
	2009	31%	34%	36%	14%	25%	37%	30%	*	33%	39%	6%	22%	*	12%
Mathematics	2010	29%	31%	24%	17%	20%	24%	25%	*	26%	21%	4%	17%	*	9%
	2009	28%	30%	25%	14%	24%	25%	< 1%	*	26%	23%	9%	22%	*	8%
Writing	2010	33%	34%	29%	*	25%	30%	*	*	20%	38%	8%	29%	*	8%
	2009	33%	35%	33%	*	33%	34%	*	*	28%	40%	12%	19%	*	11%
Science	2010	28%	31%	26%	*	17%	26%	*	*	32%	18%	3%	17%	*	8%
	2009	26%	28%	25%	*	28%	25%	*	*	33%	16%	13%	23%	*	3%
Soc Studies	2010	47%	50%	50%	*	36%	50%	*	*	52%	47%	15%	33%	*	24%
	2009	44%	48%	49%	*	50%	49%	*	*	58%	39%	4%	34%	*	20%
All Tests	2010	15%	17%	12%	< 1%	7%	12%	< 1%	*	13%	10%	< 1%	7%	*	3%
	2009	15%	16%	12%	< 1%	6%	13%	< 1%	*	13%	12%	3%	7%	*	3%
<b>TAKS-M Met 2010 Standard (Sum of All Grades Tested)</b>															
Reading/ELA	2010	85%	87%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	> 99%	*	> 99%
	2009	82%	84%	88%	*	*	88%	*	*	83%	*	88%	*	*	86%
Mathematics	2010	75%	75%	86%	*	*	85%	*	*	80%	*	86%	86%	*	92%
	2009	69%	69%	> 99%	*	*	> 99%	*	*	> 99%	*	> 99%	*	*	> 99%
Writing	2010	80%	80%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	72%	73%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2010	58%	60%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	51%	51%	*	*	*	*	*	*	*	*	*	*	*	*
Soc Studies	2010	67%	68%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	64%	64%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	64%	67%	86%	*	*	85%	*	*	80%	*	86%	86%	*	92%
	2009	57%	60%	87%	*	*	86%	*	*	91%	*	87%	80%	*	83%
<b>TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)</b>															
All Tests	2010	93%	92%	> 99%	*	*	> 99%	*	*	*	> 99%	> 99%	> 99%	*	*
	2009	84%	82%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*	*

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)</b> (2011 Preview)															
Reading/ELA	2010	90%	91%	94%	83%	95%	94%	88%	*	94%	94%	74%	91%	*	86%
	2009	88%	89%	94%	> 99%	96%	93%	90%	*	92%	95%	75%	88%	*	86%
Mathematics	2010	84%	85%	89%	83%	96%	88%	88%	*	89%	89%	64%	83%	*	76%
	2009	80%	81%	87%	57%	94%	86%	> 99%	*	87%	87%	61%	82%	*	67%
Writing	2010	93%	92%	95%	*	94%	95%	*	*	95%	95%	83%	92%	*	85%
	2009	91%	91%	94%	*	93%	94%	*	*	90%	99%	75%	82%	*	82%
Science	2010	82%	84%	86%	*	85%	86%	*	*	86%	87%	49%	79%	*	69%
	2009	77%	79%	86%	*	> 99%	85%	*	*	89%	82%	62%	75%	*	63%
Soc Studies	2010	94%	95%	98%	*	> 99%	98%	*	*	97%	99%	87%	98%	*	95%
	2009	92%	93%	97%	*	> 99%	97%	*	*	97%	98%	87%	92%	*	93%
All Tests	2010	76%	78%	82%	83%	89%	82%	88%	*	82%	83%	42%	76%	*	63%
	2009	71%	74%	82%	57%	93%	81%	90%	*	82%	82%	46%	73%	*	58%
<b>TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt)</b> (2011 Preview)															
Reading/ELA	2010	32%	35%	34%	17%	25%	35%	13%	*	33%	35%	9%	22%	*	14%
Mathematics	2010	28%	30%	23%	17%	20%	24%	25%	*	26%	21%	3%	16%	*	8%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: PARADISE ISD  
District #: 249906

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>2010 TAKS Participation (Grades 3-11)</b>														
<b>Tested</b>	98.6%	98.8%	99.3%	100.0%	96.7%	99.9%	100.0%	*	99.2%	99.4%	100.0%	98.7%	66.7%	98.8%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	92.0%	91.0%	100.0%	88.5%	91.3%	100.0%	*	89.5%	92.7%	34.7%	85.5%	66.7%	79.5%
Not on TAKS	7.8%	6.8%	8.3%	0.0%	8.2%	8.5%	0.0%	*	9.7%	6.8%	65.3%	13.2%	0.0%	19.3%
TAKS(Acc) Only	2.3%	2.3%	5.5%	0.0%	4.9%	5.7%	0.0%	*	6.4%	4.5%	43.2%	9.0%	0.0%	14.3%
TAKS-M Only	3.3%	2.5%	1.3%	0.0%	0.0%	1.5%	0.0%	*	1.8%	0.8%	10.5%	2.1%	0.0%	2.7%
TAKS-Alt Only	0.8%	0.8%	0.7%	0.0%	1.6%	0.6%	0.0%	*	0.3%	1.1%	5.3%	0.9%	0.0%	0.0%
Combination	1.3%	1.3%	0.8%	0.0%	1.6%	0.7%	0.0%	*	1.3%	0.3%	6.3%	1.3%	0.0%	2.3%
<b>By Acct Status</b>														
Acct System	90.0%	91.4%	91.8%	100.0%	90.2%	92.2%	88.9%	*	92.1%	91.5%	78.9%	86.3%	66.7%	89.2%
Non-Acct System	8.6%	7.4%	7.5%	0.0%	6.6%	7.6%	11.1%	*	7.1%	7.9%	21.1%	12.4%	0.0%	9.7%
Mobile	4.4%	4.2%	5.5%	0.0%	4.9%	5.5%	11.1%	*	5.1%	5.9%	5.3%	9.4%	0.0%	6.9%
Non-Acct Test	4.2%	3.2%	2.0%	0.0%	1.6%	2.1%	0.0%	*	2.0%	2.0%	15.8%	3.0%	0.0%	2.7%
<b>Not Tested</b>	1.4%	1.2%	0.7%	0.0%	3.3%	0.1%	0.0%	*	0.8%	0.6%	0.0%	1.3%	33.3%	1.2%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	0.9%	0.8%	0.3%	0.0%	3.3%	0.0%	0.0%	*	0.5%	0.0%	0.0%	0.9%	33.3%	0.8%
Other	0.4%	0.3%	0.4%	0.0%	0.0%	0.1%	0.0%	*	0.3%	0.6%	0.0%	0.4%	0.0%	0.4%
<b>Total Count</b>	<b>3,175,337</b>	<b>351,912</b>	<b>747</b>	<b>6</b>	<b>61</b>	<b>669</b>	<b>9</b>	<b>2</b>	<b>392</b>	<b>355</b>	<b>95</b>	<b>234</b>	<b>6</b>	<b>259</b>
<b>2009 TAKS Participation (Grades 3-11)</b>														
<b>Tested</b>	98.5%	98.7%	99.6%	100.0%	96.5%	99.9%	100.0%	*	99.2%	100.0%	100.0%	100.0%	*	99.2%
<b>By Test Version</b>														
TAKS (1 or more)	90.8%	92.1%	90.7%	100.0%	84.2%	90.9%	100.0%	*	88.0%	93.6%	39.1%	81.4%	*	78.9%
Not on TAKS	7.7%	6.6%	8.9%	0.0%	12.3%	8.9%	0.0%	*	11.3%	6.4%	60.9%	18.6%	*	20.3%
TAKS(Acc) Only	2.3%	2.5%	5.6%	0.0%	7.0%	5.6%	0.0%	*	7.2%	3.9%	38.2%	11.2%	*	14.6%
TAKS-M Only	3.3%	2.3%	0.8%	0.0%	0.0%	0.9%	0.0%	*	1.0%	0.6%	5.5%	1.1%	*	2.4%
TAKS-Alt Only	0.8%	0.7%	1.1%	0.0%	3.5%	0.9%	0.0%	*	1.0%	1.1%	7.3%	3.7%	*	0.0%
Combination	1.3%	1.2%	1.5%	0.0%	1.8%	1.5%	0.0%	*	2.0%	0.8%	10.0%	2.7%	*	3.3%
<b>By Acct Status</b>														
Acct System	87.3%	88.7%	90.1%	100.0%	82.5%	90.5%	100.0%	*	89.3%	91.1%	58.2%	80.3%	*	84.1%
Non-Acct System	11.2%	10.0%	9.5%	0.0%	14.0%	9.4%	0.0%	*	10.0%	8.9%	41.8%	19.7%	*	15.0%
Mobile	4.7%	4.7%	3.7%	0.0%	1.8%	4.0%	0.0%	*	3.1%	4.5%	2.7%	6.9%	*	3.3%
Non-Acct Test	6.4%	5.3%	5.7%	0.0%	12.3%	5.3%	0.0%	*	6.9%	4.5%	39.1%	12.8%	*	11.8%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
<b>Not Tested</b>	1.5%	1.3%	0.4%	0.0%	3.5%	0.1%	0.0%	*	0.8%	0.0%	0.0%	0.0%	*	0.8%
Absent	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
LEP Exempt	0.9%	0.8%	0.3%	0.0%	3.5%	0.0%	0.0%	*	0.5%	0.0%	0.0%	0.0%	*	0.8%
Other	0.4%	0.4%	0.1%	0.0%	0.0%	0.1%	0.0%	*	0.3%	0.0%	0.0%	0.0%	*	0.0%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
<b>Total Count</b>	<b>3,132,150</b>	<b>347,425</b>	<b>750</b>	<b>7</b>	<b>57</b>	<b>673</b>	<b>10</b>	<b>3</b>	<b>391</b>	<b>359</b>	<b>110</b>	<b>188</b>	<b>4</b>	<b>246</b>
<b>TAKS Exit-Level Cumulative Pass Rate</b>														
Class of 2010	90%	91%	92%	*	*	91%	*	*	87%	97%	44%	69%	*	82%
Class of 2009	86%	88%	86%	*	*	88%	*	*	82%	91%	0%	79%	*	67%

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>Progress of Prior Year TAKS Failers</b>															
<b>Percent of Failers Passing TAKS (Sum of Grades 4-11)</b>															
Reading/ELA	2010	57%	56%	57%	*	*	56%	*	*	63%	50%	54%	67%	*	58%
	2009	43%	45%	69%	*	*	69%	*	*	50%	86%	*	*	*	69%
Mathematics	2010	43%	41%	54%	*	*	55%	*	*	53%	56%	45%	42%	*	54%
	2009	36%	36%	36%	*	*	32%	*	*	29%	47%	17%	25%	*	37%
<b>Average Vertical Scale Growth (Sum of Grades 4-8)</b>															
Reading	2010	78	79	74	*	*	76	*	*	87	61	60	67	*	73
Mathematics	2010	70	69	62	*	*	62	*	*	58	65	47	66	*	62
<b>Student Success Initiative</b>															
<b>Grade 5 Reading (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2010	15%	13%	18%	*	40%	16%	*	*	17%	19%	60%	32%	*	44%
	2009	17%	16%	12%	*	*	10%	*	*	10%	14%	20%	17%	*	33%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2010	92%	93%	92%	*	80%	93%	*	*	94%	91%	40%	84%	*	75%
	2009	90%	90%	93%	*	*	93%	*	*	95%	91%	79%	86%	*	79%
<b>Grade 5 Mathematics (English and Spanish)</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2010	14%	14%	5%	*	20%	4%	*	*	2%	9%	20%	8%	*	13%
	2009	16%	18%	8%	*	*	9%	*	*	5%	12%	25%	14%	*	46%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2010	92%	92%	> 99%	*	> 99%	> 99%	*	*	> 99%	> 99%	> 99%	> 99%	*	> 99%
	2009	91%	90%	95%	*	*	94%	*	*	98%	91%	83%	91%	*	67%
<b>TAKS Failers Promoted by Grade Placement Committee</b>															
	2009	84.7%	84.6%	*	-	-	*	-	-	-	*	*	*	-	*
	2008	84.0%	87.4%	*	-	*	-	-	-	-	*	*	-	-	*
<b>Grade 8 Reading</b>															
<b>Students Requiring Accelerated Instruction</b>															
	2010	9%	8%	9%	*	11%	9%	*	*	8%	11%	38%	6%	*	22%
	2009	7%	7%	5%	*	< 1%	5%	*	*	4%	5%	18%	6%	*	16%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>															
	2010	95%	96%	97%	*	89%	98%	*	*	97%	97%	75%	94%	*	93%
	2009	89%	91%	97%	*	> 99%	96%	*	*	94%	> 99%	82%	94%	*	88%

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>Student Success Initiative (continued)</b>														
<b>Grade 8 Mathematics</b>														
<b>Students Requiring Accelerated Instruction</b>														
2010	19%	18%	14%	*	13%	14%	*	*	17%	11%	57%	33%	*	35%
2009	20%	18%	18%	*	22%	18%	*	*	19%	18%	55%	33%	*	50%
<b>TAKS Cumulative Met Standard (First and Second Administrations)</b>														
2010	88%	89%	92%	*	> 99%	91%	*	*	86%	97%	57%	80%	*	77%
2009	85%	87%	90%	*	> 99%	88%	*	*	92%	87%	64%	83%	*	67%
<b>English Language Learners Progress Indicator (2011 Preview)</b>														
2009-10	79%	82%	> 99%	*	> 99%	*	*	*	> 99%	*	*	> 99%	> 99%	> 99%
2008-09	76%	79%	75%	*	75%	*	*	*	*	*	*	> 99%	*	*
<b>Attendance Rate</b>														
2008-09	95.6%	95.8%	96.3%	96.2%	96.4%	96.3%	95.9%	*	96.4%	96.2%	95.2%	94.8%	97.4%	95.0%
2007-08	95.5%	95.7%	95.8%	95.2%	95.4%	95.9%	96.7%	*	95.7%	95.9%	94.4%	94.5%	93.7%	95.0%
<b>Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)</b>														
2008-09	0.3%	0.3%	0.0%	*	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
2007-08	0.3%	0.3%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
<b>Annual Dropout Rate (Gr 7-12) (AEA Indicator)</b>														
2008-09	2.0%	1.9%	0.2%	0.0%	0.0%	0.2%	0.0%	*	0.0%	0.4%	0.0%	0.9%	*	0.6%
2007-08	2.2%	1.8%	0.4%	0.0%	0.0%	0.4%	*	*	0.4%	0.4%	0.0%	0.8%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>														
2008-09	2.9%	2.7%	0.3%	*	0.0%	0.3%	0.0%	*	0.0%	0.7%	0.0%	1.4%	*	0.8%
2007-08	3.2%	2.5%	0.6%	*	0.0%	0.7%	*	*	0.6%	0.7%	0.0%	1.3%	*	0.0%

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2009-10 District Performance

District Name: PARADISE ISD  
District #: 249906

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
<b>4-Year Completion Rate (Gr 9-12)</b>														
<b>Class of 2009</b>														
Graduated	80.6%	84.2%	92.2%	-	*	91.2%	*	-	94.1%	90.0%	100.0%	91.7%	-	94.7%
Received GED	1.4%	1.2%	3.1%	-	*	3.5%	*	-	2.9%	3.3%	0.0%	0.0%	-	0.0%
Continued HS	8.6%	6.5%	1.6%	-	*	1.8%	*	-	0.0%	3.3%	0.0%	0.0%	-	0.0%
Dropped Out	9.4%	8.1%	3.1%	-	*	3.5%	*	-	2.9%	3.3%	0.0%	8.3%	-	5.3%
<b>Class of 2008</b>														
Graduated	79.1%	83.3%	95.5%	*	80.0%	96.7%	-	-	97.7%	91.7%	100.0%	82.4%	*	86.4%
Received GED	1.5%	1.2%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Continued HS	8.9%	7.5%	1.5%	*	0.0%	1.6%	-	-	0.0%	4.2%	0.0%	5.9%	*	4.5%
Dropped Out	10.5%	7.9%	3.0%	*	20.0%	1.6%	-	-	2.3%	4.2%	0.0%	11.8%	*	9.1%
<b>5-Year Extended Completion Rate (Gr 9-12)</b>														
<b>Class of 2008</b>														
Graduated	83.4%	87.0%	97.0%	*	80.0%	98.4%	-	-	97.7%	95.8%	100.0%	88.2%	*	90.9%
Received GED	2.1%	1.7%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Continued HS	2.4%	1.5%	0.0%	*	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%	*	0.0%
Dropped Out	12.2%	9.8%	3.0%	*	20.0%	1.6%	-	-	2.3%	4.2%	0.0%	11.8%	*	9.1%
<b>Completion Rate II (Graduates, Continuers, and GED) (AEA Indicator)</b>														
Class of 2009	90.6%	91.9%	96.9%	-	*	96.5%	*	-	97.1%	96.7%	100.0%	91.7%	-	94.7%
Class of 2008	89.5%	92.1%	97.0%	*	80.0%	98.4%	-	-	97.7%	95.8%	100.0%	88.2%	*	90.9%
<b>Completion Rate I (Graduates and Continuers) (Standard Accountability Indicator)</b>														
Class of 2009	89.2%	90.7%	93.8%	-	*	93.0%	*	-	94.1%	93.3%	100.0%	91.7%	-	94.7%
Class of 2008	88.0%	90.8%	97.0%	*	80.0%	98.4%	-	-	97.7%	95.8%	100.0%	88.2%	*	90.9%
<b>COLLEGE READINESS INDICATORS</b>														
<b>Advanced Course/Dual Enrollment Completion</b>														
2008-09	24.6%	25.1%	19.9%	*	11.1%	20.2%	28.6%	*	17.2%	22.9%	0.0%	7.6%	*	6.7%
2007-08	23.1%	24.1%	13.7%	*	11.8%	14.3%	*	*	14.6%	12.7%	0.0%	12.1%	*	1.8%
<b>RHSP/DAP Graduates</b>														
Class of 2009	82.5%	82.1%	88.5%	-	*	88.7%	*	-	84.8%	92.9%	12.5%	91.7%	-	63.2%
Class of 2008	81.4%	82.2%	87.1%	*	*	87.7%	-	-	85.7%	90.0%	0.0%	73.3%	*	60.0%
<b>AP/IB Results</b>														
<b>Tested</b>														
2009	21.2%	23.4%	7.4%	*	0.0%	7.3%	*	*	9.8%	5.0%	n/a	n/a	n/a	n/a
2008	20.9%	23.5%	6.7%	*	12.5%	6.4%	*	-	5.7%	8.2%	n/a	n/a	n/a	n/a
<b>Examinees &gt;= Criterion</b>														
2009	51.2%	56.0%	11.1%	-	-	12.5%	-	*	16.7%	*	n/a	n/a	n/a	n/a
2008	50.1%	53.8%	50.0%	-	*	57.1%	-	-	*	*	n/a	n/a	n/a	n/a
<b>Scores &gt;= Criterion</b>														
2009	47.4%	50.1%	9.1%	-	-	12.5%	-	*	16.7%	0.0%	n/a	n/a	n/a	n/a
2008	46.0%	46.2%	33.3%	-	*	36.4%	-	-	33.3%	33.3%	n/a	n/a	n/a	n/a

Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
<b>Texas Success Initiative (TSI) - Higher Education Readiness Component</b>															
Eng Lang Arts 2010	60%	64%	81%	*	*	82%	*	*	68%	94%	50%	85%	*	75%	
2009	63%	68%	80%	*	*	78%	*	*	76%	84%	14%	50%	*	70%	
Mathematics 2010	66%	68%	74%	*	*	74%	*	*	74%	73%	14%	58%	*	41%	
2009	62%	65%	50%	*	*	52%	*	*	37%	65%	< 1%	42%	*	20%	
<b>SAT/ACT Results</b>															
<b>Tested</b>															
Class of 2009	61.5%	61.6%	58.5%	-	*	60.9%	*	-	53.6%	64.0%	n/a	n/a	n/a	n/a	
Class of 2008	65.0%	65.1%	69.6%	*	*	67.3%	-	-	75.7%	57.9%	n/a	n/a	n/a	n/a	
<b>At/Above Criterion</b>															
Class of 2009	26.9%	33.9%	19.4%	-	*	17.9%	*	-	13.3%	25.0%	n/a	n/a	n/a	n/a	
Class of 2008	27.2%	33.6%	25.6%	*	*	25.7%	-	-	35.7%	0.0%	n/a	n/a	n/a	n/a	
<b>Average SAT Score</b>															
Class of 2009	985	1021	994	-	*	987	*	-	1002	988	n/a	n/a	n/a	n/a	
Class of 2008	987	1019	987	*	*	988	-	-	1021	912	n/a	n/a	n/a	n/a	
<b>Average ACT Score</b>															
Class of 2009	20.5	21.8	21.3	-	*	21.1	*	-	20.4	22.3	n/a	n/a	n/a	n/a	
Class of 2008	20.5	21.6	23.0	-	*	23.0	-	-	24.1	20.0	n/a	n/a	n/a	n/a	
<b>College-Ready Graduates</b>															
<b>Eng Lang Arts</b>															
Class of 2009	62%	65%	77%	*	*	78%	*	*	76%	78%	17%	75%	*	50%	
Class of 2008	59%	62%	66%	*	*	65%	*	*	59%	82%	*	45%	*	27%	
<b>Mathematics</b>															
Class of 2009	60%	63%	53%	*	*	54%	*	*	60%	44%	< 1%	33%	*	22%	
Class of 2008	58%	61%	74%	*	*	74%	*	*	76%	71%	*	60%	*	54%	
<b>Both Subjects</b>															
Class of 2009	47%	51%	51%	*	*	51%	*	*	57%	44%	< 1%	38%	*	19%	
Class of 2008	44%	48%	53%	*	*	53%	*	*	50%	59%	*	30%	*	17%	

STUDENT INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	1,034	100.0%	4,824,778	100.0%
Students By Grade: Early Childhood Education	0	0.0%	13,290	0.3%
Pre-Kindergarten	26	2.5%	213,393	4.4%
Kindergarten	62	6.0%	369,079	7.6%
Grade 1	68	6.6%	383,388	7.9%
Grade 2	71	6.9%	374,350	7.8%
Grade 3	74	7.2%	373,329	7.7%
Grade 4	88	8.5%	367,837	7.6%
Grade 5	82	7.9%	361,103	7.5%
Grade 6	79	7.6%	352,226	7.3%
Grade 7	91	8.8%	351,046	7.3%
Grade 8	81	7.8%	346,099	7.2%
Grade 9	93	9.0%	391,800	8.1%
Grade 10	86	8.3%	334,556	6.9%
Grade 11	65	6.3%	309,658	6.4%
Grade 12	68	6.6%	283,624	5.9%
Ethnic Distribution: African American	10	1.0%	676,523	14.0%
Hispanic	102	9.9%	2,342,680	48.6%
White	906	87.6%	1,607,212	33.3%
Native American	10	1.0%	18,890	0.4%
Asian/Pacific Islander	6	0.6%	179,473	3.7%
Economically Disadvantaged	334	32.3%	2,848,067	59.0%
Limited English Proficient (LEP)	30	2.9%	815,998	16.9%
Students w/Disciplinary Placements (2008-09)	154	13.4%	657,011	13.4%
At-Risk	373	36.1%	2,275,895	47.2%
Graduates (Class of 2009):				
Total Graduates	61	100.0%	264,275	100.0%
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%	35,982	13.6%
Hispanic	4	6.6%	104,854	39.7%
White	53	86.9%	112,016	42.4%
Native American	4	6.6%	961	0.4%
Asian/Pacific Islander	0	0.0%	10,462	4.0%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	7	11.5%	46,313	17.5%
Recommended H.S. Pgm./DAP	54	88.5%	217,962	82.5%
Special Education Graduates	8	13.1%	25,929	9.8%

Retention Rates By Grade: Kindergarten	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
	1.7%	2.4%	0.0%	11.8%
Grade 1	0.0%	5.3%	0.0%	9.7%
Grade 2	0.0%	3.0%	0.0%	4.2%
Grade 3	0.0%	2.3%	0.0%	2.4%
Grade 4	0.0%	1.2%	0.0%	1.0%
Grade 5	0.0%	1.7%	0.0%	1.7%
Grade 6	0.0%	0.8%	0.0%	1.3%
Grade 7	0.0%	1.2%	0.0%	1.8%
Grade 8	0.0%	1.4%	0.0%	2.5%

Data Quality: PID Errors (student) Underreported Students	-----District-----		-----State-----	
	Count	Percent	Count	Percent
	1	0.1%	6,858	0.1%
	2	0.4%	10,045	0.5%

**CLASS SIZE INFORMATION**  
 (Derived from teacher responsibility records.)

**Class Size Averages by Grade and Subject:**

	District	State
<b>Elementary: Kindergarten</b>	15.5	19.3
Grade 1	16.8	19.1
Grade 2	17.8	19.2
Grade 3	18.5	19.3
Grade 4	18.6	19.9
Grade 5	21.6	22.4
Grade 6	15.2	21.1
Mixed Grades	-	24.7
<b>Secondary: English/Language Arts</b>	15.0	17.8
Foreign Languages	14.8	19.4
Mathematics	12.8	18.5
Science	15.4	19.3
Social Studies	16.0	20.4

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Staff:	162.3	100.0%	659,820.6	100.0%
Professional Staff:	106.8	65.8%	416,978.9	63.2%
Teachers	90.4	55.7%	333,006.8	50.5%
Professional Support	7.4	4.5%	58,575.8	8.9%
Campus Administration (School Leadership)	7.5	4.6%	18,543.4	2.8%
Central Administration	1.6	1.0%	6,852.9	1.0%
Educational Aides:	12.3	7.6%	64,700.8	9.8%
Auxiliary Staff:	43.2	26.6%	178,140.9	27.0%
Total Minority Staff:	10.0	6.2%	289,833.3	43.9%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	31,677.1	9.5%
Hispanic	0.0	0.0%	74,998.8	22.5%
White	90.4	100.0%	221,068.7	66.4%
Native American	0.0	0.0%	969.4	0.3%
Asian/Pacific Islander	0.0	0.0%	4,292.8	1.3%
Males	19.5	21.6%	76,550.7	23.0%
Females	70.9	78.4%	256,456.0	77.0%
Teachers by Highest Degree Held:				
No Degree	1.7	1.8%	2,696.1	0.8%
Bachelors	80.1	88.6%	257,498.8	77.3%
Masters	7.6	8.4%	70,998.1	21.3%
Doctorate	1.0	1.1%	1,813.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	2.7	3.0%	20,077.3	6.0%
1-5 Years Experience	8.0	8.8%	103,267.4	31.0%
6-10 Years Experience	16.0	17.7%	67,484.2	20.3%
11-20 Years Experience	46.1	51.0%	81,095.2	24.4%
Over 20 Years Experience	17.5	19.4%	61,082.7	18.3%
Number of Students per Teacher:	11.4	n/a	14.5	n/a

STAFF INFORMATION (Continued)	-----District-----	-----State-----
Average Years Experience of Teachers:	14.9 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	5.9 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$25,620	\$41,165
1-5 Years Experience	\$37,138	\$43,527
6-10 Years Experience	\$41,687	\$46,149
11-20 Years Experience	\$49,732	\$50,153
Over 20 Years Experience	\$55,362	\$58,427
Average Actual Salaries (regular duties only):		
Teachers	\$47,557	\$48,263
Professional Support	\$53,380	\$56,470
Campus Administration (School Leadership)	\$66,465	\$70,209
Central Administration	\$102,880	\$87,446
Turnover Rate for Teachers:	6.9%	11.8%
Instructional Staff Percent***:	63.6%	64.0%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,207.4
Educational Aides	0.0	257.5
Auxiliary Staff	0.0	653.9
Contracted Instructional Staff:	0.0	1,722.9

TAX INFORMATION (CALENDAR YEAR 2009)

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
<b>Adopted Tax Rate</b>				
Maintenance and Operations	n/a	\$1.040	n/a	\$1.058
Interest and Sinking Fund #	n/a	\$0.320	n/a	\$0.164
-----				
Total Rate (sum of above)	n/a	\$1.360	n/a	\$1.222
<b>Standardized Local Tax Base (comptroller valuation)</b>				
Value (after exemptions)	\$312,886,110	n/a	\$1,698,964,724,042	n/a
Value Per Pupil @@	\$302,598	n/a	\$361,580	n/a
<b>Value by Category</b>				
Business	\$66,149,440	19.0%	\$649,349,823,451	33.8%
Residential	\$93,980,230	27.0%	\$1,033,570,760,501	53.8%
Land	\$112,323,370	32.3%	\$121,356,232,468	6.3%
Oil and Gas	\$71,463,550	20.5%	\$108,285,898,821	5.6%
Other	\$4,358,550	1.3%	\$10,075,877,138	0.5%

FUND BALANCE INFORMATION

Fund Balance (End of Year 2008-09 audited)	\$2,123,991	n/a	\$7,278,208,782	n/a
Percent of Total Budgeted Expenditures (2009-10)	n/a	20.1%	n/a	19.1%

ACTUAL REVENUE INFORMATION (2008-09)

	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
<b>By Source:</b>									
Total Revenues	\$9,755,595	100.0%	\$9,353	\$11,799,251	100.0%	\$11,313	\$47,106,866,456	100.0%	\$9,965
Local Tax	\$3,317,066	34.0%	\$3,180	\$4,321,697	36.6%	\$4,144	\$19,778,617,973	42.0%	\$4,184
Other Local & Intermediate	\$100,482	1.0%	\$96	\$438,803	3.7%	\$421	\$2,422,976,202	5.1%	\$513
State	\$6,338,047	65.0%	\$6,077	\$6,681,601	56.6%	\$6,406	\$20,197,428,541	42.9%	\$4,272
Federal	\$0	0.0%	\$0	\$357,150	3.0%	\$342	\$4,707,843,740	10.0%	\$996
Equity Transfers (excluded from revenues)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,433,568,888	n/a	\$303

ACTUAL EXPENDITURE INFORMATION (2008-09)

By Object:

Total Expenditures	\$9,531,975	100.0%	\$9,139	\$19,270,409	100.0%	\$18,476	\$54,682,605,865	100.0%	\$11,567
Payroll Costs	\$7,378,773	77.4%	\$7,075	\$7,859,741	40.8%	\$7,536	\$32,489,605,153	59.4%	\$6,873
Other Operating Costs	\$1,354,826	14.2%	\$1,299	\$1,652,694	8.6%	\$1,585	\$8,618,579,347	15.8%	\$1,823
Debt Service	\$186,549	2.0%	\$179	\$1,453,265	7.5%	\$1,393	\$4,872,849,855	8.9%	\$1,031
Capital Outlay	\$611,827	6.4%	\$587	\$8,304,709	43.1%	\$7,962	\$8,701,571,510	15.9%	\$1,841

ACTUAL EXPENDITURE INFORMATION (continued)	-----District-----						-----State-----		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	\$8,733,599	100.0%	\$8,374	\$9,512,435	100.0%	\$9,120	\$40,525,145,922	100.0%	\$8,572
Instruction (11,95)	\$5,242,895	60.0%	\$5,027	\$5,545,422	58.3%	\$5,317	\$23,523,496,019	58.0%	\$4,976
Instructional-Related Services (12,13)	\$281,961	3.2%	\$270	\$281,961	3.0%	\$270	\$1,415,722,964	3.5%	\$299
Instructional Leadership (21)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$596,512,856	1.5%	\$126
School Leadership (23)	\$576,632	6.6%	\$553	\$576,632	6.1%	\$553	\$2,280,003,039	5.6%	\$482
Support Services-Student (31,32,33)	\$381,224	4.4%	\$366	\$381,224	4.0%	\$366	\$1,937,515,661	4.8%	\$410
Student Transportation (34)	\$225,898	2.6%	\$217	\$225,898	2.4%	\$217	\$1,112,080,221	2.7%	\$235
Food Services (35)	\$0	0.0%	\$0	\$476,309	5.0%	\$457	\$2,119,618,985	5.2%	\$448
Cocurricular Activities (36)	\$444,859	5.1%	\$427	\$444,859	4.7%	\$427	\$1,065,856,311	2.6%	\$225
Central Administration (41,92 **)	\$264,558	3.0%	\$254	\$264,558	2.8%	\$254	\$1,256,071,093	3.1%	\$266
Plant Maintenance and Operations (51)	\$1,113,965	12.8%	\$1,068	\$1,113,965	11.7%	\$1,068	\$4,347,944,257	10.7%	\$920
Security and Monitoring Services (52)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$316,121,209	0.8%	\$67
Data Processing Services (53)	\$201,607	2.3%	\$193	\$201,607	2.1%	\$193	\$554,203,307	1.4%	\$117
Community Services (61)	\$0	n/a	\$0	\$0	n/a	\$0	\$200,373,328	n/a	\$42
Equity Transfers (excluded from expenditures)	\$0	n/a	\$0	\$0	n/a	\$0	\$1,433,568,888	n/a	\$303
Instructional Expenditure Ratio*** (11,12,13,31)		64.3%						64.9%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2008-09)									
By Program:									
Total Operating Expenditures	\$7,072,820	100.0%	\$6,781	\$7,374,424	100.0%	\$7,070	\$30,513,841,711	100.0%	\$6,455
Bilingual/ESL Education (25)	\$7,930	0.1%	\$8	\$7,930	0.1%	\$8	\$1,295,663,024	4.2%	\$274
Career & Technical Education (22)	\$413,466	5.8%	\$396	\$413,466	5.6%	\$396	\$1,009,165,942	3.3%	\$213
Accelerated Education (24,30)	\$413,259	5.8%	\$396	\$535,569	7.3%	\$513	\$3,722,273,417	12.2%	\$787
Gifted & Talented Education (21)	\$53,839	0.8%	\$52	\$53,839	0.7%	\$52	\$418,034,678	1.4%	\$88
Regular Education (11)	\$4,983,258	70.5%	\$4,778	\$5,127,503	69.5%	\$4,916	\$18,176,818,981	59.6%	\$3,845
Special Education (23)	\$863,572	12.2%	\$828	\$898,621	12.2%	\$862	\$4,800,227,933	15.7%	\$1,015
Athletics/Related Activities (91)	\$337,496	4.8%	\$324	\$337,496	4.6%	\$324	\$743,853,847	2.4%	\$157
Other (26,28,29)	\$0	0.0%	\$0	\$0	0.0%	\$0	\$347,803,889	1.1%	\$74

PROGRAM INFORMATION

PROGRAM INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	30	2.9%	778,806	16.1%
Career & Technical Education	287	27.8%	1,025,940	21.3%
Gifted & Talented Education	140	13.5%	367,873	7.6%
Special Education	125	12.1%	435,040	9.0%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.1	0.1%	23,412.4	7.0%
Career & Technical Education	4.7	5.2%	12,990.2	3.9%
Compensatory Education	0.0	0.0%	11,450.3	3.4%
Gifted & Talented Education	0.2	0.3%	6,744.5	2.0%
Regular Education	78.9	87.2%	236,292.2	71.0%
Special Education	6.5	7.2%	32,027.4	9.6%
Other	0.0	0.0%	10,089.7	3.0%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '#' The \$0.164 includes 220 districts with an Interest and Sinking (I & S) tax rate of \$0.000.  
 Among districts with I & S tax rates, the state average is \$0.208.  
 '@@' Not used for School Funding calculations.  
 '\*\*' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.  
 '\*\*\*' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.





# BUDGET

Title I- A, Fund 211 \$99,571 1.86 FTEs

Title II, Part A Teacher and Principal Training and Recruitment (TPTR), Fund 255 \$30,147 .62 FTEs

Individuals with Disabilities Education Act (IDEA B)- American Recovery Reinvestment Act (ARRA), Fund 283 52,743 1 FTE

Accelerated Reading and Math Instruction (ARI/AMI), Fund 404 \$2,750

Technology Allotment, Fund 411 \$29,127

Gifted and Talented , Fund 121 \$19,593 .42 FTEs

Career and Technology, Fund 122 \$461,214 5.125 FTEs

Special Education, Fund 123 \$671,461 6.52 FTEs

Compensatory Education, Fund 124 \$447,359 8.1275 FTEs

English as a Second Language, Fund 125 \$6,737 .165 FTE

# District Improvement Plan 2010-2011

# DEMOGRAPHICS

Paradise is a rural community forty-five miles northwest of Fort Worth. The school district has 1065 students enrolled in grades PK-12 which are served on four adjacent campuses. After several years of student enrollment of 1000 -1040, the increase to 1072 students may be the result of an open enrollment for students.

The Economically Disadvantaged population from 2009-10 to the current year 2010-11. Those numbers- High School 19% to 30%, Junior High School 14% to 31%, Intermediate 20% to 38%, Elementary 32% to 51%. The district increased from 27.4% to 32.3%.

The Hispanic population has increased from 95 students or 9.1% of the student population in 2008-2009 to 102 students or 9.9% of the student population in 2009-10. A larger percentage of the enrolled Hispanic population is LEP as compared to past years data. Communication needs for parents as well as increased support for teachers of ESL students are areas the district has targeted to be necessary for the continuous success of these students.

Paradise I.S.D. students benefit from the low student-teacher ratios as compared to the state average class sizes.

## Paradise District Improvement Plan 2010-2011

<b>Ideal State: Goal(s)</b> STUDENT ACHIEVEMENT- Paradise I.S.D is an exemplar district with an "Exemplary" state accountability rating.							
<b>Objective(s):</b> Student achievement on state accountability measures in all subgroups will be at least 90% passing.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Evaluate Rtl program at each campus. 1. Campus Assistant Team meeting minutes 2. Review schedules of in-class, pull-out and after school instruction	Campus Principal	Time	March 2011 June 2011	Principal Report at Admin. meeting	Increased understanding of the process and increased student achievement	Spring Benchmarks  AEIS Report	
Provide ESL teachers with resources and training. 1. Surveys 2. Personal interviews	Campus Principal Assessment Coord. Assist Supt.	Survey	February 2011	Completed Surveys	Program coordination	ESL teacher discussions  Continued success of ESL students on state accountability testing (TELPAS and TAKS)	
Provide supplementary quality instruction in math and reading ARI/AMI as directed by Student Success Initiative (SSI) 1. Effective teacher assignments 2. Progress monitoring reported in campus assistance team meetings	Campus Principals of students in K-8  Teachers	Fund 404 \$2750	April 2011	Teachers' assignment  Student rosters	Students meeting standard on TAKS math and reading	Progress monitoring  AEIS	

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Identified At-risk students will have plans for intervention developed and overseen by campus principal or designee. <ol style="list-style-type: none"> <li>1. Identified students placed in PEIMS, updated in January, and after last instructional day.</li> <li>2. Written communication sent to parents at admission and dismissal of At-risk status</li> </ol>	Campus Principals Assist. Supt.	\$412,552  FTEs 8.1275	January 31, 2011  After May 27, 2011	Campus At-risk roster  110% gains report	Identified students progress and passing all sections of TAKS	Review of student progress in January and in May	
Utilize a tracking tool to monitor student progress and assessment results over time. <ol style="list-style-type: none"> <li>1. Eduphoria aware training for counselors and principals</li> <li>2. Purchase Eduphoria recommended printer/scanners for HS, JH and Interm.</li> </ol>	Supt. Assist. Supt. Principals Counselors	Local funds \$8780	Fall 2010  Spring 2011	ESC workshop logs  Scanners purchased	Student benchmark data easily accessible for teacher use in remediation	Benchmarks and past TAKS data reviewed by teachers  Students successful on TAKS	

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<b>Objective(s):</b> Student achievement on state accountability measures in all subgroups will be at least 90% passing.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Maintain the instructional aide position at the JH with responsibilities in assisting Special Education students in reading <ol style="list-style-type: none"> <li>1. Assistance in library book selection</li> <li>2. Assistance in reading comprehension for JH students (Reading Renaissance)</li> </ol>	Supt. Asst. Supt. Campus Principal	Fund 283 \$23,880	August 2010	Instructional aide working with students	Special education students successful on TAKS	The number of students receiving assistance  TAKS reading passing rate of JH special ed. students	
Share Economically Disadvantaged student list with teachers for target assistance <ol style="list-style-type: none"> <li>1. Monthly report distributed to campus offices from central office</li> <li>2. Confidential student names given to teachers with a need to know</li> <li>3. Teachers will ensure these students are mastering objectives and if not refer to campus assistance team for Rtl.</li> </ol>	Central office application processor  Campus secretaries  Campus administration	Free and reduced lunch data	Monthly	Confidential lists generated and sent to campus secretaries  Information delivered to individual teachers	Economically Disadvantaged students successful on TAKS	Monthly report data entered in PEIMS, given to principals and the teachers with a ED student(s)	

## Paradise District Improvement Plan 2010-2011

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<b>Objective(s):</b> Student achievement on state accountability measures in all subgroups will be at least 90% passing.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Maintain smaller class sizes in Junior High School with additional highly effective ELA teacher. 1. District Improvement team reviews data for best use of Title II funds.	District Improvement Team	Title II – Fund 255 \$29,897 and local funds	August 2010  May 2011	Teacher hired	Student success on TAKS writing	Quality of writing samples  TAKS writing scores- Grade 7	
Ensure secondary special education CTE students receive remedial assistance in Science. 1. Provided during tutorials and after school	High School Principal  HS CTE Coordinator HS Counselor	Time	January 2011	Students attending tutorials and after school	TAKS passing rate increased	Communication of desired outcomes  Projected outcomes met	
Maintain JH CTE teacher	Supt.	Fund 266 \$65,066	Sept. 2010 Aug. 2011	Class Schedule	Increased Computer & Ag. Science course offerings	Principals walk-throughs  Summative evaluation	

## Paradise District Improvement Plan 2010-2011

<b>Ideal State: Goal(s)</b> STUDENT ACHIEVEMENT- Paradise I.S.D is an exemplar district with an “Exemplary” state accountability rating.							
<b>Objective(s):</b> Staff and student attendance will meet or exceed 97%.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Disclosure of cost to district for substitute teachers. <ol style="list-style-type: none"> <li>1. Information given to principals and teachers</li> <li>2. Incentives for campuses whose staff attendance rate is above 97%.</li> </ol>	Supt.  Campus Principals	Time	August 2010  May 2011	Agenda of staff meeting at in-service	Staff attendance meets or exceeds 97%- 09-10	Six weeks staff attendance reports  Final staff attendance percentage	
Communicate with parents, students and teachers of the impact of school attendance on student success (2009-10 96.2%) <ol style="list-style-type: none"> <li>1. Campus procedures for monitoring attendance and truancy are followed.</li> <li>2. Student attendance percentage communicated to parents in multiple resources</li> </ol>	Campus Principals	Newsletters <a href="http://www.pisd.net">www.pisd.net</a>	Each six weeks	Copies of newsletters  Postings to the web	Student attendance meets or exceeds 97%	Six weeks student attendance reports  Final Student attendance percentage	

# Paradise District Improvement Plan 2010-2011

**Ideal State: Goal(s)**

CURRICULUM, INSTRUCTION AND ASSESSMENT- Paradise I.S.D. has a system to coordinate curriculum, instruction and assessment.

**Objective(s):**

100% of instructional teachers will participate in vertical team meetings.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Scheduled monthly vertical team meetings at the campus level. 1. Campus principals assist teachers with meeting times- Before, during or after school. 2. Multiple campus vertical meetings held semi-annually with concentrated efforts on math and science as high need areas.	Campus Principals  Assist. Supt.	Time  Teachers	Monthly beginning October 2010	Sign-in sheets  Notes from meetings	Alignment of curriculum and improvement of instruction	Notes and input to campus administration  Revisions in online curriculum	

# Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>                  CURRICULUM, INSTRUCTION AND ASSESSMENT- Paradise I.S.D. has a system to coordinate curriculum, instruction and assessment.</p>							
<p><b>Objective(s):</b>                  100% of teachers will complete 6 hours of PD 360 online training on instructional strategies.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
View and complete follow-up activities in Marzano's <i>Classroom Instruction That Works</i> . <ol style="list-style-type: none"> <li>1. Teacher shares reflection on topics covered.</li> <li>2. Principals conduct walk-throughs to observe incorporated strategies.</li> <li>3. Principals complete certificates for each comp. hr. for teacher</li> <li>4. Teachers/Principals submit certificates to central office</li> </ol>	Campus Principal  Assist. Supt.	PD 360	May 2011	Certificates	Strategies implemented in classroom	Principal reports on hours completed  Hours logged into district professional development database	

# Paradise District Improvement Plan 2010-2011

<b>Ideal State: Goal(s)</b> CURRICULUM, INSTRUCTION AND ASSESSMENT- Paradise I.S.D. has a system to coordinate curriculum, instruction and assessment.							
<b>Objective(s):</b> 100% of teachers will implement Thinking Maps, and when applicable, Write from the Beginning and Write to the Future.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide support for teachers in the application of Thinking Maps into regular classroom instruction. <ol style="list-style-type: none"> <li>1. Teacher trained as TOT at each campus.</li> <li>2. Training during in-service days.</li> </ol>	Campus Principal  Teacher TOTs	Thinking Maps Manuals  Fund 283  Training Fund 283 \$2797.	August  January	Teacher regularly incorporating Thinking Maps into instruction  Students taking initiative to use maps  Principal walk-throughs	Increased retention of content	Student maps posted in classroom  Students maintain the knowledge of how to utilize maps in their learning	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          STAFF QUALITY, RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT - Paradise I.S.D. employees qualified and highly effective teachers and provides sustainable professional development for all staff.</p>							
<p><b>Objective(s):</b>          The district will have 100% staff qualified and highly effective teachers.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Conduct recruitment activities for hiring quality and effective teachers. <ol style="list-style-type: none"> <li>1. Post vacancies on ESC website</li> <li>2. Post vacancies on PISD website</li> </ol>	Supt.	ESC XI site  Webmaster Paradise website	April 2011  July 2011	Jobs posted	Quality applicants	Postings  Positions filled	
Provide funds for study materials and reviews for teacher not highly qualified. <ol style="list-style-type: none"> <li>1. Principal will order study materials for TeXES 613.</li> </ol>	Campus Principal Asst. Supt.	Title II- Fund 255 \$50 Supplies \$200 Fees and Dues	December 2010	Signed memo from teacher indicating receipt	Teacher passes TeXES 613 exam	Principal checks with teacher on preparation for TeXES.  Teacher passes exam and is HQ	
Implement a new to the profession and new to the district teacher support system. <ol style="list-style-type: none"> <li>1. Trainings during in-service and during first six weeks of school with mentors and teachers.</li> <li>2. Research additional programs – New Teacher Induction</li> </ol>	Asst. Supt.	TxBESS  Collaborative Teacher Induction Program	In-service  1 <sup>st</sup> six weeks  May 2011	Sign in forms  Campus principals observations	Effective teachers in the classroom  No attrition	Shared observations between mentors and new teachers	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          STAFF QUALITY, RECRUITMENT, RETENTION, AND PROFESSIONAL DEVELOPMENT - Paradise I.S.D. employees qualified and highly effective teachers and provides sustainable professional development for all staff.</p>							
<p><b>Objective(s):</b>          The staff at Paradise I.S.D will receive quality professional development designed to meet the needs of the district.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide professional development in Thinking Maps, Write from the Beginning and Write to the Future with district staff as TOTs. <ol style="list-style-type: none"> <li>1. Each new teacher will receive a manual</li> <li>Four additional teachers trained as TOTs</li> </ol>	Asst. Supt.	Fund 283 \$927.50 manuals \$2,797 TOT training	August 2010	Records in central office	100% of staff implementing Thinking Maps	Student use of maps  Improvement of TAKS scores  Student input	
Provide staff technology professional development. <ol style="list-style-type: none"> <li>1. Revised Technology Competencies available- Spring 2011</li> <li>2. Structuring of Level 4 Technology Competencies</li> </ol>	Asst. Supt. Technology Teacher Technology Director	Fund 266 Local funds	March 2011	Available online for teacher use	Teachers completing competencies	Levels I, II, and III completed  Level IV completed	

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<p><b>Objective(s):</b>          The staff at Paradise I.S.D will receive quality professional development designed to meet the needs of the district.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide campus and central administration training in the walk-through process and PDAS. <ol style="list-style-type: none"> <li>1. ESC staff to present refresher course.</li> <li>2. Discussion and follow-up in admin meetings</li> </ol>	Superintendent Asst. Supt.	Local	August January March	Walk-through documentation forms housed at campuses	Student engagement  Teacher interactions during instruction	Number of walk-throughs  What principals did with data from observations	
Provide teacher training in differentiated instruction. <ol style="list-style-type: none"> <li>1. Teachers will view PD 360 videos and conduct small group discussions during in-service days</li> </ol>	Asst. Supt. Campus principals	Education Network (PD 360) Local funds	Spring 2011	Principal walk-throughs	Teacher surveys	Teacher input on challenges of differentiated instruction  Skills were attained to assist teachers	
Provide teacher training on serving the gifted and talented student. <ol style="list-style-type: none"> <li>1. Survey the current training of staff and develop a plan to meet training needs.</li> <li>2. Review the service of secondary G/T students</li> </ol>	Asst. Supt. Campus principals G/T Coordinator	Time	January 2011  May 2011	Past professional development reviewed  Secondary G/T student class schedules	Identification of professional development needs in the area of serving G/T students	Plans for professional development  Teacher logged training	



# Paradise District Improvement Plan 2010-2011

**Ideal State: Goal(s)**  
 SCHOOL CONTEXT AND ORGANIZATION-Paradise I.S.D. has processes, structures, decision-making, and leadership aspects to operate a successful organization and address quality teaching and learning.

**Objective(s):**  
 Facilities will be well maintained and operational.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Hire student organization to clean after games.	Supt. Custodial Supervisor	Students Sponsors \$1,000 Local funds	Sept. 2010 May 2011	Students complete clean-up	Clean facilities	Students participated in clean-up activities  Inspection of work	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          SCHOOL CONTEXT AND ORGANIZATION-Paradise I.S.D. has processes, structures, decision-making, and leadership aspects to operate a successful organization and address quality teaching and learning.</p>							
<p><b>Objective(s):</b>          Processes and procedures will be in place for continuous school improvement.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Involvement of central administration, parents, teachers, staff, administrators and community members in developing 2, 5, and 10 year Strategic plans. <ol style="list-style-type: none"> <li>1. Board will initiate planning process</li> <li>2. Demographer hired</li> <li>3. Committees formed</li> <li>4. Meetings organized</li> </ol>	Superintendent	Time  Local funds	January 2011  April 2011  August 2011	Committee Rosters  Agendas Sign-in forms	Strategic Plans completed	Process evaluation  Completed plans	
Conduct District Site-Based Meetings. <ol style="list-style-type: none"> <li>1. Guide committee through new federal process for conducting Comprehensive Needs Assessments and formulating District goals and objectives.</li> <li>2. Schedule meeting in spring semester.</li> </ol>	Superintendent  Asst. Superintendent	NCLB Comprehensive Needs Assessment Toolkit	December 2010  March/April 2011	Agendas Minutes Sign-in forms	Member input, SMART goals, district improvements	Planning process  Evaluation of process and product	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          SCHOOL CULTURE AND CLIMATE- Paradise I.S.D. analyzes data to understand the school culture and improve the climate of all campuses.</p>							
<p><b>Objective(s):</b>          All parents, teachers, staff and students will have access to online surveys for gathering information for school improvement.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Development of online surveys for parents, staff, teachers and students. 1. Technology director will write online program which allows administrators to design surveys to gather data from staff, teachers, parents and students.	Technology Director Superintendent Asst. Supt. Campus Principals	Computers  Time	January 2011  March 2011	Surveys operational	Number of completed surveys	Working through the programming  Completed surveys	

# Paradise District Improvement Plan 2010-2011

**Ideal State: Goal(s)**

FAMILY AND COMMUNITY INVOLVEMENT- Paradise I.S.D. supports and encourages the partnership of family and the community in maintaining high expectations and high achievement for all students.

**Objective(s):**

All parents will be informed of school activities, district and campus schedules, and school emergency procedures.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide communication in second language on telephone notification system <ol style="list-style-type: none"> <li>1. Principals and central admin. will write out projected message.</li> <li>2. Make arrangements with high school Spanish teachers to record messages.</li> </ol>	Campus Principals  LOTE Teachers	Online notification system	January 2011  Mat 2011	Messages sent in second language	Feedback from non English speaking parents	Process of the set-up  Completed notifications	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          FAMILY AND COMMUNITY INVOLVEMENT- Paradise I.S.D. supports and encourages the partnership of family and the community in maintaining high expectations and high achievement for all students.</p>							
<p><b>Objective(s)</b>          All parents will have access to bullying prevention education information.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide a parent information night on bullying and inappropriate use of electronic devices. <ol style="list-style-type: none"> <li>1. Schedule an evening meeting open to all parents and the community.</li> <li>2. Provide child care</li> <li>3. Light meal provided</li> </ol>	Asst. Supt. Counselors Principals	Local funds	February/March	Sign in form	Number of parents attending	Schedule info night  Meeting was held	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>                  FAMILY AND COMMUNITY INVOLVEMENT- Paradise I.S.D. supports and encourages the partnership of family and the community in maintaining high expectations and high achievement for all students.</p>							
<p><b>Objective(s):</b>                  Increase parental involvement of low socioeconomic and single parents in the education of their children.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Increase communication with parents of economically disadvantaged students and single parents. 1. Encourage the parents by note or call to attend school activities.	Campus Principals Counselors	Time	March/April	Notes and calls	Attendance at Public School Week, parent conferences, involvement with homework	Discussions of process  Feedback from principals and counselors	

## Paradise District Improvement Plan 2010-2011

<p><b>Ideal State: Goal(s)</b>          TECHNOLOGY- Paradise I.S.D. is committed to applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.</p>							
<p><b>Objective(s):</b>          Students and staff have access to technology.</p>							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide interactive tools (whiteboards) and document readers in classrooms. <ol style="list-style-type: none"> <li>Teachers attain Level III technology competencies and receive \$1,500 in technology tools.</li> </ol>	Teachers Campus Principals	Fund 266 Fund 411	September 2010  May 2011	Completed documentation  Purchased technology	Instruction includes integration of technology	Placement of technology in classrooms  All teachers have interactive tools and readers	
Increase the number of operational computers in teacher classrooms. <ol style="list-style-type: none"> <li>Review logs and data from Technology Department</li> <li>Discuss current rotation of computers</li> </ol>	Superintendent	Fund 266 \$110,000 Fund 411 \$29,127	September 2010 May 2011	Current count of operational classroom computers	Increased number of operational computers at each campus	Gather data of current computers  Increased number of computers in classrooms	
iPad Pilot program in Grade 5. <ol style="list-style-type: none"> <li>Equip all 5<sup>th</sup> grade students and teachers with 16 GB iPads.</li> <li>Quarterly reports to school board on implementation results.</li> </ol>	Supt. Campus Principal Teachers	Fund 266 \$35,039  (includes server & license)  Supplies Fund 266 \$21,000	Aug. 2010  January 2011  March 2011	All 5 <sup>th</sup> grade students have iPad	Parent, Teacher, Student surveys  TAKS scores	Discussion groups/Planning Survey evaluations	

## Paradise District Improvement Plan 2010-2011

<b>Ideal State: Goal(s)</b> TECHNOLOGY- Paradise I.S.D. is committed to applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.							
<b>Objective(s):</b> Students and staff have access to technology.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Wireless ports installed at additional campus.	Supt. Tech. Director	Fund 266 \$40,000	January 2011	Ports installed	Operational	Begin with 6 <sup>th</sup> grade hall completed-7 <sup>th</sup> & 8 <sup>th</sup> building.	
Additional technology added to inclusive teachers classroom for improvement in instruction for special Ed students as well as others who may benefit from these tools. <ol style="list-style-type: none"> <li>1. Interactive boards</li> <li>2. Document readers</li> </ol>	Supt. Tech. Director	Fund 283 \$25,000	Aug. 2010  March 2011	Place and used in classrooms	TAKS scores Special Ed. Students increased	Principal walk-throughs  Principal evaluation of implementation	

# Paradise District Improvement Plan 2010-2011

**Ideal State: Goal(s)**

TECHNOLOGY- Paradise I.S.D. is committed to applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

**Objective(s):**

All teachers receive quality technology professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Provide staff technology professional development. 1. Structuring of Level 4 Technology Competencies with online support professional development	Asst. Supt. Technology Teacher Technology Director	Fund 266 \$6,500	March 2011	Available online for teacher use	Teacher feedback on benefits of online professional development	Teacher producing videos  Completed videos for professional development	

# Paradise District Improvement Plan 2010-2011

**Ideal State: Goal(s)**

TECHNOLOGY- Paradise I.S.D. is committed to applying digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

**Objective(s):**

Staffing- Additional technician hired.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Technician hired to assist with increased volume of technology units in the district.	Superintendent	Local	2013	Personnel hired	Technology issues completed in timely manner	Review applications Position filled	

# Appendix

Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p><b>No Child Left Behind (NCLB) Act directs Texas Migrant Program to target funds to provide services to migrant students who are failing or at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year.</b></p> <p>Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity and subsequent lower levels of student learning and academic success.</p>	Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly.	Sept. 1, 2010 - May 31, 2011	ESC Region XI	NGS generated PFS report	Report of services provided to students
	Submit the PFS to the district SSA contact for distribution to appropriate staff.	Sept. 1, 2010 - May 31, 2011	ESC Region XI NGS specialist	NGS generated PFS report sent electronically	Copy of email sent to districts
	Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year.	June 2011 – July 2011	ESC XI staff and school contact Summer school teacher	MAS math curriculum Reading curriculum	Pre/post tests
	Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual	September 2010 – May 2011	ESC XI staff	UT Austin Graduation Enhancement Program	Course completion rates
	Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students	Sept. 2010 – May 2011	ESC XI staff and school counselors	Student transcripts	Graduation rate of migrant students

Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Identify migrant students who enroll late and withdraw early and provide supplemental services to each student.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p><b>Title I Migrant Coordinator will use NGS "Priority for Services" reports to give the priority placement to these students in Migrant Education Program activities</b></p> <p>Due to mobility, migrant students often have inconsistent course placements.</p> <p>Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.</p>	Collaborate and review district policies and procedures concerning students with late entry or early withdrawal and share information with counselors and teachers.	September 2010	ESC XI MEP consultant	SSA district policy (on website)	Policy statement
	Monitor NGS course completion for <u>PFS students with late entry and early withdrawal</u>	September 2010 – May 2011	ESC XI migrant staff	NGS reports, student transcripts	Student transcript
	Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning.	September 2010 – June 2011	ESC XI migrant consultant	Purchase order	Certificate of completion, student transcript
	Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP).	February 2011	ESC XI migrant staff	Phone and email to TMIP	List of students traveling to different states

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Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Identify migrant students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p><b>Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the PFS criteria and updated NGS PFS reports.</b></p> <p>Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance – issues which can be grouped according to behavioral engagement, and which relate to opportunities for participation in academic, social or extracurricular activities, emotional engagement which related to positive and negative reactions to teachers, classmates, academic materials and school, in general; and cognitive engagement relating to investment in learning and may be a response to expectations, relevance and cultural connections.</p>	Provide monthly NGS PFS report to each campus with identified PFS students.	Sept. 2010 – May 2011	ESC NGS specialist	NGS PFS student report	Completed reports
	Meet with PFS migrant parents to explain how their students were identified and what services are available to these students.	Sept. 2010 – May 2011	ESC Migrant consultant	Parent meeting Handouts Registration	Completed parent conference form
	Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawl.	Sept. 2010 – May 2011	ESC Migrant consultant	District policy and procedures Staff development event (registration) Event agenda	District policy/procedures
	Work with project and SSA districts in creating a leadership event specific to migrant students designed to help students develop effective learning and study skills.	Sept. 2010 – May 2011	ESC Migrant staff	Meeting agenda Registration/sign in sheet	
	Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts	Sept, Oct, Feb, April 2010	ESC staff and school district staff	Event sign-in sheet, agenda, handouts	
Review Unique Student Count Report monthly to identify the secondary migrant students who have enrolled late and collaborate with district for possible make-up course work and/or placement in required classes.					

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Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Provide information to help migrant parents access health resources and healthcare

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p><b>Title I Migrant Coordinator will ensure that “Priority for Services” students receive priority access to instructional services, as well as connections to social workers and community social services/agencies</b></p> <p>Many migrant parents value education for their children but they may not have the educational resources or knowledge to provide the support expected by school staff</p> <p>As a result of language barriers or the mobility of the family, migrant children of face difficulties accessing health care services</p>	Provide parents with information on community health services and non-profit agencies at parent meetings	Parent meetings Sept. 2010 – May, 2011	Migrant consultant, community agencies	Brochures, fliers, Marketing materials	Feedback from families and health/social services agencies
	Provide training and/or materials to migrant recruiters on agencies and non-profit resources for parents to access	Sept. 2010 – May, 2011	Migrant consultant	Brochures, fliers, Marketing materials	Feedback from families and health/social services agencies
	Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE.	Parent meetings Sept. 2010 – May, 2011	Migrant consultant	Brochures, fliers, Marketing materials	Feedback from families and health/social services agencies
	Provide the migrant hotline number to students and families	Parent meetings Sept. 2010 – May, 2011	Migrant consultant		

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Goal:	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
Objective:	Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p><b>The Title I Migrant coordinator, MEP staff, and school staff will make home and/or community visits to update parents on the academic progress of their children.</b></p> <p>Priority for Services migrant students are less likely to be promoted in the early grades than non-PFS migrant students.</p>	Provide parents with information on collaboration with school personnel. Give parents list of resources to access via the internet.	Sept. 2010 – May, 2011	MEP staff	Handouts, CD	Feedback from parents and students

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<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State’s content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Use data to plan the Priority for Services Action Plan for 2010-2011 school year and assist the district with supplemental services when not provided by other federal or non-federal programs.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
	Review lists and collaborate with SSA district contact staff or counselor to determine how the ESC Region XI can assist the district with migrant students	September 2010 – May 2011	Migrant consultant	PFS form, district information, lists of services provided by the district	Completed PFS Program Plan 2010-2011
	Review list of PFS high school and middle school students who attended the leadership presentations: <ul style="list-style-type: none"> <li>- Technology Connections in Math and Science for Migrant Middle School Students</li> <li>- College Access and Readiness for Migrant Students</li> <li>- Path to Scholarships</li> <li>- Middle School Leadership Camp</li> </ul>	Oct. 19, 2010  Sept. 18, 2010  Oct. 9, 2010 Nov. 2, 2010	Migrant consultant and staff  Migrant consultant and staff Migrant consultant and staff	-Migrant Unique Student reports -Migrant summer school rosters -Final student grades -Tutoring services delivered in 2010-11	Workshop rosters, sign-in sheets
	Review the number of PFS students who enroll in summer school.	June 2010	Migrant consultant	PFS report, MEP data, NGS data	
	Review the list of ninth grade students who have failed courses	September 2010 – May 2011	Migrant consultant	NGS data	
	Check NGS to verify that all secondary students have graduation plans in place.	June 2010	Migrant consultant	NGS data	
	Review list of students who had tutoring, summer school, credit by exam paid for by ESC Region XI MEP funds.	June 2010	Migrant consultant	NGS data	
	Review list of students with excessive absences	June 2010	Migrant consultant	NGS data	
	Review list of students taking courses from UT Graduation Enhancement Program				