

**Campus Name**  
**Campus Improvement Plan**  
**2011-2012**

**Ideal State (Goal): Student Achievement**

**District Goals: Paradise ISD is an exemplar district.**

**Objective: Staff and student attendance will meet or exceed 97%.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Campus incentives at recognition rallies for staff perfect attendance	Campus Principal & Counselor	Auxiliary	May-12	Staff attendance reports each six weeks.	Staff attendance meets or exceeds 97%.	Final staff attendance percentage	1, 4, 9
Communicate with parents, students, and teachers of the impact of student attendance on student success. Letters will be sent twice monthly to parents for students whose attendance is at risk. Notes will be sent home in the newsletter explaining attendance procedures, tardy policy, and early dismissals.	Campus Principal & PEIMS secretary	Time	May-12	Student attendance reports each six weeks.	Student attendance meets or exceeds 97%.	Final student attendance percentage	1, 4, 9

**Ideal State (Goal): Student Achievement**

**District Goals: Paradise ISD is an exemplar district.**

**The district has a tracking program to monitor student progress and assessment results over time.**

**Objective: 90% of all PK students will be considered "Developed" on the K screening instrument**

**Strategy: Incorporate readiness skills in Math, Reading, Language Arts, Science, & Social Studies**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Increase Science skills using hands-on experiments and activities	PK Teacher & Instructional aide	199-11-6395-20-101-211	May-12	Progress Reports every 6 wks. & teacher informal assessments	Are the students more knowledgeable regarding Science skills?	Progress Reports every 6 wks.	1, 2, 3, 8, 9
Continue working on readiness skills using Scholastic Big Day Adoption. Parents will receive additional documentation regarding mastery of skills.	PK Teacher & Instructional aide	Textbook Allocation \$3600	May-12	Progress Reports every 6 wks. & teacher informal assessments	90% of all PK students are developed on the screening instruments May 2012.	Progress Reports every 6 wks.	1, 2, 3, 8, 9

**Ideal State (Goal): Student Achievement**

**District Goals: Paradise ISD is an exemplar district.**

**The district has a tracking program to monitor student progress and assessment results over time.**

**Objective: Providing Individualized instruction for students K-3.**

**Strategy: The students will receive small group and individualized instruction in Rtl.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
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Review schedules of in-class, pull-out, and after school instruction.	Campus Principal	Time	May-12	Principal's Review of schedule with Asst. Supt. & reviewing progress monitoring reports.	Increased understanding of the process for student achievement.	Progress Reports every 6 wks. & CAT notes	1, 2, 3, 4, 8, 9, 10
Classroom teachers will work closely with Rtl teachers and special education teachers to provide individualized instruction for Tier 1 students in the classroom. Documentation will be provided to the Rtl teachers if students are moved to Tier 2 or Tier 3. Documentation will be provided to parents every 6 weeks to show student progress.	K-3 teachers	199-11-6499-00-101-211	May-12	Walk-through documentation, lesson plans, and PDAS	Does the documentation from the classroom teachers better assist the Rtl teachers in knowing areas of strengths and weaknesses?	Weekly Classroom Assessments, Progress Monitoring every 3 weeks with reports & report cards	1, 2, 3, 4, 8, 9, 10

**Ideal State (Goal): Student Achievement**

**District Goals:** Paradise ISD is an exemplar district..

The district has a tracking program to monitor student progress and assessment results over time.

**Objective:** 100% of the third grade students will pass STAAR Reading with 50% commended.

**Strategy:** Critical thinking skills and using strategies to analyze stories, maps, and charts

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Class set of Thesauruses for vocabulary enrichment and development	3rd Grade Teachers	199-11-6325-00-101-211	May-12	Progress Monitoring reports from Rtl teacher, Reading benchmark scores	As evidenced in walk-throughs and lesson plans, Reading lessons will incorporate higher level thinking skills and independent practice.	Reading benchmark (3 times yearly), Progress Monitoring (every 3 wks.), & Report Cards	1, 3, 9
Leveled Reading library to assist with vocabulary, fluency, and comprehension.	3rd Grade Teachers & Reading PALS from high school	199-11-6325-00-101-211	May-12	Progress Monitoring reports from Rtl teacher, Reading benchmark scores	As evidenced in walk-throughs and lesson plans, Reading lessons will incorporate higher level thinking skills and independent practice.	Reading benchmark (3 times yearly), Progress Monitoring (every 3 wks.), & Report Cards	1, 3, 9

**Ideal State (Goal): Student Achievement (Math)**

**District Goals:** Paradise ISD is an exemplar district..

The district has a tracking program to monitor student progress and assessment results over time.

**Objective:** 100% of the third grade students will pass STAAR Math with 50% commended.

**Strategy:** Increase mathematical processes and patterns, relationships, and algebraic reasoning

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Integrate math skills and vocabulary through literature. Increase math computation skills and problem solving through math board games.	3rd Grade Teachers	199-11-6395-19-101-211	May-12	Progress Monitoring reports from Rtl teacher, STAAR benchmark scores	As evidenced in walk-throughs and lesson plans, Math lessons will incorporate more problem solving strategies and independent work from students.	Math benchmark (3 times yearly), Progress Monitoring (every 3 wks.), & Report Cards	1, 3, 9

**Ideal State (Goal): Curriculum, Instruction, and Assessment**

**District Goal:** Campus vertical team meetings are scheduled to review curriculum and instructional strategies.

**Objective:** Vertical alignment of curriculum in Reading/LA, Math, Science, & Social Studies

**Strategy:** Staff will meet in grade level and vertical team meetings to collaborate on curriculum and TEKS for Reading/LA, Math, Science, & Social Studies.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Classroom and pull-out teachers will meet in grade level and vertical team meetings to align the curriculum using the TEKS. Teachers will continue to implement Thinking Maps and Write from the Beginning as district initiatives. Special populations such as at-risk, low SES, ESL, Dyslexia, Gifted/Talented, and Migrant students will receive extra attention and offered in school and after school tutorials.	Principal, Classroom Teachers, K-1 Title Reading/Math Teachers, Rtl Teacher, 2-3 Title Reading/Math Teacher, G/T Teacher, Dyslexia Teacher, Special Education Teacher, and Instructional Aides	Compensatory Ed. FTEs 2.6 \$136,972, Sp Ed FTEs 3.22 \$86, 790, G/T FTEs .4 \$17, 524, ESL FTEs .24 \$16, 184	End of each 6 wks	Lesson Plans, Curriculum Meeting Notes, & Core maps in TechPaths	Was the curriculum aligned according to the TEKS for all subject areas?	Every 6 wks	1, 2, 3, 4, 7, 8, 9, 10
Provide staff training on educating boys.	Asst. Supt.	District Budget	Aug-11	Discipline referrals, teacher input, and special education referrals.	Discipline referrals, teacher input, and special education referrals.	Every 6 wks	1, 2, 3, 9
Provide support for teachers in the application of Thinking Maps and Write to the Beginning. Mrs. Gentry conducts lessons in classrooms modeling the process. Mrs. Featherston and Mrs. Norwood will update the teachers throughout the year on Thinking Maps updates.	Principal, Carla Gentry, Amy Norwood, & Jennifer Featherston	District Budget	August 2011 & December 2011	Lesson Plans, Curriculum Meeting Notes, & Core maps in TechPaths	Was the curriculum aligned according to the TEKS for all subject areas?	Every 6 wks	1, 2, 3, 4, 7, 8, 9, 10

**District Goal:** Campus vertical team meetings are scheduled to review curriculum and instructional strategies.

**Objective:** Vertical alignment of curriculum in Reading/LA, Math, Science, & Social Studies

**Strategy:** Staff will meet in grade level and vertical team meetings to collaborate on CSCOPE Math curriculum.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Classroom, pull-out teachers, and special program teachers will meet in grade level and vertical team meetings to align the curriculum using CSCOPE in Math.	Principal, Classroom Teachers, K-1 Title Reading/Math Teachers, Rtl Teacher, 2-3 Title Reading/Math Teacher, G/T Teacher, Dyslexia Teacher, Special Education Teacher, and Instructional Aides	Compensatory Ed. FTEs 2.6 \$136,972, Sp Ed FTEs 3.22 \$86, 790, G/T FTEs .4 \$17, 524, ESL FTEs .24 \$16, 184	August 2011, January 2012, and April 2012	Walk-through documentation, lesson plans, and PDAS	Was the curriculum aligned according to the TEKS for all subject areas?	Weekly Classroom Assessments, Progress Monitoring every 3 weeks with reports & report cards	1, 2, 3, 4, 7, 8, 9, 10

**Ideal State (Goal): Student Achievement**

**District Goals:** Paradise ISD is an exemplar district.

The district has a tracking program to monitor student progress and assessment results over time.

**Objective: Providing Individualized instruction for K students.**

**Strategy: The students will receive small group and individualized instruction in Rtl.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Fine motor materials to help with fine motor skills such as writing and cutting.	K teachers	199-11-6395-00-101-211	May-12	Walk-through documentation, lesson plans, and PDAS	Fine motor skills will improve at the end of the year as noted in Handwriting and other activities.	Weekly Classroom Assessments, Progress Monitoring every 3 weeks with reports & report cards	1, 3, 7, 9, 10

**Ideal State (Goal): Student Achievement**

**District Goals: Paradise ISD is an exemplar district.**

**The district has a tracking program to monitor student progress and assessment results over time.**

**Objective: Increase Science skills for all 3rd grade.**

**Strategy: Increase knowledge of scientific processes and reasoning**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Utilize hands-on Science kits to align with 3rd grade TEKS.	3rd Grade Teachers	199-11-6395-20-101-211	May-12	Report Cards, Progress Reports, & Teacher input	As evidenced in walk-throughs and lesson plans, Science lessons will incorporate more problem solving strategies and independent work from students.	Report Cards	1, 3, 9

**Ideal State (Goal): School Context and Organization**

**District Goals: Paradise ISD has processes, structures, decision-making, and leadership aspects to operate a successful organization and address quality teaching and learning.**

**Objective: 100% of staff will comply with regulations and requirements in providing safe and drug free learning environments.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Additional security cameras in lunchroom, entrance to the building, end of west hallway, and playground.	Asst. Supt., Crisis Team	District Budget	Aug-12	Discipline referrals, teacher input, and parent input	Discipline referrals, teacher input, and parent input	Every 6 wks	1, 9
Deadbolt locks placed close to the top of the door for all classroom doors so they can be locked from the inside for lockdowns. Numbers will be placed on all exterior doors.	Asst. Supt., Crisis Team	District Budget	Aug-12	Lockdown drill notes	Lockdown drill notes, teacher and staff input.	Every 6 wks	1, 9
Signs for items not allowed at school (guns, drugs, weapons, etc.). Signs for bus drop off and parent drop off/pick up.	Asst. Supt., Crisis Team	District Budget	Aug-12	Posted signs	Posted signs		1, 9

**Ideal State (Goal): School Context and Organization**

**District Goals: The district hires additional staff to help with inclusion support in Special Education.**

**Objective: PES will increase inclusion support in the general education.**

**Strategy: Students in special education will have inclusion support in content areas.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Additional personnel needed for inclusion support in both life skills and special education.	Principal	2012 Budget	Aug-12	Special Education Referrals, IEPs, teacher input, & parent input	Were the students successful and made gains on TPRI, mClass, STAAR, and IEP implementation?	Every 6 wks	1, 3, 5, 10

**Ideal State (Goal): School Context and Organization**

**District Goals: The district hires additional staff to help with student support and ESL students.**

**Objective: PES will increase support in the general education.**

**Strategy: Students will have inclusion support in content areas.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Bilingual aide in K-1 for classroom support and ESL small group instruction.	Principal	Budget 2012	Aug-12	LEP students, teacher input, & parent input	Were the students successful and made gains on TPRI, mClass, STAAR, and IEP implementation?	Every 6 wks	1, 3, 5, 10
Instructional aide for 2-3 for classroom support and small group instruction.	Principal	Budget 2012	Aug-12	Report Cards, Progress Reports, & Teacher input	Were the students successful and made gains on TPRI, mClass, STAAR, and IEP implementation?	Every 6 wks	1, 3, 5, 10

**Ideal State (Goal): School Context and Organization**

**District Goals: Students' needs are met in all activities at school.**

**Objective: Students' needs will be met at school both physically and mentally.**

**Strategy: Students will be able to get drinks of water when outside playing on the playground.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Water fountain on the playground.	Principal	Approx \$950 not including labor	May-12	Less traffic of students in/out of the building.	Water fountain installed and working properly		1, 10

**Ideal State (Goal): Family and Community Involvement**

**District Goals: The district ensures campuses provide bullying prevention education.**

**Objective: PES ensures each student receives education on bullying and character education.**

**Strategy: PES ensures each student receives education on bullying and character education.**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Each student will receive guidance lessons with his/her grade level focusing on topics such as bullying, character education, stranger danger, and a positive self-esteem.	Counselor	199-31-6395-00-101-299	May-12	Guidance Lesson Plans, Teacher input, & Parent input	Did the number of discipline referrals pertaining to bullying decrease at the end of the year?	Monthly	1, 6, 10

**Ideal State (Goal): Family and Community Involvement**

**District Goals:** The district ensures campuses provide a strong family and community involvement program.

**Objective:** PES ensures parents stay current with curriculum programs and homework help for students.

**Strategy: Parent Nights**

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
K will have a "parent night" to introduce concepts, curriculum programs, homework ideas, and other activities to involve parents.	K teachers	Refreshments provided by cafeteria	Oct-11	Parent Survey/Teacher survey	Do the parents feel more comfortable regarding curriculum and have a better understanding of homework?		1, 6, 10
Second grade will have a "Day in the Life of a 2nd Grader" parent night to introduce concepts, curriculum programs, homework ideas, and other activities to involve parents.	2nd grade teachers	Refreshments provided by cafeteria	May-12	Parent Survey/Teacher survey	Do the parents feel more comfortable regarding curriculum and have a better understanding of homework?		1, 6, 10

**Ideal State (Goal): Family and Community Involvement**

**District Goals:** The district has increased communication to parents in Spanish.

**Objective:** PES will increase parent communication in Spanish.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
SchoolReach messages will be translated from English to Spanish.	Principal	District Budget	May-12	Log of SchoolReach messages	Did parents of ESL students become more involved in school activities due to the messages in Spanish?	Monthly	1, 2, 6, 10

**Ideal State (Goal): Technology**

**District Goals:** The district has interactive whiteboards or equivalent technology in all classrooms including an increased number of student computers in each classroom.

**Objective:** Classrooms will be equipped with iPads, iPods, working student computers and a whiteboard or equivalent technology.

**Strategy:** Classrooms will be equipped with iPads, iPods, working student computers and a whiteboard or equivalent technology.

Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I School wide Components
Wireless hub for Elementary school to better utilize iPods and iPads in the classroom.	Central Office	District Budget	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms?	End of year survey	1, 3, 4, 9, 10
Set of iPads/iPods for grade levels to checkout and use as stations.	Principal	District Budget	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	End of year survey	1, 3, 4, 9, 10
Digital cameras per grade level to use for research and other projects.	Principal	199-11-6395-00-101-211	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	End of year survey	1, 3, 4, 9, 10
Flash drives per grade level to use for research, pictures, and other projects.	Principal	199-11-6395-00-101-211	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	End of year survey	1, 3, 4, 9, 10
Additional netbooks for mClass testing	Principal	199-11-6398-00-101-211	May-12	Walk-throughs & lesson plans	Were teachers able to test more efficiently?	End of year survey	1, 3, 4, 8, 9, 10
Additional ways for teachers already mastering Level 3 technology competencies to acquire additional funds for software (smart boards, etc.)	Central Office	District Budget	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	End of year survey	1, 3, 4, 9, 10
Teacher laptops (one per grade level) to use for lesson planning and grade level meetings.	Principal	199-11-6398-00-101-211	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	End of year survey	1, 3, 4, 9, 10
Computer software for stations and test practice.	3rd Grade Teachers	199-111-6325-00-101-211 & 199-11-6395-19-101-211	May-12	Walk-throughs & lesson plans	Did the software programs aide in readiness skills for the students.	Report Cards, teacher input	1, 3, 4, 9, 10
Additional student computers in 3rd grade for stations.	Central Office	District Budget	May-12	Walk-throughs & lesson plans	Did the technology enhance learning in the classrooms as evidenced by teacher and parent surveys?	Report Cards, teacher input	1, 3, 4, 9, 10