

Pasadena Independent School District District Improvement Plan 2006-07

Goal 1: Student performance will improve annually to meet the criteria for the district to reach 90% by the year 2007.

Objective 1: Student Scores on TAKS will increase annually to reach 90% meeting minimum expectations for all groups measured by the year 2007.

Goal 1 - Strategy 1 TEKS/TAKS Curriculum Alignment
Align written curriculum, instructional strategies, and assessments to TEKS-based Instructional Targets.

Implement Pasadena Plus monitoring visits by Associate Superintendents.	ASCDs
Implement Pasadena Plus strategies on all campuses.	Campus Administrators/Teachers
Increase the integration of technology into instruction, curriculum and assessment, PK-12 as outlined in the District Technology Plan.	L. Scarpa, Gloria Gallegos
Ensure that all teachers have access to adequate technology in the implementation of TEKS/TAKS	L. Scarpa
Implement model academic assessment instruments correlated to TEKS in all core areas.	Joyce Eversole, Gloria Gallegos
Provide training on the TEKS to new teachers through effective Teaching Practices and Pasadena PLUS	Karen Gibson
Provide training in all core areas of specific strategies aligned to TEKS for teachers in grades PK-Twelfth.	Karen Gibson
Increase teacher awareness of best practices with a focus on TEKS-based instruction.	Karen Gibson
Provide opportunities for teachers to identify TEKS/TAKS elements common to multiple content areas and develop cross-curricular TEKS-based connections.	Specialists
Continue Implementation of Algebra plan, Pre-K through Algebra I, to ensure students have the skills to be successful on state mathematics assessments.	Math Specialists
Provide staff development on TAKS/TEKS writing process and scoring with increased emphasis on moving to commended performance in writing.	R/ELA Specialists
Provide training on reading in the content area.	Specialists
Renew standard vocabulary across grade levels with vertical alignment.	Specialists
05-06: Research guided reading programs, 06-07: Implement guided reading programs. Specialists	Karen Gibson, Becky Vargas, Elementary

Set the standard that all science classes participate in hands-on laboratory activities. Science Specialists

Offer training for secondary content area teachers on ESL methodology and instructional strategies. ESL Specialists

Provide staff development on utilization of on-line databases and resources. Melissa Rippey

Goal 1 - Strategy 2 Vertical Curriculum Alignment

Develop district-wide avenues of communication to structure vertical and horizontal curriculum alignment among grade levels and content areas.

Provide opportunities for vertical alignment in developing a TEKS-based curriculum . Special focus will be placed on the transitions years of 5th/6th and 8th/9th within each feeder pattern and will be incorporated into Pasadena Campus Principals, Specialists

Instructional vertical teams will focus on alignment and instructional timelines Pre-K - 12 in all content areas. Campus Principals, Specialists

Goal 1 - Strategy 3 Accelerate TEKS/TAKS Proficiency

Implement programs to accelerate TEKS/TAKS proficiency for each student.

Implement special programs designed to accelerate student learning as linked to current year data. Gloria Gallegos

Organize required acceleration classes for TAKS failures based on current year data. Joyce Eversole, Gloria Gallegos, Specialists

Expand and revise extended day/extended year programs incorporating TEKS/TAKS requirements based on current year data. Joyce Eversole, Gloria Gallegos, Specialists

Provide campuses with longitudinal data for the % of students reaching Commended Performance on TAKS Donna Summers

Objective 2:

The dropout rate will decrease annually to reach at most 1% for all groups measured.

Goal 1 - Strategy 4 Expand Alternative Education Programs

Expand alternative instructional opportunities to keep students in school and recover dropouts.

Continue/expand alternative learning opportunities of Tegeler Career Center in order to serve more at-risk Jean Cain

Continue/expand alternative learning opportunities of the Challenger School with a focus on addressing the needs of the at-risk students including bilingual. Stan Honeycutt, Gloria Gallegos

Continue/expand the learning opportunities at The Prepare instructional program for new APEX initiative. Instructional Teams V. Thomas, ASCDs Chris Bolyard,

Implement instructional program for Guidance Center in ELA/Math ('05-'06) and Science ('06-'07). D. Alexander, D. Massey, Instructional

Objective 3:

The attendance rate will continue to increase annually through the year 2007 beyond the 94% state standard.

Goal 1 - Strategy 5 Student Attendance

Increase attendance rate to 95% by 2007.

Utilize campus intervention programs to provide specific intervention strategies for students with potential attendance problems.

Barbara Fuqua

Texas High School Success and Completion Grant

L. Scarpa

Provide district recognition of campuses with excellent or

Bob Fawcett

Investigate actions to support campuses in improving attendance rates.

Doyle Alexander

Provide parent education at all campuses to stress the importance of attendance.

Gloria Gallegos

Implement Superintendent's Stay In School Project/District Attorney Partnership.

Goal 1 - Strategy 6 Expectation Graduation

To ensure that every student successfully completes high school in four years.

Design and develop an implementation plan with both short and long term goals with beginning steps launching in school year 2005 - 2006.

District Expectation Graduation Team

Expectation Graduation Core Team to visit some of the 30 high schools selected as the nation's most successful.

Vicki Thomas, Joyce Eversole

High school staff meet with Dr. William Daggett, President of the International Center for Leadership in Education, for district-wide staff development to review the need for process of systemic change.

Vicki Thomas, Joyce Eversole, Karen Gibson

2005 - 2006: Develop three to five year implementation

Vicki Thomas, Joyce

Provide staff development on Rigor and Relevance.
G. Gallegos, K. Gibson

V. Thomas, J. Eversole,

Provide staff development on Academic Teaming.
G. Gallegos, K. Gibson

V. Thomas, J. Eversole,

Expectation Graduation Plans presented to the School Board and District Education Committee.

Vicki Thomas, Joyce Eversole

Conduct Safe and Civil School Training

Gloria Gallegos

Implement Sheltered Instruction Observation Protocol (SIOP) Training on additional secondary campuses for the 2005 - 2006 school year.

Gloria Gallegos

Increase the number of students taking and being successful in advanced placement classes during the 2005

Pat Sermas, Gloria Gallegos

Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses.

Joyce Eversole, HS Principals

Include parent education component in high school orientation programs.

Goal 1 - Strategy 7 Dropout Prevention

Engage the parents and community in dropout prevention efforts.

Continue/expand opportunities for involvement through DARE (Drug Awareness Resistance Education) / Life Skills / HOSTS (Helping One Student To Succeed), S.A.V.E.,

Gloria Gallegos

Research ways to involve business/community in dropout prevention given new AEIS standards.

Gloria Gallegos

Provide opportunities for parent training/ involvement including participation in the Extended Day/Extended

Gloria Gallegos

Establish District Attorney Partnership.

Vicki Thomas

Develop on-line courses for credit recovery.

L. Scarpa, P. Sermas

Goal 1 - Strategy 8 At-Risk Interventions

Provide specific intervention for identified at-risk students.

Offer staff development rich in strategies, materials, and activities for the at-risk learner.

Karen Gibson, Gloria Gallegos

Provide campus based extended day and extended year programs with a focus on the TEKS-based TAKS assessment; required participation .

Joyce Eversole, Gloria Gallegos

Campus intervention committees will develop plans for students failing a portion of the TAKS test and students in danger of failing a subject area.

Campus Principals, Gloria Gallegos

Ensure the implementation of 504 accommodations for eligible students.

Ricki Fischer, Campus 504 Coordinators

Assist campuses in using data from TEKS-based assessments and TAKS benchmarks for early identification of individuals who might be at-risk of not mastering

Donna Summers, Specialists

Increase collaboration and partnership with outside

Gloria Gallegos

Goal 2: Socio-economic status, ethnicity, and gender participation and performances differences among students will be eliminated by the year 2007 while the participation and performance of all increases.

Goal 2 - Strategy 1 Identification Procedures

Develop procedures for early identification of students with potential TEKS/TAKS deficiencies.

- Assist campuses in the use of results from various assessments to identify individual needs in mastering Donna Summers, Specialists
- Assist campuses in the use of results from various assessments to identify instructional needs. Donna Summers, Specialists
- Provide campus personnel with data for instructional Summers Allen Brown, Donna

Goal 2 - Strategy 2 Assessment Analysis

Disaggregate assessment data by special populations to determine level of mastery throughout the school year.

- Provide assistance to campuses on how to analyze TEKS-based assessment results using the ADM system. Donna Summers
- Provide campuses with subgroup analysis of student performance on state assessments disaggregated by ethnicity, economic status, LEP participation, and Special Education participation. Donna Summers
- Analyze and provide data regarding all assessments of G/T students to identify gaps in achievement. Pat Sermas, Donna Summers
- Assist campuses in analyzing the performance of LEP students on ITBS, Apenda, TPRI and/or Tejas Lee. Donna Summers, Becky Vargas, Bil/ESL
- Provide campuses with longitudinal data on the percentage of LEP students making progress towards Donna Summers, Becky Vargas, Bil/ESL

Goal 2 - Strategy 3 Staff Development

Provide staff development to address the needs of diverse learners.

- Offer staff development designed for special needs Sartain, Gallegos, Gibson, Fischer, Specialists
- Provide staff development on differentiation/scaffolding designed to meet the learning needs of each student. Specialists
- Provide district-wide training opportunities for problem solving and thinking skills instruction with increased attention to higher-level thinking needed for commended Joyce Eversole, Gloria Gallegos, Specialists
- Provide district-wide training opportunities for instructional strategies that incorporate problem-solving and higher-level thinking in all classrooms. Joyce Eversole

Goal 2 - Strategy 4 Parent Education

Provide for parent education and active involvement in the accomplishment of TEKS/TAKS goals.

Offer workshops for parents on reading proficiencies in content areas.	Gloria Gallegos
Encourage and provide parent workshops at individual campuses.	Gloria Gallegos
Offer workshops for parents of students with dyslexia and related disorders/instructional intervention.	Ricki Fischer
Provide schools with information that can be utilized with students and parents in the interpretation of test results.	Susan Levonius, Donna Summers

Goal 2 - Strategy 5 Reading Improvement

Provide programs to promote the enjoyment of reading.

Provide information about exemplary programs available to promote the enjoyment of reading and the improvement in reading skills.	McBride, Gibson, Gallegos, R/ELA Specialists
Continue/maximize the campus use of Reading Renaissance, Accelerated Reading Instruction and	Gloria Gallegos
Provide time for purposeful reading during the school day.	Campus principals
Provide information to teachers regarding special reading needs of dyslexia students. Provide training and reading intervention strategies to teachers of at-risk readers.	Ricki Fischer, R/ELA Specialists

Objective 2:

Performance indicators for TAAS exempt special education and LEP students will increase annually.

Goal 2 - Strategy 6 TAKS Exempt Students

Establish measurable, challenging performance standards for all TAKS-Exempt students.

Evaluate/revise district-wide guidelines and recommendations for appropriate participation of students with disabilities and recent immigrant and migrant students within the State Assessment Program	Cathy Sartain, Gloria Gallegos
Provide alternate and/or state alternative assessment for all TAKS-exempt students.	Cathy Sartain, Gloria Gallegos
Establish clear, high expectations for programs serving TAKS-exempt students.	Cathy Sartain, Gloria Gallegos
Establish scope and sequence for ESL at all grade levels. Vargas	Gloria Gallegos, Becky

Goal 2 - Strategy 7 Special Education Students

Provide staff development for teachers working with both self-contained and main-streamed special education

Provide training for all teachers working with both mainstreamed and self-contained special education

Cathy Sartain, Gloria Gallegos

Provide all secondary special education teachers with differentiated instructional materials including Pasadena Plus materials [PBM].

Joyce Eversole, Gloria Gallefos, Cathy Sartain

Include special education teachers in training given in the area of dyslexia and related disorders.

Ricki Fischer

Goal 2 - Strategy 8 Bilingual/Limited English Proficient Students

Provide training for teachers working with Bilingual/Limited English

Provide training and Spanish language materials for all teachers working with LEP students

Gloria Gallegos, Becky Vargas, Bil/ESL

Provide ESL training opportunities for regular teachers. Vargas, Bil/ESL

Gloria Gallegos, Becky

Prepare bilingual/LEP students for an appropriate and timely transition.

Gloria Gallegos, Becky Vargas, Bil/ESL

Goal 2 - Strategy 9 Program Guidelines

Ensure that program guidelines are inclusive and provide access for all students into advanced opportunities.

Ensure that the G/T identification procedure remains free from bias.

Pat Sermas

Provide district Science Fair for real-world science

Science Specialists

Maintain open enrollment guidelines for all students in AP, PreAP, CTE, TechPrep, and advanced level courses.

Pat Sermas, Mickey Ohlendorf

Monitor the number of students with disabilities being served in less restrictive environments at the campus and district level to meet state requirements as recommended by the CAP team. [PBM]

Gloria Gallegos, Cathy Sartain

Goal 2 - Strategy 10 Advanced Academics

Provide specific instructional opportunities for advanced students and increase performance on national assessments for advanced academics.

Assist all campuses in the revision of their campus plans for advanced/gifted students.

Pat Sermas

Continue/expand G/T Summer Exploration Camp

Pat Sermas, Leslie Axel

Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development.

Pat Sermas, Carol Weston, Gloria Gallegos

Continue AP/PreAP vertical team opportunities in language arts as a model for other areas.

Pat Sermas, Secondary Specialists

Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups.
Provide Tech Prep opportunities for students to earn college credit.

P. Sermas, C. Weston, G. Gallegos, HS Mickey Ohlendorf

Establish a Distinguished Achievement Program in each high school.
Principals

Pat Sermas, Carol Weston, HS

Provide each math, science and english Pre-AP teacher in grades 6 - 11 with a Laying the Foundation guide through the '07-'08 school year. [Dell]

Pat Sermas, Secondary Specialists

Provide all Pre-AP/AP teachers with four training sessions through the 07-08 school year. [Dell]

Pat Sermas, Secondary Specialists

Provide diagnostic tests every six weeks and end-of-course tests for all Pre-AP courses utilizing the Laying the Foundation guides in order to measure the progress of students teachers through the 07-08 school year. [Dell]

Pat Sermas, Secondary Specialists

Administer the PSAT to all 10th grade students through the 07-08 school year. [Dell]

Pat Sermas, HS Counselors

Incorporate SAT/ACT content and strategies into staff development.

Pat Sermas, Carol

Goal 3: The marketability of Pasadena Independent School district students will improve annually to ensure success in the academic and business world.

Objective 1:
Every student will participate in a comprehensive PK-12 career guidance program.

Goal 3 - Strategy 1 Real-World Applications and Career Awareness

Integrate real world experiences (including technology applications) into all content areas and increase awareness of career opportunities and the attributes necessary for success in the working world.

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| Provide staff development for teachers and timelines for implementation for the Career Awareness Curriculum in Pre-K through 12th grade. | Micky Ohlendorf, Vicki Johnson, Patrice Camp |
| Administer diagnostic/interest tests that give students, parents and teachers information about the students' abilities/talents and how these are applicable to career | Micky Ohlendorf, Vicki Johnson, Patrice Camp |
| Provide students with experiential, real world applications that explore a wide range of careers. | P. Sermas, M. |
| Provide support/materials/training for intermediate counselors/teachers to facilitate career pathway development process. | P. Sermas, M. |
| Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process | M. Ohlendorf |
| Include parents in Career Clusters planning. | P. Sermas, M. |
| Provide opportunities for parents and students to investigate Apprenticeship programs. | V. Thomas, J. Eversole, M. Ohlendorf |
| Provide opportunity for students to attend Employability workshop. | Mickey Ohlendorf |
| Administer Grade 8 aptitude and interest test. Intermediate Principals | Mickey Ohlendorf, |

Goal 3 - Strategy 2 School - To Work and Tech Prep

Expand School - to - Work and Tech Prep opportunities.

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| Pursue School to Work and Tech Prep Initiatives. | Mickey Ohlendorf |
| Explore Job Shadowing opportunities utilizing community and business resources. | Mickey Ohlendorf |
| Institute business/industry placement opportunities for Summer Teacher Job Shadowing/Curriculum Integration | Mickey Ohlendorf |
| Provide specialized career preparation programs for license/certification. | Mickey Ohlendorf |

Goal 3 - Strategy 3 Thea Testing

Provide Thea Information to all students to encourage early registration.

Provide Thea information to local media for public

Kirk Lewis

Provide counselors with Thea registration information to be included in student bulletins.

Pat Sermas

Encourage students to register and take the Thea in their junior year.

High School Counselors

Emphasize higher order thinking skills in all staff development and curriculum development.

Specialists

Goal 3 - Strategy 4 Data Analysis on PISD Graduates

Continue to provide for exit survey of seniors.

Donna Summers

Continue to provide for follow-up surveys of graduates.

Donna Summers

Establish a system to measure employers' perceptions of students' career skills.

Vicki Thomas

Goal 4: Students will annually demonstrate improved responsibility, citizenship, and value for human worth and dignity.

Goal 4 - Strategy 1 Leadership Training

Provide training for students and staff in leadership and other service oriented programs.

Expand leadership opportunities for all students.	Kirk Lewis
Establish opportunities for student and community collaboration in campus/district decision making.	Vicki Thomas, Joyce Eversole, Gloria
Expand Teen Leadership and Capturing Kids Hearts in the high schools and intermediate grades.	Thomas, Gallegos,

Goal 4 - Strategy 2 Student Service and Citizenship

Provide incentives and recognition for student service and citizenship.

Expand learning opportunities for students in school/community service.	Kirk Lewis
Promote student/parent/business involvement through volunteerism.	G. Gallegos, C. Parmer
Promote service organizations for students in school (Leos, Junior Optimists, Junior Rotarians, Student Council, etc.	Kirk Lewis
Provide opportunities for campuses to share existing/proposed incentives and recognition.	Vicki Thomas
Implement district spotlight and/or awards for exceptional	Kirk Lewis

Objective 2:

The percentage of students returning for a second assignment to an alternative disciplinary setting will decrease.

Goal 4 - Strategy 3 Alternative Educational Settings

Structure alternative settings to promote success upon return to the regular classroom.

Evaluate effectiveness of alternative settings (and procedures) in place (Independent Study Center, Guidance Center, The Summit, Harris County Juvenile Justice Alternative Education Program, Tegeler, Challenger), and make recommendations for changes.	V. Thomas, ASCDs
Establish a plan at each campus to support students returning from alternative settings.	Principals, ASCDs
Involve campus counselors and support personnel when students return from alternative settings.	P. Sermas, Principals
Develop resources for parent education/involvement.	Gloria Gallegos

Objective 3: The number of serious disciplinary offenses will decrease annually.

Goal 4 - Strategy 4

Safe School Environment

Develop intervention strategies for dealing with persistent misbehavior

Provide training in behavior management, learning

Karen Gibson, Gloria Gallegos

Provide mediation, conflict resolution and bullying training opportunities for students and staff.

Gloria Gallegos

Provide parent education opportunities.

Campus Principals

Assist campuses with the creation of individualized crisis management plans.

Vicki Thomas

Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior.

Gloria Gallegos

Provide Gang Awareness training.

PISD Police

Drug Awareness Resistance Education

Gloria Gallegos

Provide training on Conscious Discipline.

Gloria Gallegos