

Travis High – School of Choice

Campus Improvement Plan

2016-2017

Mission Statement:

Travis High School of Choice is committed to provide an opportunity for all students to achieve success in education. Through program design and implementation, students will be afforded an opportunity to take responsibility for themselves and their work to become self-disciplined. Avenues will be provided to students to attain a high level of self-respect thus enabling them to be productive both in school and in the community. Students will be encouraged to remain in school to receive a high school diploma. They will learn to think logically, independently, and creatively as they develop skills and apply knowledge to life situations. They will grow in personal relationships with peers and their family learning to respect others. With guidance, understanding, consistency education, and motivation, our students will become graduates of Paris ISD and productive members of society.

School Board Approval Date: October 17, 2016

Travis High Planning and Decision-Making Committee

Members	Position
Joan Moore	Principal
Jill O’Bryan	Teacher
Pat Rea	Teacher
Susan Lynch	Community Member
Misty Chelius	Secretary/Registrar
Dusty Felts	Counselor

Comprehensive Needs Assessment Summary 2016 - 2017

Travis High School of Choice is a 9-12 grade campus in Paris ISD in Paris, Texas. THSOC started in August of 2014 and began its journey to recover drop-out students, help students achieve success in course work and earn a diploma, assist students with passing End of Course exams, and/or enable students to graduate early to begin their college plans or gain employment in the community. Paris is a rural school district in location, but we have many students who could be classified as urban with our generational poverty levels and 75% of at-risk students at our campus. Additionally, our student population is 91% economically disadvantaged. Our staff consistently works as a team always being flexible to provide all students with a rigorous and exemplary education, but have requested assistance with the graduation requirements for fine art courses, and the two year second language requirement for all students enrolling in school year 2014. A Spanish teacher may be a necessity in the near future. Training has been provided for all staff members in A+ and PLATO computer classes to assist with graduation requirements. Also requested are STAAR materials which will be provided through both our local and SCE budgets. Professional Development in the areas of understanding children with disabilities within the regular classroom will be discussed, as well as working with at-risk students and their individual needs. A new 20 station computer lab, with high speed updated technology has been created to meet the needs of all the students. With a growing enrollment, there will be a need for an increase of staff at some point. Our attendance rates are: 10th grade 95.06%, 11th grade 92.73% and 12th grade 94.27% with an overall attendance rate above the state average at 93.68%. The attendance is high considering the number of enrolled students who are economically disadvantaged and at-risk (76%).

THSOC has a certified and highly qualified staff in all content areas. Teachers are evaluated each year by the district adopted appraisal system and the evaluating administrator works closely with the teachers advising them of their strengths and weaknesses. It is imperative to not have any weak links in our staff due to this being a small campus. Each needs to do their job as they work together as a tightly knit group and the turnover of the staff is minimal. Special needs students are provided a certified special education teacher and all IEP's are strictly implemented. Inclusion and content mastery are offered to students in need. THSOC has a family atmosphere with helpful and caring staff members who treat each other professionally and all work together to complete our mission. The staff has an innate ability to recognize things that need to change, that do not work, or that need improvement and capitalize on all avenues producing success. This year we have a full-time counselor to assist with student problems both in school, at home, or at their place of employment, and to assist with scheduling, student interviews, graduation planning, and parent/student conferences.

THSOC is a locked, safe school, closed campus, where students enjoy achieving their education in a positive atmosphere. Data reflects that student misbehavior is minimal with very few office referrals. Any students who do not adhere to all policies, rules and guidelines, have an immediate conference with the Principal, student, counselor, and/or parents/guardian. We have had 10 student home-school withdrawals due to severe attendance issues, which is 8.8% of our entire student population. Our goal next year is to reduce that to 5% with a full time counselor who can work with our students on attendance issues. The students feel very relaxed at the school and actually have stated that they enjoy coming to school with teachers who help them and truly care about their futures and their feelings. Our school is quite diverse with students from different areas of the county. While at TRAVIS, we are not different but all the same with shared goals of graduating. Students form bonds with each other and the staff

and know what they have to do to graduate. They know how to work together and understand that as a family there is absolutely zero tolerance for bullying. Students also know that absences and tardies must be held to a minimum (present attendance rate is 93.68%). Our classrooms this year will be equipped with more age appropriate student desks and chairs.

Students receive small group instruction in classes and our teacher/student ratio allows us to reach each student every day. Students who need EOC remediation attend EOC prep classes which help them achieve success as well as EOC regular class's students are taking for the first time. The staff is involved in the decision making process with small group meetings with the Principal, and teacher opinions and thoughts are always welcomed and discussed. Our school committees always include teachers, parents, support staff and students as needed. We all work together to better our school and to solve problems that arise. The students feel that this is a school where they are given the opportunity to achieve their goals and a place where they feel safe and can be themselves. Parents have voiced how appreciative they are that TRAVIS High is available to their student. They feel that we are offering their child a second chance to achieve their high school diploma and we are very appreciate of the PARIS district administration and personnel for their ongoing support of the school.

TRAVIS High integrates technology on an everyday basis. We offer many computer based courses to expedite students' learning. Teachers also utilize iPad/iPod. Our staff is open to all technology training and anything that will help improve student learning. We are hopeful that our new computer lab will afford us expanded use of technology for content course completion/credits and research. TRAVIS provides A+ and PLATO curriculum for students as well as teacher taught content. The technology utilized allows students to receive credit at their pace, often more quickly than a traditional school setting.

Paris ISD Commencement Goals

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

- be a problem solver and a critical thinker
- have mastered core academic areas and technology
- 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 and an honest, 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 Strategic Goals

- A self-disciplined student body, learning together in an atmosphere of mutual respect
- An informed and involved community that actively works together to promote education of recognized excellence.
- Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills.
- Resources to provide exemplary educational programs.
- A highly effective, qualified staff representative of the community.

Travis High School Campus Objectives:

- Travis High will provide a safe, disciplined environment conducive to student achievement
- Travis High will collaborate with parents and community to enhance school programs while continuing its partnership with the community, parents, local industry, and Paris Junior College.
- Travis High will achieve success on EOC exams per the Texas Education Agency Accountability Summary.
- Travis High staff will utilize funds provided by local tax effort and special programs to enhance student achievement.
- Travis High staff will participate in professional growth opportunities to ensure academic excellence and quality decision making.

Programs and Services

District Goal #1

A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Campus Goal 1

The student attendance rate will be 90% or better for school year 2016-2017.

Campus Goal 2

Students will progress through THS classes respecting peers and staff, improving classroom performance.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Provide interventions and/or counseling <ul style="list-style-type: none"> Help students set short and long-term goals with the Personal Graduation Plan Encourage students to graduate and enroll in PJC approved courses 	Local budget	Principal Counselor CTE Director	Every month	Personal graduation plans Graduation Program List CTE Contact hours PJC grades	70% of enrolled seniors will graduate in 2016 - 2017
2. Employ program interventions to promote positive discipline and attendance	Local budget	Principal Attendance Secretary	Daily	Attendance records	90% attendance rate and less than 10% discipline referrals
3. Provide an alternative setting (DAEP) for students who violate the Discipline Management and Student Code of Conduct	District budget SCE	Principal	Daily	DAEP student referral letters, discipline records	Less than 5% of students will attend DAEP per semester
4. Rewards for perfect attendance	Campus budget & SCE	Principal Attendance Secretary	Every four weeks	Attendance records	Names of perfect attendance students posted
5. Daily parent/guardian contact for absent students	Campus budget & SCE	Principal Attendance Secretary	Every day	Attendance records	Parent contact log
6. Reward for STAR Student of the 9 weeks	Campus budget Community Donations	Principal Attendance Secretary Teachers	Every nine weeks	Teacher recommendations	Names of STAR students posted

7. Discipline guidelines and rules will encourage positive behavior	Campus budget SCE	Principal Teachers Counselor	Every day	Discipline records	Less than 10% of students with discipline write-ups
8. Counseling	Campus budget MHMR Resources CPS counselors	Faculty & Staff, Counselor, Principal	Every day (Full time counselor this year5)	Counselor records	70% of the students have a successful semester with passing grades and no discipline reports.
9. Foster student health/safety with continued SRO involvement, emergency drills, content courses, and counseling as well as provide hygiene essentials for needy students	Local budget Community donations	Principal, Counselor, SRO, PISD Behaviorist	Every day	Schedules for drills, counseling ledger of student appointments, supply of hygiene products	All enrolled students will participate in drills and have access to counseling and hygiene products when needed
10. Continue special program interventions: <ul style="list-style-type: none"> • CTE programs • Dual Credit programs • Tutorials • Credit Recovery through A+ and PLATO • EOC classes and tutorials 	Local budget CTE budget Special Services budget SCE funding	Principal Program Directors Teachers Counselor	End of each semester	Class rosters CTE contact hour report Tutorial logs EOC class rosters	Participation by 10% in CTE programs, 10% in intervention programs, 100% eligible students served by special-ed/504, 100% STARR students in EOC prep classes.

District Goal # 2**AN INFORMED AND INVOLVED COMMUNITY THAT ACTIVELY WORKS TOGETHER TO PROMOTE EDUCATION OF RECOGNIZED EXCELLENCE.****Campus Goal 1**

THS will provide opportunities for parents/guardians and community members to participate in our educational programs.

Campus Goal 2

THS students will participate in community service projects.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Lunch Visitations & parents bring lunch for students	Campus budget	Principal Secretary	End of each semester	Visitor's Log Book	10% increase of guardian/parents visits at lunch
2. Lunch outside at picnic table with a faculty member or parents	Campus budget	Faculty & Staff	End of each semester	Sign-up sheets	20% of students participate
3. Assemblies: <ul style="list-style-type: none"> • Motivational speakers • Drug prevention 	Campus budget	Principal Secretary	Monthly	Visitors pictures	10% increase in speakers
4. Thanksgiving Dinner involving parents and the community.	Campus budget Community/business donations	Principal Faculty & Staff	November 2016	Guest Log Book	80% of invited guests attend
5. Parent, Student & Administration Conferences.	None	Principal Interventionist Counselor All Faculty & Staff	Daily	Conference notes in student files and teacher logs	100% of parent conferences noted on student folders
6. Parent Telephone Contacts.	None	All Faculty & Staff Principal	Daily	Phone Logs & School Messenger contacts	100% of parent(s) contacted
7. Invite parents to parent activities via flyers/invitations/letters.	Campus budget SCE	Principal Secretary	End of each semester	Flyers & Invitations	10% increase of parent participation
8. Community Service through Clothing Closet	Staff and community donations	Faculty & Staff	Daily	Yearly reports on clothes give-away	Log of reports
9. Distribute specific information to parents and students as report cards, progress reports, and other school information about activities through email, THS website, online DMP Handbook, telephone contact	Local budget	Principal, Counselor, Secretary	Each 3-9 weeks as appropriate	Academic calendar for progress and report cards	100% of students and parents contacted.
10. Community Service projects: Grounds beautification, Yearbook staff, Nursing homes, Reading program	Local Budget	Principal, Counselor, All staff	End of each semester	Results of projects	Pictures on bulletin board

District Goal # 3

IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.

Campus Goal 1

THS will implement instructional technology to promote student computer literacy

Campus Goal 2

THS students will be provided avenues for academic success through classroom instruction including remediation, enrichment, and credit recovery.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. A+ and PLATO Instruction Computer Program for credit recovery	SCE	Faculty Technology Coordinator	Every nine weeks	A+/PLATO student report sheets	Students passing grades on reports
2. Microsoft Office 97/2000 will be utilized for assignments/projects in all content and elective areas.	District budget	Faculty Principal Technology Coordinator	Daily	Utilization of skills in classroom assignments	Examples of student work displayed
3. STAAR preparation work will be administered.	Campus budget District budget	Faculty	Daily	EOC class enrollment	10% increase in STARR improvement scores
4. Continue current testing and scheduling interventions <ul style="list-style-type: none"> ● STARR courses and tutorials ● STARR practice 	Campus budget & SCE	Faculty Principal	Daily	Class schedule ,test schedule, tutorial logs	100% EOC courses provided and schedules
5. Provide STARR materials to increase STARR scores	SCE budget & campus budget	Teachers	Daily	STARR scores	100% EOC courses receive STARR materials
6. Mainstream special education students into regular classes if individual ability dictates that a student can be successful. Provide tutoring opportunities for all state mandated tests.,	Special Services budget	ARD committee Inclusion	Every nine weeks	Student report cards & attendance records	100% of special education students mainstreamed when possible
7. Provide during school STARR tutorials for at-risk students to additional help in preparation for STARR	SCE budget	Principal Teachers	Daily	Student attendance records	100% at-risk students attend tutorials
8. Monitor attendance of all students	Campus budget	Principal	Daily	Weekly reports, 6	90% attendance rate

through period-by-period attendance and phone calls to parents. <ul style="list-style-type: none"> File truancy charges, as appropriate; work with courts and probation officers Contact absentees on a daily basis 		Attendance Secretary Teachers Truancy personnel		week reports, truancy letters, daily phone log	
9. Fully utilize Paris ISD curriculum programs in ELA, Math, Science and Social Studies	Local budget	Principal Secondary Ed Director	Daily	Training schedule for participants	100% use of Paris ISD curriculum program
10. Provide data disaggregation software for teacher decision making (DMAC)	Local budget	Instruction Services Coordinator	Daily	Student data disaggregation charts	100% of staff logged into DMAC
11. Provide college readiness opportunities for eligible students: <ul style="list-style-type: none"> Pay tuition and fees for two dual credit classes per semester Provide fees for technical credit courses Work Keys Testing 	Local budget	Counselor Principal Teachers CTE Director	Each Semester	Class rosters, course grades	100% of eligible students participate in opportunities
12. Provide STARR writing training for all English and Reading teachers	Local budget	Secondary Ed Director	August 2016	Writing staff development schedule and attendance rosters	100% of ELA teachers trained
13. Provide adequate hardware to integrate technology into classroom instruction	Local budget	Principal Technology Coord.	Daily	Acquisitions approved and purchase orders issued	100% of classrooms have access to technology
14. Provide practical writing class for identified students at-risk in passing writing STARR EOC	Local budget	Principal Teachers	Daily	Student report cards, , DMAC records	100% of writing at-risk students will show growth/pass the STARR English EOC
15. Provide Content mastery for special education students and resources classes when needed	Special Ed budget	Principal, Special Education Teacher	Daily	Student schedules	10% increase in special education students graduating

District Goal # 4

RESOURCES TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM.

Campus Goal 4A

THS students will be provided materials, equipment, and staff that enhance our curriculum.

Campus Goal B

To provide effective instructional strategies and/or programs that provide and enhance basic and supplementary accelerated curriculum for students in at-risk situations that will help those students meet or exceed the state performance standards and reduce the dropout rate through the use of Federal, State, and State Compensatory Education funds. *SCE Basic Travis High \$253,923; FTEs = 4.21 Title II \$4,750 – see Attachment A for at-risk criteria (DAEP - SCE Basic \$208,986; FTEs = 6.27 Title II \$4,750)*

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1- 4A. Internet Access & programs	District budget SCE	Principal Technology Director Faculty & Staff	Daily	Teacher assessment of student use of internet -Teacher observation	50% increase in grades earned in credit recovery
2- 4A Provide classroom materials, supplies, equipment, and software, EOC prep classes and tutorials	Campus budget SCE	Principal Registrar/ Secretary	Daily	Teacher observation of student use of materials, EOC scores	50% increase in passing grades and students passing EOC's
3- 4A Character Education instruction and Bullying guidelines	Campus budget SCE	Principal Teachers	Daily	Discipline records	20% of students have no discipline reports and 50% decrease in bullying reports by end of school year.
4-4A Student referral for special services and provision of special education services in the least restrictive environment	Campus budget & Special Ed funds	Principal, Teachers	Daily	Special education referral documentation	50% increase of special education students passing and graduating from THS
5- 4A Implementation of IEP's	Campus budget	Special Ed teacher, All faculty, Principal	Daily	Teacher rating on student mastery on IEP goals	50% increase of special education students passing and graduating from THS

6- 4A Student referral for ELL identification	Campus budget	Principal, Secretary	Daily as necessary	Home Language Survey Notification Form	All ELL students identified
7- 4A Implement ESL program if ELL student enrolls in THS	Campus budget	LPAC ESL teacher, State/Federal Programs Director, All staff	Daily as necessary	LPAC Records, PEIMS Records, ESL attendance records, ESL student records	100% of ESL students receive services
8- 4A Develop a student's Four-year Graduation Plan with emphasis on the Recommended or Minimum plan	Local budget	Principal, Counselor	Daily as needed when student enrolls	Plan summary information, Four year Plan in student folders	100% of students have graduation plan
9- 4A Distribute scholarship information to qualified seniors for Paris Education Foundation	PEF Scholarship Fund	Counselor PEF Director Principal	February- May 2017	PEF Scholarship applications, teacher referral forms	100% qualified students recognized at PEF scholarship program
10- 4A Will visit and work with parents to encourage student attendance and recovery of PHS dropouts by encouraging students to attend THS to earn credits and graduate	Local budget	Principal	Daily	Contact log	10% of PHS dropouts enroll in THS and 3% decrease in PHS drop-out rate
1- 4 B Provide basic instructional services (Limited to 18% of the SCE allotment)	SCE Basic: Teachers	Principal, State/Federal Programs Director	Monthly	Year to date budget summary	Gaps will be closed between All Students and at-risk student subgroups on state standardized tests

2- 4B Provide staff development, certification training, fees, etc., to recruit and retain highly qualified staff as funds are available.	Title II, Part A	Principal State/Federal Programs Director	Monthly	Memos, records of participation, purchase orders	All staff will be highly qualified
3-4B Provide Homeless services for homeless students.	Title I, Part A	Principal Title I Homeless Coordinator	Weekly	Homeless forms	100% homeless students offered services
4-4B Provide services to foster children	Campus Budget SCE	Principal & Foster Care Liaison	Daily as needed	Foster Children data on intake sheet	10% increase in foster students' achievement on state assessments.
5-4B Provide professional development to recruit and retain teachers, aides, pupil services personnel, principal and other staff through district, service center, and state-sponsored workshops and conferences in core academic subject areas and meeting needs of diverse groups of learners.	Campus budget SCE Bilingual/ESL Funds Title II, Part A Title III, Part A	Principal Director of Secondary Education State/Federal Programs Director	Monthly	Professional development records	20% increase in staff development attendance
6-4B Identify and serve dyslexic Students if enrolled in THS	Campus budget SCE	Principal, Teacher	Each six weeks	Attendance records	100% identified students served
7-4B District personnel will attend recruiting fairs to attract highly qualified teachers.	Campus budget Title II, Part A	Human Resources Dept. Personnel Director	End of each semester	Schedule of events attended	100% teachers highly qualified
8-4B Provide additional computer hardware/ equipment.	Campus budget Title II, Part A	Principal, State/Federal Programs Director	Fall semester	Purchase orders	Passing rates will increase by 20%
9-4B Provide supplemental supplies, materials, equipment, contracted services and fees for supplemental programs and services for identified students.	SCE Funding ESL/Bilingual Title III, Part A Title I, Part C (Migrant)	Principal State/Federal Programs Director	Monthly	Budget requests, purchase orders	Records of materials utilized by students in need
10-4B Provide counselor for identified at-risk students.	SCE:	Principal State/Federal Programs Director	Each six weeks	Counselor logs, reports	10% decrease in discipline referrals
11-4B Incorporate A+ online curriculum in addition to PLATO	SCE	Principal State/Federal Programs Director	Weekly	Student Reports	Gaps will be closed between all students and at-risk student subgroups on state standardized tests

12-4B Provide staff development on A+ and PLATO computer programs	SCE	Principal, Technology Contact	August 15-19, 2016	Memos, records of participation	100% faculty participation
13-4B Provide supplies, materials, equipment, contracted services, fees, and professional development for SCE supplemental programs and services	SCE funding	State/Federal Program Director, Principal	Monthly	Teacher requests, budget printouts	Summary report
14-4B Provide STARR tutorials to give at-risk students additional help in preparation for STARR including English 1 & 2 Novels & ELA TEKS resource reading and writing materials	SCE funding	Principal, Instructional Serve Coordinator English teacher	Each semester	Student attendance records and STAAR scores	Summary report 80% passing tests
15-4B Utilize strategies for working with at-risk students from staff development Ruby Payne	SCE funding	All Staff	Monthly	Student grades and progress reports	80% graduation rate of at-risk students
16-4B Utilize strategies for working with children of poverty from staff development - Ruby Payne	SCE funding	Principal, Teachers	Monthly	Student grades and progress reports	80% graduation rate for low-income students
17-4B Utilize "Teach Like A Pirate" strategies with students to motivate learning	SCE funding	Teachers	End of school year	Student grades and progress reports	80% graduation rate for all students

District Goal # 5

A HIGHLY AND EFFECTIVE QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY.

Campus Goal 1

THS faculty and staff will be provided staff development that will provide the means for them to meet the needs of all students enrolled and provide positive opportunities for academic success.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1. Special Services staff development for IEP and modifications compliance.	Campus budget	Special Services Director Special Services Teacher Principal	Monthly	Professional Development records	Examples of student tests and work in student portfolios
2. Staff development on A+ and PLATO supplemental computer programs.	SCE	Staff	Fall 2016	Memos, records of participation	100% faculty participation
3. Professional Development.	Campus budget SCE Title II, Part A	Principal Faculty & Staff	Monthly	Professional Development attendance records	Faculty & Staff will present brief analysis after attending programs
4. District Staff Development.	District budget Part A SCE Title I, Part A Title II, Part A	Elementary & Secondary Curriculum Directors State/Federal Programs Director	August 15-19, 2016 Summer months June 6-August 5, 2016 EDU-Hero	District staff development attendance records	All staff will meet staff development needs.
5. Campus Staff Development: <ul style="list-style-type: none"> ● Differentiated Instruction ● Thinking Maps ● At-Risk & Poverty training ● Community service guidelines ● After school & before school projects 	Campus budget	Principal	Monthly	Teachers will be better able to develop positive relationships with students	50% or less of students with discipline write-ups
6. THS teachers will work and train with content teachers at PHS	District budget	Principal	Each semester as scheduled	District staff development attendance records	Staff will be trained in the use of all curriculum

7. Review campus policies in Staff Handbook regarding student expectations, such as dress code, and tardies for entire faculty and staff; provide clear and consistent instruction for implementing the policies; implement cell phone policy for students	Local budget	Principal	August 15-19, 2016	Faculty meeting agenda	100% of faculty members participate in handbook review
8. Participate in in-district and out-of-district staff development activities, share ideas with appropriate staff upon return, use new strategies/activities to benefit learning, and provide written report upon request	Local budget, SCE, Title II, Part A	Principal, Program Directors/Coordinators	Each semester as scheduled	List of presentations, certificates of attendance	100% of department heads attend staff training
9. Provide New Teacher orientation (NTO) with emphasis on Classroom Management	Local budget	Asst. Superintendent, Secondary Ed Director	August 8-10, 2016	Attendance of presentations and attendance roster	100% THS new teachers hired by August 1 participated in NTO
10. Provide technology training for staff to meet SBEC requirements	District budget	Principal, Technology Director	Each semester	Schedule of technology training	100% of staff meet SBEC requirements
11. Continue My Learning Plan for staff development registration and record keeping	District budget	Technologist specialist	Monthly as scheduled	Schedule of Meeting attendance	100% of staff login to My Learning Plan
12. Provide DMAC training for all core area teachers	District budget	DMAC instructional facilitator	August 15-19, 2016	Schedule of attendance	100% of teachers trained
13. Provide professional development on classroom management to improve student discipline	Local budget	Principal	August 15-19, 2016	Training schedule	10% decrease in Principal referrals

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 math at the end of the third and/or six weeks reporting period
5. students who are assigned to the Disciplinary Alternative Program and the Alternative Education Program
6. students in grades 6-10 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 two core content subjects or fail reading or math

NOTE: *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: State Compensatory Education Budget and Full-Time Equivalent Staff

PAYROLL COSTS:

Position	FTE - Travis High	4.29	\$214,477.00
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Title 1, Part C (Migrant)	Reg. 8 SSA
Title II, Part A (TPTR)	9,750.00
Title III, Part A (LEP)	Reg. 8 SSA
ESL program (supplementary)	District wide as needed
Bilingual/ESL	Bilingual/ESL teachers locally funded
Dyslexia	Dyslexia teachers locally funded

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.