

Crockett Intermediate School Campus Improvement Plan 2016-2017

MISSION STATEMENT: The mission of Crockett Intermediate School is to provide students with a safe and caring environment in order to achieve the skills they need to thrive as independent, productive thinkers and to be lifelong learners.

PHILOSOPHY: Education is a critical component of a successful life and all students must be provided the opportunity to achieve their full potential.



CNA submitted to District: June 2016
Submitted to Board: September 19, 2016
Board Approved: September 19, 2016

Planning and Decision Making Committee

Name	Position
Brock Blassingame	Principal
Debi Robbins	Counselor/Assistant Principal
Andria Moon	5 th Science
Paula Alsup	Librarian/Reading Coach
Lindsey Harper	Crockett Parent Association President
Cynthia Jackson	6 th Sped/ELAR/RTI
Stephanie Staggs	Math & Science Instructional Coach
Shannon Cass	6 th Math

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

Objective 1.1: The student attendance rate will exceed the state requirements of 90% or better for the school year 2016-2017 with at least 97%.

Objective 1.2: The number of students included in the Discipline Incident Count will be reduced by 10%.

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

Objective 2.1: Crockett Intermediate School will continue to provide multiple opportunities for parents and community to participate in the educational process and realize a 10% increase in overall parent participation.

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

Objective 3.1:

- **{READING}** Work toward that 80% of students are proficient readers by the end of 5th grade and continue to read on grade level every year thereafter and provide a challenging learning environment for each student as evidenced that 80% of all students and each student group, including and ELL students tested, will have an acceptable raw score on STAAR. Work toward 70% of students Meet or Exceed Progress Measure on STAAR.
- **{Math}** Provide a challenging math curriculum for every child, as evidenced with increased raw scores on STAAR. Ensure 80% of all students and each student group, including Special Education and ELL students tested, will have an acceptable raw score on all portions of the math STAAR to meet the state average. Work toward 70% of students Meet or Exceed Progress Measure on STAAR.
- **{Science}** Provide a challenging science curriculum for every child as evidenced that 80% of each student group, including Special Education, economically disadvantaged, African American, and ELL students tested, will have an acceptable raw score on the STAAR Science Assessment.
- **{Technology}** Provide technology support and equipment to ensure students will be emerging digital citizens as evidenced that technology is integrated in the classroom.

Goal 4: Resources to provide an exemplary educational program

Objective 4.1: 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.

Objective 4.2: Students at Crockett Intermediate School will continue to be provided opportunities for academic enrichment and social development.

Objective 4.3: 100% of core classes will be taught by highly qualified teachers, 100% of paraprofessionals with Instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Objective 4.4: 100% of teachers, principals, support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus-based, and ongoing professional development in areas determined by the campus needs assessment.

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

Objective 5.1: Crockett teachers will be provided staff development that will enable them to meet the needs of at-risk students and raise the academic achievement of all students.

Title I School wide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a school wide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a school wide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (STAAR);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required school wide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the student's teacher for a one-on-one parent-teacher conference.

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		
Federal Programs		
Program	Allocation Amount	FTE(s)
Title I, Part A		2.3
Title I, Part C (Region 8 Migrant Cooperative)	Reg. 8 SSA (dependent on enrolled Migrant students)	0
Title II, Part A (TPTR)		0.125
Title III, Part A (LEP)	Reg. 8 SSA	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)		4.6
Gifted Education		
Special Education		
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
ESL	ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

NOTES:

The Highly Qualified teacher requirement is found under Strategy 4, Objective 4.3.5 on pages 26 of this plan.

The Crockett Intermediate School uses its ESEA, Title I, Part A program funds to implement a school wide program to upgrade the entire educational program for the benefit of all students. The required ten (10) components of a school wide program are identified in the Programs and Services section of this plan with a number from 1 to 10. The key for the components is found on page 4.

The school will coordinate all the following funds to implement the school wide program:

ESEA, Title I, Part A

Special Education

State Bilingual/ESL Funds

ESEA, Title II, Part A

State Compensatory Education

General Operating Funds ESEA, Title III, Part A LEP

Comprehensive Needs Assessment Summary 2016-2017

The Crockett SET committee met on June 4, 2016 to begin the process of planning for the 2016-2017 school year. In addition to the school team members, Denise Kornegay, State & Federal Programs Director, and Parent representative, Lindsey Harper, were present. Data from STAAR and TELPAS was reviewed. Parent Survey and Staff Development survey results were shared. There was also a discussion of how the committee should proceed with creation of the CNA and CIP including the Title I components and how to address the delayed STAAR results.

School Profile:

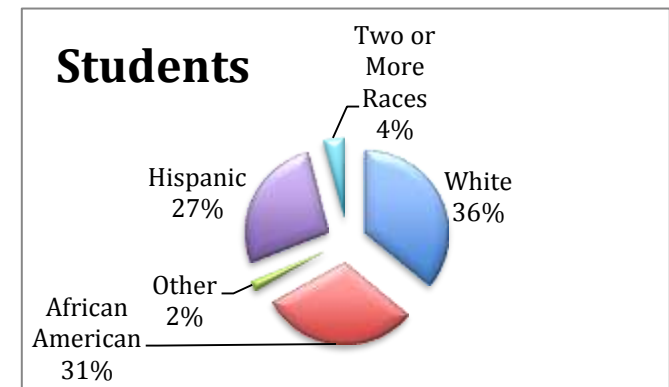
Paris is considered a rural school in location but has many similarities with urban schools. The economic downturn took a toll on Paris with many jobs leaving the area. 76% of Crockett students are economically disadvantaged. As in many urban schools, our students deal with generational poverty and the problems that accompany it. 55% of students at Crockett are considered At-Risk students. Crockett students face a wide array of challenges including homelessness, language barriers, and poverty. Counselors and teachers are constantly struggling to ensure that supplemental services are available when a student needs help. The enrollment numbers at Crockett are on the rise with an increase of 31 students in 2015-16. Projected enrollment for 2016-17 is 538.

Teachers have requested additional staff development in working with students from poverty and at-risk students. Crockett will extend staff development in Ruby Payne's Bridges of Poverty and continue implementation of strategies for working with students and parents. Teams will continue focusing on positive parent contact and coordination of communication. The attendance rate is above the state average, which is unusual with such a high rate of economically disadvantaged students.

Culture & Climate:

Building relationships between staff:students, staff:staff, and student:student. Title II funds have been allotted to bring Capturing Kids' Hearts training to the entire district.

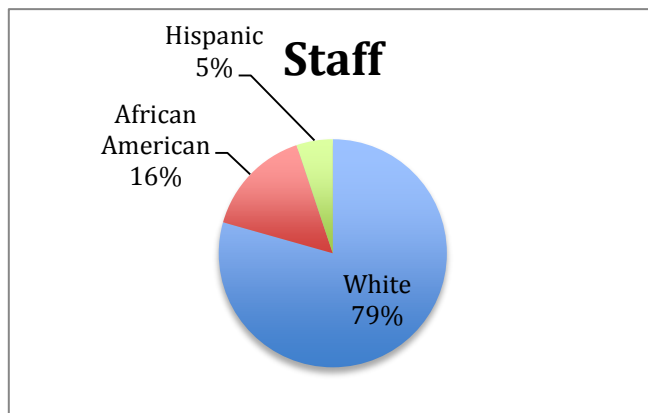
Crockett will continue progress made by ensuring that Process Champions provide continuous support for teachers. Crockett strives to be a campus that does what is best for all students. Our District Commencement Goals stress a combination of academic and personal skills. Intermediate age students are between being children and teens, and they need instruction on building a community of learners that respect each other. Discipline concerns have been on a downward trend over the last 2 years. Revisions in the discipline plan to bridge elementary and secondary appear to be working. There were no major discipline offenses during 2015-16. Parents, Staff and Students feel that Crockett is a safe and welcoming



environment. The district continues to provide esthetic changes in the 50+ year-old building like landscaping, interior paint, adding drop ceiling, and other unifying details.

Staff Quality, Recruitment and Retention:

In the last 12 years, ParisISD has seen a rapid increase in the Hispanic population. ParisISD began its Bilingual Program in 2005. Finding certified staff to teach in the Bilingual Program has always posed a challenge. We have a bilingual teacher assistant and classroom teachers with ESL certification all working with students in the Bilingual Program. We continue to search for certified Bilingual teachers for the program. Recruitment of certified bilingual teachers will continue to be a priority. Crockett has a unique problem finding bilingual teachers due to the grade span. Many bilingual teachers prefer working with K-4. Stipends are paid for teachers working with ESL/Bilingual students. In the event that our efforts to hire certified bilingual teachers falls short, staff will be carefully selected for their ability to work with special populations.



Teacher demographics do not match the student population. Staffing a campus with appropriately certified staff is always a challenge above the elementary level. Crockett strives to interview all qualified candidates. Interviews focus on the ability to work with adolescents in addition to the content. It is paramount to have teachers that are “kid-friendly”. Teacher turnover has been high at Crockett in the past 2 years. This has added a learning curve for curriculum but been positive for kids. 54% of staff has less than 11 years teaching experience but is kid-friendly and willing to learn. Staff development needs include planning with curriculum documents, classroom management, and at-risk learners. There is a need for a more formal mentor system for new teachers. Teachers that are “new to teaching” or “new to Crockett” have differing needs.

Teachers have requested additional training in the following areas: Eno smart boards, classroom management, strategies for working with at-risk students, strategies for working with students in poverty and inclusion with co-teaching. Priority will be given to the teachers with least experience when offering staff development opportunities off campus. Classroom technology best practices mini sessions are planned during Team planning period.

Curriculum, Instruction and Assessment:

STAAR score reporting and testing was in a state of change this summer. 3rd administration for SSI grades and subjects were cancelled while other score reporting was delayed. 5th grade math scores after the second administration were 81% met standard, which is close to the state. 6th grade math scores were just above state average at 73%. 5th grade reading scored 69% after second administration. The state was at 80%. All 5th grade ELAR teachers were new to 5th grade curriculum. Much work was done to explore curriculum documents and ensure collaboration between teachers. 2016-17 scores are expected to rise due to the experience level of 5th grade teachers. 6th grade reading scores were also 69% with 3/4 teachers new to 6th grade curriculum. 6th grade state average was 68%. 5th grade Science score was 55% Met Standard. Crockett missed some

safeguards on the TEA Accountability Report. Special Education students did not meet the safeguard in math, reading or science. Inclusion teachers and core teachers attended training in Co-Teaching model in August. Follow up on inclusion students will be done each 9 weeks after grades to ensure that students are successful. African American students in reading did not meet the state safeguard. High interest, diverse literature has been added to the ELAR classes and library to encourage independent reading. Science missed safeguards in All Students, African American, Hispanic, Eco Disadvantaged, Special Education and ELL. Science teachers will address this by introducing more hands-on experiences and using high interest materials. Diverse nonfiction reading materials and graphic novels with a focus on Science TEKS will be used in all science classrooms. Science benchmarks will be given at the 3rd and 4th grade level to monitor which student groups need intervention as they enter Crockett.

5th grade students are scheduled as a class in a Science Lab weekly with their teacher for hands-on activities. Virtual Science Lab Software is being replaced with a more robust software, Scientific Minds, that is designed specifically for Texas science TEKS. Staff Development for Scientific Minds will include all 5th grade science teachers enabling them to use the software for supplemental classroom instruction and after school acceleration.

Concern in the Special Education and At-Risk subpopulations with many students overlapping in the 2 categories. This concern is addressed by staff development in co-teaching with inclusion teachers. Students attending intervention classes are making progress but it is not enough to get them on-grade level. Intervention classes are staffed by a certified teacher with a portion of time spent on computer-aided instruction. Computer based interventions need to be focused on filling in learning gaps for students specific needs.

Instructional staff uses DMAC to disaggregate data from STAAR, Unit assessments and benchmarks. Unit Assessments in ELAR and science will continue being re-worked to meet the local curriculum. Teachers on summer curriculum committees will study the TEKS resource system unit assessments and make changes as needed to align assessments with instruction. Vertical Alignment in writing and science need attention to bridge the gaps left between testing at intermittent grade levels. Work began on writing alignment began in 2015-16 and the process will continue in 2016-17. Teachers working on curriculum committees in the summer will tackle reading and writing as separate subjects.

In 2014-15 TELPAS was a concern. Enough students were not moving at least 1 level. A significant improvement was made in 2015-16 with 83% in 5th grade and 63% in 6th grade progressing at least 1 level.

Organizational Structure and Process

Our diversity is highlighted in our Program Information. Crockett strives to meet the needs of all learners. Teachers work with an interdisciplinary team and a subject specific team. Team Planning time is spent on staff development, parent contacts & communication, Response to Intervention tracking, Capturing Kids' Hearts check in, problem solving and curriculum connections. Weekly subject departments meet to plan instruction. Instructional Coaches ensure that all teachers have resources and knowledge for quality instruction. Teachers will address RtI students 3 days per week during Teaming Time. RtI students are identified with a universal screening in September. This will give RtI student 75 minutes of small group instruction by a certified teacher weekly.

Students have several options for enrichment- Friday Clubs, UIL academic competition, Future Problem Solving, National elementary Honor Society, Beginning Band, Choir, Art and Student Council. Friday Clubs cover a wide range of interests with students choosing 1 club each semester to explore. Color Guard, sewing, Legos, computer coding, cooking, karaoke, soccer, basketball, tennis and junior Blazettes are just a few of the options. In 2016-17 Lego Robotics, sewing machines, chess, cameras for photography were added to the offerings.

Crockett is above the state average in Special Education students with 11% compared to the state at 8.5%. Due to the large number of students enrolled in Functional Skills Class at the 5th and 6th grade level, ParisISD decided to move the class to the Crockett Campus. There will be physical adjustments made to the classroom and schedule changes to include FSC class. Staff will receive training in how to provide a smooth transition and include students in our Crockett Family.

We also have a large group of students identified as Gifted & Talented 15% compared to the state at 7.6% Gifted & Talented students are served in Talent Pool classes and attend a weekly pull-out program. Socrates serves identified students with enrichment focusing on higher-level thinking, service projects and Future Problems Solving competition.

ParisISD has a full inclusion model for identified students and. Teachers express a need for additional training in best practices for co-teaching/inclusion. Addition of a CATS Lab (Crockett Assistant Teaching Support) for all learners on an "as-needed" basis with certified staff is expected to ease that transition. Using computer-assisted instruction that is customized to meet the needs of individual will provide support to students that are more than two grade levels behind.

Parent and Community Involvement:

The number of responses for Crockett Parent Survey was very low with only 43 of 511 parents responding. Low response rate will probably cause the district to add paper surveys back into the process in May 2017. Watch D.O.G.S. program began with great success by logging 122 volunteer hours. Crockett hopes to increase hours to 150 by beginning the program earlier in the school year. Team sponsorship by local businesses helped purchase team shirts for field trips. Adding field trips to business sponsors and increased interaction between students and businesses planned. Investigate adding local businesses to Friday clubs. Continue parent communication with print, electronic communication and home to school resources.

Technology:

Crockett technology has vastly improved over the last 3 years. Each classroom is equipped with projector, laptop, Eno board, document camera, and at least 3 student computers. Each 6th grade reading class has 26 Kindle e-readers with high interest novels and short stories. Teachers have access to class sets of iPads and Kindle Fire mobile devices. Teachers and students began using Google Apps for education for collaborative projects. Current needs include additional wireless access points for mobile devices, Chrome book sets for each team, and mini technology sessions for using Google Apps for Education for teachers during team planning and after school.

Component	Strengths	Needs	Action Plan Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Community Eligibility Provision of the National School Lunch and School Breakfast Program • Certified Intervention teachers to meet the needs of our diverse population • Rising enrollment with increasing number of transfer students 	<ul style="list-style-type: none"> • Increased training for inclusion support in the classroom with co-teaching model • Increased support and training for ELL students in Bilingual Classes 	<ul style="list-style-type: none"> • Continue training for co-teaching training at Beginning of Year for general education and inclusion teachers • Add a Bilingual paraprofessional to support Bilingual students in core subjects • Investigate options for accommodating increase in enrollment and transfers (space, teachers, student/teacher ratio) • Extend staff development with <u>Bridges Out of Poverty</u> by Ruby Payne with weekly follow up discussions
Staff Quality, Recruitment & Retention	<ul style="list-style-type: none"> • Certification fees paid • Quality staff development & support for staff • Instructional Coaches, Teaming & Department meetings create a strong Professional Learning Committee • Capturing Kids' Hearts campus-wide increased morale 	<ul style="list-style-type: none"> • Focused Staff Development in: inclusion strategies, classroom management, at-risk learners, ELL, and children in poverty • Implement a process for working with new teachers and mentors to smooth the transition into teaching at Crockett • Staff ethnicity doesn't mirror student population 	<ul style="list-style-type: none"> • Staff Development in working with at-risk learners and students in poverty • Work toward recruitment and retention of a more ethnically diverse staff • Create a "mentoring manual" that will contain timeline and topics for mentors to use so that new teachers will have an easy transition to Crockett
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • Strong support at district level and campus instructional coaches • Teachers have instructional materials they need to teach our population • Multi-media teaching station in each classroom • Certified Intervention Teachers • Library materials to match current 	<ul style="list-style-type: none"> • ELAR, Math and Science Unit Assessments need to match instruction • Students more than 2 grade levels behind need additional support • Additional materials for literary texts, drama and poetry • Staff development in writing best practices that align with PJH 	<ul style="list-style-type: none"> • Use TEKS resource system and TAG to create assessments that measure mastery of curriculum taught in "smaller chunks" • Use computer assisted instruction focused on individualized needs for math, reading and science • Align writing instruction and include additional on-going staff development • Participate in Texas Bluebonnet Reading

Component	Strengths	Needs	Action Plan Priorities for addressing needs
	TEKS, ebooks, and classroom novels	<ul style="list-style-type: none"> • Increase reading scores by providing more positive reading experiences 	<ul style="list-style-type: none"> • Challenge and continue “30 Book Challenge” • Increase high interest, diverse books in classroom and library
Student Achievement	<ul style="list-style-type: none"> • ELL students assessed with TELPAS made expected gains • At or above state average in 5th and 6th grade math • More authentic reading; library circulation increased by 8,000 • Above target in 4/4 Indexes on TEA Accountability Rating • Distinctions Earned in Math and Postsecondary Readiness 	<ul style="list-style-type: none"> • Did not meet safeguard in 5th Science in All Students, African Americans, Hispanic, Eco-Disadvantaged, Special Education, and ELL • 5th grade African American students in Reading did not meet safeguard • Retain experienced ELAR teachers in 5th grade reading • Missed safeguards with Special Education in math, reading and science • Writing vertical alignment with elementary and junior high • Address unique needs of Functional Skills Class 	<ul style="list-style-type: none"> • Customize Scientific Minds in 5th Science Lab using YAG • Customize Study Island ELAR and First in Math using YAG unit plan, benchmark data and STAR Reading and Math screening • During reading intervention use informational text to match 5th Science TEKS • Implement writing changes from vertical meetings • Work with district special education department to ease transition of Functional Skills Class students to Crockett • Explore additional local field trips to enhance experiences for students living in poverty • Increase targeted assistance to identified RtI students • Increase summer library participation to include other activities- reading, Lego Robotics, game time, computer time
School Culture & Climate	<ul style="list-style-type: none"> • Discipline plan adjustments to better meet the needs of intermediate age students by bridging elementary and secondary expectations • Capturing Kids’ Hearts training brought staff and students together • Common School-Wide Expectations for behavior 	<ul style="list-style-type: none"> • Need an intentional plan for building relationships (teacher:student and student:student) • Strategies for working with students in poverty • Teach students self-managing behavior to maximize learning time in the classroom • Refresh aesthetics of building cafeteria, library, conference room, 	<ul style="list-style-type: none"> • Train new staff members in the entire CKH process; provide on-going refresher topics • Continue to utilize all forms of communication between home and school (online, social media, print, newspaper) • Build a partnership with community resources to provide role models, club sponsors and guest readers for classrooms • Extend CKH to focus on the EXCEL model for classroom instruction

Component	Strengths	Needs	Action Plan Priorities for addressing needs
	<ul style="list-style-type: none"> • Afternoon Activity Period for homework and small group intervention • Clubs, Field Days, Special Events • Safe School • Increased Communication between home and school • Unify older areas of the school to give a sense of pride while restoring the history of Crockett 	<p>and gym</p>	<ul style="list-style-type: none"> • Extend <u>Bridges out of Poverty</u> training during the year during Team Planning time
School Context & Organization	<ul style="list-style-type: none"> • 90 minute instructional blocks • Team meetings daily for PLC and cross curricular classroom connections • Department meetings for math, elar and science • Library is utilized in a combination of fixed and flexible schedule • 2 counselors • Safe and welcoming environment • Unify the building outside- covered walkway and paint • Improvements in old part of the building 	<ul style="list-style-type: none"> • Implement focused Agenda for Daily Teaming period to include staff development • Increase time for RtI instruction with identified students • UIL- increase event participation • Enrichment activities after school • Choir room not ADA compliant 	<ul style="list-style-type: none"> • Shortened school day will utilize Team Planning time for RtI instruction and small group teaching time; weekly check-ins with Principal, RtI team, and instructional Coaches • Expand UIL program to include more students by adding events and enter full teams in competitions • Expand Science and STEM activities with Science Fair club and Lego Robotics • Seek community members to work with a Friday Clubs
Technology	<ul style="list-style-type: none"> • Each classroom has: teacher laptop, projector, speakers, smart board, document camera • 3 computer labs • Home access to many school resources • 26 Kindles in each 6th grade classroom loaded with high interest 	<ul style="list-style-type: none"> • Additional wireless access points • Training in best practices for multimedia teaching stations • Extend training in Google Apps Education and classroom Chrome books • Additional training in best practices for classroom technology 	<ul style="list-style-type: none"> • Add wireless access points to meet current and future connectivity of wireless devices • Add Chrome book set for each team • Offer Lego Robotics during Friday Clubs and after school • Investigate students completing unit assessments in DMAC online for immediate feedback and using smaller assessments in

Component	Strengths	Needs	Action Plan Priorities for addressing needs
	novels and short stories		lieu of unit assessments • During and after-school training in best practices using the Eno board and Google Education Apps • Extend training on Google Apps for education to include collaboration tools for students
Family & Community Involvement	<ul style="list-style-type: none"> • Increased method and frequency of communication • STAAR Family Night, literacy and math nights • Back to School Meet the Teacher and Orientation • Report Card Pick-up Night, Fine Arts Nights, book fairs, awards assemblies • Watch D.O.G.S. program 122 volunteer hours by “dads” 	<ul style="list-style-type: none"> • Better communication with parents about using the grade portal • Communicate about resources available for home use earlier in the year • Mentor/Volunteers to build connections between students and community • Local field trips • Increase Watch D.O.G.S. hours by starting earlier in the school year 	<ul style="list-style-type: none"> • Community partnership for mentors or volunteers for clubs • Investigate local field trips for students in poverty to see what we have locally- team sponsors, Evergreen Cemetery, public library, Maxey House, Pat Mayes Dam, water treatment plant, service solutions, PJC, PHS vocational classes • Introduce home access resources during Back to School orientation • Begin Watch D.O.G.S. in September

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

Campus Performance Objective 1.1: The student attendance rate will exceed the state requirements of 90% or better for the school year 2016-2017 with at least 97%.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.1.1 Continue practice of calling parents when students are absent. When students reach 7-10 absences Assistant Principal will conduct home visits. (Title I SW: 6) (Target Group: All)	Local	Assistant Principal Registrar	Phone logs; home visit logs; PEIMS attendance report	Attendance rate will exceed 90% and Meet campus target of 97%	Reports weekly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.1.2 Generate "Attendance Letters of Concern" for excessive absences at 3,5,7 unexcused absences and mail home; file truancy and work with the courts and probation offices (Title I SW: 6) (Target Group: All)	District budget	Principal Asst. Principal PIEMS Secretary	Attendance records Phone logs	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.3 Continue recognition of "Perfect Attendance" at awards assembly (Title I SW: 2) (Target Group: All)	Local	Assistant Principal PEIMS Secretary	Attendance records	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.4 Drop-out rate will remain at zero	Local	Assistant Principal Attendance Clerk Principal Counselors	Attendance records	Dropout % will remain zero.	Weekly Reports
1.1.5 Conduct Saturday School for students with excessive absences and make-up of days missed (Title I SW: 6) (Target Group: All)	Local Title I Part A	Principal Assistant Principal	Attendance records	Decrease retention rate due to failure by 10%	Saturdays, as needed

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

Objective 1.2: The number of students included in the Discipline Incident Count will be reduced by 15%.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.2.1 Review and revise campus discipline procedures yearly to meet the needs of our diverse	Focus Program Local Title I Part A	Principal Assistant Principals	Discipline Committee Meeting Agenda Plan revisions	PEIMS Discipline Incident Count Reduce discipline referrals by	Each August

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
population and encourage positive behavior. (Target Group: All) (NCLB: 4)	Special Education	Counselors Teachers		15%	
1.2.2 Implement “Capturing Kids’ Hearts” school-wide program with training refresher for entire Crockett Staff; Continue social skills and focus on common school expectations and terminology Staff (Title I SW: 4) (Target Group: All)	Campus budget Title I, Part A	Principal Counselors Staff	Staff training sign in sheets Social contracts posted PDAS observations	PEIMS Discipline Incident Count 100% student participation	Each 9 week grading period
1.2.4 Manage and intervene with discipline of special needs students; Focus Program with added support of Behavior Specialist	Special Education budget	Special Education Director Principal Focus Re-Director	Special services student discipline referrals to the office	PEIMS Discipline Incident Count of Special services students; 100% teacher participation	Daily
1.2.5 Monitor and make adjustments to Behavioral/Academic RTI program. (Title I SW: 9) (Target Group: At-risk)	Title I Part A Local Funds	Federal Programs Director Principal Teachers Behavior Specialist	Discipline referrals to the office; Assignments to ISS	PEIMS Data; 100% teacher participation	Weekly during Teaming
1.2.6 Continue to utilize PISD Safety & Security Officer	Local	Principal	Incident reports	PEIMS Discipline Incident Count Reduce discipline referrals by 15%	Daily
1.2.7 Promote a safe, drug-free environment	Local Title I Part A, Part A	Principal Counselors Security Officer	Lesson plans Newsletter Website	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%	Daily

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.2.8 Provide transition to Crockett Intermediate School for 4th grade students and successful transition to PJH for 6th grade (T I SW:7)	Local Funds	5th Grade teachers Counselors Principal	Schedule for 4th Grade and 6th Grade visits; Newsletters; Successful transition of students to 5th grade	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey	May 2017
1.2.9 Recognize good citizenship on Report Card and Awards Assembly	Local	Homeroom Teacher	Report Card and Awards Assembly	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%.	January 2017 and May 2017

District Strategic Goal #2 An informed and involved community that actively works together to promote education of recognized excellence.
Objective 2.1: Crockett Intermediate School will continue to provide multiple opportunities for parents and community to participate in the educational process and realize a 10% increase in overall parent participation.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
2.1.1 Update web presence and print communication to include social media, School Messenger, E Notes, team newsletters to increase home school communication (Title I SW: 6) (Target Group: All) (NCLB: 1)	Local	Principal Staff	Interaction on Social Media Copies of campus and team newsletters; call logs and parent conference notes	Summary of parent, student and teacher surveys; increase survey completion by 10%	Weekly
2.1.1 Provide opportunities for parent and community involvement in classrooms and extra-curricular events/field trips that provide students with experiences outside their everyday activities. Link trips to curriculum and local community.	Campus Budgets Fundraisers Sponsorships	Principal Teachers Parent Association	10-1 Student to teacher/chaperone on all extracurricular events	Summary of parent, student, teacher surveys; increase in survey completion by 10%	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
(Title I SW: 6) (Target Group: All) (NCLB: 1)					
2.1.2 Continue “Back to School Event” with schedule pick up and pep rally	Campus budget	Principal SET	Social Media interaction; newspaper announcements; Schedules	Percentage of schedules picked up; increase survey completion	August 2015
2.1.3 Communication of goals and activities to parents through: <ul style="list-style-type: none"> • Parent orientation • Open House/Report card pickup • Crockett Chronicles Newsletter • School website & Social Media • Parent meeting to explain scheduling • Family Math & Literacy Nights • Team newsletters • Home visits • Cultural/Seasonal Events Creating many opportunities for positive interactions with parents. (Title I SW: 4) (Target Group: All)	Campus and district budget Title I, Part A Title I, Title IIA Principal & Teacher Improvement	Principals, Teachers Bilingual Parent Liaison, Assistant Principal(s), Federal/State Programs Director	Printed and electronic communications materials 20% increase in positive parent contacts; Agendas and sign-in sheets	Summary of parent, student and teacher surveys; increase survey completion by 10%	Monthly
2.1.5 Conduct Report Card Pick-up at Open House. Offer alternative times for parents that cannot attend. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus and district budget	Principal Teachers	Sign in sheets; Phone and Contact logs; counselor home visits	10% Increase in the number of parent participants	October 2016
2.1.6 Implement Family Math Night, Family Computer Lab & Library Night (Title I SW: 6) (Target Group: All)	Federal Programs Title I Part A	Principal District Instructional Technology	Newsletters; Sign in sheets	10% Increase in the number of parent participants	October 2015 and February 2016

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
		Specialist Librarian. Math Coach			
2.1.7 Post classroom lesson plans on the Teacher websites. Use Flippen Group's EXCEL Model posted in each classroom daily. Make available a parent portal for Texas Curriculum Management Program Cooperative TEKS Resource System Portal (Title I SW: 6) (Target Group: All)	Local	Principal Teachers	Newsletters and posted lesson plans	10% increase in number of responses on the parent survey about curriculum communication	Weekly
2.1.8 "Monday" folders with newsletters school information as a communication tool between home and school. (Title I SW: 6) (Target Group: All)	Title I Part A	Principal Federal/State Programs Director	Newsletters; Universal screening results	10% increase in number of responses on the parent survey about communication	Weekly
2.1.9 Provide liaison between parents and school for ELL students. (Title I SW: 6) (Target Group: All)	Title I Part A, Local Funds Bilingual/ESL Funds	Teachers, Federal Programs Director Bilingual Coordinator	Notes from meetings, sign-in sheets for events	10% increase in number of parent participants	Monthly

District Strategic Goal #3 Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills.

Objective 3.1: {Reading/Language Arts} ensure that 80% of students are proficient readers by the end of 5th grade and continue to read on grade level every year thereafter and provide a challenging learning environment for each student as evidenced that 80% of all students and each student group, including and ELL students tested, will have an acceptable raw score on the reading state assessment

{Math} Provide a challenging math curriculum for every child as evidenced with 80% of all students and each student group, including Special Education and ELL students tested, will have an acceptable raw score on all portions of the math STAAR

{Science} Provide a challenging technology and science curriculum for every child as evidenced that 80% of each student group, including Special Education and ELL students tested, will have an acceptable raw score on the science State assessment.

{Technology} Provide technology support and equipment to ensure students will be emerging digital citizens as evidenced that technology is integrated in the classroom.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
3.1.1 Continue to add classroom computers and access to Chromebooks as district infrastructure allows, to increase student access and replace computers that do not meet current district minimum specifications; multimedia student stations and teacher stations in all classrooms (Title I SW: 2) (Target Group: All)	Title I Part A Parent Organization Local Funds	Campus Instructional Technology Contact, Principal	Inventory list of computers and equipment repair records	All classrooms have at least 2 computers that are accessible to students and meet district specifications; Each class has access to a class set of Chromebooks. Teachers will have projector, document camera, interactive whiteboard and computer	August, February and May
3.1.2 Continue Science Lab for grade 5 using rigorous Scientific Minds software aligned with classroom instruction. (Title I SW: 2)	Title I Part A, Local Funds, SCE	Principal, Science lab Teacher	Science Lab schedule and attendance	Meet or Exceed state average on state mandated science test;	Daily
3.1.3 Utilize mobile technology for curriculum enrichment and enhancement using iPads, Kindles, and Chromebooks (Title I SW: 2)	Local Federal Programs	Principal, Core teachers	Student Technology Applications as performance indicators; lesson plans;	10% improved raw scores on state assessments	Weekly
3.1.4 Provide distance learning opportunities (Title I SW: 2) (Target Group: All)	Title I Part A, Parent Organization, Local Funds, State Compensatory	District Technology Integration specialist, Teacher(s)	Budget requisitions, teacher lesson plans , Tech Integration Specialist	10% improved raw scores on state assessments	Monthly email from tech specialist
3.1.5 Continue integration of Technology Applications TEKS in	Campus/district budget	Principal Federal	Lesson plans Administrator	Summary of teacher surveys will show an increase in use	Weekly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
all curriculum areas (Title I SW: 2)	Federal Programs	Programs Director	observation-Evaluation, Computer lab schedules	by 10%	
3.1.6 Continue to implement the Paris ISD curriculum (Title I SW: 2)	Local	Deputy Superintendent for Curriculum, Curriculum Director, Principal	Weekly Lesson Plans, Weekly Department Meeting Notes, District Curriculum Day (August), Waiver Planning Days	80% of all students will pass all portions of the STAAR; meet ARD expectations	Weekly
3.1.7 Continue protected instructional blocks of 90 minutes for math, reading, science and social studies including accelerated interventions for struggling students (Title I SW: 9)	Title I, Part A Title II Part A SCE Local	Principal Academic Coaches Teachers	Master Schedule Lesson Plans	80% of all students will pass all portions of the STAAR; meet ARD expectations	Daily
3.1.8 Continue academic team structure to enhance the learning environment with agendas for ongoing PLC during team meetings (Title I SW: 9)	Title I, Part A Local	Principal	Team Agendas	80% of all students will pass all portions of the STAAR, meet ARD expectations	Daily
3.1.9 Continue implementation of Thinking Maps with professional development for new teachers; updates for teachers previously trained (Title I SW: 4) (Target Group: All)	Title I, Part A Local Funds	Principal Instructional Coach Teachers	Lesson Plans Student Products Sign in sheets	80% of all students will pass all portions of the STAAR; meet ARD expectations	Each October
3.1.10 Provide Extended Day Tutorials for identified students in preparation for STAAR (Title I SW: 9)	Title I, Part A and SCE, Local	Principal, Teachers	Tutorial Schedule	80% of all students will pass all portions of the STAAR; meet ARD expectations	Begin January 2017 (8 weeks before content area test

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline (date)
3.1.11 Implement universal screening with STAR Reading to determine differentiated instruction in reading; Star Math universal screening for math differentiation; continue district benchmark assessments and assessments on objectives for data to differentiate instruction. (Title I SW: 2)	Local Title I Part A	Principal Core team teachers	Benchmark results Universal Screening Results Unit Assessments Report cards	80% of all students will pass all portions of the STAAR, meet ARD expectations	September, January & May
3.1.12 Continue to build a library collection that supports all curriculum areas, reading interests and reading levels; continue summer library hours. (Title I SW: 2)	Title I Part A, Parent Organization Local Funds State Compensatory	State/Federal Programs Director Librarian Math Academic Coach	Library circulation statistics Summer library sign in sheets	10% increase on STAAR scores in reading, science and math	Monthly
3.1.13 Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, oral/written conventions daily) with small group instruction, intervention specialists and computerized intervention. Utilize high quality instructional materials for differentiation (Title I SW: 2) (Target Group: All)	Title I Part A Local Funds SCE Title II, Part A	Assistant Principals Core Subject Teachers Reading Coach Principal	Classroom observations, Master Schedule, RtI records	10% increase on raw score on state mandated reading test	Weekly
3.1.14 Seek and utilize district and external funds to provide the best available electronic resources to	Local Title I Part A, Title II	State/Federal Programs Director; District	School and Home accessible electronic resources, technology	Technology inventory will increase and campus technology capabilities will be	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
integrate technology into all aspects of the educational process- BrainPop, Flocabulary, Eno Board Lessons (Title I SW: 2) (Target Group: All)		technology coordinator	work order log	updated	
3.1.15 Utilize high quality/research based materials for differentiation in math; Provide staff development in best practices for math materials that are purchased; continue small group instruction, intervention specialists and computerized intervention. (Title I SW: 2) (Target Group: All)	Title I Part A Local Funds SCE Title II, Part A	Core Subject Teachers Federal/State Programs Director Math Coach	Sign in sheets; agendas; budget requisitions; Attendance Sheets	10% increased raw score on state mandated tests and math assessments	Weekly
3.1.16 Structure RM Academy for SSI (reading & math) to target objectives missed on 1 st Administration of STAAR. (Title I SW: 9)	Title I Part A Local Funds	Teachers, Academic Coaches, Principal	Budget requests; Boot Camp Schedule; attendance sheets	Increase on STAAR scores in 5 th grade retesting subjects (reading & math); 80% of students met standard after 3 rd test administration of STAAR	Spring 2017
3.1.17 Utilize CATS Lab (Crockett Assistance Teaching Support) for all learners on as "as-needed" basis with certified staff; Inclusion, Core Content and Intervention teachers rotate through the lab during teaming. (Title I SW: 9)	Title I Part A Local Funds SCE	CATS Lab Lead Teacher, Teachers, Academic Coaches, Principal	Attendance log; CATS Lab passes;	80% of all students will pass all portions of the STAAR, meet ARD expectations; 10% reduction in 9 week grading period failures	daily

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
3.1.18 Continue to schedule core teachers checking in with ISS students and CATS Lab during Team Planning Period to assist with missed instruction. (Title I SW: 9) (Target Group: At-risk)	Title I Part A Local Funds State Compensatory	Assistant Principal Teachers	Intervention logs/attendance sheets Teaming agendas CATS Lab attendance	10% increase in STAAR performance for students that have been in "ISS"	Daily
3.1.19 Maintain an area that will house content area instructional materials for teacher access. Guided Reading books, classroom novel sets, Science and Social Studies reading materials, math games and manipulatives will have a central location that is easily accessible to all teachers. (Title I SW: 2) (Target Group: All)	Title I Part A Local Funds	Reading Coach Math/Science Coach	Classroom observations; Department Meeting notes	80% of all students will pass all portions of the STAAR, meet ARD expectations; 10% reduction in 9 week grading period failures	Monthly
3.1.20 Utilize high quality science materials to provide quality Science instruction in whole class and small group instruction; Create a science area that will house science content area supplies that all science teachers can access (Title I SW: 2) (Target Group: All)	Title I Part A Local Funds SCE Title II, Part A	Teachers Math/Science Coach	Classroom observations, Rtl records	10% increase on raw score on state mandated science test; 10% increase in African American students in state mandated test to meet safeguard	Weekly
3.1.21 Utilize high quality instructional materials in Social Studies to provide quality Social Studies instruction in whole class and small group instruction. (Title I SW: 2) (Target Group: All)	Title I Part A Local Funds Title II, Part A	Teachers Reading Coach Math/Science Coach	Classroom observations, Rtl records;	10 % reduction in students failing Social Studies at 9 week grading period	Weekly
3.1.22 Align writing instruction	Title I Part A	Teachers	Classroom observations,	10 % reduction in students	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
with 7 th grade; Continue Gretchen Bernabei staff development; provide staff development on best practices (Title I SW: 2) (Target Group: All)	Local Funds SCE Title II, Part A	Reading Coach	proof of attendance, budget requests, department meeting notes	failing English Language Arts at 9 week grading period	
3.1.23 Continue using the EXCEL model from Flippen Group for Lesson Planning; begin posting EXCEL on board for daily lesson; begin posting lesson plans in EXCEL format online	Campus budget Title I, Part A	Principal Teachers	Classroom observations, lesson plans, Crockett Connection Newsletters, budget requests, department meetings	PEIMS Discipline Incident Count 80% teacher participation with goal of 100% teacher participation by SY 2016-2017	Daily

District Strategic Goal # 4 Resources to provide an exemplary education program

Objective 4.1: 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 Learning students will increase one or more proficiency levels in English.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.1.1 Identify/serve ELL students with a certified Bilingual or ESL teacher and materials (Title I SW: 9)	Local Title I, Part A Title II, Part A Title III, Region 8 SSA Bilingual Ed. Funds SCE	Principal, Federal Programs Director Bilingual Coordinator	Weekly Lesson plans; Master schedule	80% of all students will pass all portions of the STAAR, meet ARD expectations	Monthly
4.1.2 Provide counselor for students in need (Title I SW:9)	SCE	Principal Federal Programs Director	Counselor logs and notes	80% of all students will pass all portions of the STAAR meet ARD expectations	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.3.2 Provide a yearly stipend for bilingual teachers, ESL teachers, and bilingual paraprofessionals. (Title I SW: 2 and 5)	Local Bilingual/ESL Funds	Principal, Human Resources Department	Personnel records	100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained	August 2015
4.1.3 Provide summer school for students who fail core content courses and/or students that do not meet SSI (Student Success Initiative) (Title I SW: 9)	Title I, Part A	Principal State/Federal Programs Director	Summer School report cards, attendance records	85% passing Summer School; 85% of third administration of state mandated test	June and July 2017
4.1.4 Provide services (as needed) for students identified as homeless (Title I SW: 9)	Title I, Part A, Local, Community Resources	State/Federal Programs Director, Principal, Homeless Liaison	Homeless forms	100% homeless students offered services	Weekly
4.1.5 Provide supplementary services through ESC 8 Cooperative (Title I SW: 2)	Title I, Part A Local	Principal State/Federal Programs Director	Budget requisitions	Participation logs from Region 8	June 2017
4.1.6 Recruit, identify, and provide services to identified Migrant students (Title I SW: 9)	Title I, Part C	Migrant Liason	Number of COEs processed	Certificates of Eligibility on file	Each 9 week period
4.1.7 Use intervention computer lab for identified at-risk students for customized computer assisted intervention (Title I SW: 9) (Target: Identified Students)	Title I, Part A SCE	End of each nine weeks	Attendance records, report cards, TARP results, Consolidated Reading Report	85% of all students will pass all portions of the STAAR, meet ARD expectations	Weekly
4.1.8 Provide services to foster children on all campuses (Title I SW: 9)	Local Bilingual/ESL Title I, Part A	State/Federal Programs Director	Tutorial logs Summer School participation reports	10% increase in foster student achievement on State assessments	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
	ESC 8 Shared Services Arrangement	Principals Foster Care Liaison	Home visits Family survey Student report card grades		
4.1.9 Identify and serve students with Dyslexia with a certified teacher/reading specialist (Title I SW:9)	Local SCE Title I Part A	Principal Dyslexia Teacher	Attendance records	100% identified students served; students in the program increase their raw score in Reading STAAR by 4 questions	Daily
4.1.10 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 instruction program. (Title I SW: 10)	Local State and Federal budgets	Principal	Federal grant applications	Programs and funding are coordinated to maximize all budgets	Monthly

District Strategic Goal #4 Resources to provide an exemplary educational program

Objective 4.2: Students at Crockett Intermediate School will continue to be provided opportunities for academic enrichment and social development.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.2.1 Continue Socrates for identified students, Future Problem Solving teams participate in local, state and international meets (Target Group: GT)	G/T funding	G/T Director G/T teachers	Lesson plans, FPS participation, Teacher observation	100% identified students served; increase number of students that score Level III on STAAR	Summer 2015
4.2.2 Continue Student Council with service time requirements (Title I SW: 2)	Local budget Student fundraising	Principal Student Council Sponsors	Teacher Observation Student observation Parent & community observation	End of year community projects completed	Each 9 weeks
4.2.3 Continue participation in County-Wide Spelling Bee (Title I SW: 2)	Local budget	ELAR Teachers	Classroom spelling bees Teacher observation Contest questions	Increased number of classroom participating	January 2017
4.2.3 Certificates for A, A/B honor roll (Title I SW: 2)	Local budget	Principal	Certificates printed	10% increase in passing rate on STAAR results	January 2017 and May 2017
4.2.4 Continue Traditional Science Fair with the addition of PISD STEAM options ; add Science Fair Club to increase participation in STEAM Fair (Title I SW: 2)	Local budget	Principal Science Teachers	Lesson Plans, participant logs, Teacher Observation	Increase in number of participants in all portions of the science fair	December 2016
4.2.5 Continue Fine Arts Electives (Music, Art, Band, Choir)	Local budget	Counselor, Elective Teachers	Rotation schedule	Increase participation in art contests, Performances at community events	August 2016
4.2.6 Continue National Elementary Honor Society with selection, induction and service projects in	Local budget Student fundraising	Principal NEHS Sponsors	Teacher Observation Student observation Parent & community	End of year community projects completed	Each 9 weeks

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
accordance with national guidelines			observation		

District Strategic Goal #4 Resources to provide an exemplary educational program

Objective 4.3: 100% of core classes will be taught by highly qualified teachers, 100% of paraprofessionals with Instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.3.1 Actively recruit highly qualified teachers, professionals, and paraprofessionals that are representative of the community with advertisements and participate in TAMU and other university job fairs (Title I SW:5)	Local Budget Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	Personnel records	100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained	At time of job openings
4.3.2 Reimburse teacher expenses for certification tests/fees for teachers to become highly qualified, as funds are available. (Title I SW: 5)	Title I, Title IIA Principal/Teacher Improvement	Federal/State Programs Director, Principal	Applications for reimbursement	100% of teachers are highly qualified on TEA report	Monthly
4.3.3 The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines. <ul style="list-style-type: none"> Teachers who are highly qualified will only provide instruction in core academic subject area classes. The school will provide high- 	Local Title I Part A	Principal SBDM Committee Federal Programs Director	Interviews conducted	100% of teachers are highly qualified on TEA report	As openings occur

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
<p>quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities.</p> <p>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 (Title I SW: 3 and 5)</p>					
<p>4.3.4 Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive) (Title I SW: 5)</p>	Title I, Title IIA	Federal/State Programs Director, Principal	Professional development scheduled	100% of aides are highly qualified on TEA report	September 2016
<p>4.3.5 Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers by reviewing job assignments (Title I SW:3)</p>	Local Title I Part A	Principal, Human Resources Department	PIEMS data	100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained	Beginning of each semester

District Strategic Goal #4 Resources to provide an exemplary educational program

Objective 4.4: 100% of teachers, principals, support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus-based, and ongoing professional development in areas determined by the campus needs assessment.

Activities/Strategies	Resource Allocation	Person(s) Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.4.1 Provide staff development, certification training, fees, etc. for all teachers to become highly qualified as funds are available (Title I SW: 4)	Title II, Part A Local	Principal State/Federal Programs Director	Memos, records of participation	All staff will be highly qualified	Monthly
4.4.2 Continue Capturing Kids' Heart training to all staff members with full implementation including Process Champions and follow-up visits	Title II, Part A	Principal State/Federal Programs Director Staff	Sign in from training,	Staff training sign in sheets Social contracts posted PDAS observations	August, October, February
4.4.3 Provide training on the RtI model (Title I SW:4)	Local Title I, Part A Special Education funds	Principal Assistant Principal RtI team	Training schedule Sign-in logs, team agendas	Students identified and appropriately placed in intervention; student performance improves and comes out of intervention	Weekly during team meeting s
4.4.4 Provide hardware and/or software, professional development in best practices technology curriculum integration (Title I SW:10)	Local Title I, Part A Title II, Part A	Principal State/Federal Programs Director	Equipment Inventory	Increased technology inventory by 20%, documented professional development records	Each semester
4.4.5 Staff development through Region 8 cooperative, conferences, consultants and workshops designed to improve staff expertise, instruction, and student learning (Title I SW:4)	Local Title I, Part A Title II, Part A Special Education Bilingual Education	Principal State/Federal Programs Director	Record of staff development attendance	80% of all students will pass all portions of the STAAR, meet ARD expectations	<i>End of each semester</i>

District Strategic Goal #5 A highly and effective qualified staff representative of the community

Objective 5.1: Crockett teachers will be provided staff development that will enable them to meet the needs of at-risk students and raise the academic achievement of all students.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
5.1.1 Provide campus planning time with PLC to ensure staff development plans meet current needs assessment (Title I SW:4)	Local	Principal, Instructional Coaches, Teachers	Passing rates STAAR test results Teacher observation Attendance records	Increase passing rates by 10%	August 2016
5.1.2 Continue TEKS, STAAR, District Benchmark data disaggregation using the DMAC system. (Title I SW:2)	District and campus budget Title I, Part A Title II, Part A	Principal Curriculum Directors, Teachers	Teacher observation STAAR test results TEKS, DMAC Training	Increase passing rates by 10%	November 2016
5.1.3 Provide horizontal and vertical curriculum alignment for teachers so that all STAAR objectives are adequately met (Title I SW:2)	Local	Principal; Elementary Curriculum Director	Aligned curriculum for all subjects	80% of all students will pass all portions of the STAAR; meet ARD expectations	Weekly
5.1.4 Continue to develop and align curriculum to increase student achievement including supplemental instruction (Title I SW: 2)	Local Title I, Part A Title II, Part A	Principal, Instructional Coaches Teachers	Teacher observation	TARP Report with improved scores of 10%	Summer 2016
5.1.5 Staff development through Region 8 cooperative, state/national conferences, consultants and workshops designed to improve staff expertise, instruction, and student learning (Title I SW:4)	Local Title I, Part A Title II, Part A Title III, Part A Special Education Bilingual Education Education	Principal State/Federal Programs Director	Record of staff development attendance	80% of all students will pass all portions of the state mandated test, meet ARD expectations	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
	Campus Budget				
5.1.6 Continue teacher involvement in the selection/creation of campus/district academic assessments. (Title I SW: 8)	Local	Principal	Teachers discuss assessments prior to unit planning	Aligned Curriculum Based Assessments	Each 9 weeks
5.1.7 Schedule staff development for existing programs/best practices during teaming and after school. (Title I SW: 4)	Title I, Title IIA Principal/Teacher Improvement, Bilingual/ESL, Title III, Local	Curriculum Director Elementary, Federal/State Programs Director, Academic Coaches, Principal	Staff development schedule; Sign in sheets; team agendas	10% increase in raw scores on state mandated tests;	Weekly during Teaming Time
5.1.8 Retain instructional coaches to provide professional development and curriculum support in core subject areas (Title I SW: 2)	Local funds Title I Part A Title II, Part A	Principal	Training schedule; Sign-in log	Improved scores on all STAAR tests	monthly

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.

