

District Improvement Plan 2019-2020

Campus Name:

Date of Committee Approval: 8/22/19

District Name: Priddy ISD

Date of Board Approval: 10/8/19

Long Range Goal # 1 Priddy ISD will pursue challenging curricular and instructional strategies to accelerate and enrich student performance.

Annual Performance Objective: In 2019-2020, all students at Priddy ISD will perform at or above the 90th percentile on the EOC/STAAR Reading, Math and Writing tests.

Identified Needs:

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Programs					Formative	
1.1 Continue and expand services to address the needs of identified G/T students	A. Burden	8/19	5/20	ESC 12, Texas State Plan for the Education of Gifted/Talented students ESC 12 Distance Learning Accelerated Reader	Teachers, Staff Development, Faculty Meetings Teacher documentation, completed projects, student grades	
<ul style="list-style-type: none"> *Training: 30 hours and 6 hours annual update 	A. Burden	8/19	5/20			
<ul style="list-style-type: none"> Challenging Curriculum not covered in the regular classroom 	A. Burden	8/19	5/20			

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Programs Continued					Formative	
<p><i>*Policy and Procedures to Parents</i> <i>*Screening/Testing</i></p> <p>1.2 Continue services to identified Special Education students</p> <ul style="list-style-type: none"> • Implement a pre-referral system thorough an Intervention Assistance for identifying special ed students <i>*Student Support Team</i> • Special education eligibility, modification all inclusion <p><i>*ARD's, annual and as needed</i> <i>*Classroom modifications</i> <i>Assistive technology, if needed</i> <i>*Implementation of CAP (Comprehensive Analysis Process) and training on each strategy</i></p> <ul style="list-style-type: none"> ><i>*Transitional Planning</i> ><i>Initial testing / placement</i> ><i>Least restrictive environment</i> <i>* Focus for this year</i> ><i>Related services</i> ><i>Annual evaluation/ follow-up</i> <ul style="list-style-type: none"> • <i>Speech</i> • <i>Inclusion</i> • <i>Resource room</i> • <i>OT/ PT</i> • <i>Content Mastery</i> <p><i>Evaluate the reading skills progress of Special Education students</i></p>	<p>A. Burden, K-12 Teachers</p> <p>All Staff</p> <p>Professional and Para-professional Special Education Staff, HASEC</p>	<p>6/19</p> <p>8/19</p> <p>8/19</p>	<p>Ongoing</p> <p>5/20</p> <p>5/20</p>	<p>Special Ed Coop, Pre-Referral Workshop</p> <p>ESC 12, HASEC</p> <p>ESC 12, HASEC</p>	<p>Team Meetings, Special Ed Coop</p> <p><i>Policy/procedures document on file;</i> <i>List of identified students/PEIMS;</i> <i>Screening/testing records;</i> <i>PDAS/Training records for staff</i></p> <p>Benchmark Checks:</p> <p>1) <i>Student referrals; number of new students identified; program diversity; percentage of Mastery of the first STAAR practice</i></p> <p>Program Evaluation: <i>Surveys from parents and students; student diversity; Practice STAAR Mastery levels</i></p> <p>Every 3 years Re-evaluation, STAAR Analysis, ITBS, TPRI</p>	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Programs Continued						
1.3 Continue Career/Vocational/ Technology (Career Awareness) programs/activities <ul style="list-style-type: none"> • Assist students in various job/career opportunities after graduation • Provide pay and opportunities for practical job related experience <i>*Title IX-notice</i> <i>*Title IV—Civil Rights</i> <ul style="list-style-type: none"> • Career Fairs • Special programs/Activities • Assessments • Special classes • Transitional activities from school <i>*Counseling</i>	A. Burden, J. Smith, L. Buffe	8/19	5/20	Tech Prep Consortium, Vocational Ag courses, Career Days, Arm Forces, College days, Guest Speakers.	Teacher, parent, student and evaluations of these programs and services	
	A. Burden, E. Peters	8/19	5/20	Federal \$ JTPA Summer Youth Program/ Work Force	Observations	
	A. Burden, K-12 Teachers			4-H	Handbook Newspaper Statement	
1.4 Provide services for identified ESL students <ul style="list-style-type: none"> • Provide language acquisition for students of limited English proficiency 	A. Burden, LPAC committee & S. Smith	08/19	5/20	District Budget ESC 12	Limited English Proficiency test, STAAR, TELPAS, LPAC committee, Report cards, Teacher made tests, tutorial period	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Programs continued						
<ul style="list-style-type: none"> *Consultation with parents <ul style="list-style-type: none"> ❖ Abuse awareness *Screening / testing *LPAC (Language Proficiency Assessment Committee) <ul style="list-style-type: none"> • Special activities 1.5 *Work with the ESC Region 12 in the identification/recruitment of Migrant students. *Migrant Service Coordinator 	<p>A. Burden</p> <p>T. Manchaca</p>	<p>8/19</p>	<p>5/20</p>	<p>ESC Reg. 12</p> <p>ESC Reg. 12</p>	<p>Formative</p>	
<p>1.6 Identify / train a teacher to work with any students with Dyslexia, if they are identified.</p> <p>*Special Programs/Activities</p>	<p>Burden</p>	<p>5/19</p>	<p>5/20</p>	<p>ESC Reg. 12</p> <p>Scottish Rite</p>	<p>GORT-5, TWS, CTOPP, WRMT-III</p>	
<p>1.7 Provide programs/activities to serve identified At-Risk students</p> <p>*Uses of State Comp Ed Funds (FTE's Budget codes)</p> <ul style="list-style-type: none"> • Tutorials FTE's: 1.37 Budget: 199-11-6219—101-124 • Additional materials Budget:6399..... • Summer School . • Comp Ed Funds will be spent to pay a portion of teachers' salaries and benefits for tutoring at-risk 	<p>A. Burden</p> <p>K-12 Teachers</p> <p>K. Robinson, L. Goehmann Board, A. Burden, Teachers</p>	<p>5/19</p> <p>5/19</p>	<p>5/20</p> <p>5/20</p> <p>5/20</p> <p>8/19</p>	<p>SCE Funds \$.....</p> <p>Title I Funds \$.....</p> <p>District Budget, Employee Paychecks</p>	<p>Benchmark Check: All students with a grade of 74 or below will attend tutorials.</p> <p>Program Evaluation:</p> <p>Teacher Observations Audit of Budget</p>	

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<i>students during Tutorial Period</i> <ul style="list-style-type: none"> • <i>Comp Ed Funds will be spent to pay a portion of Instructional Aides Salary</i> • <i>Comp Ed Funds will be used to purchase supplies and materials for at-risk students.</i> 	Board	8/19	5/20	District Budget	Audit of Budget, Employee Paychecks	
	Board & A. Burden	9/19	Summer 2020	District Budget	Audit of budget	

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Programs Continued						Formative:
<i>Continue Early Childhood programs and activities for the young learner and their parents</i>	A.Burden, M. Buffe	8/19	5/20		Student/teacher observation	
<i>*Pre-K Notice (English-Spanish)</i>						
<i>UIL Academic</i>	A. Burden, Contest, Teachers, Coaches	8/19	5/20	District Funds	Teacher/student observations, awards	

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Planning Opportunities						Formative
The Site-Based Decision Making Committee will provide training with the help of ESC12	A. Burden	8/19	5/20	ESC 12	Certificates, Participation, Sign-in Sheets	

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Staff Development						
Provide appropriate staff development to meet the challenge and demands of our school populations						
<ul style="list-style-type: none"> Math training 	Teachers K-12 Math teachers	8/19	5/20	ESC 12, District funds, TEKS, Distance Learning lab, Simple k-12	Student grades, teacher evaluations, STAAR scores, Teacher meetings, Certificates	
<ul style="list-style-type: none"> Conflict Resolution 	Administration ESC 12	8/19	5/20	District Budget Teacher Orientation, PDAS orientation		
<ul style="list-style-type: none"> STAAR Data Analysis training 	A. Burden, C. Spruell	8/19	5/20	ESC 12	Attendance Roster, Teacher Evaluations/observations, STAAR scores Workshop Evaluations, Certificates in personnel files, Simple K-12 transcripts	
<ul style="list-style-type: none"> Teachers will attend STAAR Workshops 	A. Burden and Teachers	8/19	5/20	ESC 12		

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Staff Development cont.						
<ul style="list-style-type: none"> • Classroom management 	A. Burden ESC12	8/19	5/20	Workshops	Teacher evaluation	
<ul style="list-style-type: none"> • VATAT Conference 	L. Buffe	8/19	8/20	District Ag Budget	Share methods with other teachers	
<ul style="list-style-type: none"> • Six Man Coaches School 	J. Cain, C. Hurst,	7/19	7/20	Athletic Budget	Teacher Evaluation, Share methods with other teachers	
<ul style="list-style-type: none"> • TEKS 	A. Burden, C. Spruell	8/19	8/20	ESC 12		
Assessments					Formative	
<i>Administer appropriate assessments to track student progress</i>	K-12 Teachers	8/19	5/20	Curriculum	3 week progress report 6 weeks report cards	
Communications						
<i>Continue multiple approaches to improve communication on the campus and within the community</i> <ul style="list-style-type: none"> ❖ Abuse awareness guidelines and chain of command in reporting to CPS 	K-12 Teachers	8/19	5/20		Daily message, monthly newsletter, notes home, conference	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Communication Continued					Formative	
Special Clubs / Organizations						
<i>1.5 Provide campus clubs and organizations for student involvement and leadership development</i>	A. Burden, Class Sponsors	5/19	5/20	Honor Society Annual Staff	Sponsor Evaluations Yearbook	
	L. Buffe	5/19	5/20	FFA Contest		
Technology						
1.6 Continue to expand the amount and use of technology for instruction and educational management <ul style="list-style-type: none"> • Technology training • Familiarize elementary students with the functions of a computer • Keyboarding skills will be taught and reinforced at all levels • Computers will be used to promote higher levels of thinking 	A. Burden, & J. Smith K-6 Teachers K-12 Teachers K-12 Teachers	8/19 8/19 8/19 8/19	5/20 5/20 5/20 5/20	Curriculum, ESC 12, Intel Teach to the Future Computer Lab, Keyboarding software Computer Lab Computer Labs, Internet connectivity, Distance Learning Lab	Teacher Eval, Share methods with other teachers Lesson plans, ability of the students to use computers Teacher observations and Lab Tests Teacher directed activities, lesson plans, and use of computers by students.	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Curriculum / Instruction					Formative	
1.7 Provide an enriched curriculum to insure academic success for all students in all subjects	PK-12 Teachers	8/19	8/20	TEKS	Progress reports, Reports cards, Benchmark scores, STAAR scores	
<u>Reading / Writing:</u>						
<ul style="list-style-type: none"> Provide reading support using the Least Restrictive Environment 	A. Burden, K-12 Teachers, Spec Ed Dir	8/19	5/20	C.A.P. Plan, HASEC	Revise students in Special Ed Program	
<ul style="list-style-type: none"> Emphasis will be placed on reading success with insistence on best efforts in work and study skills 	All Teachers and staff	8/19	5/20	ITBS Packets, ITBS tutoring, Accelerated Reader, Waterford Early Reading program. STAAR Release Tests	STAAR scores, student grades and teacher evaluations	6 weeks end dates
<ul style="list-style-type: none"> Use of computers to reinforce reading skills 	All Teachers and Aides	8/19	5/20	Computer programs, Accelerated Reader, Waterford Early Reading	Weekly computer schedule	3 weeks and end of each 6 weeks
<ul style="list-style-type: none"> Promote love of reading as a lifelong activity 	A. Burden, K-12 Teachers	8/19	5/20	District funds	Student work, STAAR scores, Lesson Plans, Progress reports, report cards, teacher meetings, and parent conferences	Progress Reports at 3 Weeks, End of each 6 weeks
<ul style="list-style-type: none"> Use of teaching strategies to address all learning styles 	All Teachers, A. Burden	8/19	5/20	Learning style, Modifications, Peer tutoring, tutoring period, differentiated		

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<ul style="list-style-type: none"> • Writing to the specific STAAR objectives • Emphasize writing convention (spelling, punctuation, capitalization, grammar) in composition and multiple choice type question format • Evaluate the writing skills and progress of Special Ed students • Use of the different teaching styles to address all students learning 	All teachers	08/19	05/20	Workshop	Lesson plans, grade books, STAAR, TAKS release test, portfolios	
	All teachers	08/19	05/20	Teacher made materials, and STAAR materials	Student work, STAAR scores, research papers	End of each 6 weeks
	A. Burden, Teachers and Special Ed staff	08/19	05/20	Power writing, journal writing Research Papers	Class testing, ITBS, STAAR	End of 6 weeks
	A. Burden and Teachers	08/19	5/20	ARD meetings, IEP's Achievements tests, progress reports, STAAR	Student work, progress reports, report cards	Progress Reports at 3 Weeks, End of each 6 weeks
	All Teachers	8/19	5/20	Staff Development: Modifications, District Funds Computer lab, STAAR Release Test	STAAR Scores, Report Cards Participation STAAR Scores, Report Cards, 3 weeks Progress Reports	End of 6 weeks Progress Reports at 3 weeks, End of 6 Weeks
<p>STAAR Tutoring</p>						
<p>Math:</p> <ul style="list-style-type: none"> • Use of supplemental materials to enhance the 	A. Burden, C. Spruell and ALL teachers	8/19	5/20	STAAR materials ITBS materials,	Lesson plans, Improved STAAR Scores, ITBS, and Iowa scores	

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<p>math curriculum to improve math STAAR scores and Iowa Scores</p> <ul style="list-style-type: none"> • Problem solving and critical thinking skills practiced with each math concept • Use of math manipulatives to meet individual needs of students • Actively teach math vocabulary • Familiarize students with STAAR/ITBS testing format and procedure • Training to extend Math knowledge • Evaluate the math progress of special ed students 	All teachers	8/19	5/20	GO Math, STAAR Materials	Lesson plans, improved STAAR, ITBS and Iowa scores	End of 6 weeks
	K-12 Math Teachers	8/19	5/20	Workshops Manipulative supplies,	Teacher manual, observation of student understanding	
	Math teachers	8/19	5/20	STAAR Materials, STAAR Release Test	Teacher manual, teacher tests	
	All teachers	8/19	5/20	STAAR materials, Release Test	Student results, student observation	End of 6 weeks
	K-8 Teachers C. Hurst, S. Randolph, C. Spruell	5/19	5/20	ESC 12 Workshops, STAAR Data Analysis training	PDAS – Classroom usage Workshop attendance, sharing/training information with colleagues	
	Professional and Para-professional Special Education Staff			Spring 2020	Disaggregation K-TEA	Every 3 years, IQ and achievement tests class testing, ITBS and STAAR, Brigance, K-TEA, Workshop Attendance, Sharing/Training information with colleagues

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<p>Science:</p> <ul style="list-style-type: none"> • Use of supplemental materials to enhance the math curriculum to improve science STAAR scores and • Problem solving and critical thinking skills practiced with each science concept • Use of science manipulatives to meet individual needs of students • Actively teach science vocabulary • Familiarize students with STAAR/ITBS testing format and procedure • Training to extend Science knowledge • Evaluate the science progress of special ed students 	A. Burden and ALL teachers	8/19	5/20	STAAR materials ITBS materials, Glencoe Science	Lesson plans, Improved STAAR Scores and Iowa scores	
	All teachers	8/19	5/20	Glencoe Science, Harcourt Science, STAAR Materials	Lesson plans, improved STAAR and Iowa scores	
	K-12 Science Teachers	8/19	5/20	Workshops Manipulative supplies, Glencoe Science	Teacher manual, observation of student understanding	End of 6 weeks
	Science teachers	8/19	5/20	Glencoe Science, STAAR Materials,	Teacher manual, teacher tests	End of 6 weeks
	All teachers	8/19	5/20	STAAR Released Test STAAR materials, Release Test	Student results, student observation	
	K-3 Teachers Science Teachers, Spruell, Burden	8/19	5/20	ESC 12 Workshops, STAAR Data Analysis training STAAR	T-TESS, Classroom usage Workshop attendance, sharing/training information with colleagues, Stem Scopes	Each 3 wks and 6 wks evaluation period
	Professional and Para- professional Special Education Staff		Spring 2020	Disaggregation K-TEA	Every 3 years, IQ and achievement tests class testing, ITBS and STAAR, Brigance, K-TEA, Workshop Attendance, Sharing/Training information with colleagues	

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<u>Social Studies:</u>						
<ul style="list-style-type: none"> Use of supplemental materials to enhance the social studies curriculum to improve social studies STAAR scores 	A. Burden and ALL teachers	8/19	5/20	TAKS materials ITBS materials, Holt Social Studies	Lesson plans, Improved TAKS Scores and Iowa scores	
<ul style="list-style-type: none"> Problem solving and critical thinking skills practiced with each social studies concept 	All teachers	8/19	5/20	Holt Social Studies, STAAR Materials	Lesson plans, improved STAAR and Iowa scores	
<ul style="list-style-type: none"> Use of social studies manipulatives to meet individual needs of students 	K-12 Social Studies Teachers	8/19	5/20	Workshops Manipulative supplies, Holt Social Studies	Teacher manual, observation of student understanding	
<ul style="list-style-type: none"> Actively teach social studies vocabulary 	Social Studies teachers	8/19	5/20	Holt Social Studies, STAAR Materials, STAAR Release Test	Teacher manual, teacher tests	End of 6 weeks
<ul style="list-style-type: none"> Familiarize students with STAAR/ITBS testing format and procedure 	All teachers	8/19	5/20	STAAR materials, Release Test	Student results, student observation	
<ul style="list-style-type: none"> Training to extend social studies knowledge 	K-8 Teachers J. Cain	8/19	5/20	ESC 12 Workshops, STAAR Data Analysis training TAKS	T-TESS, Classroom usage Workshop attendance, sharing/training information with colleagues	End of 6 weeks
<ul style="list-style-type: none"> Evaluate the social studies progress of special ed students 	Professional and Para-professional Special Education Staff		Spring 2020	Disaggregation K-TEA	Every 3 years, IQ and achievement tests class testing, ITBS and STAAR, Brigrance, K-TEA, Workshop Attendance, Sharing/Training information with colleagues	Each 3 wks and 6 wks evaluation period

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Major Campus Documents					Formative	
<i>Disseminate all major campus documents in English and Spanish and provide an interpreter, if needed</i>	M. Connally					
<ul style="list-style-type: none"> • <i>Home Language Survey</i> • <i>Free/Reduced Lunch form</i> • <i>Student Enroll form</i> • <i>Parent Involvement Policy</i> • <i>School/Parent Compact</i> • <i>K Enroll Form</i> • <i>Permission for testing</i> • <i>Referral form for Sp ED</i> • <i>School code of conduct</i> 	A. Burden A. Burden A. Burden Initiating Teacher A. Burden A. Burden C. Spruell	8/19 8/19 10/19 As Needed As Needed As Needed 8/19	5/20 9/20 5/20			
Attendance						
<i>1.8 Continue strategies / activities to assure high student attendance</i>	All teachers, A. Burden	8/19	5/20	District Funds	Attendance % 95 or higher	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Leadership Development						Formative
<i>Continue multiple opportunities to recognize student success</i> <ul style="list-style-type: none"> • County wide/Local stock show • FFA/4H • Athletic Program • UIL Academic • Honor Society 	L. Buffe	1/19	1/20	District funds	Student participation	5/20
	L. Buffe	8/19	5/20	District funds	Student participation & awards	
	Athletic Dept	8/19	5/20	Athletic budget	Parent, Student response	Monthly
	Contest coaches	8/19	5/20	Dist Funds	Teacher/student observations, awards	
	A.Burden	5/19	5/20	Priddy Honor Society Funds	Sign in sheets	
Transitions						
<i>Continue activities to transition students successfully through the educational process</i> <ul style="list-style-type: none"> • To assist Junior High and High School students in the various opportunities available for them after graduation. 	Classroom Teachers, and A. Burden, SPED Coop	8/19	5/20	Tech Prep Consortium, Vocational Ag Courses, Career Days, Armed Forces, College Days, Concurrent Enrollment, Guest Speakers, Transition Services for Special Education, Dual Credit Courses	Teacher, Student, Parents and Evaluation of these programs/services	

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Personnel Needs					Formative	
<i>Develop a plan and a timeline to reduce positions</i>	A. STAAR, Board, Site Based Decision Making Committee	8/19	5/20	District Funds	Reduced Population	
<i>Teacher retention and recruitment not to exceed \$200 annually</i>	A. STAAR, Board, Site Based Decision Making Committee	8/19	5/20	Title II Funds	Longevity	
<i>Lower electricity use</i> ❖ <i>Install timers for lights</i> ❖ <i>Classroom air off in summer</i>	All Staff	8/19	8/20			
Support Systems						
<i>Utilize the support / technical assistance of an ESC School Support Team</i>	A. Burden, J. Smith & M. Connally	8/19	5/20			
Planning Evaluation						
<i>Disseminate a survey to evaluate the campus planning process</i>	Site Based Decision Making Committee	8/19	5/20			
Federal Requirements						
<i>Ensure compliance with the requirements of Title IX (Sexual Discrimination)</i> • <i>Posted Notice</i> • <i>Student/ Staff Handbooks</i>	A. Burden, M. Connally					

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Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)	Benchmark Dates
Federal Requirements Cont.					Formative	
<i>Ensure compliance with the requirements of Title VI (Civil Rights)</i> <ul style="list-style-type: none"> • <i>Posted Notice</i> • <i>Application Form</i> • <i>Student/ Staff Handbooks</i> 	A. Burden, M. Connally	8/19	5/20			9/19 5/20
<i>Ensure that all students and parents are informed of their rights and responsibilities</i> <ul style="list-style-type: none"> • <i>Student Handbook</i> • <i>Parental Involvement Policy</i> • <i>School/Parent Agreement</i> • <i>Promotion to next grade</i> 	A. Burden, M. Connally	8/19	5/20			9/19 5/20
					Summative: <ul style="list-style-type: none"> • TPRI scores • ITBS Scores • STAAR Scores • AEIS Data 	5/20

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