

Paris Junior High School Campus Improvement Plan 2013-2014

Mission Statement

The mission of Paris Junior High is to equip our students with the skills to be successful, motivated learners who will be prepared to accept the responsibilities and challenges of tomorrow.

Date of School Board Approval

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NOTES:

The highly qualified teacher requirement is found under Strategy 4.2, on page 21 of this plan.

The Paris Junior High School uses its ESEA, Title I, Part A program funds to implement a schoolwide program to upgrade the entire educational program for the benefit of all students. The required ten (10) components of a schoolwide 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 in Attachment D: Schoolwide Program Components, page 26-

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

- | | |
|-------------------------------|------------------------------|
| ESEA, Title I, Part A | Special Education |
| Bilingual/ESL | State Compensatory Education |
| ESEA, Title II, Part A | General Operating Funds |
| ESEA, Title III, Part A (LEP) | |

Planning and Decision Making Committee

Name	Position
Althea Dixon	Principal
Mike Henry/Karol Ackley	Assistant Principals
Jodye Grissom	Teacher
Carolyn Foster	Teacher
Steve Tucker	Teacher
Joe Watson	Teacher
Cleonne Drake	Teacher
Helen Martin	Teacher
Tausha Davis	Parent
Tim Gates	Parent/Community/Business Representative

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 Schoolwide Program Campus

☐ Non-Title I, Part A Campus

Program/Funding Source		
Federal Programs		

Program	Allocation Amount	FTE(s)
Title I, Part A	12,693	0
Title I, Part C (Region 8 Migrant Cooperative)	(dependent on enrolled Migrant students) Region 8 SSA	
Title II, Part A (TPTR)	11,006	0.125
Title III, Part A (LEP)	Region 8 SSA	

State Programs/Funding Source		
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State Compensatory Education (Supports Title I Schoolwide Program funds)	195,260	4.498
ESL Program (supplementary)	District-wide	

Local Programs/Funding Source		
ESL	ESL Teacher/Local	.36
Dyslexia	Dyslexia Teacher Support	

Comprehensive Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met in June 2013 to finalize a comprehensive needs assessment of the Paris Junior High for the development of the Campus Improvement Plan for school year 2013-2014. During the meeting, committee members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of the state and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report.

STUDENTS:

Schools in Texas today are judged primarily by the performance of their students on the State of Texas Assessments of Academic Readiness (STAAR), attendance, and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the Paris Junior High including, but not limited to, benchmarks, SRI, teacher-made tests, and the professional opinion of the staff.

The demographics of students attending Paris Junior High as compared to the State of Texas are depicted in the following table:

Table 1—Student Demographics*

Category	African American	Hispanic	White	Other	Low Income	LEP	At-Risk
Paris J. H.	36.7%	11.2%	46.5%	5.7%	73.1%	1.4%	55.3%
State	12.8%	50.8%	30.5%	5.7%	60.4%	16.8%	45.4%
Difference	23.9%	-39.6%	16%	0%	12.7%	-15.4%	9.9%

**Source: Academic Excellence Indicator System (AEIS) for school year 2011-12*

The school does not parallel the State of Texas demographics inasmuch as ethnicity is concerned as well as the other categories included in the Academic Excellence Indicator System (AEIS) Report for school year 2011-2012. African American students exceed by a large percentage the State average, while the percentage of Hispanic students was considerably less than the State average. However, Paris JH for the 2013-2014 school year has 22.5% of the student population enrolled as Hispanics. This number is the largest it has been since its existence. The school also has a significant percentage of students from low income families that present special challenges for the staff at Paris Junior High as these students typically bring with them special needs that require supplemental programs and accelerated services. (See Table 1—Student Demographics above)

The school was rated “Met Standard” by the Texas Education Agency for school year 2012-2013, earning Distinction designations in Academic Achievement in Reading and Top 25% Student Progress. This rating is based on the school’s performance on the STAAR and attendance. Paris Junior High met 41 of the 43 eligible safeguards for 95% of eligible measures met.

Student Strengths:

All students and all student groups, including Hispanic students and African American students, realized huge gains or maintained from the previous year in the percentage of students passing all STAAR tests. The most impressive gains were made with our African American students who made gains in all test scores ranging in increases from 3% to 30%. All students have continued to show improvement.

The school has implemented the Paris ISD curriculum for all core subject areas. In an effort to continue improved performance in Math and Science, the school will continue to implement several effective strategies including GCS, smaller class sizes in Math and Science, utilize a math coach, and Study Like a Maniac (SLAM) tutorial program for our students to receive extra assistance. We have also implemented two elective classes that will help with meeting the needs of our African American students – Impact (mentoring of African American/At Risk males), and STEM (Science, Technology, Engineering, and Math).

Student Needs:

Paris Junior High met 41 of the 43 safeguards. In order to reach a safeguard, the campus must have at least 50% in each subpop in each subject area. Paris Junior High did not meet the safeguards for African Americans and Economically Disadvantaged students in Social Studies.

The committee continues to state that students suffer from apathy with regard to learning. The high incidence of poverty among the students probably contributes to this malady. Students need to understand that the only way to escape the clutches of poverty is to obtain a good education and develop salable skills. Staff needs to create an environment that will cause students to realize the importance of getting a good education so that they can break the cycle of poverty.

Our campus has invited several motivational speakers to our campus to speak with our students concerning goals, valuing your education, and character. Also, the staff has implemented several activities and incentives throughout the campus to help motivate students to achieve.

STAFF:

The organizational culture of any educational organization is critical to the success of the students it serves. This atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two-way communication and a monitoring of staff attitudes and opinions. Success in today's complex workplace also dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. The No Child Left Behind Act of 2001 mandates that all teachers teaching the core academic subjects meet the law's "highly qualified" criteria. According to the law to be "highly qualified," a teacher must have at least a bachelor's degree, be appropriately certified to teach in the area(s) to which he/she is assigned and demonstrate competency in the subject area(s) he/she teaches.

The demographics of the teachers at Paris Junior High are reflected in the following table:

Table 2—Teacher Demographics *

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
Paris J. H.	12.2%	0.0%	76.8%	11.1%	18.5%	10.7 years
State	9.2%	24.4%	63.4%	3%	17.9%	8.1 years
Difference	3%	-24.4%	13.4%	8.1%%	.6%	2.6 years

**Source: Academic Excellence Indicator System (AEIS) for school year 2011-2012.*

Staff Strengths:

Teacher experience at Paris Junior High was considered a strength as 18.5% of the teachers have over 20 years of teaching experience. The school apparently provides a satisfactory working environment, as the average time spent teaching in the district for Paris JH teachers is 10.7 years compared to the State average of 8.1 years. This is arguably one of the main reasons for increase in scores, stability with experienced teachers.

Classes are generally smaller than the State average, which fosters an environment conducive to learning. Teachers show concern for students struggling in other subject areas and assist them in whatever ways they can.

The committee agreed that the staff works diligently to teach the students and make them feel that the staff cares. There was a general consensus that staff creates a positive environment that supports the teaching-learning process. Morale was cited as being very positive.

The staff meets once a week with their grade-level and periodically in subject area meetings. Teachers freely share successes as well as concerns with each other. The staff has a common planning period that has allowed for more collaboration and for effective Professional Learning Communities.

Beginning with the 2013-2014 school year, the staff had adequate opportunities to improve their skills through professional development. The administration has continued to support professional development during the school year as well. Teachers have been provided opportunities to attend workshops through the district, Region 8, and state and national conferences. All teachers were trained by Marcia Tate on Effective Instructional Strategies. Several of our teachers are part of Math and Science Collaborative through Region 8, and our math teachers will be given the opportunity to join Texas A & M Commerce collaborative during this school year. It is very important that teachers participate in continuing education to keep their teaching skills and content knowledge current. For school year 2013-2014 Paris ISD has allowed for planning days for the implementation of the Paris ISD curriculum in all core teaching areas. Other staff members are also receiving staff development during these planning days.

New teachers are well accepted and made to feel at home at Paris Junior High. The staff strives to create a “family-type” atmosphere. The staff plans activities throughout the year to help facilitate the family atmosphere.

Staff Needs:

There is a disparity in the percentage of minority staff verses the percentage of minority students at Paris Junior High. While minority students make up 47.9% of the student body, minority staff represents only 12.2% of the total staff. Although this is an increase from the previous year, continued efforts to recruit minority teachers are warranted. Research conducted by Texas A & M University demonstrated that when the ratios of minority staff closely parallel that of the minority students, the students perform better.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

A key ingredient in a successful instructional program is the involvement of parents and the community in the education of the students. From parent volunteers in the classroom to strong support in financing the educational program through bond issues, involvement of parents and the community is essential to an effective educational program. Parents must become involved in supporting the school through being responsible for their students’ attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their children. The community must become involved by participating in programs such as PTO, supporting bond issues to finance the construction of new facilities or renovation of existing facilities, and serving on the site-based decision-making committees and board of trustees. It is therefore worthy of any teacher’s or school administrator’s time to foster the enhancement of the relationship between the school and the community it supports.

For 2013-2014 Paris Junior High has provided several opportunities for parents to become involved with their children –Mom and Son Date, Wildcat Movie Madness, PTO activities (bake sales, fundraisers, activities sponsored for teachers, chaperones for field trips, dances etc.). According to our survey, parents wanted an opportunity to be involved with our school besides the academic opportunities.

Parent Involvement Strengths:

The school has several roads of communication open to parents, the Texas Connect being the primary tool used to find out about student performance and attendance information. The campus maintains a website specifically designed to keep both parents and students informed of campus news, resources, and events. In addition to these tools, each teacher has a webpage available 24/7 and a campus newsletter is published and distributed to students monthly.. The Paris ISD Parent Survey referenced appreciation of our campus is distributing information to parents.

The parent association continues to be active. The Paris Junior High’s PTO meets monthly, they plan activities for students, teachers, and assist school in campus needs. This past school year, the PTO raised enough money to provide Paris Junior High with five new computers for our library. This contribution made a final of ten new computers for our library. Their goal for SY2013-14 is to provide new benches for our parent pick-up area.

Parent Involvement Needs:

Perhaps the greatest parent involvement need is to get more parents with limited financial resources involved in the education of their children by accessing the Texas Connect website. As may be expected, parents with limited financial resources are least involved, and their children typically are the most in need of such assistance and involvement. During our yearly Open House, we had training for parents on how to access Texas Connect.

Generally, for report card pick-up we have a high percentage of parents to attend. We are also requiring teachers to document parent contacts and be proactive in making contact to parents of struggling students.

Community Involvement Strengths:

The local newspaper is very supportive of the school and readily prints stories concerning the school and school district.

Paris Junior High has been able to access several local organizations for donations for student rewards throughout the year. Sonic, Whataburger, Subway, Applebees, Sirloin Stockade, Little Caesars are all restaurants that have donated coupons or food as incentives for students..

This past year, our PTO found business sponsors for our t-shirt incentives that are given to students for academic progress. The t-shirts were well received by our students, and our PTO will again find sponsors for our campus to be able to reward students for their academic efforts and success.

Community Involvement Needs:

We have found success in asking local businesses to donate, however, sometimes it can be difficult to solicit donations from local businesses since there are five school districts located within the city limits of Paris. Competition among these school districts works a hardship on the local businesses; therefore we try to limit our request.

FACILITIES:

In addition to an effective staff and parent and community involvement, another key ingredient in a successful instructional program is a facility that is conducive to the teaching-learning process. A safe, well lighted, heated, cooled, and ventilated environment with adequate and appropriate supplies, furniture, and equipment is essential in completing the equation for a successful program.

Facilities Strengths:

With the renovations that took place during the transition to Paris Junior High, the campus received a much-needed “facelift.” The restrooms in the auditorium, cafeteria, and main building were renovated. The cafeteria also received a new floor. All classrooms and the inside of the main building were painted. The classrooms also received new carpet, filing cabinets, whiteboards, new teacher desk, and bookshelves.

All teachers also have technology upgrades in their classrooms – each teacher received a new computer, elmo, and data projector. This year, all core teachers were equipped with new ENO (smart boards). Also, each classroom has several student computers within the classrooms. Paris Junior High is now equipped with three student labs to accommodate its student population. Our campus has two newly furnished computer labs. This year we will replace one of our Math labs with new computers.

Paris Junior High has some of the finest facilities for a middle school, including access to a large auditorium, spacious athletic facilities, fine arts area, and a much larger cafeteria.

The campus has also added signs to direct visitors to the front office. It has always been a problem on the campus as to where the front door was located. Several signs have been added to provide direction to our visitors.

The entire campus has given the students and staff a larger area to provide a quality education for our students.

During the 2012-2013 our district installed a new intercom system for Paris Junior High.

Safety has always been a huge concern for the Paris Junior High campus because our students have had to exit and enter the main building every period of the day. Currently, we have installed a new safety system on our doors in which all of our doors are locked at all times. All visitors are required to use the intercom button to be allowed to enter the building. Newly installed cameras and computers allow our new security officer, receptionist, and each principal view of visitors entering our campus. This newly installed system has given many parents and our staff a safer school environment for our students to learn.

Facilities Needs:

Paris Junior High is in need of a new awning for the parent pick-up. Currently, if it is raining during the times of parent drop off or parent pick-up the students wait for their parents in the rain. Our school is also in need of a Kiln for the Art room. Currently, our existing Kiln does not provide proper ventilation and is considered a fire hazard.

Providing the remaining teachers with ENO (smart boards) is of high priority. Because of the high usage of our computer labs by our students, and for use during workshops, there is a definite need to replace the last computer lab with all new computers.

Goals and Objectives

EXCELLENCE GOALS

- Goal #1: A self-disciplined student body, learning together in an atmosphere of mutual respect
- Goal #2: An informed and involved community that actively works together to promote education of recognized excellence
- Goal #3: Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills
- Goal #4: Resources will be provided to achieve an exemplary educational program
- Goal #5: Staff will be highly qualified and representative of the community

Programs and Services

PARIS JR. HIGH SCHOOL Campus Improvement Plan for 2013-2014

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

Objective # 1 To meet or exceed the state average on all STAAR tests taken at the 7th and 8th grades for school year 2013-2014.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.1 Employ program interventions to promote discipline and attendance <ul style="list-style-type: none"> In-School Suspension Lunch Detention SLAM Saturday School 	Local funds	Principal Teachers ISS Aide Teachers	Daily	Review discipline referrals, Saturday school roster	10% Reduction in ISS assignments, PEIMS end of the year report
1.2 All absentees will be contacted by a school official	Local funds	Office Staff Administrators School Messenger	August 2013-June 2014	Review daily attendance	PEIMS attendance report 10% decrease in student absences
1.3 Positive parent contacts (phone or email)	Local funds	All Teachers	August 2013-June 2014	Documentation of contacts made. Teachers are required to turn in parent contact logs every six weeks.	10% Increase in parent participation
1.4 Positive student behavior recognition. <ul style="list-style-type: none"> Pawesome Paws U-turn Awards Student of the Month Fun Friday Incentive t-shirts 	Local funds	Principal	August 2013-June 2014	Student recognized	10% Decrease in discipline referrals

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.5 Provide supplementary interventions, i.e., tutorials, Grand Central Station, inclusion, reduced class size, Success Maker/STAAR Math Lab, PIT Crew (math pullout intervention) Achieve 3000, Read 180/System 44 (9)	Title I, Part A Title II, Part A Local Funds SCE	Sp Ed Director G/T Director Principal Fed. Programs Director	August 2013-June 2014	Decrease in failure rate at DAEP placement. Increase in STAAR scores.	100% of eligible students receive supplementary interventions
1.6 Provide an Alternative setting for disruptive students (DAEP) (9)	SCE District funds	Principal	August 2013-June 2014	DAEP membership roster, discipline reports	PEIMS Discipline Report 10% decrease in alternative school placement
1.7 Provide a reintegration plan following placement at DAEP to decrease percentage of repeat SPED student placements at DAEP. Leadership/Character class - Impact	Special Ed funds Local funds	SP ED administrator/ staff Campus Administrator/ Counselor	August 2013-June 2014	Decrease in repeat DAEP placements for SPED students	100% of DAEP transitional students served
1.8 Decrease the percent of PISD SPED students assigned discretionary ISS removals to meet performance Level 1 standard.	Special Ed funds Local funds	SPED administrator Campus administrator/ staff	August 2013-June 2014	Decrease in repeat ISS placements for SPED students	15% Decrease in repeat ISS placements for SPED students
1.9 Continue random drug testing for students involved in competitive extracurricular activities	District Budget	Asst. Superintendent, Principal	August 2013-June 2014	Log of random students chosen for testing	100% of students tested are drug free
1.10 Coordinate with Crockett Intermediate School to provide orientation and expectations to facilitate the transition to Paris Junior High School (7)	Local funds	Principal	Spring 2014	Orientation scheduled	100% of students transition into Paris Junior High School smoothly
1.11 Review campus policies in Staff Handbook regarding student expectations, such as dress code, tardies, classroom policies, and cell phone policy for students.	Local fund	Principal	August 2013	Faculty Meeting Agenda, Student grade level assemblies on the first day of school.	100% of faculty members participate in handbook review
1.12 Teachers were trained in signs to watch for bullying. Theatre Arts department presents play about bullying. Presenters such as Rob Snow, Buffy Coleman, and others through local churches or organizations guest speakers at PJH.	Local fund Local Organizations – Red River Down Syndrome, First Baptist Church Federal Funds	Principal Counselors Local Leaders	August 2013	Faculty Meeting Agendas, School wide Assemblies	100% of faculty trained on reporting bullying incidents. 100% of students attend bully assemblies.

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

Objective # 2 Paris Junior High School will ensure that 100% of students will complete a four year plan for high school.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.1 Utilize Professional Learning Communities to monitor student success, share expertise and teaching techniques (3)	Local funds	Core team leaders and Administrators	August 2013-June 2014	3 rd and 6 th week grade reports.	15% reduction in retention rate
2.2 Provide STAAR awareness opportunities for parents (6)	Local funds Title I, Part A	Administrators and Secondary Curriculum Coordinator	August 2013-June 2014	Parent Participation	100% of parents attend STAAR awareness opportunities
2.3. Promote self-esteem to result in a positive self-concept, self - control, and academic success	Local funds	Staff	August 2013-June 2014	Awards Assembly, Display of student work, Attendance rewards, Student of the Month, Pawesome Paws, U-Turn, Incentive t-shirts	85% of students recognized for an award
2.4 Increase student awareness of career requirements through the Kuder assessment to our 8 th graders.	Paris High School CATE department	Administrators Individual teachers Paris High School Career Counselor	August 2013-June 2014	Guest Speakers to supplement assessment	100% of students will complete 4-year plan for high school.
2.5 Implement an advisor/advisee program to provide assistance, advice, and monitor the academic and social development of small groups of students (Sister 2 Sister, Brother's Unlimited, IMPACT)	Local funds	Classroom Teachers / Counselor NHS/PHS Student Council sponsors Principal	August 2013-June 2014	At the end of the 3 week grading period and at the end of the 6 week grading period	15% reduction in failure rate
2.6 Decrease the dropout rate among all students by providing counseling services and supplemental programs (9)	Local funds	Principal Counselors Teachers Judge Superville	August 2013-June 2014	Supplemental programs implemented	Reduce students dropout rate to <1%
2.7 Increase parental involvement by providing refreshment, child care, door prizes, etc. during parent activities (6)	Local funds Title I, Part A	Principal	August 2013-June 2014	Meeting agendas Sign-in log	10% increase in parent involvement
2.8 Communicate with parents opportunities for volunteering at school (6)	Local funds Title I, Part A	Principal	August 2013-June 2014	Website Newsletter Flyers sent home	10% increase in parent volunteers
2.9 Utilize outside agencies to reduce truancy	Outside agency funds Local funds	Administrators Judge Superville	August 2013-June 2014	Attendance rate	20% reduction in truancy PEIMS attendance report

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.10 Implement Career Awareness	Paris Junior College Paris Economic Development	Counselors Principals Teachers Paris Junior College Staff	August 2013-June 2014	Students examine various jobs of interest	All 8 th grade student have an idea of a career path before entering high school
2.11 Parental Involvement Opportunities – Staff will sponsor along with PTO three events for the 2013-2014 school year for parents (Mom and Son Date Night, Wildcat Movie Madness, and Valentine’s Dance)	Title I, Part A Local Funds Business Sponsors	Teachers Principals Parent Volunteers	August 2013-June 2014	Sign-in log	10% increase in parent involvement
2.12 Character Lessons	Local Funds	Teachers Counselor Principal	Once every six weeks	Lesson Plans	100% of all students will participate in character classes during each six weeks.
2.13 Equipment needs for highly qualified core content classes such as Art	Local Funds Title I, Part A	Teachers State and Federal Director Principal	August 2103-June 2014	Staff Survey of equipment needs	100% of all teachers will have adequate equipment to provide a rigorous and challenging instructional learning environment for our students

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

Objective # 3 **Paris Junior High School will maximize individual academic excellence by implementing a challenging, relevant curriculum utilizing technology by the end of school year 2013-2014**

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1 Integrate technology in all areas of teaching and learning (2)	Local funds Title I, Part A Title II, Part A Title III SCE Bilingual/ESL	District/campus technology persons; Classroom teachers Principal	August 2013-June 2014	Increased proficiency of technology	100% of teachers proficient on technology in PDAS
3.2 Students will be scheduled into computer lab to receive additional reinforcement of STAAR instruction using Study Island and Skills Tutor, Istation and Think through Math (9)	Local funds Title I, Part A SCE	Technology Center coordinator Math Lab teacher	August 2013-June 2014	3 rd and 6 th week grade reports.	10% reduction in STAAR failures
3.3 Conference with individual students regarding 2012-2013 STAAR performance (2)	Local funds	Core team leaders	August 2013-June 2014	100% of students will be counseled	100% of students will be counseled
3.4 Provide a continuum of placement options for all children (9)	Local funds	G/T Coordinator; SP ED Coordinator; Principal	August 2013-June 2014	15% Reduction in failure rate at reporting periods; 10% reduction in discipline referrals	15% Reduction in failure rate at reporting periods; 10% reduction in discipline referrals
3.5 Provide support for students in the general educational setting who are identified as special populations (9)	Special ED funds G/T funds Local funds	Sp Ed Director G/T director Principal	August 2013-June 2014	15% Reduction in failure rate at reporting periods; 20% reduction in discipline referrals	15% Reduction in failure rate at reporting periods; 20% reduction in discipline referrals
3.6 Provide on-going staff development for teachers to increase awareness of program options and requirements (4)	Special ED funds G/T funds Local funds Title I, Part A Title II, Part A Bilingual, ESL Title III	SP ED Coordinator G/T Coordinator Principal	August 2013-June 2014	Students success in program setting	100% of staff will be highly qualified in 2013-2014

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.7 Implement instructional programs that address specific strategies for student mastery of STAAR objectives. (2)	Local funds Title I, Part A Title III Bilingual/ESL Special Education	Core teachers and campus technology	August 2013-June 2014	Benchmark Assessments DMAC	10% increase in STAAR scores
3.8 Implement project based learning strategies (9)	Local funds Special ED funds	Core Teachers	August 2013-June 2014	Monitoring of Lesson plans Principal Walkthroughs	TAPR 100% of teachers observed in PDAS
3.9 Continue to implement student intervention (GIST Process) that provides students with support which allows them to participate and progress in the general education curriculum (9)	Special ED funds Local funds	SPED Administrators Principal	August 2013-June 2014	Student progress on 3 rd and 6 th week grade reports	10% decrease in special education referrals
3.10 Provide inclusion support for Special Education students to promote success in general education curriculum (9)	Special ED funds	Special Education Coordinator	August 2013-June 2014	Principal Walkthroughs Core Teachers Surveys	50% increase in passing rate for participating students
3.11 Continue implementing the Paris ISD curriculum for all core subject areas (2)	Local funds	Principal Core Teachers	August 2013-June 2014	Lesson plans	5% increase in passing rate on STAAR tests
3.12 Administer SRI to all at-risk students	Title I, Part A SCE Local Funds	Counselors Teachers	August 2013-June 2014	SRI administered	100% of all at risk students in lab administered SRI
3.13 Administer SMI assessment to all at risk students	Title I, Part A SCE Local Funds	Counselors Teachers	August 2013-June 2014	Math assessments administered	100% of all at risk students in lab administered SMI
3.14 Students will be given the opportunity to attend extended tutorials during Super Saturday 4 STAARS	Title I, Part A SCE Local Funds	Coaches Teachers	January 2013 – April 2014	STAAR scores	10% Increase in all STAAR scores for all students in 2013-2014
3.15 Integrate technology in all areas of teaching and learning. Paris JH students will have access to a mobile IPAD lab. All core teachers will have ENO (smart boards) in their classrooms and will be required to attend training for its use. (2)	Title I, Part A SCE Local Funds	District/campus technology persons; Classroom teachers Principal	August 2013-June 2014	Students and teachers will have increased proficiency of technology	100% of teacher proficient on technology in PDAS. 100% of core teachers trained and proficient in using ENO boards.
3.16 All students will participate in PJH Science Fair. The winners of the Science Fair will be given the opportunity to compete in the Region and possibly state Science Fairs	Title I, Part A SCE Local Funds	Coaches Teachers	Spring 2014	STAAR Science Scores	10% Increase in all STAAR Science scores for 2013-2014

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.17 The library will be open afterschool on Tuesdays for parents and students to access.	Local Funds	Librarian Principal	January 2014	Sign-In sheet	10% of our students accessing the library during afterschool hours

Strategic Goal #4**Resources will be provided to achieve an exemplary educational program****Objective 4.1****By May 2014, 80% of all students and each student group, including Special Education and LEP students tested, will pass all portions of the State assessment and the school will meet AYP in every area measured.**

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.1 Benchmark tests will be given for all STAAR sub-tests to evaluate mastery level (2)	Local funds	Principal, Core team teachers	Monthly	Benchmark results, report cards	80% of all students will pass all portions of the state tests, meet ARD expectations.
4.1.2 Continue supplementary classes in reading and math for students identified as at-risk (classes during school day) (9)	SCE	Principal Counselor State/Federal Programs Director	Each six weeks	Benchmark results, report cards	80% of all students will pass all portions of the state tests
4.1.3 Provide STAAR tutorials to give students additional tutorials in preparation for STAAR (spring semester) (9) <ul style="list-style-type: none"> • PIT crew Math pull-out • SLAM2 (ELAR) • Saturday 4 STAARS • Math Madness 	Local funds Title I, Part A SCE	Principal	Spring Semester 2014 Weekly	Benchmark results	80% of all students will pass all portions of the state tests
4.1.4 Provide teacher for reduced class size for at-risk students (9)	SCE	State/Federal Programs Director	Each six weeks	Attendance records, report cards	80% of all students will pass all portions of the state tests
4.1.5 Provide supplies, materials, equipment, contracted services, and fees for SCE supplemental programs and services (9)	SCE Title I, Part A	Principal State/Federal Programs Director	Monthly	Budget requests, purchase orders	80% of all students will pass all portions of the state tests

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.6 Provide services (as needed) for students identified as homeless (9)	Title I, Part A SCE Bilingual/ESL Title II, Part A Title III, ESC 8 Shared Services Arrangement Local	State/Federal Programs Director, Principal, Homeless Liaison	Weekly	Homeless forms	80% of all students will pass all portions of the state tests
4.1.7 Continue using the school resource officer to maintain a high level of security at the school. New door security systems with cameras for entrance into building.	Local funds	Principal State/Federal Programs Director	End of each semester	Incident reports	10% reduction in incident referrals
4.1.8 Provide summer school for students who fail core content courses and accelerated instruction for SSI students. (9)	Local funds SCE funds Title I, Part A	Principal, State/Federal Programs Director	Summer 2014	Attendance records, report cards	85% passing
4.1.9 Provide an afterschool tutorial program for students to attend to get additional assistance in the core subject areas (Study Like a Maniac) (9)	Local funds	Principal	Weekly	Attendance records Teacher grade book	100% of students will be offered tutorial services 10% increase in STAAR scores
4.1.10 Recruit, identify, and provide services to identified Migrant students (9)	Title I, Part C funds	Migrant Coordinator	Weekly	Number of COEs processed	100% of identifies students served
4.1.11 Identify and serve students identified as dyslexic (9)	Local funds SCE	Principal Teacher	Monthly	Attendance records	100% identified students served
4.1.12 Use motivational techniques to improve attendance, i.e., Awards Assembly for perfect attendance trophies (2)	Local funds Donations	Principal	August 2013 -June 2014	Daily Attendance	5% increase in attendance
4.1.13 Provide horizontal and vertical curriculum alignment for teachers so that all TEKS objectives are adequately met (2)	Local funds	Principal; Secondary Curriculum Director	August 2013 -June 2014	Aligned curriculum for all subjects	10% increase in STAAR scores for all subpops
4.1.14 Seek and utilize district and external funds to provide the best available electronic and infrastructure resources to integrate technology into all aspects of the educational process (2)	Title I, Part A Title III SCE Bilingual/ESL Local funds	State/Federal Programs Director, District Technology Coordinator, Secondary Curriculum Director	Each six weeks	Increased proficiency of technology	20% of all computes replaced

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.15 Implement Success Maker computer lab, Achieve 3000 and Read 180 lab/System 44 for identified at-risk students (9)	SCE funds Title I, Part A	Principal, Counselor, State/Federal Programs Director	Each six weeks	Benchmark results, report cards	10% increase in STAAR scores for at-risk students
4.1.16 Provide services to all foster children	Local SCE Bilingual/ESL Title I, Part A Title II, Part A Title III, ESC 8 Shared Services Arrangement	Deputy Superintendent of Curriculum Student Services State/Federal Programs Director Principal Foster Care Liaison	Ongoing	Tutorial logs Credit check lists Summer School participation reports Home visits Family survey Student Assessment results Student report card grades Attendance	100% increase in foster student achievement on State assessments
4.1.17 Teachers will be involved in the selection of assessment instruments (8)	Local funds	Principal Site-Based Decision-Making (SBDM) Committee	August 2013-June 2014	SBDM agenda SBDM minutes	100% of core teachers involved in the selection of assessment instruments
4.1.18 Provide salaries and benefits commensurate with other area schools to attract and retain highly qualified teachers. Teachers received pay increase. (5)	Local funds Title I, Part A funds Title II, Part A funds SCE	Board of Trustees Superintendent Principal	August 2013	Salary schedule	100% core academic classes taught by highly qualified teachers
4.1.19 Identify/serve ELL students with a certified ESL teacher in addition to regular classroom instruction. (1, 9)	Local funds Bilingual Education funds	Classroom teachers, LPAC, ESL teacher	Weekly	LPAC records, PEIMS, ESL attendance, records, ESL Annual Review	80% of English language learners will increase one or more proficiency levels in English.
4.1.20 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 schoolwide program designed to	Local funds	Principal	August 2013-June 2014	Federal grant applications	100% of programs and funding are coordinated

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
upgrade the entire instruction program. (10)					
4.1.21 Provide opportunity for all core teachers to develop professional learning communities by providing a common planning period. (4)	Local funds	Principal Counselor PEIMS secretary	August 2013-June 2014	Master schedule	100% of core teachers assigned common planning period.
4.1.22 Implement STEM Science programs. (9)	SCE Title I, Part A	Science coach Principal Teachers	August 2013 – June 2014	Report cards Benchmark results	80% of students participating
4.1.23 Unit Assessments in DMAC for Social Studies, Math, Science	Local Funds	Teachers Secretaries	Ongoing	DMAC data	Above 50% on STAAR for African Americans and Economically Disadvantaged
4.1.24 Design performance indicators to be more interactive in Social Studies	Local Funds	Teachers	Ongoing	Student produced class products	100% of students completing Performance Indicators
4.1.25 Social Studies students to access Study Island	Local Funds Title I, Part A SCE	Teachers Computer Technician	Ongoing	Increase computer lab usage for students Calendar	100% of students accessing Study Island
4.1.26 Social Studies Tutorials for African American and Economically Disadvantaged students	Local Funds Title I, Part A SCE	Teachers Principals	January 2014 to April 2014	DMAC data Benchmark results	Above 50% on STAAR for African Americans and Economically Disadvantaged

Objective 4.2

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	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.2.1 Actively recruit highly qualified teachers, professionals, and paraprofessionals that are representative of the student population with regard to ethnicity (3)	State Funds Local Funds Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	At time of job openings	Visits to TAMU Visits to job fairs Position openings on website	100% core academic classes taught by HQ teachers, 100% paraprofessionals meet NCLB requirements
4.2.2 Provide a yearly stipend of \$2,000 for bilingual teachers, \$1500 for ESL teachers, and \$300 for bilingual paraprofessionals. Teachers will be paid above state base. All teachers received a pay increase for 2013-2014(3)	Local Funds Bilingual/ESL Funds	Principal, Human Resources Dept.	August 2013	Payroll records	100% core academic classes taught by HQ teachers, 100% paraprofessionals meet NCLB requirements
4.2.3 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 (3)	Local Funds State Funds Title I, Part A Title II, Part A SCE	Principal, Human Resources Department	August 2013	Personnel assignment records	100% of low income and minority students are taught by HQ teachers
4.2.4 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"> • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. 	Local funds	Principal SBDM Committee	As needed	Interviews conducted	100% of new hire Highly Qualified

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> 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 (3) (5) 					

Objective 4.3

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.

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.3.1 Reimburse teacher expenses for certification tests/fees, etc., for teachers to become highly qualified as funds are available (3)	Title II, Part A funds	Principal, State/Federal Programs Director	Monthly	Memos, purchase orders	100% of teachers are highly qualified on TEA reports
4.3.2 Provide staff development, certification training, fees, etc. for all teachers to become highly qualified (3)	Title II, Part A funds	Principal State/Federal Programs Director	Monthly	Memos, records of participation	100% of teachers are highly qualified on TEA reports
4.3.3. Provide instructional facilitator to provide professional development in core academic subject areas (4)	Title II, Part A funds	Principal, State/Federal Programs Director	Each six weeks	Activity Logs	10% increase in STAAR scores
4.3.4 Provide professional development regarding motivating students and creating a positive attitude toward school. (4) <ul style="list-style-type: none"> • Marcia Tate • Aric Bostick • Champs • Ambassador Training • Riney Jordan 	Title II, Part A funds Title I, Part A	Principal State/Federal Programs Director Special Education	August 2013	Training schedule Sign-in log	100% of teachers provided motivational training
4.3.5 Survey 7 th and 8 th grade staff for professional development needs (4)	Title II, Part A funds Title I, Part A	Principal SBDM Committee	April-May 2014	Survey results	10% increase in STAAR scores
4.3.6 Provide staff development opportunities for administrative staff (4) <ul style="list-style-type: none"> • Fundamental Five • Ambassador Training • Middle School Conference • Texas Association of Secondary Principals etc. 	Local Funds Title I, Part A Title II, Part A SCE	Principal SBDM Committee	April-May 2014	Training schedule Sign-in log Records of participation	10% increase in STAAR scores
4.3.7 Implement planning days for staff to align the Paris ISD curriculum	Local Funds	Principal Curriculum Directors Teachers	August 2013- June 2014	Teacher planning documents	All core teachers will complete lesson plans in their departments, providing for a more aligned curriculum.

Strategic Goal #5**Staff will be highly qualified and representative of the community****Objective # 5****Paris Junior High School will participate in professional growth opportunities for staff members to ensure academic excellence and quality decision-making**

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
5.1 Services for gifted/talented students will be improved through the requirement of 30 hours of G/T training for new G/T teachers, and 6 hours annually for teachers who have met the 30 hour requirement (4)	G/T funds	G/T Staff	August 2013 - June 2014	Participation in G/T training.	100% of G/T teachers and campus administrative staff will meet requirements of G/T state plan
5.2 Teachers will receive staff development in problem solving and higher order thinking skills (4)	G/T funds Special Education funds	Sec. Ed. Dir.; G/T Coordinator; Special Ed. Coordinator	August 2013 - June 2014	Participation in staff development.	10% increase of skills on STAAR
5.3 Provide professional development on integrating technology into all aspects of the educational process and require participation as appropriate to staff roles (4)	Local funds Title I, Part A Title I, Part A Title III Bilingual/ESL SCE	District/campus technology staff; Campus technology coordinator; Principal	August 2013 - June 2014	Increased proficiency of technology	100% of teachers proficient in technology on PDAS
5.4 Provide professional development on strategies to reach students with learning disabilities and/or other problems, which hinder the learning process (4)	Local funds Title I, Part A Title I, Part A Title III Bilingual/ESL SCE	Principal, Special Ed. Coordinator	August 2013 - June 2014	Benchmarks Report Cards	TAPR 15% reduction in failure rate for participating students

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: AEIS Results

<http://www.tea.state.tx.us/index2.aspx?id=2147510178>

Attachment D: Schoolwide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a schoolwide 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 schoolwide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. Schoolwide 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 provided 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 schoolwide 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 participates in 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.

Attachment F: 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 North Lamar Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the North Lamar 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.