A. M. Aikin Elementary School



Campus Improvement Plan

2020-2021

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

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

Positive learning takes place

All children can learn

Social skills and healthy relationships are developed

Each individual is treated with dignity and respect

Children realize their self-worth and the worth of others

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

CNA Submitted to Federal Programs: June 2020

Adopted by the School Board: November 16, 2020

**Planning and Decision Making Committee**

|  |  |
| --- | --- |
| **Name** | **Position** |
| Kimberly Donnan | Principal |
| Katie Exum | Assistant Principal |
| Amy Watson | Kindergarten Teacher |
| Valerie Banker | First Grade Teacher |
| Debbie McFadden | Second Grade Teacher |
| Megan Groomes | Third Grade Teacher |
| Misty Bethell | Fourth Grade Teacher |
| Brent Cunningham | Technology Teacher |
| Kiley Miller | Music Tecaher |
| WaDonna Cherry | Special Education Teacher |
| Melanie Loughmiller | Librarian  |
| Vickie England | Reading Coach |
| Sharon Stripland | Math Coach |
| Cindy Crawford | Paraprofessional  |
| Jessica Holtman | Parent |
| Annie Biard | Parent |
| Jay Hodge | Business Owner  |
| Edwin Pickle | Business Owner |
| Maggie Kerby | Community Member |
| Denise Kornegay | Community Member |

Paris ISD Mission Statement

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

Paris ISD Board of Trustees and Superintendent Goals

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

Paris ISD will be financially stable.

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

### Paris ISD District Commencement Goals

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

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

###

### Paris ISD Strategic Goals

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

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

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

Goal 4: Resources to provide an exemplary educational program

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

**Federal, State, and Local Funding Sources**

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

 🗹 Title I, Part A School wide Program Campus 🞏 Non-Title I, Part A Campus

|  |  |  |
| --- | --- | --- |
| **Program/Funding Source** | **Allocation Amount** | **FTE(s)** |
| Title I, Part A | $366,019 | 6.64 |
| Title I, Part C (Migrant) | Region 8 SSA | 0 |
| Title II, Part A | $29,782 | 0 |
| Title III, Part A (LEP) | Region 8 SSA | 0 |
| **State Programs/Funding Source** |
| Early Education Allotment | $120,421 | 3.5 |
| State Compensatory Education(Supports Title I School wide Program funds) | $419,577 | 8.88 |
| Gifted Education | District wide as needed |  |
| Special Education | District wide as needed |  |
| ESL Program (supplementary) | District wide as needed |  |
| **Local Programs/Funding Source** |
| Bilingual/ESL | Bilingual/ESL teachers locally funded |  |
| Dyslexia | Dyslexia teachers locally funded  |  |

**Comprehensive Needs Assessment 2019-2020**

A. M. Aikin Elementary School is a Kindergarten through Fourth Grade campus in Paris ISD in Paris, Texas. Aikin is comprised of approximately 925 students and 100 staff members. Aikin is known for success with all children with a caring staff and involved parents who put children first in all decisions made for the campus. Aikin’s tradition of excellence began in 1980 when the campus merged three small elementary schools. Paris ISD is considered a rural school in location but has many similarities with urban schools. 73.58% of students at Aikin are considered Economically Disadvantaged.

**Table 1—Student Demographics**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **African American** | **Hispanic** | **White** | **Economically Disadvantaged** | **ELL** | **At-Risk** | **Mobility** |
| Aikin Elementary | 30.5% | 16.8% | 41.7% | 73.0% | 7.4% | 41.8% | 14.1% |
| State | 12.6% | 52.6% | 27.8% | 60.6% | 19.5% | 50.1% | 15.4% |

*\*Source: Texas Academic Performance Report for School Year 2018-2019.*

**Table 2—Teacher Demographics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **African American** | **Hispanic** | **White** | **Over 20 Years Experience** | **Average Years of Experience** |
| Aikin Elementary | 5.8% | 5.8% | 85.4% | 30.0% | 14.3 |
| State | 10.6% | 27.7% | 58.4% | 15.7% | 11.1 |

*\*Source: Texas Academic Performance Report for School Year 2018-2019.*

The campus SET committee met Virtually on May 7, 2020 to review available academic data, experience in the school and community through the 2020 Spring Parent Survey, professional opinions noted in the Spring 2020 Staff Survey, and State and Federal Funding to arrive at the strengths and needs discussed in this report. Attendance and Discipline data was also reviewed. STAAR results for the 2019-2020 school year were not available to review due to the COVID-19 Pandemic and the Governor of Texas closing all schools. The Campus Needs Assessment sections were divided up at this meeting as well. SET representatives went back to their grade levels and discussed the questions to determine the strengths and needs/weaknesses of their section.

The campus SET committee met again on May 20, 2020 to discuss the strengths and needs/weaknesses of each section of the CNA. Each member presented their findings.

Title II funds have been allocated at Aikin again for the 2020-2021 school year to bring Capturing Kids’ Hearts training to all new employees. Aikin Elementary was chosen for a 3rd year in a row as a Capturing Kids’ Hearts National Show Case School. Administration felt this impacted staff relationship building with students which resulted in better classroom management, staff/staff and staff/student relationship building, and lowering discipline referrals. A focus on building relationships and classroom management strategies will continue to be a focus for the 2020-2021 school year. The staff will also focus on developing plans to help students fill gaps from not being in school the entire 4th Nine Weeks of the 2019-2020 school year.

**Demographics**

According to the 2018-19 TARP report, Aikin Elementary’s enrollment decreased by five students. Aikin’s ethnic breakdown stayed nearly the same. Of the special programs listed, the number of students with intellectual and physical disabilities increased 6%. Students with autism increased by 3%. Most of the students who excited the SPED program were served by the speech program. The mobility rate is down 5.4% from the previous year. There was little change in 2nd, 3rd, and 4th grade class size but kindergarten and 1st grade are gaining numbers.

The strengths for Aikin Elementary are the participation in the Community Eligibility Provision of the Nation School Lunch and Breakfast Program, having certified intervention teachers to meet the needs of our diverse student population, and having mentors from the community to read and build relationships with students.

The needs or weaknesses for Aikin Elementary are an increased support for our at-risk learners, class sizes in some grade levels, and a need for additional certified intervention teachers to work in small groups with students.

**Student Achievement**

The strengths for Aikin Elementary are the Intervention Programs and built in RtI time for all grade levels. The use of Read Naturally this school year in morning tutorials and RtI times saw an increase in student Reading Fluency as well as reading levels. Data meetings were held after each Unit Test and Benchmark that was given this year. Sub pops were reviewed as well as growth were applicable. Teachers looked at the numbers of students at the MEETS level instead of just looking at students who passed. Teachers also completed a Lowest SE Data Analysis form to determine where an area of reteach needed to be, how they were going to reteach the skill, and how the skill was going to be reassessed. Another strength at Aikin are weekly PLC meetings by grade levels and looking at the Weekly Lesson Plan template while planning to map out the TEKS, Lesson Cycle, Stations, and RtI time.

The needs or weaknesses for Aikin Elementary are the lack of instruction for the entire 4th Nine Weeks due to the COVID-19 Pandemic. Students will start the 2020-2021 school year more behind than typical. Another weakness is the lack of data from the 2019-2020 school year to use for the 2020-2021 year. An area of need is to continue the practices put into place for the 2019-2020 school year from the Effective Schools Network and the TIPS process to determine effectiveness for an entire school year.

**School Culture and Climate**

The strengths for Aikin Elementary are the continuation of Capturing Kids’ Hearts that promotes staff and student relationships, which contributes to a positive culture and climate of the campus. Also, the implementation of Professional Learning Communities encourages collaboration among staff members and coaches/administration. Positive results from both parent and staff surveys show that we are improving our building conditions as well as the safety enhancements that we have made to our building and campus.

The needs or weaknesses for Aikin Elementary are consistent expectations across classrooms on behavior and discipline and working to constantly improve communication among staff/admin and parents as well. In addition, continued efforts to improve training and education for staff/students/parents on the subject of bullying would be an area to improve. Also, noted in the parent survey was the issue of safety among our buses for those students who ride the bus to and from school.

**Staff Quality, Recruitment, and Retention**

The strengths for Aikin Elementary are having close to 100% Highly Qualified Teachers certified in the area they teach. Of these highly certified teachers, quite a few have been at Aikin for many years and support the school through and through. Teachers are placed in certain areas where they have been trained in classes or programs to help students. Aikin has great peer mentors that have a lot of experience and are supportive of new hires. The PLCs help the new teachers and the rest of the staff by giving teachers the chance to collaborate and look at grade level data.

The needs or weaknesses for Aikin Elementary are recruiting certified teachers. The school and district should recruit people who are from Paris and are planning to stay for a while. Teachers need to be a part of the recruitment process as well as continue being on interview committees. Aikin needs to continue improving the mentor program for new teachers, working on a checklist of topics to talk about as well as pairing new teachers with teachers who are fairly new as well.

**Curriculum, Instruction, and Assessment**

As a K-4 campus, Aikin Elementary has many strengths to comment on in order to promote curriculum and instruction.  Building relationships through the Capturing Kids’ Hearts program has decreased office referrals, increased student performance, and strengthened our school climate as a whole.  The PLC’s that Aikin conducts for each grade level are highly beneficial and allow teachers, administrators, and coaches to dive deep into data from assessments. During PLC’s grade levels look at specific SEs and TEKS that are strong as well as the ones that are weak- that need to be retaught and reviewed with students.  Friday Assemblies introduced students to future career possibilities and the importance of education, goal setting, hard work, and achievement in a fun and engaging learning environment.

In looking at Aikin Elementary as a whole, there is a lack of best practices in instructional areas across the grade levels. In addition, Vertical Teams need to have more alignment and actual implementation of teaching the vertical pieces. For example, all grade levels need to be teaching a specific skill the same way, creating consistent learning from grade level to grade level.  New teachers to the Aikin campus will need continued and intentional support from admin, coaches, and peers.  In addition, data from computer aided instructional programs should be utilized to drive small group and remediated instruction.

In consideration of the lack of instruction during the 2019-2020 spring semester, there is a need for implementing a structured plan to address deficits in student learning.  A modified and flexible timeline for overcoming gaps due to missed daily instruction will need to be established and implemented.

**Family and Community Involvement**

Families and the Community are invited to attend Content Nights, Grade Level Extravaganzas, Grandparent’s Lunches, Report Card Conferences, Meet the Teacher, Movie Night, and STEM Night to name a few. Due to many extra-curricular activities in the Spring, attendance can be lower.

Families and Community Members are encouraged to be involved in school decisions by joining APA, having conferences with teachers throughout the year, and by filing out the Parent Survey at the end of each school year. Attendance at assemblies and field trips are also encouraged.

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

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

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

Aikin Elementary has several community partnerships. Hutamaki donated monthly snacks to Kindergarten classes, donations from local business for classes to participate in the Kiwanis Pancake Days and Field Trips, CitySquare Mentoring Program, Boys and Girls Club, Food for the Weekend for students in need, various churches around town, and the Aikin APA.

Aikin Elementary has many strengths, which include student recognition on social media, (Instagram, Facebook, and YouTube), including parents in Remind and Newsletters about curriculum, and with the Distant Learning that took place the 4th Nine Weeks of school, many teachers went by student houses to drop off supplies and activities.

Aikin Elementary needs or weaknesses include a lack of parent responses at times resulting in a lack of follow up by staff until there is a major need, some events are not attended well because not every parent can attend events based off of work schedules or other obligations, and not have a variety in times for parents to participate.

**School Context and Organization**

The district/school supports the organization by providing materials and staff with their needs each year. Teachers are supported by literacy and math co teachers for support inside the classroom. A Reading and Math Coach provide intervention support and materials in their respective areas as well. PISD also provides New Teacher Survival training to new teachers and mentors throughout the school year.

Thorough Professional Learning Communities, PLCs, and campus book study teams, teachers plan with co teachers, administration, interventionists, and coaches to analyze data and address successes, failures, and ways to improve student achievement and show growth.

Adequate time is designated for teaches to help lower performing students by providing structures RtI time into a classroom schedule. Students participate in before and after school tutorials like Read Naturally to help bridge gaps. PISD offers a Jumpstart program in the summer to help those students who are borderline failing. Walkthroughs made by administrations and coaches ensure consistent instructional time in each class.

Teachers have a voice in decision-making and policies by established SET meetings, Vertical Team Meetings, End of Year Conferences with administration, weekly PLC meetings, DWAC, ARDs, and collaboration with academic coaches and administrators.

Teachers collaborate with SPED teachers, Administration, and Academic coaches to analyze data and evaluate assessments and programs used and what changes, if any, need to be made.

School Communities and decision making bodies make it easier for teachers, parents, support staff, paraprofessionals and students to be heard by sending out Staff and Parent Surveys to help identify problems and solutions. Aikin Elementary has an open door policy which invites anyone with a concern to be heard to find a solution to their problem. Parent voices are welcomes through APA meetings, Remind 101, Report Card Conferences, Content Nights, DWAC, SET Meetings, and Student Council.

The perception of Aikin Elementary from students, parents, and the community is a positive one. There is positive feedback for the quality of staff that Aikin provides to the students Teachers are often applauded for their ability to provide a safe atmosphere while providing exceptional learning opportunities. Aikin’s Capturing Kids’ Hearts belief is that students who feel valued and cared for will work for their teachers, build relationships, and strengthens student’s academic abilities.

School safety (bullying, drugs, violence, and suicide prevention) is promoted regularly on the morning announcements, character traits with counselors, Friday Assemblies, EduHero training, and CKH social contracts with staff and with students.

Campus goals, objectives, and strategies are communicated to the campus from morning announcements, Remind 101, School Webpage, posted in each classroom, posted throughout the school (hallways and cafeteria), parent nights, newsletters, and PLCs.

Aikin Elementary maximizes instructional time by using CKH, detailed planning, substitute communications, and feedback from walkthroughs by co teachers, coaches, and administration.

The strengths of Aikin Elementary are Capturing Kids’ Hearts, Professional Learning Communities (planning and collaborations), and Data Analysis.

The needs or weaknesses at Aikin Elementary are more teachers to meet the needs of more RtI students, sharing academic successes more often, and phone in the classroom to eliminate distractions.

**Technology**

Aikin Elementary has great technology support from the District and our parent organization, APA.  There are several assets and strengths, including 4 computer labs, numerous portable technology including, 4 chrome carts, iPads, teacher laptop stations and projectors in every room.  Morning announcements are videoed and available to watch on-line each day.  There is a strong network and wifi and additional devices should be easy to integrate into our internal structure.

When considering needs or weaknesses, there is inconsistent teacher buy-in with some technology and programs that are available.  We have not incorporated STEM materials and activities across the campus.

**Aikin Elementary School Campus Plan**

**2020-2021**

**Campus Rating 2019-2020**: No Rating due to COVID-19

**Campus Rating 2018-2019**: D

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

**Distinctions:** Mathematics

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

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

| **Strategies/Activities** | **Resources** | **Staff Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Provide one-on-one counseling services to students at-risk of retention. (Target Group: At-Risk)  | Local Funds, State Compensatory1 FTE $63,386 | Counselors, Principal | Daily | Counselor schedule | Less than 10% of students visiting the office for discipline more than three times |
| 2. All visitors to campus will continue to be required to sign in at the office and wear a visitor sticker. (Target Group: All)  | Local Funds | Principal, Assistant Principals, Secretaries, School Resource Officer  | Daily | Visitor Logs | 100% of all Aikin visitors are admitted through office and wearing visitor stickers |
| 3. Distribute Title I Part A Parent Compacts and Parent and Family Engagement Policy to parents. Review and Revise at May Parent Advisory Council Meeting. (Target Group: All) | Title I | Federal/State Programs Director, Principal | August and May | Parent Sign-In Sheets, minutes from Parent Advisory Meeting  | 100% parent contact made during conference or home visit, Revised Parent Family Engagement Policy |
| 4. Pre-K and Kindergarten teachers will collaborate to ensure alignment of curriculum and expectations in a transition from readiness to formal curriculum. Teachers will share data with grade above to ensure consistency in Response to Intervention  | Local Funds | Pre-K& K teachers, Curriculum Director, Elementary, Principal, Academic Coach, Pre-K Director, Pre-K Teachers, Head Start Teachers 2018-2019 school year | August and May | Meeting with Pre-K staff, Improved Parent opinion of staff by 10% as evidenced in the Parent Survey, Successful transition of students entering public school for the first time or transitioning to larger school population | Improved Parent opinion of staff by 10% as evidenced in the Parent Survey, Successful transition of students entering public school  |
| 5. Provide transition to Crockett Intermediate School for 4th grade students. | Local Funds | 4th Grade teachers, counselors, Principal | May | Schedule for Crockett Visit, Newsletters, Successful transition of students to 5th grade | Improved Parent opinion of staff by 10% as evidenced in the Parent Survey |
| 6. Continue a “Sunshine Committee” for staff morale to create a family atmosphere with a large staff. Including but not limited to Birthday Celebrations, Breakfast on Planning days, Parking Spot Decoration. | Local Funds, Parent Organization | Assistant Principal, Sunshine Committee | Monthly  | Notes from committee planning meetings | 90% of staff on end of year survey believes that addition of Sunshine Committee did boost teacher morale |
| 7. Implement a series of motivational activities for students. (Target Group: All)  | Local Funds, Parent Organization | Principal, Counselors, Librarian, Parent Association | Monthly | Newsletters announcing events | 10% decrease in office/counselor referrals |
| 8. Ensure the campus facilities provide safe environment | Title IV, Local Funds | Principal, School Resource Officer, All Staff | Daily | Routine safety procedures | Improved Parent opinion of staff by 10% as evidenced in the Parent Survey |

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

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

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

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

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

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

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Conduct Report Card Pick-up virtually for parents and students. (Target Group: All)  | Title I, Local Funds | Assistant Principals, Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Librarian, Principal | November | Sign in sheets, Phone and Contact logs, counselor home visits, library circulation records  | 10% Increase in the number of parent participants |
| 2. Progress reports will be sent home with students every three weeks. (Target Group: All)  | Local Funds | Teachers, Registrar  | Each Three weeks  | Progress Reports  | 10% Increase in the number of parent participants |
| 3. Make available a parent portal for Texas Curriculum Management Program Cooperative TEKS Resource System Portal Classroom lesson plans on the district and Aikin websites. (Target Group: All)  | Title I, Local Funds | Instructional Facilitator, Principal, Teachers | Weekly | Communication home to parents  | 10% increase in number of responses on the parent survey about curriculum communication |
| 4. Continue "Reading" folders and "Monday" folders as a communication tool between teacher, parent, and library to monitor reading growth and school communications. (Target Group: All)  | Title I | Librarians, Principal, Teachers  | Weekly  | Current Reading Levels in folder updated as the year progresses | 80% of students reading at grade level goal by End of Year screening,5% increased library circulation |
| 5. Conduct field trips in grades K-4 that provide students with experiences outside their everyday activities virtually when possible. Integrate field trips to curriculum and community. (Target Group: All)  | Parent Organization, Local Funds | Principal, Assistant Principals, Teachers | Monthly | Summary of field trip with TEKS identified | 10% increase in parent responses to field trips on parent survey |
| 6. Provide volunteer readers for struggling readers virtually through City Square Mentoring. Readers meet with student weekly for the school year. (Target Group: ECD, At Risk)  | Parent Organization, Local Funds  | Librarians, Parent Volunteers | Weekly | Communication between librarian, volunteers, and classroom teacher  | 80% of students participating in program reading at grade level goal by End of Year screening |
| 7. Coordinate with The Lamar County Coalition of Education, Business and Industry to provide volunteers to read to 2nd grade classes virtually in conjunction with its “Reading to the Future” program.  | Local Funds  | Librarians, Principals, Teachers | Weekly | Schedules of Community volunteers  | 10 % increase in favorable comments on End of Program evaluations from The Lamar County Coalition of Education, Librarian, and 2nd grade teachers |
| 8. Provide parenting meetings, workshops and materials; provide liaison between parents and school for ELL students. (Target Group: All) | Title I, Local FundsBilingual/ESL Funds | Counselors, Federal/State Programs Director, English Language Learner Liaison | Monthly | Workshop flyers, sign in sheets  | 10% increase in number of parent participants |
| 9. Continue special events and activities to encourage parent involvement virtually.(Target Group: All) | Title I,Local Funds, Parent Organization | Librarians, Parent Teacher Organization, Teachers | Monthly | Workshop flyers, sign in sheets | 10% increase in number of parent participants |
| 10. Add video equipment from Padcaster to improve quality of Livestreaming broadcast of daily Morning Announcements that will facilitate campus-wide communication as well as increase quality and accessibility to the Paris community in order to improve local stakeholder involvement in Aikin’s day-to-day activities and information. | Title I, Title V | Technology Teach, Principal | Daily | Broadcasts livestreamed daily on YouTube | 10% increase in reach and involvement, other major YouTube metrics |
| 11. Provide communication to parents in home language as often as possible.  | Title I, Part ABilingual/ESL Allotment | Bilingual/ESL Coordinator, Principals | Weekly | Translation requests | Copies of translated document increased by 10% |

**District Strategic Goal # 3:** IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND

APPLIES REAL-WORLD SKILLS.

**Campus Performance Objective 1:** {Math} Provide a challenging math curriculum for every child. 80% of all students and each student group,

including Special Education and ELL students tested, will show growth on the math STAAR.

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 6. Utilize STAR Math as Universal Screening and Progress Monitoring tool in grades 1-4. (Target Group: All)  | Title I | Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Principal  | Daily | STAR Math reports, Targeted instruction for students that are in need of assistance  | 10% increase on state mandated test |
| 7. Implement TEKS Resource Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction. Use TEX Guide for planning as well.  | Local Funds  | Curriculum Director Elementary, Principal, Academic Coach | Each Nine Weeks | Planning meeting notes, lesson plans  | 10% increase on state mandated test |
| 8. Continue benchmarking for grades 2-4 to prepare for STAAR test.  | Local Funds | Core Teachers, Principal, Curriculum Director | Benchmark Dates | DMAC data from Benchmarks  | 10% increase on state mandated test |
| 9. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4. (Target Group: All) | Local FundsTitle II, Part A Funds | Instructional Facilitator,Teachers | Benchmark Dates | DMAC data from unit assessments and Benchmarks  | 10% increase on state mandated test |
| 10. Utilize Math Interventionists (1-2) and (3-4) to provide small group instruction for students who are at-risk of not meeting the challenging state academic standards. (Target Group: At-Risk) | Title I | Principal, Academic Coach, Math Interventionists | Daily | Classroom observations, DMAC data from Benchmarks  | 10% increase on state mandated test |
| 11. Provide instructional support for Remote learners in understanding curriculum and meeting the challenging state academic standards. .(Target Group: All)  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Classroom Teachers | Daily | Planning meetings notes, lesson plans, progress reports  | 10% increase on state mandated test |
| 12. Implement digital delivery of instructional material through platforms/tools such as Google Classroom, SMORE, Screencastify, SeeSaw, and other related applications.  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Technology Specialist  | Each Nine Weeks  | Planning meetings notes, lesson plans, progress reports | 10% increase on state mandated test |

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, Phonics daily) in grades K-4 using literacy stations and guided reading groups to provide opportunities for all students to meet the challenging state academic standards.(Target Group: All)  | Title I, Local Funds, State Compensatory, Focus Funds | Assistant Principals, Core Subject Teachers, Academic Coach, Principal  | Daily | Classroom observations  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 2. Incorporate Saxon Phonics in daily instruction in grades K-3; supplement with appropriate programs in grades 3-4 as needed with At-Risk learners identified with, but not limited to, mClass/DIBELS K-2 and STAR Reading 3-4. (Target Group: All)  | Local Funds, Title I | Core Subject Teachers, Academic Coach  | Daily | Classroom Observation, STAR EL and STAR Reading reports | 10% increase on required early reading instrument K-2 |
| 3. Provide staff development in best practices for materials purchased using these 5 Components: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.  | Title I, Title IIA, Local Funds | Assistant Principals, Core Subject Teachers, Academic Coach, Principal, Reading Recovery Teacher  | Monthly | Agendas from staff development  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 4. Utilize data from guided reading levels, mClass/DIBELS, STAR Reading, etc. to individualize reading instruction and student library selections.  | Title I, Title IIA, Local Funds,  | Campus Instructional Technologist, Core Subject Teachers, Academic Coach, Librarians, Reading Recovery Teacher  | Daily | Reports from all programs  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 5. Use Reading Interventionists to work in Literacy Groups with identified students in Grades K-2.Continue dyslexia therapy withidentified students.(Target Group: At-risk)  | Title I, Title IIA, Local Funds, State Compensatory 5 FTE; $230,159 | Assistant Principals, Federal/State Programs Director, Academic Coach, Principal, Reading Recovery Teacher, Teachers, Dyslexia | Daily | notes, attendance for literacy groups, Dyslexia reports/notes | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 6. Continue to use Renaissance Place for Accelerated Reader, STAR Reading and mClass/Amplify to supplement reading instruction.  | Title I, Local Funds  | Core Subject Teachers, Librarian, Principal  | Daily  | Accelerated Reader reports, STAR Reading  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2. |
| 7. Continue to build a library collection that supports all curriculum areas and reading interests; incorporate library skills and independent reading skills during library enrichment time. Provide summer library program.  | Title I, Parent Organization, Local Funds | Librarian, Teachers  | Monthly | Library circulation records  | 10% increase on state mandated reading and writing test |
| 8. Continue Reading Renaissance certifications/celebrations. Provide instructional aide for Reading Renaissance.  | Title I, Local Funds | Librarian, Reading Renaissance Aide, Teachers  | Weekly | Certification reports, increased library circulation  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 9. Provide 90 minutes of reading instruction daily.(Target Group: All)  | Local Funds  | Core Subject Teachers, Principal, Teachers | Daily | Classroom schedules  | 10% increase on state mandated reading and writing test writing, 10% increase on required early reading instrument K-2 |
| 10. Continue to integrate technology into the reading instruction. (Target Group: All) | Title I, Local Funds  | Campus Instructional Technologist, Core Subject Teachers  | Daily | Classroom observations | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 11. Encourage parents to read daily to/with their children using “take home” materials and library books. (Target Group: All) | Title I, Local Funds | Core Subject Teachers, Academic Coach  | Daily | Classroom newsletters and home/school communication  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 12. Ensure consistency and fidelity in interventions with Reading RtI students. Implement RtI Enrichment and Intervention in daily schedules.  | Title I, Local Funds | Assistant Principals, Core Subject Teachers, Academic Coach, Reading Intervention Teacher  | Daily | RtI documentation in DMAC | 10% increase on classroom assessments, benchmarks and appropriate state mandated tests |
| 13. Provide Supplemental library services, training, and resources through Region 8.   | Title I, Local Funds | Federal/State Programs Director, Librarian  | When offered by Region 8 | Budget request; usage reports from Electronic resources (Encyclopedia Britannica, Ebsco, Discovery Education streaming video)  | 10% increase on state mandated reading and writing test and classroom assessments |
| 14. Continue academic coach position to provide professional development and assist in the implementation of the reading curriculum.  | Title I | Assistant Principals, Federal/State Programs Director, Principal  | Daily | Sign in sheets for staff development sessions  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 15. Train teachers on new ELAR TEKS and provide support through PLCs.  | Title 1, Local Funds | Principal, Curriculum Director, Instructional Coach, Classroom Teachers  | Each Nine Weeks | Planning meeting notes and lesson plans | 10% increase on state mandated reading and writing test  |
| 16. Implement TEKS Resource with ELAR each Nine weeks. Use TEX Guide for planning as well. Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction. | Local Funds  | Core Subject Teachers, Curriculum Director Elementary, Instructional Facilitator, Principal, Assistant Principal, Academic Coach | Each Nine Weeks | Planning meeting notes and lesson plans  | 10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 17. Supplement Reading Curriculum with appropriate computerized programs with at home and school access in grades K-4. (Target Group: At-risk) | Title I, Title II A  | Core Subject Teachers, Principal | Daily | RtI schedule, Classroom time, and usernames and passwords given for home access |  10% increase on state mandated reading and writing test, 10% increase on required early reading instrument K-2 |
| 18. Utilize high quality/research based materials for instruction to meet the needs of Special Education students. Provide staff development in best practices for materials purchased. | Local Funds | Assistant Principals, Core Subject Teachers, Principal,Special Education Teachers | Daily | Agendas from staff development sessions; budget requests  | 10% increase on assessments taken by identified Special Education students |
| 19. Continue benchmarking for grades 2-4 to prepare for STAAR test | Local Funds | Core Teachers, Principal, Curriculum Director | Benchmark Dates | DMAC data from Benchmarks  | 10% increase on state mandated reading test |
| 20. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4. (Target Group: All) | Local FundsTitle II, Part A Funds | Instructional Facilitator,Teachers | Benchmark Dates | DMAC data from unit assessments and Benchmarks | 10% increase on state mandated reading test |
| 21. Continue “Read Across Aikin” and other activities to enhance Reading enrichment.  | Title I | Reading Coach, Classroom Teachers | Monthly | Schedule of activities | 10% increase on state mandated reading test |
| 22. Continue a school wide vocabulary word of the week to strengthen student vocabulary.  | Title I, Local Funds | Reading Coach, Writing Lab Teacher, Classroom Teachers, Rotation Teacher | Weekly | Vocabulary word list | 10% increase on state mandated reading test |
| 23. Provide instructional support for Remote learners in understanding curriculum and meeting the challenging state academic standards. .(Target Group: All)  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Classroom Teachers | Daily | Planning meetings notes, lesson plans, progress reports  | 10% increase on state mandated test |
| 24. Implement digital delivery of instructional material through platforms/tools such as Google Classroom, SMORE, Screencastify, SeeSaw, and other related applications.  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Technology Specialist  | Each Nine Weeks  | Planning meetings notes, lesson plans, progress reports | 10% increase on state mandated test |

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Utilize reading and audiovisual materials with a nonfiction focus such as BrainPop, BrainPop Jr., Pebble Go, & Discovery Education Supplement science curriculum with high quality materials to build a cross curricular vocabulary. (Target Group: ALL)  | Title I, Local Funds | Campus Instructional Technologist, Librarians | Monthly | Budget requests, classroom observations  | Meet or Exceed state average on state mandated tests |
| 2. Continue distribution of TEKS Resource science information each 9 weeks; Weekly planning time and Waiver Day provided each Nine Weeks to plan instruction. Use TEX Guide for planning as well. | Local Funds | Curriculum Director Elementary, Instructional Facilitator, Teachers | Monthly | Planning meeting notes and lesson plans  | Meet or Exceed state average on state mandated tests |
| 3. Provide staff development on using current technology to increase use of technology in content areas through best practices lesson sharing.  | Title I, Title IIA, Title V, Local Funds  | Campus Instructional Technologist, Teachers  | Monthly  | Sign in sheets and agendas  | 10% increase on state mandated tests |
| 4. Investigate additional technology for multimedia teaching stations; add upgrades to current technology; provide/maintain a multimedia teaching station in all classrooms. Begin replacing Mimios with Smart TV’s. (Target Group: All) | Title I, Title V, Parent Organization, Local Funds | Campus Instructional Technologist, Principal | Monthly  | Classroom observations, repair records, budget requests | All classrooms have Multimedia teaching stations |
| 5. Continue to add classroom computers, as district infrastructure allows, to increase student access and replace computers that do not meet current district minimum specifications; multimedia student stations in all classrooms. Continue to add Chromebooks to meet the need for student use in the classroom as well as the virtual learners for this year. (Target Group: All)  | Title I, Title V, Parent Organization, Local Funds, | Campus Instructional Technologist, Principal | Monthly | Inventory list of computers; repair records  | All classrooms have at least 4 computers that are accessible to students and meet district specificationsMore Chromebooks for teachers and students to check out |
| 6. Continue “All Science Day” (October) and APA Science Camp.(Target Group: All)  | Title I, Parent Organization, Local Funds | Assistant Principals, Core Subject Teachers, Academic Coach, Parent Teacher Organization, Parent Volunteers, Principal | October | Brochure of Science Camp, Lesson Plans for All Science Day  | Meet or Exceed state average on state mandated science test in 5th grade |
| 7. Continue technology lab during rotation for all grades.(Target Group: All)  | Title I, Local Funds | Campus Instructional Technologist, Federal/State Programs Director, Principal | Daily | Lab Schedule  | 10% increased on state mandated tests |
| 8. Continue using the management and maintenance package from JAMF to manage all campus IPADS. Provide training for staff regarding classroom best practices.  | Title I, Local funds | Academic Coaches, Campus Instructional Technologist | Monthly | Budget requests, classroom observations, spreadsheet of requested apps and iBooks | 10% increased on state mandated tests |
| 9. Install Mimio Interactive software on all teacher laptops to be compatible with our Mimio Interactive projectors. Provide instruction for teachers on proper use and best practices.  | Title I, local funds | Campus Instructional Technologist, Instructional Coaches | Monthly | Classroom observations, walk-throughs, formal evaluations | 10% increased on state mandated tests  |
| 10. Provide appropriate technology, including iPads, Chromebooks, writing program subscriptions, and a multi-media teaching station, for the Writing Lab in order to facilitate curriculum. | Title I, local funds | Writing Lab instructor, Campus Instructional Technologist | Monthly | Lab schedules | Meet or exceed state average on Writing STAAR |
| 11. Utilize high-quality/research based materials for hands-on instruction in Science in grades K-4 to provide opportunities for all students to meet the challenging state academic standards. Provide staff development in best practices for science materials that are purchased.  | Title I, local funds | Administration, Instructional Coaches, Teachers  | Monthly | Classroom observations, walk-throughs, formal evaluations | 10% increased on state mandated tests |
| 12. Use of Chromebooks to provide Google Classroom activities and lessons necessary for a well-rounded education. | Title I, Local Funds | Academic Coaches, Campus Instructional Technologist, Classroom teachers | Monthly | Classroom observations, walk-throughs, formal evaluations | 10% increased on state mandated tests |
| 13. Provide instructional support for Remote learners in understanding curriculum and meeting the challenging state academic standards. .(Target Group: All)  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Classroom Teachers | Daily | Planning meetings notes, lesson plans, progress reports  | 10% increase on state mandated test |
| 14. Implement digital delivery of instructional material through platforms/tools such as Google Classroom, SMORE, Screencastify, SeeSaw, and other related applications.  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Technology Specialist  | Each Nine Weeks  | Planning meetings notes, lesson plans, progress reports | 10% increase on state mandated test |

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Continue implementation of Writer’s Workshop and 4 Boxes Writing Graphic Organizer including components: mini-lesson, editing and revising, teacher conferencing, and writer’s sharing time. (Target Group: All) | Title I, Local Funds | Core Subject Teachers, Principal, Assistant Principals, Academic Coach | Daily | Walk-thrus, lesson plans, evidence in writing journals and writing portfolios | 10% increase in scores on state mandated writing test |
| 2. Provide staff development in writing, teaching common writing graphic organizers and common vocabulary in writing instruction. (Target Group: All)  | Title I, Title II A, Local Funds | ELAR teachers, Principal, Assistant Principals, Academic Coach, District Curriculum Department,  | Monthly | Nine week writing samples in writing portfolios, Sign in sheets for staff development  | 10% increase in scores on state mandated writing test |
| 3. Continue a writing prep day for 4th grade to review writing skills before state writing assessment. (Target Group: All) | Title I, Local Funds | Assistant Principals, Principal, Teachers, Reading Intervention teachers/assistants | March | Schedule for writing day | 10% increase in scores on state mandated writing test |
| 4. Continue Paris ISD’s formal handwriting instruction at all grade levels and assess handwriting on the report card. (Target Group: All)  | Local Funds | Assistant Principals, Principal, Teachers, Academic Coach | Daily | Handwriting samples  | Improved handwriting |
| 5. Meet with Vertical Team in Writing periodically to ensure that district writing instruction is aligned vertically and horizontally. Plan writing activities that can be used in all grades and subjects. (Target Group: All)  | Title I, Local Funds | Assistant Principals, Principal, Teachers, Academic Coach | Each Nine Weeks | Samples added to writing portfolios/Writer’s Notebooks each nine weeks with rubric scores, Sign in sheets for staff development  | 10% increase in scores on state mandated writing test |
| 6. Implement Writing PLC with ELAR teachers K-4. (Target Group: All) | Title I, Local Funds | ELAR teachers, Principal, Assistant Principals, Academic Coach, District Curriculum Department | Monthly | Sign in sheets for PLC meetings | 10% increase in scores on state mandated writing test |
| 7. RtI time in K-4 schedule, focusing on interventions and enrichment activities. (Target Group: All) | Title I, Local Funds | Principal, Technology Labs, Instructional Coaches | Daily | Master schedule for 4th grade | 10% increase in scores on state mandated writing test |
| 8. Continue benchmarking for grades 2-4 to prepare for STAAR test. | Local Funds | Core Teachers, Principal, Curriculum Director | Benchmark Dates | DMAC data from Benchmarks | 10% increase in scores on state mandated writing test |
| 9. Utilize DMAC to score and analyze data on Unit Assessments and Benchmarks in grades 2-4.(Target Group: All) | Local Funds | Instructional Facilitator,Teachers | Benchmark Dates | DMAC data unit assessments and Benchmarks | 10% increase in scores on state mandated tests |
| 10. Continue Writing Lab as a rotation for grades K-4 to focus on uniform writing instruction across all grade levels.(Target Group: All)  | Title I, SCE, Local Funds$36,000 | Principal, Writing Lab Teacher, Reading Instructional Coach | Daily | Writing Lab schedule and attendance | Meet or Exceeds state average on state mandated writing test |
| 11. Provide instructional support for Remote learners in understanding curriculum and meeting the challenging state academic standards. .(Target Group: All)  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Classroom Teachers | Daily | Planning meetings notes, lesson plans, progress reports  | 10% increase on state mandated test |
| 12. Implement digital delivery of instructional material through platforms/tools such as Google Classroom, SMORE, Screencastify, SeeSaw, and other related applications.  | Local, Title I, Part A, Title II, Part A, Title IV, Title V | Principal, Academic Coach, Technology Specialist  | Each Nine Weeks  | Planning meetings notes, lesson plans, progress reports | 10% increase on state mandated test |

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Provide physical education/fitness program to address childhood obesity and life-long fitness. (Target Group: All)  | Local Funds | Principal, Teachers | Daily | Rotation Schedule | Students meet/exceed state fitness guidelines with Fitness Gram Program |
| 2. Provide character education/social skills program. (Title I SW: 2) (Target Group: All)  | Title I, Local Funds | Counselor, Principal | Monthly | Monday Messenger  | 10% decrease in office/counselor referrals |
| 3. Provide art and music in the rotation schedule. (Target Group: All)  | Local Funds | Principal, Teachers | Daily | Samples and parent letters about students’ art work and musicals | Increase participation in music and fine arts |
| 5. Continue Student Council in Grades 3 & 4.  | Local Funds | Assistant Principals | Monthly | Monthly Activities  | End of year community projects completed |
| 6. Services for Gifted/Talented will be continued with participation in Socrates (Grades 3 & 4), Future Problem Solving, Community Projects, and Plays. (Target Group: GT) | Local Funds | GT Coordinator, Socrates Teacher, Principal, Teachers | Monthly | Lesson Plans, Student products  | FPS competition results, Community Projects Articles |
| 7. Provide extended day programs with transportation for identified students. (Target Group: At-risk)  | Title I, Local Funds | Principal, Assistant Principal, Instructional Coaches, Teachers | March-May | Attendance sheets, lesson plans | 10% increase in proficiency in math, reading, and writing skills |
| 8. Provide summer school for qualifying students with transportation provided. (Target Group: At-risk)  | Title I, Local Funds | Principal, Assistant Principal, Instructional Coaches, Teachers,Federal/State Program Director | July | Report cards, STAAR Assessments | 85% of students attending summer school will be promoted to the next grade level |
| 9. Students identified as migrant will receive appropriate resources and instructional services. (Target Group: Migrant)  | Migrant, Title I, Local Funds | Principal, counselors, Federal/State Program Director | Monthly | Region 8 Shared service report | 100% of Aikin students offered the educational opportunity to learn |
| 10. Provide services for homeless students. (Target Group: At-risk)  | Title I, Local funds | Principal, Counselors, Homeless Liaison | Monthly | Identification of homeless students | 100% of Aikin students offered the educational opportunity to learn |
| 11. Provide services to foster children.(Target Group: At-risk)  | Title I, Local funds | Federal/State Programs Director, Principal, Foster Care Liaison | Monthly | Identification of foster students | 100% of Aikin students offered the educational opportunity to learn |
| 12. Continue participation in County-Wide Spelling Bee. | Local Funds | 4th grade ELAR teachers | January | Classroom spelling bees | Increased number of students participating in spelling bee |
| 13. Investigate additional resources to incorporate STEM activities into core instruction. | Title 1 | Principal, Academic Coaches, Classroom Teachers | Monthly | STEM Activities | 10% increased on state mandated tests |
| 14. Hire math and reading tutors for the second semester to help with preparation for 3rd and 4th grade Math and Reading STAAR tests. (Target Group: At-risk) | Title I | Principal, Academic Coaches | 2nd Semester | Tutors daily schedule | 10% increased on state mandated tests |
| 15. Provide activities that incorporate logic, problem solving, and critical thinking into all subject areas.  | Title I | Principal, Academic Coaches, Classroom Techers | Monthly | Lesson Plans, Student products  | 10% increased on state mandated tests |

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

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

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

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

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

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

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

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

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

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Conduct a comprehensive needs assessment a. Parent and staff survey b. Disaggregate, analyze, and evaluate data: STAAR,ITBS, STAREL, STAR Math, STAR Reading, benchmarksc. Discipline/Attendance d. Title I and SCE Programs  | Title I  | Federal/State Programs Director, Principal, SET Members | May/June | Meeting agenda and notes, survey results  | Meet state and federal standards, Use comprehensive needs assessment to develop programs and strategies to address needs |
| 2. Provide: a. Campus Report Card to parents b. Individual student academic assessment results in a language that the parents can understand with interpretation of results c. Communication to parents in a language parents can understand (English & Spanish)  | Title I, Local Funds | Federal/State Programs Director, Principal | October and May | Distribution of reports and copies of communications with parents  | Parents informed of school’s progress and progress of their students |
| 3. Coordinate Federal, State, and Local services and programs.  | Title I, Title IIA, Principal/Teacher Improvement, Title III Bilingual ESL, State Compensatory($449,528),Local Funds | Director of Technology, Federal/State Programs Director, Principal  | Monthly | Budget requests, Campus Improvement Plan,NCLB Application  | Meet all PBMAS objectives |
| 4. Reduce class sizes in dyslexia and ESL. (Target Group: At-risk)  | Title I, Title IIA Local Funds | Federal/State Programs Director, Principal | August  | Nine week progress  | STAAR results will verify closing of the achievement gap by 10% each year |
| 5. Actively recruit appropriately certified minority teachers, professionals, and paraprofessionals with advertisements and university job fairs.  | Title IIA Principal/Teacher Improvement, Local Funds | Assistant Superintendent of Human Resources, Principal  | Time of job opening | Attend job fairs, Work with colleges and universities and ESC 8  | 100% core academic classes taught by appropriately certified teachers, 100% paraprofessionals meet requirements |
| 6. The school will only recruit and hire core academic subject area teachers who meet the appropriately certified teacher requirements.•The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.  | Title I, Title IIA, Local Funds | Federal/State Programs Director, Principal, SET Member | Time of job opening | Interview notes sign in sheets from Staff Development sessions  | 100% core academic classes taught by appropriately certified teachers, 100% paraprofessionals meet requirements |
| 7. Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title I, Part A; Title II, Part A; and State Compensatory Education, will be used to implement the school wide program designed to upgrade the entire instructional program.  | Title I, Title IIA Title III LEP Bilingual / ESL, State Compensatory | Federal/State Programs Director, Principal, SET Member | Monthly | Federal grant applications  | Meet all PBMAS objectives |

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

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

| **Strategies/Activities** | **Resources** | **Persons Responsible** | **Timeline** | **Formative Evaluations** | **Summative Evaluations** |
| --- | --- | --- | --- | --- | --- |
| 1. Assign a mentor to all first year teachers and staff new to the campus.  | Local Funds | Principal, Teachers, Academic Coach | August | Mentors assigned to first year teachers and staff new to the campus  | TTESS Evaluation |
| 2. Provide reading teachers with a refresher staff development in balanced literacy topics including but not limited to Guided Reading, Reader’s Workshop, Writer’s Workshop and Daily 5 topics. (Target Group: All)  | Title I, Title IIA,Local Funds | Assistant Principals, Academic Coach, Principal, Reading Recovery Teachers, Lead Teachers  | Monthly | Grade level and PLC meeting notes, Sign in sheets  | 10% increase scores on STAAR and state mandated early reading instrument |
| 3. Provide math and reading teachers with staff development in differentiating instruction.  | Title I, Local Funds, Title II Part A | Math Teachers, Math Intervention Specialist, Principal | Monthly | PLC meeting notes, Sign in sheets  | 10% increase scores in state mandated math test |
| 4. Provide staff development in core curriculum areas by Team Leaders in each subject area and grade level. Team Leaders are trained by District, Regional and state level conferences and sessions.  | Title II A, Local Funds | Lead Teachers, Academic Coach, Principals, Curriculum Director  | Waiver Day-each 9 weeks during  | Notes from meetings, budget requests for stipends | 10% increase scores on local assessments and scores on state mandated tests |
| 5. Extend staff development for existing programs/best practices during and after school. Including but not limited to: Best Practices for brain based learning, informal assessment, Reader’s Workshop, Writer’s Workshop, Thinking Maps, Response to Intervention, Poverty Training, Mimio, Co-Teaching, and IPAD training. (Title I SW: 4) | Title I, Title IIA, Title III LEP Bilingual/ESL, Local Funds | Curriculum Director Elementary, Federal/State Programs Director, Academic Coach, Instructional Facilitator, Principal | Monthly | Staff development schedule, Sign in sheets  | 10% increase in scores on state mandated tests |
| 6. Provide Staff Development on disaggregation using DMAC to develop student intervention plans.  | Title I, Title IIA Principal/Teacher Improvement, Local Funds | Curriculum Director, Principal | December after Benchmarks and March after Mocks | Staff development schedule, Sign in sheets | 100% of teachers in grades 2-4 will use DMAC to disaggregate data |
| 7. Provide staff development to music teachers over curriculum and technology support. (Title I SW:4)  | Title I | Music Teachers, Principal | As needed | Staff development schedule, notes | All music classrooms will have multi-media teaching stations |
| 7. Utilize Professional Learning Communities with each grade level during weekly planning time and waiver days.  | Title I, Local Funds | Assistant Principals, Core Subject Teachers, Principal | Weekly | Staff development schedule, Sign in sheets, PLC notes from meetings  | 10% increase in scores on state mandated tests |
| 8. Continue to plan instruction in Professional Learning Communities (horizontal and vertical) to ensure all TEKS are being met in math, ELAR, science and social studies. Coordinate vertically so that teachers stay in their lane with grade level instruction.  | Title I, Local Funds | Assistant Principals, Core Subject Teachers, Academic Coach, Principal | Weekly | PLC notes, agendas from faculty meetings, notes from vertical team meetings | 10% improved scores on state mandated tests, 10% increase on STAR EL required early reading instrument K-2 |
| 9. Provide training and support for new teachers and teachers changing grade levels.  | Title I, Title IIA Principal/Teacher Improvement, Local Funds | Assistant Principals, Teachers, Academic Coach, Instructional Facilitator, Principal, Reading Recovery  | Daily | Classroom observations, sign in sheets  | 10% improved scores on STAAR reading and writing, 10% increase on STAR EL required early reading instrument K-2 |
| 10. Schedule RtI meetings with staff each nine weeks to discuss Tier I, II, and III students, and student progress. (Target group: At-Risk) | Title I, Local Funds | Principal, Assistant Principal, Counselor, Instructional Coaches, Teachers | Each Nine Weeks | DMAC data, classroom observations, STAR Math and Reading and STAR EL data | 10% improved scores on state mandated tests |
| 11. Use Accountability Connect (Lead4ward) to stay current on new testing accountability requirements. | Title I  | Principal, Academic Coaches | Monthly | Notes from webinars | 10% improved scores on state mandated tests |

### Attachment A: State At Risk Student Eligibility Criteria

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

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

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

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

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

### Attachment C: Assurances and Good Practices

### State and Local Effort

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

**Improvement and Enhancement**

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

**Coordination of Funding**

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

**Coordination of Instruction**

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