

Programs and Services

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 2014-2015 with at least 97%.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
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 Budget	Assistant Principal Registrar	Daily	Phone logs; home visit logs; PEIMS attendance report	Attendance rate will exceed 90% and Meet campus target of 97%
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	Weekly	Attendance records Phone logs	Attendance rate will exceed 90% and meet campus target of 97%
1.1.3 Continue recognition of Perfect Attendance at Awards Assembly (Title I SW: 2) (Target Group: All)	Local Budget	Assistant Principal PEIMS Secretary	May 2015	Attendance records	Attendance rate will exceed 90% and meet campus target of 97%
1.1.4 Drop-out rate will remain at zero	Local Budget Federal Programs	Assistant Principal Attendance Clerk Principal Counselors	Every 3 weeks	Attendance records	Dropout % will remain zero.
1.1.5 Conduct Saturday School for students with excessive absences and make-up of days missed (Title I SW: 6) (Target Group: All)	District budget Federal Programs	Principal Assistant Principal	As needed	Attendance records	Decrease retention rate due to failure by 10%

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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.2.1 Review and revise campus discipline procedures to meet the needs of our	Behavioral RTI Program Focus Program	Principal Assistant Principals	August 2014	Discipline Committee Meeting Agenda: Plan	PEIMS Discipline Incident Count

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.2.2 Continue social skills and focus on common school expectations and terminology; Leadership Team implement "Capturing Kids' Hearts" techniques with staff; implementation for school-wide program in 2015-16 with training for entire Crockett Staff (Title I SW: 2) (Target Group: All)	Campus budget Title I, Part A	Principal Counselors Staff	October 2014	Teacher Observation	PEIMS Discipline Incident Count; 100% student participation
1.2.3 Implement a system for core teachers checking in with ISS students during Team Planning Period to assist with missed instruction. Investigate a plan for implementing computer intervention during ISS assignment. (Title I SW: 9) (Target Group: At-risk)	Title I Local Funds State Compensatory	Assistant Principal, Teachers	August 2014	Intervention logs/attendance sheets	10% increase in STAAR performance for students that have been in "ISS"
1.2.4 Personnel in place to manage and intervene with discipline of special needs students; Focus Program	Special Education budget	Special Education Director, Principal, Focus Re-Director	August 2014	Special services student discipline referrals to the office.	PEIMS Discipline Incident Count of Special services students; 100% teacher participation
1.2.5 Monitor and make adjustments to Behavioral RTI program. (Title I SW: 9) (Target Group: At-risk)	Title I Local Funds	Federal Programs Director Principal Teachers	School Year 2014-15	Discipline referrals to the office; Assignments to ISS	PEIMS Data; 100% teacher participation
1.2.6 Continue to utilize PISD Safety & Security Officer	Local budget	Deputy Superintendent	Ongoing	Incident reports	PEIMS Discipline Incident Count Reduce discipline referrals by 15%
1.2.7 Promote a safe, drug-free environment	Local budget Title I, Part A	Principal Counselors	Ongoing	Lesson plans Newsletter Website	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%
1.2.8 Provide transition to Crockett Intermediate School for 4th grade students and successful transition to PJH for 6 th grade	Local Funds	5th Grade teachers; counselors, Principal	Spring 2015	Schedule for 4th Grade and 6 th Grade visits; Newsletters; Successful transition of students to 5th grade	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.2.9 Recognize good citizenship on Report Card and Awards Assembly	Local Budget	Homeroom Teacher	Semester	Report Card and Awards Assembly	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%.

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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.1.1 Implement a re-designed web presence to include social media, School Messenger, E Notes, team newsletters (Title I SW: 6) (Target Group: All) (NCLB: 1)	Local Budget	Principal Staff	August 2014	Interaction on Social Media;	Summary of parent, student and teacher surveys; increase survey completion by 10%
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 community. (Title I SW: 6) (Target Group: All) (NCLB: 1)	Campus Budgets Fundraisers Sponsorships	Principal Teachers Parent Association	Every semester	10-1 Student to teacher/chaperone on all extracurricular events	Summary of parent, student, teacher surveys; increase in survey completion by 10%
2.1.2 Continue "Back to School Event" with schedule pick up and pep rally	Campus budget	Principal SET	August 2014	Social Media interaction; newspaper announcements; Schedules	Percentage of schedules picked up
2.1.3 Communication of goals and activities to parents through: <ul style="list-style-type: none"> • Parent orientation first week of school • Open House • Crockett Chronicles Newsletter • School website & Social Media • Parent forums • Parent meeting to explain scheduling • Family Math Nights 	Campus and district budget Title I, Part A	Principals Teachers Bilingual Parent Liaison	School Year 2014-2015	Printed and electronic communications materials 20% increase in positive parent contacts	Summary of parent, student and teacher surveys; increase survey completion by 10%

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Team newsletters • Home visits • Cultural/Seasonal Events 					
2.1.4 Use of School Messenger and E Notes (Title I SW: 6) (Target Group: All) (NCLB: 1)	Local budget	Principal	August 2014	Parent/Teacher Conferences	Summary of parent, student and teacher surveys; increase survey completion by 10%
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	October 2014	Sign in sheets; Phone and Contact logs; counselor home visits;	10% Increase in the number of parent participants
2.1.6 Implement Family Computer Lab and Library Nights with suggestions for book selections and home access to school resources. (Title I SW: 6) (Target Group: All)	Federal Programs Title I, Part A	Principal District Instructional Technology Specialist Librarian	Spring 2015	Newsletters; Sign in sheets	10% Increase in the number of parent participants
2.1.7 Post classroom lesson plans on the Teacher websites. Make available a parent portal for Texas Curriculum Management Program Cooperative TEKS Resource System Portal (Title I SW: 6) (Target Group: All)	Local budget	Principal Teachers	Weekly	Newsletters	10% increase in number of responses on the parent survey about curriculum communication
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	Principal Federal/State Programs Director	Weekly	Newsletters; Universal screening results	10% increase in number of responses on the parent survey about communication
2.1.9 Provide liaison between parents and school for ELL students. (Title I SW: 6) (Target Group: All)	Title I, Local Funds Bilingual/ESL Funds	Counselor(s), Federal/State Programs Director, ELL Liaison	2014-2015 School Year	Notes from meetings, sign-in sheets for events	10% increase in number of parent participants
2.1.10 Participate in ParisISD Ambassador program to promote a positive image in the community. (Hello My Name Is Public School and I have an Image Problem) book available in library for staff checkout (Title I SW: 4)	Title I, Title IIA ,Principal and Teacher Improvement Local Funds	Assistant Principal(s), Federal/State Programs Director, Principal, Teachers	2014-2015 school year	Agendas and sign-in sheets	10% increase in positive comments in end of year parent survey results

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

Objective 3.1: {READING} 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 in May 2014, 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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1.1 Continue to add classroom computers, as district infrastructure allows, to increase student access and replace computers that do not meet current district minimum specifications; multimedia student stations and teacher stations in all classrooms (Title I SW: 2) (Target Group: All)	Title I Parent Organization Local Funds State Compensatory	Campus Instructional Technology Contact, Principal	2014-2015 school year	Inventory list of computers and equipment repair records	All classrooms have at least 2 computers that are accessible to students and meet district specifications; Teachers will have projector, document camera, interactive whiteboard and computer
3.1.2 Continue Virtual Science Lab for grades 4-5. (Title I SW: 2)	Title I, Local Funds, State Compensatory	Principal, Science lab Teacher	School Year 2014-2015	Virtual Science Lab schedule and attendance	Meet or Exceed state average on state mandated science test
3.1.3 Utilize mobile technology for curriculum enrichment and enhancement (Title I SW: 2)	Local budget Federal Programs	Principal, Core teachers	School Year 2014-2015	Student Technology Applications as performance indicators	Improvement on Teacher STAR Chart (<u>School Technology and Readiness</u>)
3.1.4 Provide distance learning opportunities (Title I SW: 2) (Target Group: All)	Title I, Parent Organization, Local Funds, State Compensatory	District Technology Integration specialist, Teacher(s)	Monthly opportunities 2013-2014 school year	Budget requisitions teacher lesson plans Specialist	10% improved raw scores on state assessments
3.1.5 Continue integration of Technology Applications TEKS in all curriculum areas (Title I SW: 2)	Campus/district budget Federal Programs	Principal Federal Programs Director		Lesson plans Administrator observation-Evaluation	Summary of teacher surveys will show an increase in use by 10%
3.1.6 Continue to implement the Paris ISD curriculum (Title I SW: 2)	Local budget	Deputy Superintendent for Curriculum, Curriculum Director, Principal	School Year 2014-2015	Lesson Plans	80% of all students will pass all portions of the STAAR, meet ARD expectations

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1.7 Continue protected instructional time 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 budget	Principal, Academic Coaches, Core Curriculum Teachers	School Year 2014-2015	Master Schedule Lesson Plans	80% of all students will pass all portions of the STAAR, meet ARD expectations
3.1.8 Continue academic team structure to enhance the learning environment (Title I SW: 9)	Title I, Part A, SCE, Local Budget	Principal	School Year 2014-2015	Meetings Scheduled	80% of all students will pass all portions of the STAAR, meet ARD expectations
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	School Year 2014-2015	Lesson Plans Student Products Sign in sheets	80% of all students will pass all portions of the STAAR, meet ARD expectations
3.1.10 Provide Extended Day Tutorials for identified students in preparation for STAAR (Title I SW: 9)	SSIG, Title I, Part A and SCE, Local Budget	Principal, Teachers	January 2015	Tutorial Schedule	80% of all students will pass all portions of the STAARS, meet ARD expectations
3.1.11 Implement universal screening with STAR Reading and STAR Math to determine differentiated instruction; continue district benchmark assessments for data to differentiated instruction. (Title I SW: 2)	Local budget Title I Part A	Principal, Core team teachers	Monthly	Benchmark results Universal Screening Results Report cards	80% of all students will pass all portions of the STAAR, meet ARD expectations
3.1.12 Continue to build a library collection that supports all curriculum areas and reading interests; Create a summer library program. (Title I SW: 2)	Title I, Parent Organization, Local Funds, State Compensatory	State/Federal Programs Director, Librarian, Math Academic Coach	2014-2015 school year	Library circulation records, summer library sign in sheets	10% increase on STAAR scores in reading, writing, science and math
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	Title I, Local Funds, State Compensatory	Assistant Principal(s), Core Subject Teachers, Academic Coach, Principal	2014-2015 school year	Classroom observations, Master Schedule, Rtl records	10% increase on raw score on state mandated reading test

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
quality instructional materials for differentiation (Title I SW: 2) (Target Group: All)					
3.1.14 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	Local budget	State/Federal Programs Director; District technology coordinator	Each six weeks	Completion of Texas STAR Chart	Technology inventory will increase and campus technology capabilities will be 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, Local Funds, State Compensatory Title II, Part A	Core Subject Teachers, Federal/State Programs Director, Academic Coach	2014-2015 school year	Sign in sheets; agendas; budget requisitions; Attendance Sheets;	10% increased raw score on state mandated tests and math assessments

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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.1 Identify/serve ELL students with a certified Bilingual or ESL teacher and materials (Title I SW: 9)	Local Budget Title I, Part A Title II, Part A Title III, Region 8 SSA Bilingual Ed. Funds SCE	Principal, State/Federal Programs Director	Ongoing	Lesson plans	80% of all students will pass all portions of the STAAR, meet ARD expectations
4.1.2 Provide counselor for students in need (Title I SW:9)	SCE	Principal, State/Federal Programs Director	Each six weeks	Counselor logs, reports	80% of all students will pass all portions of the STAAR meet ARD expectations
4.3.2 Provide a yearly stipend for bilingual teachers, ESL teachers, and bilingual paraprofessionals. (Title I SW: 2 and 5)	Local Budget Bilingual/ESL Funds	Principal, Human Resources Department	School Year 2014-2015	Personnel records	100% of core academic classes will be taught by Highly Qualified teachers and

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
					100% Highly Qualified staff will be maintained
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)	SSIG, SCE Title I, Part A	Principal, State/Federal Programs Director	June 2015	Attendance records, report cards	85% passing
4.1.4 Provide services (as needed) for students identified as homeless (Title I SW: 9)	Title I, Part A, Local Budget, Community Resources	State/Federal Programs Director, Principal, Homeless Liaison	Weekly	Homeless forms	100% homeless students offered services
4.1.5 Provide supplementary services through Region 8 Cooperative (Title I SW: 2)	Title I, Part A, Local budget	Principal, State/Federal Programs Director	End of each semester	Record of services used	10% increase on raw scores on state mandated reading tests and classroom assessments
4.1.6 Recruit, identify, and provide services to identified Migrant students (Title I SW: 9)	Title I, Part C	Migrant Coordinator	Weekly	Number of COEs processed	Certificates of Eligibility on file
4.1.7 Use intervention computer lab for identified at-risk students (Title I SW: 9) (Target: Identified Students)	Title I, Part A SCE	End of each six weeks	Attendance records, report cards	TARP results, Consolidated Reading Report	85% of all students will pass all portions of the STAAR, meet ARD expectations
4.1.8 Provide Services to foster children on all campuses	Local Budget SCE Bilingual/ESL Title I, Part A Title II, Part A Title III, ESC & Shared Services Arrangement	State/Federal Programs Director Principals Foster Care Liaison	Ongoing	Tutorial logs Summer School participation reports Home visits Family survey Student report card grades	10% increase in foster student achievement on State assessments

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.9 Identify and serve students identified as dyslexic (Title I SW:1 and 9)	Local budget, SCE, Title I	Principal, Teacher	Monthly	Attendance records	100% identified students served
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 Budget, State and Federal budgets	Principal	Ongoing	Federal grant applications	Programs and funding are coordinated

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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.2.1 Continue Socrates for identified students, Future Problem Solving (Target Group: GT)	G/T funding	G/T Director G/T teachers	February 2015	Lesson plans Teacher observation	15% reduction in failure rate; 20% reduction in discipline referrals
4.2.2 Continue Student Council with service time requirements (Title I SW: 2)	Local budget Student fundraising	Principal Asst. Principal	September 2014	Teacher Observation Student observation Parent & community observation	End of year community projects completed
4.2.3 Continue participation in County-Wide Spelling Bee (Title I SW: 2)	Local budget	ELAR Teachers	January 2015	Lesson plans Teacher observation Contest questions	15% reduction in failure rate; 20% reduction in discipline referrals
4.2.3 Certificates for A, A/B honor roll (Title I SW: 2)	Local budget	Principal Technology teacher	Each six weeks	Certificates printed	10% increase in passing rate on STAAR results
4.2.4 Continue Traditional Science Fair	Local Budget	Principal Science/Social	December 2014	Lesson Plans	Increase in number of

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
with the addition of PISD STEAM (Title I SW: 2)		Studies Teachers		Teacher Observation	participants in traditional science fair
4.2.5 Continue Fine Arts Electives (Music, Art, Band, Choir)	Local budget	Counselor, Elective Teachers	School Year 2014-2015	Rotation schedule	Increase participation in art contests Performances at community events

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.

Activities/Strategies	Resource Allocation	Person(s) Responsible	Timeline	Formative Assessment	Summative Evaluation
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:3)	State Funds Local Budget Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	At time of job openings	Personnel records	100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained
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	2014-2015 school year	Applications for reimbursement	100% of teachers are highly qualified on TEA report
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-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer	Local funds	Principal SBDM Committee	As needed	Interviews conducted	New personnel hired

Activities/Strategies	Resource Allocation	Person(s) Responsible	Timeline	Formative Assessment	Summative Evaluation
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)					
4.3.4 Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive) (Title I SW: 5)	Title I, Title IIA Principal/Teacher Improvement	Federal/State Programs Director, Principal	2014-2015 school year	Professional development scheduled	100% of aides are highly qualified on TEA report
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)	Local Budget State Funds Federal Funds	Principal, Human Resources Department	Beginning of each semester	Low income and minority students are taught by HQ teachers	100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained

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	Timeline	Formative Assessment	Summative Evaluation
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 Budget	Principal State/Federal Programs Director	Monthly	Memos, records of participation	All staff will be highly qualified
4.4.2 Provide training on the RtI model (Title I SW:4)	Local Budget Title I, Part A Title II, Part A Special Education funds	Principal	Ongoing	Training schedule Sign-in logs	Students identified and appropriately placed
4.4.3 Provide hardware and/or software, professional development in technology curriculum integration, and distance learning (Title I SW:4)	Local budget Title I, Part A SCE	Principal State/Federal Programs Director	Each semester	Equipment Inventory	Increased technology inventory by 20%, documented professional development records
4.4.4 Staff development through Region 8 cooperative, conferences, consultants and workshops designed to improve staff	Local budget Title I, Part A Title II, Part A	Principal State/Federal Programs Director	End of each semester	Record of staff development attendance	85% of all students will pass all portions of the STAAR, meet ARD

Activities/Strategies	Resource Allocation	Person(s) Responsible	Timeline	Formative Assessment	Summative Evaluation
expertise, instruction, and student learning (Title I SW:4)	Title III, Part A Special Education Bilingual Education				expectations

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	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
5.1.1 Provide campus planning time with Professional Learning Communities to ensure staff development plans meet current needs assessment (Title I SW:4)	Campus budget	Principal Teachers	Fall 20014	Passing rates STAAR test results Teacher observation Attendance records	Increase passing rates by 10%;
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 SCE	Principal Director of Sec. Ed. Teachers	August 2014	Teacher observation STAAR test results TEKS	Increase passing rates by 10%
5.1.3 Provide horizontal and vertical curriculum alignment for teachers so that all STAAR objectives are adequately met (Title I SW:2)	Local budget	Principal; Elementary Curriculum Director	School Year 2014-2015	Aligned curriculum for all subjects	85% of all students will pass all portions of the STAAR, meet ARD expectations
5.1.4 Continue to develop curriculum to increase student achievement including supplemental instruction (Title I SW: 2)	Local Budget Title I, Part A Title II, Part A SCE	Principal Teachers	August 2014	Teacher observation	TARP Report with improved scores of 10%
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 budget Title I, Part A Title II, Part A Title III, Part A Special Education Bilingual Education Campus Budget	Principal State/Federal Programs Director	End of each semester	Record of staff development attendance	85% of all students will pass all portions of the STAAR, meet ARD expectations
5.1.6 Continue teacher involvement in the selection/creation of campus/district academic assessments. (Title I SW: 8)	Local Budget	Principal	Ongoing	Teachers meet to discuss assessments	Teachers involved in the selection of assessments
5.1.7 Extend staff development for	Title I, Title IIA	Curriculum Director	2014-2015 school	Staff development	10% increase in raw

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
existing programs/best practices during and after school. (Title I SW: 4)	Principal/Teacher Improvement, State Compensatory, Bilingual/ESL, Title III, Local Funds	Elementary, Federal/State Programs Director, Academic Coaches, Principal	year	schedule; Sign in sheets	scores on state mandated tests;
5.1.8 Retain instructional facilitator to provide professional development in core subject areas (Title I SW: 2)	Local funds Title II, Part A	Principal	Ongoing	Training schedule Sign-in log	Teachers trained

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.