

A. M. Aikin Elementary School Campus Improvement Plan 2019-2020



MISSION STATEMENT: The mission of Aikin Elementary School is to educate children, enrich their lives, and enable them to reach their fullest potential.

Philosophy: We believe that Aikin Elementary School is a caring, child-centered environment where:

Positive learning takes place

All children can learn

Social skills and healthy relationships are developed

Each individual is treated with dignity and respect

Children realize their self-worth and the worth of others

Problem-solving skills are practiced so that children become productive citizens

CNA Submitted to Federal Programs: June 2019

Adopted by the School Board: October 21, 2019

Planning and Decision Making Committee

Name	Position
Kimberly Donnan	Principal
Katie Exum	Assistant Principal
David Stevens	Assistant Principal
Roberta Sulsar	Kindergarten Teacher
Megan Groomes	First Grade Teacher
Debbie McFadden	Second Grade Teacher
Nancy Bratteli	Third Grade Teacher
Misty Bethell	Fourth Grade Teacher
Frances Reed	Technology Teacher
WaDonna Cherry	Special Education Teacher
Melanie Loughmiller	Librarian
Lalonna West	Reading Coach
Sharon Stripland	Math Coach
Cindy Crawford	Paraprofessional
Jessica Holtman	Parent
Caroline Wear	Parent
Jay Hodge	Business Owner
Edwin Pickle	Business Owner
Maggie Kerby	Community Member
Denise Kornegay	Community Member

Paris ISD Mission Statement

The Mission of the Paris Independent School District is to provide a quality education to a diverse student population, enabling each to achieve full potential and become a productive, responsible citizen.

Paris ISD Board of Trustees and Superintendent Goals

Paris ISD will have a learning environment that challenges and provides opportunity for all students to succeed.

Paris ISD will be financially stable.

Paris ISD will foster positive relationships with community, media, and families of the District.

Paris ISD District Commencement Goals

At commencement, a Paris High School graduate will be prepared to enter college, technical training and/or the workforce. The graduate will:

- Be a Problem Solver and a Critical Thinker
- Have mastered Core Academic Areas and Technology
- Have explored the Arts and a Second Language
- Strive for Total Wellness
- Be a Life-Long Learner
- Have respect for self, others, and the environment
- Be an effective communicator
- Be a team player
- Be an honest, responsible citizen

Paris ISD Strategic Goals

Goal 1: A self-disciplined student body, learning together in an atmosphere of mutual respect

Goal 2: An informed and involved community that actively works together to promote education of recognized excellence

Goal 3: Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills

Goal 4: Resources to provide an exemplary educational program

Goal 5: A highly effective, qualified staff representative of the community

Federal, State, and Local Funding Sources

Federal funding sources that will be coordinated with State and Local funds to meet the needs of all students and upgrade the entire educational program on the campus are listed below. The intent and purpose of all coordinated funds will be met.

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

Program/Funding Source	Allocation Amount	FTE(s)
Title I, Part A (Including Title I Carryover & Title IV Transfer)	\$419,415	9.72
Title I, Part C (Migrant)	Region 8 SSA	0
Title II, Part A (TPTR)	\$19,550	0
Title III, Part A (LEP)	Region 8 SSA	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$496,720	8.10
Gifted Education	District wide as needed	
Special Education	District wide as needed	
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

Comprehensive Needs Assessment 2018-2019

A. M. Aikin Elementary School is a Kindergarten through Fourth Grade campus in Paris ISD in Paris, Texas. Aikin is comprised of approximately 900 students and 100 staff members. Aikin is known for success with all children with a caring staff and involved parents who put children first in all decisions made for the campus. Aikin’s tradition of excellence began in 1980 when the campus merged three small elementary schools. Paris ISD is considered a rural school in location but has many similarities with urban schools. 74.5% of students at Aikin are considered Economically Disadvantaged. The mobility rate for Aikin is 19.5%, which is a little high compared to the state average of 16.0%.

Table 1—Student Demographics

Category	African American	Hispanic	White	Economically Disadvantaged	ELL	At-Risk	Mobility
Aikin Elementary	30.6%	16.7%	42.2%	74.5%	7.6%	43.2%	19.5%
State	12.6%	52.4%	27.8%	58.8%	18.8%	50.8%	16.0%

**Source: Texas Academic Performance Report for School Year 2016-2017.*

Table 2—Teacher Demographics

Category	African American	Hispanic	White	Over 20 Years Experience	Average Years of Experience
Aikin Elementary	6.0%	7.2%	83.9%	26.9%	13.7
State	10.4%	27.2%	58.9%	15.3%	10.9

**Source: Texas Academic Performance Report for School Year 2016-2017.*

The campus SET committee met on May 8, 2019 to review results of ITBS data, experience in the school and community through the 2019 Spring Parent Survey, and professional opinions noted in the Spring 2019 Staff Survey, and State and Federal Funding to arrive at the strengths and needs discussed in this report. Attendance and Discipline data was also reviewed. STAAR results for the 2018-2019 school year were not available to review at the time. The Campus Needs Assessment sections were divided up at this meeting as well. SET representatives were to go back to their grade levels and discuss the questions and determine the strengths and weaknesses of their section.

The campus SET committee met again on May 23, 2019 to discuss the strengths and weaknesses of each section of the CNA.

Title II funds have been allocated at Aikin again for the 2019-2020 school year to bring Capturing Kids’ Hearts training to all new employees. Aikin Elementary was chosen for a 2nd year in a row as a Capturing Kids’ Heart National Show Case School. Administration felt this impacted staff relationship building with students which resulted in better classroom management, staff/staff and staff/student relationship building, and lowering discipline referrals. A focus on building relationships and classroom management strategies will continue to be a focus for the 2019-2020 school year. The staff will also participate in a book study on Growth Mindset each month.

Demographics

According to the 2017-2018 TAPR Report, Aikin's enrollment increased by 26 students, or nearly 3%. Aikin's ethnic breakdown stayed nearly the same. Of the special programs listed, the number of students with intellectual and physical disabilities remained almost the same, while students with autism increased about 2% and those with behavioral disabilities decreased by about 2%. Most students who were exited from special programs were those served in the speech program. The mobility rate is up just 0.4% from the previous year. The number of Hispanic staff members increased about 3%, with a corresponding reduction in white staff members, and other categories remained about the same. Little change was seen in 2nd-4th grade class sizes, with Kindergarten and 1st grade rising a small amount.

The strengths for Aikin Elementary are the participation in the Community Eligibility Provision of the National School Lunch and Breakfast Program, class sizes averaging 13.2/1, and having certified intervention teachers to meet the needs of our diverse student population.

The weaknesses for Aikin Elementary are our gaps in sub-pops, needing to reduce the number of SPED State Testing failures, and increased support for our at-risk learners.

Student Achievement

The strengths for Aikin Elementary are having a scheduled RtI time in all grade levels with district guidelines, 82% of 3rd graders passed Math STAAR with 52% at Meets, and 73% of 3rd graders passed the Reading STAAR with 39% at Meets.

The weaknesses for Aikin Elementary are 59% of 4th graders passed the Reading STAAR and 53% passed the Writing STAAR, 4th grade STAAR Math went from 84% to 68% this year, the number of students in GT classes at the Masters level in all subjects and grade levels.

School Culture and Climate

The strengths for Aikin Elementary are the continuation of Capturing Kids' Hearts and promoting staff and student relationships, the implementation of Professional Learning Communities to encourage collaboration among staff members, and results from the staff and parent surveys from the end of year were positive.

The weaknesses for Aikin Elementary are consistent expectations across classrooms on behavior and expectations, improving parental involvement, needing to conduct more home visits by staff so that all staff understands and connects with the child and their environment.

Staff Quality, Recruitment, and Retention

The strengths for Aikin Elementary are having close to 100% Highly Qualified Teachers certified in the area they teach. Also 100% of the para professionals are Highly Qualified. Quite a few teachers have been here for many years and support the school through and through. The average years of experience of the teachers at Aikin is 13.7 years. Aikin has peer mentors with a lot of experience and support for new hires. Implement Professional Learning Communities this year as helped new teachers and the rest of the staff by giving everyone a chance to collaborate and look at grade level data.

The weaknesses are in the recruitment of new teachers. It can be difficult to hire teachers with so many surrounding districts. Teachers would like to be in on the hiring process. Although the mentoring program is great, teachers would like to have a checklist of things to make sure they cover with new teachers each year.

Curriculum, Instruction, and Assessment

As a K-4 campus, Aikin has many strengths to comment. In order to promote curriculum and instruction, “Teachers Observing Teachers” is set in place for all teachers to see classrooms and teachers in action with the campus curriculum. This is very helpful for all grade levels and teaching staff to apply strategies and best practices immediately. The PLC’s that Aikin conducts for each grade level are highly beneficial and allows teachers, administrators, and coaches to dive deep into data from assessments. During PLC’s grade level look at specific SEs and TEKS that are strong as well as the ones that are weak- that need to be retaught and reviewed with students. Aikin has common assessments in place for grade 2-4, which give the teachers, administrators, and coaches effective data to drive the instruction. Kindergarten currently uses a data program called ESGI which gives factual, consistent data for all Kindergarten students.

In looking at Aikin as a whole, there is a lack of best practices in instructional areas across the grade levels. In addition, Vertical Teams need to have more alignment and actual implementation of teaching the vertical pieces. For example, all grade levels need to be teaching a specific skill the same way, creating consistent learning from grade level to grade level.

Family and Community Involvement

Parents and the Community are invited to attend Summer Library, Content Nights, Grade Level Extravaganzas, Grandparent's Lunches, Report Card Conferences, Meet the Teacher, Reading Under the Stars, Movie Night, and STEM Night to name a few. Due to many extra-curricular activities in the Spring, attendance is lower.

Families and Community Members are encouraged to be involved in school decisions by joining APA, having conferences with teachers throughout the year, and by filling out a Parent Survey at the end of the year. Attendance at Assemblies and Field Trips are also encouraged at Aikin.

Aikin has several types of services that support families, community members, and students which encourage healthy family relationships. Aikin offers school counselors, Family Nights and Activities, the District Cats on the Prowl Summer Mobile Library, Care Closet to assist students in need, Summer Library Days, and Book Bags which encourages students read each evening with their parents.

Aikin serves several families that speak Spanish. Aikin offers staff members who are bilingual to translate when needed. There is a District Bilingual Coordinator that can translate written documents in Spanish to send home to parents and translate as well.

Aikin has several programs to support specific needs of students. There are brochures in the counselor's office for different community services that are available in town. Aikin offers RtI, ESL, Speech, before and after school tutorials, and Summer School to support specific student needs.

Aikin has several community partnerships. Hutamaki donated monthly snacks to Kindergarten classes, donations from local businesses for classes to participate in the Kiwanis Pancake Days, City Square Mentoring Program, Read to the Future, and APA. There are just under 2,000 followers on Facebook.

Aikin has many strengths which include: Summer Library and encouragement of parent involvement. Aikin continues to improve language barriers and participation at events.

Some areas of improvement are language barriers with parents, encouraging attendance at parent events, and adding additional mentors to at-risk students.

School Context and Organization

The district/school supports the organization by providing materials and staff with their needs each year. Teachers are supported by literacy teachers who go into the classrooms to assist teachers with guided reading as well as a Reading and Math coach who provide additional support in their respective areas. PISD provided New Teacher Survival training to help new teachers with their first year and continues the training with mentors to help them during the school year.

The newly implemented PLC's gave the nine classrooms per grade level an accurate account of data per student and teachers. They show the administrators, teachers, and interventionists where any success, failures, or plans for growth need to be addressed.

Adequate time is designated for teachers to help lower performing students by providing structured RtI time into a classroom schedule. In the Fall and Spring, students participate in before and after school tutorials to help them with the content area they need growth in. In the summer, PISD provided a Jumpstart program to those students who are border line of failing.

Teachers have a voice in decision making and policies by established SET meetings, Vertical Team Meetings, End of Year Conferences with administrators, and weekly PLC meetings. Teachers can share the strengths and weaknesses in their weekly planning meetings.

School communities are decision making bodies make it easy for teachers, parents, support staff, paraprofessionals, and students to be heard by sending surveys out to parents and teachers to help build the school community. Aikin also has an open door policy which invitees anyone with a concern to be heard to find a solution to their problem. Parent's voices are welcomed through monthly APA meetings, Remind 101, and Class Dojo within each individual classroom. Aikin also schedules Report Card Conferences, Content Nights, and provides a daily conference time for classroom teachers to be available to parents

The perception of Aikin is a positive one. There is positive feedback for the quality of staff that Aikin provides to the students. Teachers are often applauded for their ability to provide a safe atmosphere while providing learning in its best form. Aikin follows the Capturing Kids' Hearts belief that students who feel valued and cared for will work for their teacher. In those relationships the school builds strengths in academic abilities. Weekly PLC meetings have provided teachers with data they can share, find success in, discuss failures, and ways to improve teaching in each classroom.

The strengths at Aikin are the implementation of Capturing Kids' Hearts, Professional Learning Communities, and the collaboration with administration and coaches with teachers.

The weaknesses at Aikin are Vertical Teams, sharing academic success throughout grade levels, and collaboration within planning across subjects.

Technology

Aikin is fortunate to have such great technology support from the District and the APA. Strengths include 5 computer labs and numerous portable technology, including Chrome Books, iPads, teacher laptop stations, and projectors in every classroom. Morning announcements are videoed and available to watch online each day.

When considering weaknesses, only a few come to mind. There is inconsistent teacher buy in with some available technology. The interactive projectors have never worked properly, and we have not incorporated many STEM materials and activities across the campus.

Aikin Elementary School Campus Plan

2019-2020

Campus Rating: D

Targeted Support: All Students, African American, and 2 or More Races

Distinctions: Mathematics

District Strategic Goal # 1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Campus Performance Objective 1: Provide a learning environment where all students feel safe and valued as reflected on parent involvement survey where 80% respond that their students feel safe and valued at school.

Strategies/Activities	Resources	Staff Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Provide one-on-one counseling services to students at-risk of retention. (Target Group: At-Risk)	Local Funds, State Compensatory 1 FTE \$63,386	Counselors, Principal	Daily	Counselor schedule	Less than 10% of students visiting the office for discipline more than three times
2. All visitors to campus will continue to be required to sign in at the office and wear a visitor sticker. (Target Group: All)	Local Funds	Principal, Assistant Principals, Secretaries, School Resource Officer	Daily	Visitor Logs	100% of all Aikin visitors are admitted through office and wearing visitor stickers
3. Distribute Title I Part A Parent Compacts and Parent and Family Engagement Policy to parents. Review and Revise at May Parent Advisory Council Meeting. (Target Group: All)	Title I	Federal/State Programs Director, Principal	August and May	Parent Sign-In Sheets, minutes from Parent Advisory Meeting	100% parent contact made during conference or home visit, Revised Parent Family Engagement Policy
4. Pre-K and Kindergarten teachers will collaborate to ensure alignment of curriculum and expectations in a transition from readiness to formal curriculum. Teachers will share data with grade above to ensure consistency in Response to Intervention	Local Funds	Pre-K& K teachers, Curriculum Director, Elementary, Principal, Academic Coach, Pre-K Director, Pre-K Teachers, Head Start Teachers 2018-2019 school year	August and May	Meeting with Pre-K staff, Improved Parent opinion of staff by 10% as evidenced in the Parent Survey, Successful transition of students entering public school for the first time or transitioning to larger school population	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey, Successful transition of students entering public school
5. Provide transition to Crockett Intermediate School for 4 th grade students.	Local Funds	4 th Grade teachers, counselors, Principal	May	Schedule for Crockett Visit, Newsletters, Successful transition of students to 5 th grade	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey

Strategies/Activities	Resources	Staff Responsible	Timeline	Formative Evaluations	Summative Evaluations
6. Continue a “Sunshine Committee” for staff morale to create a family atmosphere with a large staff. Including but not limited to Birthday Celebrations, Breakfast on Planning days, Parking Spot Decoration.	Local Funds, Parent Organization	Assistant Principal, Sunshine Committee	Monthly	Notes from committee planning meetings	90% of staff on end of year survey believes that addition of Sunshine Committee did boost teacher morale
7. Implement a series of motivational activities for students. (Target Group: All)	Local Funds, Parent Organization	Principal, Counselors, Librarian, Parent Association	Monthly	Newsletters announcing events	10% decrease in office/counselor referrals
8. Ensure the campus facilities provide safe environment	Title IV, Local Funds	Principal, School Resource Officer, All Staff	Daily	Routine safety procedures	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey

District Strategic Goal # 1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Campus Performance Objective 2: Provide structure and consistency in the discipline plan and consequences with less than 10% of student population visiting the office for discipline.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Review and revise the Aikin Discipline Plan to meet the changing needs of our student population. (Target Group: All)	Local Funds	Assistant Principals, Principal, Teachers	May	Discipline Committee Meeting Agenda, Plan revisions	10% decrease in number of discipline referrals to the office
2. Make home visits and phone calls to parents/guardians of students that have repeated office visits. (Target Group: At-risk)	Local Funds	Assistant Principals, Counselors	Monthly	Logs from home visits, phone calls	10% decrease in number of discipline referrals to the office
3. Teachers log Parent Contact Logs each Nine Weeks and turn in to track parent teacher communication for both positive and negative phone calls.	Local Funds	Principal, Assistant Principals, Teachers	Each Nine Weeks	Parent portal, progress reports, contact logs, Report Card Night	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey
4. Continue system for class work missed while student is placed in In-School Suspension. ISS Assistant will communicate with Intervention Team when a student in ISS needs instruction in core subjects. (Target Group: At-risk)	Title I, Local Funds	Assistant Principals, Academic Coach, Teachers	Daily	Intervention logs/attendance sheets	10% increase in STAAR performance for students in ISS
5. Continue Capturing Kids' Hearts training and work on building relationships with staff and students. (Target Group: ALL)	Title I, Title II, Local Funds	All Staff	Daily	Classroom observation, citizenship grades	10% decrease in number of discipline referrals to the office

District Strategic Goal # 1: A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Campus Performance Objective 3: Aikin attendance will exceed the state requirements for student attendance of 90% or better for year 2018-2019.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Continue practice of calling parents when students are absent. When students reach 7-10 absences Principals will conduct home visits. (Target Group: All)	Local Funds	Assistant Principals, Principal, Registrar	Weekly	Phone logs and home visit logs, PEIMS attendance report	Attendance rate will exceed 90%
2. Continue to utilize district truancy policy. (Target Group: All)	Local Funds	Assistant Principals, Registrar	Daily	Phone logs between Assistant Principal and Parents	10% decrease in number attending Saturday School, Attendance rate will exceed 90%
3. Conduct Saturday School as needed for students with excessive absences. Students will do individualized work that they missed during absences. An Aikin teacher staffs Saturday School. (Target Group: All)	Local Funds	Assistant Principals, Principal, Registrar, Teachers	Monthly	PEIMS attendance report	Attendance Rate will exceed 90%
4. Continue to present Perfect Attendance Award for semester and continue to present Perfect Attendance Award for 5 years of perfect attendance. (Target Group: All)	Local Funds	Principal, Registrar	January and June	PEIMS attendance report, increase attendance percentage	Attendance rate will exceed 90%
5. Make work that is missed when a student is absent available. Student will not be penalized for absence in grading make-up work.	Local Funds	Assistant Principals, Core Subject Teachers, Registrar	Daily	No missing grades in grade book from absences due to sickness or behavior placement	No students failing a class due to missing make up work from absences
6. Generate "Attendance Letters of Concern" weekly for 3, 5, 7 unexcused absences. Follow up letters with phone calls before filing truancy.	Local Funds	Assistant Principals, Registrar	Weekly	Copies of letters, phone logs, truancy paperwork filed, PEIMS Attendance report	Attendance rate will exceed 90%
7. Have Perfect Attendance Rewards each nine weeks for students that have perfect attendance during that nine week. (Target Group: All)	Local Funds	Principal, Assistant Principal, Registrar	Each Nine Weeks	PEIMS attendance report, increase attendance percentage	Attendance rate will exceed 90%

District Strategic Goal # 2: AN INFORMED AND INVOLVED COMMUNITY THAT ACTIVELY WORKS TOGETHER TO PROMOTE EDUCATION OF RECOGNIZED EXCELLENCE.

Campus Performance Objective 1: Promote an atmosphere where parents and community members are partners in education with the Aikin Staff as reflected on a parent survey with 80% of parents responding that the feel welcome at school.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Conduct Report Card Pick-up at Open House. School Library open during this night. Offer alternative times for parents that cannot attend. (Target Group: All)	Title I, Local Funds	Assistant Principals, Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Librarian, Principal	October	Sign in sheets, Phone and Contact logs, counselor home visits, library circulation records	10% Increase in the number of parent participants
2. Progress reports will be sent home with students every three weeks. (Target Group: All)	Local Funds	Teachers, Registrar	Each Three weeks	Progress Reports	10% Increase in the number of parent participants
3. Make available a parent portal for Texas Curriculum Management Program Cooperative TEKS Resource System Portal Classroom lesson plans on the district and Aikin websites. (Target Group: All)	Title I, Local Funds	Instructional Facilitator, Principal, Teachers	Weekly	Communication home to parents	10% increase in number of responses on the parent survey about curriculum communication
4. Continue "Reading" folders and "Monday" folders as a communication tool between teacher, parent, and library to monitor reading growth and school communications. (Target Group: All)	Title I	Librarians, Principal, Teachers	Weekly	Current Reading Levels in folder updated as the year progresses	80% of students reading at grade level goal by End of Year screening, 5% increased library circulation
5. Conduct field trips in grades K-4 that provide students with experiences outside their everyday activities. Integrate field trips to curriculum and community. (Target Group: All)	Parent Organization, Local Funds	Principal, Assistant Principals, Teachers	Monthly	Summary of field trip with TEKS identified	10% increase in parent responses to field trips on parent survey
6. Provide volunteer readers for struggling readers through City Square Mentoring. Readers meet with student weekly for the school year. (Target Group: ECD, At Risk)	Parent Organization, Local Funds	Librarians, Parent Volunteers	Weekly	Communication between librarian, volunteers, and classroom teacher	80% of students participating in program reading at grade level goal by End of Year screening
7. Coordinate with <u>The Lamar County Coalition of Education, Business and Industry</u> to provide	Local Funds	Librarians, Principals, Teachers	Weekly	Schedules of Community volunteers	10 % increase in favorable comments on End of Program evaluations

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
volunteers to read to 2nd grade classes in conjunction with its “Reading to the Future” program.					from The Lamar County Coalition of Education, Librarian, and 2nd grade teachers
8. Provide parenting meetings, workshops and materials; provide liaison between parents and school for ELL students. (Target Group: All)	Title I, Local Funds Bilingual/ ESL Funds	Counselors, Federal/State Programs Director, English Language Learner Liaison	Monthly	Workshop flyers, sign in sheets	10% increase in number of parent participants
9. Continue special events and activities to encourage parent involvement such as Music Extravaganzas, Grandparents Lunch, Volunteer Lunch, Family Content Nights, Summer Library, Open House/Report Card Pick-up, and Semester Awards Assemblies. Conduct events/activities at extended hours so that more parents may attend. (Target Group: All)	Title I, Local Funds, Parent Organization	Librarians, Parent Teacher Organization, Teachers	Monthly	Workshop flyers, sign in sheets	10% increase in number of parent participants
10. Add video equipment from Padcaster to improve quality of Livestreaming broadcast of daily Morning Announcements that will facilitate campus-wide communication as well as increase quality and accessibility to the Paris community in order to improve local stakeholder involvement in Aikin’s day-to-day activities and information.	Title I, Title V	Technology Teach, Principal	Daily	Broadcasts livestreamed daily on YouTube	10% increase in reach and involvement, other major YouTube metrics
11. Provide communication to parents in home language as often as possible.	Title I, Part A Bilingual/ESL Allotment	Bilingual/ESL Coordinator, Principals	Weekly	Translation requests	Copies of translated document increased by 10%

District Strategic Goal # 3: IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Campus Performance Objective 1: {Math} Provide a challenging math curriculum for every child. 80% of all students and each student group, including Special Education and ELL students tested, will show growth on the math STAAR.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Utilize high quality/research based materials for differentiation in Math for Grades K-4 in order to provide opportunities for all children to meet the challenging state academic standards. Provide staff development in best practices for math materials that are purchased. (Target Group: All)	Title I, Local Funds, Title II, Part A	Core Subject Teachers, Federal/State Programs Director, Academic Coach, Instructional Facilitator	Daily	Sign in sheets, agendas, budget requisitions	10% increase on state mandated test
2. Incorporate Saxon Math in daily instruction in grades K-2 and align lessons to TEKS.	Local Funds, Title I	Core Subject Teachers, Academic Coach	Daily	Classroom Observation, STAR Math reports, Saxon Assessments	10% increase on STAR Math K-2
3. Computerized intervention and enrichment programs such as Math Seeds, Learning Farm, First in Math, Lone Star Math, etc. for identified students in core curriculum areas. (Target Group: All)	Title I, State Compensatory	Principal, Academic Coach, Teachers	Daily	Progress shown through unit assessments and Benchmarks, home access reports	10% increase on state mandated test
4. Increase the use of math stations to allow small group teaching time. Conduct Math Camp in Spring for STAAR Intensive Focus. (Target Group: All)	Title I	Assistant Principals, Core Subject Teachers, Academic Coach, Principal	Daily	Classroom observations	10% increase on state mandated test
5. Ensure consistency and fidelity in interventions with math RtI students. Continue RtI intervention time and enrichment. (Target Group: All)	Title I, State Compensatory	Assistant Principals, Academic Coach, Core Subject Teachers, Principal	Daily	RtI documentation to document progress	10% increase on state mandated test

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
6. Utilize STAR Math as Universal Screening and Progress Monitoring tool in grades 1-4. Supplement math instruction with Math Facts in a Flash in grades 3-4. (Target Group: All)	Title I	Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Principal	Daily	STAR Math reports, Targeted instruction for students that are in need of assistance	10% increase on state mandated test
7. Implement TEKS Resource Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction. Use TEX Guide for planning as well.	Local Funds	Curriculum Director Elementary, Principal, Academic Coach	Each Nine Weeks	Planning meeting notes, lesson plans	10% increase on state mandated test
8. Continue benchmarking for grades 2-4 to prepare for STAAR test.	Local Funds	Core Teachers, Principal, Curriculum Director	Benchmark Dates	DMAC data from Benchmarks	10% increase on state mandated test
9. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4. (Target Group: All)	Local Funds Title II, Part A Funds	Instructional Facilitator, Teachers	Benchmark Dates	DMAC data from unit assessments and Benchmarks	10% increase on state mandated test
10. Utilize Math Interventionists (1-2) and (3-4) to provide small group instruction for students who are at-risk of not meeting the challenging state academic standards. (Target Group: At-Risk)	Title I	Principal, Academic Coach, Math Interventionists	Daily	Classroom observations, DMAC data from Benchmarks	10% increase on state mandated test

District Strategic Goal # 3: IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Campus Performance Objective 2: {READING} Ensure that 80% of students are reading on grade level by the end of 3rd grade. Provide a challenging learning environment for each student as evidenced that 80% of all students and each student group, including Special Education and ELL students tested, will show growth on the Reading STAAR.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, Phonics daily) in grades K-4 using literacy stations and guided reading groups to provide opportunities for all students to meet the challenging state academic standards. (Target Group: All)	Title I, Local Funds, State Compensatory, Focus Funds	Assistant Principals, Core Subject Teachers, Academic Coach, Principal	Daily	Classroom observations	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
2. Incorporate Saxon Phonics in daily instruction in grades K-3; supplement with appropriate programs in grades 3-4 as needed with At-Risk learners identified with, but not limited to, STAR EL and STAR Reading. (Target Group: All)	Local Funds, Title I	Core Subject Teachers, Academic Coach	Daily	Classroom Observation, STAR EL and STAR Reading reports	10% increase on STAR EL required early reading instrument K-2
3. Provide staff development in best practices for materials purchased using these 5 Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	Title I, Title IIA, Local Funds	Assistant Principals, Core Subject Teachers, Academic Coach, Principal, Reading Recovery Teacher	Monthly	Agendas from staff development	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
4. Utilize data from guided reading levels, ESGI, STAR Early Literacy, STAR Reading, etc. to individualize reading instruction and student library selections.	Title I, Title IIA, Local Funds,	Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Librarians, Reading Recovery Teacher	Daily	Reports from all programs	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
5. Use Reading Interventionists to work in Literacy Groups with identified students in Grades K-2. Continue dyslexia therapy with identified students. (Target Group: At-risk)	Title I, Title IIA, Local Funds, State Compensatory 5 FTE; \$230,159	Assistant Principals, Federal/State Programs Director, Academic Coach, Principal, Reading Recovery Teacher, Teachers, Dyslexia	Daily	notes, attendance for literacy groups, Dyslexia reports/notes	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
6. Continue to use Renaissance Place for Accelerated Reader, STAR Reading and STAR Early Literacy to supplement reading instruction.	Title I, Local Funds	Core Subject Teachers, Librarian, Principal	Daily	Accelerated Reader reports, STAR Reading and STAR EL	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2.
7. Continue to build a library collection that supports all curriculum areas and reading interests; incorporate library skills and independent reading skills during library enrichment time. Provide summer library program.	Title I, Parent Organization, Local Funds	Librarian, Teachers	Monthly	Library circulation records	10% increase on state mandated reading and writing test
8. Continue Reading Renaissance certifications/celebrations. Provide instructional aide for Reading Renaissance.	Title I, Local Funds	Librarian, Reading Renaissance Aide, Teachers	Weekly	Certification reports, increased library circulation	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
9. Provide 90 minutes of reading instruction daily. (Target Group: All)	Local Funds	Core Subject Teachers, Principal, Teachers	Daily	Classroom schedules	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
10. Continue to integrate technology into the reading instruction. (Target Group: All)	Title I, Local Funds	Campus Instructional Technologist, Core Subject Teachers	Daily	Classroom observations	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
11. Encourage parents to read daily to/with their children using “take home” materials and library books. (Target Group: All)	Title I, Local Funds	Core Subject Teachers, Academic Coach	Daily	Classroom newsletters and home/school communication	10% increase on state mandated reading and writing test, 10% increase

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
					on STAR EL required early reading instrument K-2
12. Ensure consistency and fidelity in interventions with Reading RtI students. Implement RtI Enrichment and Intervention in daily schedules.	Title I, Local Funds	Assistant Principals, Core Subject Teachers, Academic Coach, Reading Intervention Teacher	Daily	RtI documentation in DMAC	10% increase on classroom assessments, benchmarks and appropriate state mandated tests
13. Provide Supplemental library services, training, and resources through Region 8.	Title I, Local Funds	Federal/State Programs Director, Librarian	When offered by Region 8	Budget request; usage reports from Electronic resources (Encyclopedia Britannica, Ebsco, Discovery Education streaming video)	10% increase on state mandated reading and writing test and classroom assessments
14. Continue academic coach position to provide professional development and assist in the implementation of the reading curriculum.	Title I	Assistant Principals, Federal/State Programs Director, Principal	Daily	Sign in sheets for staff development sessions	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
15. Train teachers on new ELAR TEKS and provide support through PLCs.	Title I, Local Funds	Principal, Curriculum Director, Instructional Coach, Classroom Teachers	Each Nine Weeks	Planning meeting notes and lesson plans	10% increase on state mandated reading and writing test
16. Implement TEKS Resource with ELAR each Nine weeks. Use TEX Guide for planning as well. Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction.	Local Funds	Core Subject Teachers, Curriculum Director Elementary, Instructional Facilitator, Principal, Assistant Principal, Academic Coach	Each Nine Weeks	Planning meeting notes and lesson plans	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2
17. Supplement Reading Curriculum with appropriate computerized programs with at home and school access in grades K-4. (Target Group: At-risk)	Title I, Title II A	Core Subject Teachers, Principal	Daily	RtI schedule, Classroom time, and usernames and passwords given for home access	10% increase on state mandated reading and writing test, 10% increase on STAR EL required early reading instrument K-2

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
18. Utilize high quality/research based materials for instruction to meet the needs of Special Education students. Provide staff development in best practices for materials purchased.	Local Funds	Assistant Principals, Core Subject Teachers, Principal, Special Education Teachers	Daily	Agendas from staff development sessions; budget requests	10% increase on assessments taken by identified Special Education students
19. Continue benchmarking for grades 2-4 to prepare for STAAR test	Local Funds	Core Teachers, Principal, Curriculum Director	Benchmark Dates	DMAC data from Benchmarks	10% increase on state mandated reading test
20. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4. (Target Group: All)	Local Funds Title II, Part A Funds	Instructional Facilitator, Teachers	Benchmark Dates	DMAC data from unit assessments and Benchmarks	10% increase on state mandated reading test
21. Continue “Read Across Aikin” and other activities to enhance Reading enrichment.	Title I	Reading Coach, Classroom Teachers	Monthly	Schedule of activities	10% increase on state mandated reading test
22. Continue a school wide vocabulary word of the week to strengthen student vocabulary.	Title I, Local Funds	Reading Coach, Writing Lab Teacher, Classroom Teachers, Rotation Teacher	Weekly	Vocabulary word list	10% increase on state mandated reading test

District Strategic Goal # 3: IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Campus Performance Objective 3: {Science and Technology} Provide a challenging science and technology curriculum for every child as evidenced that 80% of each student group, including Special Education and ELL students tested, will show growth on the science State assessment when reaching 5th grade.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Utilize reading and audiovisual materials with a nonfiction focus such as BrainPop, BrainPop Jr., & Discovery Education Supplement science curriculum with high quality materials to build a cross curricular vocabulary. (Target Group: ALL)	Title I, Local Funds	Campus Instructional Technologist, Librarians	Monthly	Budget requests, classroom observations	Meet or Exceed state average on state mandated tests
2. Continue distribution of TEKS Resource science information each 9 weeks; Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction. Use TEX Guide for planning as well.	Local Funds	Curriculum Director Elementary, Instructional Facilitator, Teachers	Monthly	Planning meeting notes and lesson plans	Meet or Exceed state average on state mandated tests
3. Provide staff development on using current technology to increase use of technology in content areas through best practices lesson sharing.	Title I, Title IIA, Title V, Local Funds	Campus Instructional Technologist, Teachers	Monthly	Sign in sheets and agendas	10% increase on state mandated tests
4. Investigate additional technology for multimedia teaching stations; add upgrades to current technology; provide/maintain a multimedia teaching station in all classrooms. (Target Group: All)	Title I, Title V, Parent Organization, Local Funds	Campus Instructional Technologist, Principal	Monthly	Classroom observations, repair records, budget requests	All classrooms have Multimedia teaching stations
5. Continue to add classroom computers, as district infrastructure allows, to increase student access and replace computers that do not meet current district minimum specifications; multimedia student stations in all classrooms. (Target Group: All)	Title I, Title V, Parent Organization, Local Funds,	Campus Instructional Technologist, Principal	Monthly	Inventory list of computers; repair records	All classrooms have at least 4 computers that are accessible to students and meet district specifications

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
6. Continue “All Science Day” (October) and APA Science Camp. (Target Group: All)	Title I, Parent Organization, Local Funds	Assistant Principals, Core Subject Teachers, Academic Coach, Parent Teacher Organization, Parent Volunteers, Principal	October	Brochure of Science Camp, Lesson Plans for All Science Day	Meet or Exceed state average on state mandated science test in 5 th grade
7. Continue technology lab during rotation for all grades. (Target Group: All)	Title I, Local Funds	Campus Instructional Technologist, Federal/State Programs Director, Principal	Daily	Lab Schedule	10% increased on state mandated tests
8. Continue using the management and maintenance package from JAMF to manage all campus iPADS. Provide training for staff regarding classroom best practices.	Title I, Local funds	Academic Coaches, Campus Instructional Technologist	Monthly	Budget requests, classroom observations, spreadsheet of requested apps and iBooks	10% increased on state mandated tests
9. Install Mimio Interactive software on all teacher laptops to be compatible with our Mimio Interactive projectors. Upgrade equipment as needed to enable the interactive whiteboard component of the projectors. Provide instruction for teachers on proper use and best practices.	Title I, local funds	Campus Instructional Technologist, Instructional Coaches	Monthly	Classroom observations, walk-throughs, formal evaluations	10% increased on state mandated tests
10. Provide appropriate technology, including iPads, Chromebooks, writing program subscriptions, and a multi-media teaching station, for the Writing Lab in order to facilitate curriculum.	Title I, local funds	Writing Lab instructor, Campus Instructional Technologist	Monthly	Lab schedules	Meet or exceed state average on Writing STAAR
11. Utilize high-quality/research based materials for hands-on instruction in Science in grades K-4 to provide opportunities for all students to meet the challenging state academic standards. Provide	Title I, local funds	Administration, Instructional Coaches, Teachers	Monthly	Classroom observations, walk-throughs, formal evaluations	10% increased on state mandated tests

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
staff development in best practices for science materials that are purchased.					
12. Use of Chromebooks to provide Google Classroom activities and lessons necessary for a well-rounded education.	Title I, Local Funds	Academic Coaches, Campus Instructional Technologist, Classroom teachers	Monthly	Classroom observations, walk-throughs, formal evaluations	10% increased on state mandated tests

District Strategic Goal #3: IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS

Campus Performance Objective 4: {Writing} Provide writing instruction so that every student understands and develops skills in the writing process as evidenced that 80% of all 4th grade students and each student group, including Special Education and ELL students tested, will show growth on the Writing State assessment.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Continue implementation of Writer's Workshop and 4 Boxes Writing Graphic Organizer including components: mini-lesson, editing and revising, teacher conferencing, and writer's sharing time. (Target Group: All)	Title I, Local Funds	Core Subject Teachers, Principal, Assistant Principals, Academic Coach	Daily	Walk-thrus, lesson plans, evidence in writing journals and writing portfolios	10% increase in scores on state mandated writing test
2. Provide staff development in writing, teaching common writing graphic organizers and common vocabulary in writing instruction. (Target Group: All)	Title I, Title II A, Local Funds	ELAR teachers, Principal, Assistant Principals, Academic Coach, District Curriculum Department,	Monthly	Nine week writing samples in writing portfolios, Sign in sheets for staff development	10% increase in scores on state mandated writing test
3. Continue a writing prep day for 4 th grade to review writing skills before state writing assessment. (Target Group: All)	Title I, Local Funds	Assistant Principals, Principal, Teachers, Reading Intervention teachers/assistants	March	Schedule for writing day	10% increase in scores on state mandated writing test
4. Continue Paris ISD's formal handwriting instruction at all grade levels and assess handwriting on the report card. (Target Group: All)	Local Funds	Assistant Principals, Principal, Teachers, Academic Coach	Daily	Handwriting samples	Improved handwriting
5. Meet with Vertical Team in Writing periodically to ensure that district writing instruction is aligned vertically and horizontally. Plan writing activities that can be used in all grades and subjects. (Target Group: All)	Title I, Local Funds	Assistant Principals, Principal, Teachers, Academic Coach	Each Nine Weeks	Samples added to writing portfolios/Writer's Notebooks each nine weeks with rubric scores, Sign in sheets for staff development	10% increase in scores on state mandated writing test
6. Implement Writing PLC with ELAR teachers K-4. (Target Group: All)	Title I, Local Funds	ELAR teachers, Principal, Assistant Principals, Academic	Monthly	Sign in sheets for PLC meetings	10% increase in scores on state mandated writing test

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
		Coach, District Curriculum Department			
7. RtI time in K-4 schedule, focusing on interventions and enrichment activities. (Target Group: All)	Title I, Local Funds	Principal, Technology Labs, Instructional Coaches	Daily	Master schedule for 4 th grade	10% increase in scores on state mandated writing test
8. Continue benchmarking for grades 2-4 to prepare for STAAR test.	Local Funds	Core Teachers, Principal, Curriculum Director	Benchmark Dates	DMAC data from Benchmarks	10% increase in scores on state mandated writing test
9. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4. (Target Group: All)	Local Funds	Instructional Facilitator, Teachers	Benchmark Dates	DMAC data unit assessments and Benchmarks	10% increase in scores on state mandated tests
10. Continue Writing Lab as a rotation for grades K-4 to focus on uniform writing instruction across all grade levels. (Target Group: All)	Title I, SCE, Local Funds \$36,000	Principal, Writing Lab Teacher, Reading Instructional Coach	Daily	Writing Lab schedule and attendance	Meet or Exceeds state average on state mandated writing test

District Strategic Goal #4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATION PROGRAM

Campus Performance Objective 1: {Enrichment} Provide enrichment opportunities for all students in grades K-4.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Provide physical education/fitness program to address childhood obesity and life-long fitness. (Target Group: All)	Local Funds	Principal, Teachers	Daily	Rotation Schedule	Students meet/exceed state fitness guidelines with Fitness Gram Program
2. Provide character education/social skills program. (Title I SW: 2) (Target Group: All)	Title I, Local Funds	Counselor, Principal	Monthly	Monday Messenger	10% decrease in office/counselor referrals
3. Provide art and music in the rotation schedule. (Target Group: All)	Local Funds	Principal, Teachers	Daily	Samples and parent letters about students' art work and musicals	Increase participation in music and fine arts
4. Provide opportunities for students to participate in Dynamic Drummers and Choir. (Target Group: All)	Local Funds	Principal, Music Teachers	Monthly	Opportunities provided, Class record	Performances at community events
5. Continue Student Council in Grades 3 & 4.	Local Funds	Assistant Principals	Monthly	Monthly Activities	End of year community projects completed
6. Services for Gifted/Talented will be continued with participation in Socrates (Grades 3 & 4), Future Problem Solving, Community Projects, and Plays. (Target Group: GT)	Local Funds	GT Coordinator, Socrates Teacher, Principal, Teachers	Monthly	Lesson Plans, Student products	FPS competition results, Community Projects Articles
7. Provide extended day programs with transportation for identified students. (Target Group: At-risk)	Title I, Local Funds	Principal, Assistant Principal, Instructional Coaches, Teachers	March-May	Attendance sheets, lesson plans	10% increase in proficiency in math, reading, and writing skills
8. Provide summer school for qualifying students with transportation provided. (Target Group: At-risk)	Title I, Local Funds	Principal, Assistant Principal, Instructional Coaches, Teachers, Federal/State Program Director	July	Report cards, STAAR Assessments	85% of students attending summer school will be promoted to the next grade level
9. Students identified as migrant will receive appropriate resources and instructional services. (Target Group: Migrant)	Migrant, Title I, Local Funds	Principal, counselors, Federal/State Program Director	Monthly	Region 8 Shared service report	100% of Aikin students offered the educational opportunity to learn

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
10. Provide services for homeless students. (Target Group: At-risk)	Title I, Local funds	Principal, Counselors, Homeless Liaison	Monthly	Identification of homeless students	100% of Aikin students offered the educational opportunity to learn
11. Provide services to foster children. (Target Group: At-risk)	Title I, Local funds	Federal/State Programs Director, Principal, Foster Care Liaison	Monthly	Identification of foster students	100% of Aikin students offered the educational opportunity to learn
12. Continue participation in County-Wide Spelling Bee.	Local Funds	4 th grade ELAR teachers	January	Classroom spelling bees	Increased number of students participating in spelling bee
13. Investigate additional resources to incorporate STEM activities into core instruction.	Title I	Principal, Academic Coaches, Classroom Teachers	Monthly	STEM Activities	10% increased on state mandated tests
14. Hire math and reading tutors for the second semester to help with preparation for 3 rd and 4 th grade Math and Reading STAAR tests. (Target Group: At-risk)	Title I	Principal, Academic Coaches	2 nd Semester	Tutors daily schedule	10% increased on state mandated tests
15. Provide activities that incorporate logic, problem solving, and critical thinking into all subject areas.	Title I	Principal, Academic Coaches, Classroom Teachers	Monthly	Lesson Plans, Student products	10% increased on state mandated tests

District Strategic Goal # 4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATION PROGRAM

Campus Performance Objective 2: 100% of core classes will be taught by appropriately certified teachers and 100% of paraprofessionals with instructional duties will meet requirements.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Reimburse teacher expenses for certification tests/fees for teachers to become appropriately certified, as funds are available.	Title I, Title IIA	Federal/State Programs Director, Principal	As tests are taken	Applications for reimbursement	100% of teachers are appropriately certified
2. Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive)	Title I, Title II A	Federal/State Programs Director, Principal	Monthly	Professional development scheduled	100% of aides appropriately certified
3. Ensure that Teachers not appropriately certified, out-of-field, or inexperienced do not teach low income and minority students at higher rates than other students. (Target Group: All)	Title I, Local Funds	Principal, Assistant Principals, SET Members	August	Assignment of teachers to campuses	100% of low income and minority students are appropriately certified
4. Hire teachers and staff who are appropriately certified and child centered.	Local Funds	Principal, SET Members, Interview Committees, Assistant Principals	As openings occur	Attend job fairs, work with colleges, universities, ESC Region 8	100% of the teachers are appropriately certified

District Strategic Goal # 4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATION PROGRAM

Campus Performance Objective 3: 100% of teachers, principals, and support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus-based and on-going professional development in areas determined by the campus needs assessment.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Supervise instructional assistants and conduct informal observations with feedback.	Local Funds	Principal, Assistant Principals, Teachers	Monthly	Weekly reviews	100% of instructional assistants performance reviewed monthly
2. Provide professional development to recruit and retain teachers, assistants, and other staff through district, service center and state sponsored workshops, conferences, and site visits in core academic subject areas to meet the needs of a diverse population. Continue staff development in increased rigor of state standards with study of TEKS, Supporting/Readiness Standards.	Title I, Title IIA, Title III Bilingual/ESL, Local Funds,	GT Coordinator, Academic Coach, Instructional Facilitator, Principal, Reading Recovery Teacher, Teachers	Each Nine Weeks	Budget Requests/PO, MyLearningPlan.com, sign in sheets, flyers and agendas from staff development sessions	100% of teachers will participate in high quality, on-going staff development in topics relevant to their assignment
3. Provide contracted services and fees for supplemental programs. Provide staff development for supplemental programs.	Title I, Title IIA	Federal/State Programs Director	Monthly	Nine weeks grades, benchmarks	10% increase in scores on state mandated tests
4. Utilize the district Curriculum Director to provide support to teachers, principals, coaches, and intervention teachers	Local	Curriculum Director	Monthly	Agendas from meetings, waiver planning days	10% increase in scores on state mandated tests
5. Continue Teachers Observing Teachers to help with vertical alignment as well as staff morale.	Local	Principal, Assistant Principals, Academic Coaches, Teachers	Each Nine Weeks	Notes from observations	10% increase in scores on state mandated tests

District Strategic Goal # 4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATION PROGRAM

Campus Performance Objective 4: Provide support for inclusion of special services and at-risk students in general educational setting as evidenced that 80% of all students and each student group, including Special Education and ELL students tested, will pass all portions of the state mandated assessment. 80% of English language learners will increase one or more proficiency levels in English.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Continue inclusion for special education students. (Target Group: SPED)	Local Funds, Special Education Funds	Principal, Special Services Director, Teachers, Inclusion Staff	Daily	Student work, lesson plans, inclusion staff schedule	10% increase in scores on appropriate state tests taken by special education students
2. Monitor activities of PBMAS plan for special education students. (Target Group: SPED)	Local Funds, Special Education Funds	Principal, Special Services Director, Special Services Teachers	Monthly	Inclusion students master TEKS objectives	10% increase scores on appropriate state tests taken by special education students
3. ARD meetings for special education students held annually to target services to be provided to fulfill each student's IEP. (Target Group: SPED)	IDEA Special Education, Local funds	Principal, Assistant Principal, Special Services Director, Teachers, Inclusion Staff	Monthly	IEP's, grades, benchmarks	Students in special education population programs will meet or exceed IEP goals
4. Identify/Serve ELL students in grades K-4 with certified ESL teacher and supplementary materials. (Target Group: ESL)	Title III Bilingual/ ESL, Local Funds	Principal, Special Services Teachers	Daily	Attendance records, LPAC records, PEIMS, ESL annual review	10% increase scores on state tests
5. Provide a yearly stipend for ESL teachers.	Bilingual/ ESL, Local Funds	Asst. Supt. of Human Resources, Principal, Federal/State Programs Director	September	Salary schedule	100% of staff will be appropriately certified and hold a special language endorsement, as required
6. Teachers that serve ELL students will obtain ESL certification.	Bilingual/ ESL	Federal/State Programs Director, Principal	As needed	Personnel records	100% of the teachers of ELL students have ESL certification
7. Utilize Snap and Read for students who are at-risk to provide additional reading support.	Focus Fund	Principal, Academic Coaches, Classroom teachers, Interventionists	Weekly	Program reports	10% improved scores on state mandated tests

District Strategic Goal # 4: RESOURCES TO PROVIDE AN EXEMPLARY EDUCATION PROGRAM

Campus Performance Objective 5: Coordinate Federal, State, and Local programs and services and address Federal requirements.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Conduct a comprehensive needs assessment a. Parent and staff survey b. Disaggregate, analyze, and evaluate data: STAAR, ITBS, STAREL, STAR Math, STAR Reading, benchmarks c. Discipline/Attendance d. Title I and SCE Programs	Title I	Federal/State Programs Director, Principal, SET Members	May/June	Meeting agenda and notes, survey results	Meet state and federal standards, Use comprehensive needs assessment to develop programs and strategies to address needs
2. Provide: a. Campus Report Card to parents b. Individual student academic assessment results in a language that the parents can understand with interpretation of results c. Communication to parents in a language parents can understand (English & Spanish)	Title I, Local Funds	Federal/State Programs Director, Principal	October and May	Distribution of reports and copies of communications with parents	Parents informed of school's progress and progress of their students
3. Coordinate Federal, State, and Local services and programs.	Title I, Title IIA, Principal/Teacher Improvement, Title III Bilingual ESL, State Compensatory (\$449,528), Local Funds	Director of Technology, Federal/State Programs Director, Principal	Monthly	Budget requests, Campus Improvement Plan, NCLB Application	Meet all PBMAS objectives
4. Reduce class sizes in dyslexia and ESL. (Target Group: At-risk)	Title I, Title IIA Local Funds	Federal/State Programs Director, Principal	August	Nine week progress	STAAR results will verify closing of the achievement gap by 10% each year
5. Actively recruit appropriately certified minority teachers, professionals, and paraprofessionals with advertisements and university job fairs.	Title IIA Principal/Teacher Improvement, Local Funds	Assistant Superintendent of Human Resources, Principal	Time of job opening	Attend job fairs, Work with colleges and universities and ESC 8	100% core academic classes taught by appropriately certified teachers, 100% paraprofessionals meet requirements

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
<p>6. The school will only recruit and hire core academic subject area teachers who meet the appropriately certified teacher requirements.</p> <p>•The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.</p>	<p>Title I, Title IIA, Local Funds</p>	<p>Federal/State Programs Director, Principal, SET Member</p>	<p>Time of job opening</p>	<p>Interview notes sign in sheets from Staff Development sessions</p>	<p>100% core academic classes taught by appropriately certified teachers, 100% paraprofessionals meet requirements</p>
<p>7. Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title I, Part A; Title II, Part A; and State Compensatory Education, will be used to implement the school wide program designed to upgrade the entire instructional program.</p>	<p>Title I, Title IIA Title III LEP Bilingual / ESL, State Compensatory</p>	<p>Federal/State Programs Director, Principal, SET Member</p>	<p>Monthly</p>	<p>Federal grant applications</p>	<p>Meet all PBMAS objectives</p>

District Strategic Goal # 5: A HIGHLY AND EFFECTIVELY QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY.

Campus Performance Objective 1: Provide appropriate staff development for the Aikin staff so that by May 2019, 80% of all students and each student group, including Special Education and LEP students tested, will show growth on all portions of the state assessment.

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
1. Assign a mentor to all first year teachers and staff new to the campus.	Local Funds	Principal, Teachers, Academic Coach	August	Mentors assigned to first year teachers and staff new to the campus	TTESS Evaluation
2. Provide reading teachers with a refresher staff development in balanced literacy topics including but not limited to Guided Reading, Reader's Workshop, Writer's Workshop and Daily 5 topics. (Target Group: All)	Title I, Title IIA, Local Funds	Assistant Principals, Academic Coach, Principal, Reading Recovery Teachers, Lead Teachers	Monthly	Grade level and PLC meeting notes, Sign in sheets	10% increase scores on STAAR and state mandated early reading instrument
3. Provide math and reading teachers with staff development in differentiating instruction.	Title I, Local Funds, Title II Part A	Math Teachers, Math Intervention Specialist, Principal	Monthly	PLC meeting notes, Sign in sheets	10% increase scores in state mandated math test
4. Provide staff development in core curriculum areas by Team Leaders in each subject area and grade level. Team Leaders are trained by District, Regional and state level conferences and sessions.	Title II A, Local Funds	Lead Teachers, Academic Coach, Principals, Curriculum Director	Waiver Day- each 9 weeks during	Notes from meetings, budget requests for stipends	10% increase scores on local assessments and scores on state mandated tests
5. Extend staff development for existing programs/best practices during and after school. Including but not limited to: Best Practices for brain based learning, informal assessment, Reader's Workshop, Writer's Workshop, Thinking Maps, Response to Intervention, Poverty Training, Mimio, Co-Teaching, and IPAD training. (Title I SW: 4)	Title I, Title IIA, Title III LEP Bilingual/ ESL, Local Funds	Curriculum Director Elementary, Federal/State Programs Director, Academic Coach, Instructional Facilitator, Principal	Monthly	Staff development schedule, Sign in sheets	10% increase in scores on state mandated tests
6. Provide Staff Development on disaggregation using DMAC to develop student intervention plans.	Title I, Title IIA Principal/ Teacher Improvement, Local Funds	Curriculum Director, Principal	December after Benchmarks and March after Mocks	Staff development schedule, Sign in sheets	100% of teachers in grades 2-4 will use DMAC to disaggregate data

Strategies/Activities	Resources	Persons Responsible	Timeline	Formative Evaluations	Summative Evaluations
7. Provide staff development to music teachers over curriculum and technology support. (Title I SW:4)	Title I	Music Teachers, Principal	As needed	Staff development schedule, notes	All music classrooms will have multi-media teaching stations
7. Utilize Professional Learning Communities with each grade level during weekly planning time and waiver days.	Title I, Local Funds	Assistant Principals, Core Subject Teachers, Principal	Weekly	Staff development schedule, Sign in sheets, PLC notes from meetings	10% increase in scores on state mandated tests
8. Continue to plan instruction in Professional Learning Communities (horizontal and vertical) to ensure all TEKS are being met in math, ELAR, science and social studies. Coordinate vertically so that teachers stay in their lane with grade level instruction.	Title I, Local Funds	Assistant Principals, Core Subject Teachers, Academic Coach, Principal	Weekly	PLC notes, agendas from faculty meetings, notes from vertical team meetings	10% improved scores on state mandated tests, 10% increase on STAR EL required early reading instrument K-2
9. Provide training and support for new teachers and teachers changing grade levels.	Title I, Title IIA Principal/Teacher Improvement, Local Funds	Assistant Principals, Teachers, Academic Coach, Instructional Facilitator, Principal, Reading Recovery	Daily	Classroom observations, sign in sheets	10% improved scores on STAAR reading and writing, 10% increase on STAR EL required early reading instrument K-2
10. Schedule RtI meetings with staff each nine weeks to discuss Tier I, II, and III students, and student progress. (Target group: At-Risk)	Title I, Local Funds	Principal, Assistant Principal, Counselor, Instructional Coaches, Teachers	Each Nine Weeks	DMAC data, classroom observations, STAR Math and Reading and STAR EL data	10% improved scores on state mandated tests
11. Use Accountability Connect (Lead4ward) to stay current on new testing accountability requirements.	Title I	Principal, Academic Coaches	Monthly	Notes from webinars	10% improved scores on state mandated tests

Attachment A: State At Risk Student Eligibility Criteria

A Student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten, or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who have not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of Limited English Proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Attachment B: Paris Independent School District Local At Risk Student Eligibility Criteria as Adopted by the Board of Trustees

1. Students in the dyslexia program
2. Students in grade 9-12 who have failed one core course and/or will not graduate in four years
3. Students in grade 8 who have failed math at the end of the three weeks and/or the six weeks reporting period
4. Students in grades 6-8 who fail the mock STAAR benchmark in reading and/or math
5. Students who are assigned to the Disciplinary Alternative Program and the Alternative Education Program
6. Students who were served the previous school year in Read 180 and no longer meet state at-risk criteria, but have a Lexile reading level that is below their enrolled grade level
7. Students in grade 6 who fail core content subjects or fail reading or math

The number of students served under the local criteria is limited to 10% of the number of PEIMS identified at-risk students served the previous year. In order to assign a student to an SCE program/service under the local criteria, the student must first be approved by the state/federal programs office. This will ensure that the number of students being served under local criteria will not exceed the allowable number.

Attachment C: Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic **failure or of dropping out of school as defined in the state rules and Paris Independent School District's** at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the Paris Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.