

# Crockett Intermediate School Campus Improvement Plan 2018-2019

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

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



CNA submitted to District: June 21, 2018  
Submitted to Board:  
Board Approved: October 15, 2018  
Updates:

## Planning and Decision Making Committee

Name	Position
Brock Blassingame	Principal
Cynthia Jackson	Assistant Principal
Mikal Ann Meeks	SpEd Inclusion
Paula Alsup	Librarian
Jill Nutt	5 <sup>th</sup> grade and Reading Instructional Coach 2018-19
Stephanie Staggs	Math & Science Instructional Coach
Shannon Cass	6 <sup>th</sup> grade
Melissa Douglas	6 <sup>th</sup> grade
Nikki Ragsdale	Non Teaching Professional

## Paris ISD Mission Statement

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

## Paris ISD Board of Trustees and Superintendent Goals

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

Paris ISD will be financially stable.

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

## Paris ISD District Commencement Goals

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

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

## Paris ISD Strategic Goals

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

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

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

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

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

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

#### Objective 3.1:

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

### Goal 4: Resources to provide an exemplary educational program

**Objective 4.1:** Provide support for inclusion of special services and at-risk students in general educational setting as evidenced that 80% of all students and each student group, including Special Education and ELL students tested, will pass all portions of the state mandated assessment. 80% of English Language Learners will increase one or more proficiency levels in English.

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

**Objective 4.3:** 100% of core classes will be taught by certified teachers, 100% of paraprofessionals with Instructional duties will meet NCLB requirements and 100% Certified staff will be maintained.

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

**Goal 5: A highly certified, 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.

**ESSA Schoolwide Program Requirements**

Those elements are:

Element 1- SWP Comprehensive Needs Assessment

Element 2- SWP Campus Improvement Plan Requirements

Element 3- Parent and Family Engagement Requirements

Strategies and activities that support the ten required school wide program components in this plan are identified with the corresponding number 1 through 3 as listed above.

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

## Federal, State and Local Funding Sources

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

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

Program/Funding Source		
Federal Programs		
Program	Allocation Amount	FTE(s)
Title I, Part A	\$260,279	2.18
Title I, Part C (Region 8 Migrant Cooperative)	Reg. 8 SSA	0
Title II, Part A (TPTR)	\$17,879	0
Title III, Part A (LEP)	Reg. 8 SSA	0
Title IV	\$11,495	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$194,537	4.6
Gifted Education		
Special Education		
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
Dyslexia	Dyslexia teachers locally funded	

The Crockett Intermediate School uses its ESEA, Title I, Part A program funds to implement a school wide program to upgrade the entire educational program for the benefit of all students.

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

ESEA, Title I, Part A

Special Education

State Bilingual/ESL Funds

ESEA, Title II, Part A

State Compensatory Education

General Operating Funds

ESEA, Title III, Part A LEP

## Comprehensive Needs Assessment Summary 2018-2019

The Crockett SET committee met on May 30, 2018 to begin the process of planning for the 2018-2019 school year. Parent Survey and Staff Development survey results were shared. There was also a discussion of how the committee should proceed with creation of the

CNA and CIP to address the change from NCLB to ESSA. STAAR testing data was not available in June. The committee met again after the administrator data day to review areas of concern.

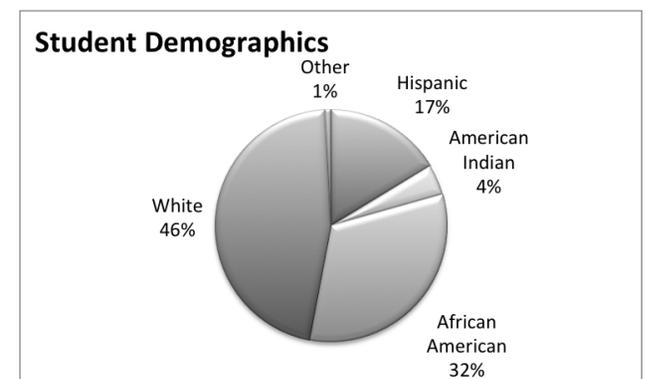
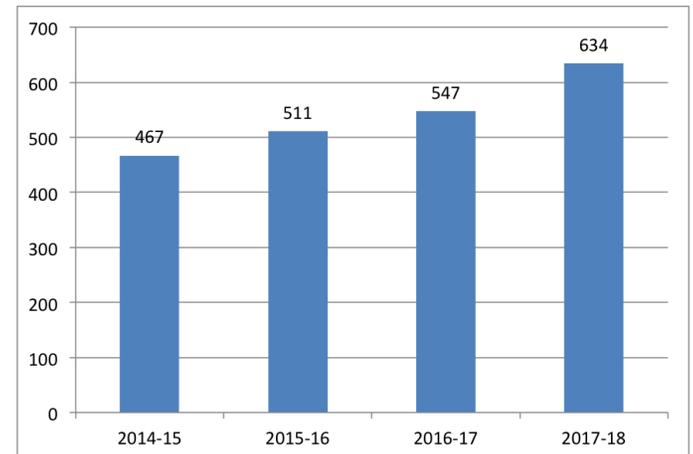
### School Profile:

Paris is considered a rural school in location but has many similarities with urban schools. 79.6% of Crockett students are economically disadvantaged. As a solution to one of the key factors affecting low socio-economic students, Paris ISD participates in the Community Eligibility Provision. This program allows all Paris ISD students free lunch & breakfast. Chronic hunger is a problem that can affect every aspect of a child's life. As in many urban schools, our students deal with generational poverty and the problems that accompany it. Crockett students face a wide array of challenges including homelessness, language barriers, and poverty. Counselors and teachers are constantly struggling to ensure that supplemental services are available when a student needs help. Crockett Care Closet was created to help provide help with the weekend hunger, personal hygiene needs and clothing. This idea has spread to other campuses and provides a wide array of services to help students that are living in poverty.

The enrollment numbers at Crockett are on the rise. Crockett has addressed the increase in class sizes by adding teachers to teach a self-contained class at each grade level (1 teacher teaching all subjects.) This trend of rising enrollment is also evident at elementary campuses. Staffing and physical space will need to be addressed to accommodate the growth.

Teachers have requested additional staff development in working with students from poverty and at-risk students. Teams will continue focusing on positive parent contact and coordination of communication. The attendance rate is 96.2, which is unusual with such a high rate of economically disadvantaged students, but attendance is barely below the state recommendation of 96.5 for distinctions. Attendance incentives have been added for students to try to bump attendance rate up.

One of ParisISD biggest strengths is the diverse community we serve. This allows our students a chance to engage with students from other cultures and economic levels. The rich diversity in our school provides many opportunities for students to develop compassion, empathy and communication skills. The current climate of our country needs more compassion, kindness, and communication. ParisISD hopes to create an environment that fosters those skills by educating the social-emotional side of each student. Crockett was named a "Texas School to Watch" by Texas Middle School Association and National Forum to Accelerate Middle-Grades Reform in 2015. Educational decisions at are based on 4 criteria: Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Structures & Processes.



**Culture & Climate:**

Crockett works hard to build relationships between staff:students, staff:staff, and student:student. Title II funds have been allotted to bring Capturing Kids' Hearts training to the entire district. New staff members receive initial training. Crockett will continue progress made with a full campus follow up each year and by ensuring that Process Champions provide continuous support for teachers. Crockett strives to be a campus that does what is best for all students. Our District Commencement Goals stress a combination of academic and personal skills. Intermediate age students are between being children and teens, and they need instruction on building a community of learners that respect each other. There are few serious discipline offenses. There is a concern over the number of students missing class for office visits and In-School Suspension. Most of the students with a high number of discipline referrals are also more than 1 grade level behind. Time out of class results in falling further behind. Parents, Staff and Students feel that Crockett is a safe and welcoming environment as evidenced in our annual parent survey. The district continues to provide esthetic changes in the 50+ year-old building like landscaping, interior paint, adding drop ceilings, and other unifying details.

**Staff Quality, Recruitment and Retention:**

ParisISD has had a growing ELL population for many years. ELL students are grouped in 2 classes in grades K-4, due to teacher staffing with limited Spanish-speaking certified teachers. When students arrive at Crockett, they are placed on a team of 3 teachers. Crockett has not been able to find certified Bilingual teachers for grades 5-6. This situation brings social emotional concerns for ELL students that impact how they interact with other students. The "family" dynamic of living near, attending church and school with each other; doesn't not allow them grow socially. 6<sup>th</sup> grade bilingual students are placed on a team with teachers that have already had Sheltered Instruction training. ESL students will be placed on teams with teachers receiving Sheltered Instruction training. Paraprofessionals that speak Spanish are scheduled in classrooms for language support.

Crockett has bilingual paraprofessionals and classroom teachers with ESL certification working with students in the ESL/Bilingual Program. Crockett continues to search for certified Bilingual teachers for the program. Finding a person that is a strong teacher with English and Spanish is a huge challenge. Recruitment of certified bilingual teachers will continue to be a priority. Stipends are paid for teachers working with ESL/Bilingual students but the stipends don't compete with larger school districts in metropolitan areas. In the event that our efforts to hire certified bilingual teachers falls short, staff will be carefully selected for their ability to work with special populations. Teachers are given many opportunities for ESL specific training to help them meet their student's needs. Sheltered Instruction Observation Protocol training began in 2017-2018 with plans to expand.

Teacher demographics do not match the student population. Recruiting effort is focused on interviewing applicants that mirror our student population. Staffing a campus with appropriately certified staff is always a challenge and the pool of applicants for grades 4-8 is shrinking. ParisISD strives to provide teachers with competitive pay, benefits and work environment for our county. Stipends for many

extracurricular activities and longevity pay are designed to keep qualified staff. Crockett strives to interview all qualified candidates. Interviews with potential staff members focus on the ability to work with adolescents in addition to the content. It is paramount to have teachers that are “kid-friendly”.

Crockett has had some staff turnover in the past 5 years. This has added a learning curve for curriculum but been positive for kids. Staff development needs include planning with curriculum documents, classroom management, and at-risk learners. There is a need for a more formal mentor system for new teachers. Teachers that are “new to teaching” or “new to Crockett” have differing needs.

Teachers have requested additional training in the following areas: Technology (Google, Chrome books, iPad apps, formative assessment tools), classroom management, strategies for working with at-risk students, strategies for working with students in poverty and inclusion with co-teaching. Another area of staff development concern is how to effectively utilize the time when intervention students are pulled out of class. Priority will be given to the teachers with least experience when offering staff development opportunities off campus. Teachers loved the technology mini-sessions that the district tech specialist conducted during conference times each 9 weeks that were relevant to their needs.

#### **Curriculum, Instruction and Assessment:**

Crockett administers STAAR tests in 5<sup>th</sup> Science, 5<sup>th</sup> reading, 5<sup>th</sup> math, 6<sup>th</sup> reading and 6<sup>th</sup> math. Accountability standards from TEA are constantly evolving as the year goes on. Scores are described as “Did Not Meet”, “Approaching”, “Meets”, “Masters”. TEA considers “Approaching”- “Masters” as passing. TEA accountability looks as different categories: Student Achievement, Student Progress/Growth, Closing Performance Gap and Post Secondary Readiness. Looking at scores requires digging into results to see how students are progressing and looking for ways to increase growth in individual students, subgroups and overall. Crockett uses tools in DMAC and Lead4ward to help see results and trends. The testing coordinator and ARD administrator will monitor the changing guidelines for student testing from TEA. Allowable accommodations will be used when appropriate based on individual student needs including supplemental charts, online testing, and oral administration.

Campus STAAR Summary			Results by Grade/Subject		
Subject	2017	2018		2017	2018
Math	72%	67%	Math 5th	76%	65%
Reading	60%	59%	Math 6th	68%	69%
Science	50%	56%	Reading 5th	56%	56%
			Reading 6th	63%	62%
			Science 5th	50%	56%

In examining the 2018 Distinction Summary on Data Day, Crockett was very close on several indicators in Growth and Performance. Science instruction has made a marked improvement but the passing standard for 5th Science is 58%. Our scores are moving to the 58% standard. All resources are examined for rigor and alignment for TEKS. Hands on science experiments are coordinated with weekly lab visit to maximize student time spent on TEKS related labs. Science teachers are using Google Classroom to assign differentiated activities for learning stations.

Of great concern is the drop in Demographic populations from last year. Black, SPED and Two or More Races all had a significant drop from 2017. The large number of SPED students in the 5<sup>th</sup> and 6<sup>th</sup> attending Crockett in 2017-18 may have attributed to the drop. In 2018-19 continued effort will be made to customize math and science charts (allowable on STAAR) for SPED students.

Crockett has been identified as a Focus School in regards to Federal Accountability. Focus schools are Title I schools ranked by the widest gaps between reading/math performance of the federal student groups and safeguard targets of 75%. Strategies for addressing the Focus School deficits include extended day tutoring with personalized courses for weak areas from universal assessments. Focus Grant funds have been used to upgrade our targeted populations. Small group instruction materials, summer school instructional activities and use of electronic resources for engaging lessons are areas of focus for 2018-2019.

**Math:** 5<sup>th</sup> grade math scores after the first administration were 56%, which is down in each demographic group from last year. Growth measure shows that 40% made limited growth, 44% made expected growth and 13% made accelerated growth.

Subpopulation	Grade 05					Grade 06				
	Tstd	Lim %	Exp %	Acc %	Nol %	Tstd	Lim %	Exp %	Acc %	Nol %
All Students	324	40	44	13	3	273	51	38	7	4

6<sup>th</sup> grade math was at 69% which is up from 2017. Small gains were made in most demographic groups. Growth measures show 51% made limited growth, 38% made expected growth and 7% made accelerated growth. Teachers need training in how to effectively use time in small groups to target areas of weakness for students. Math Intervention by certified math teachers will target skills for growth.

**Reading:** 5<sup>th</sup> grade reading scored 56% after first administration. The passing standard is 55%. Closer examination of growth measure shows that 33% of students made limited growth, 44% made expected growth and 16% made accelerated growth. There were 63 students identified “Urgent Intervention” on the universal screener scoring between 1.0-3.5 reading level.

6<sup>th</sup> grade reading was at 62% with the state target at 58%. The table shows the overall percentage of Limited/Expected/Accelerate growth in reading. The 53% making limited growth is a troubling

number. There are many students identified “Urgent Intervention” on the universal screener. 51 students scored 1.0-4.1 reading level. English Language Arts teachers will need staff development in the new ELAR and SLAR TEKS. The new TEKS will be implemented in 2019-2020.

Subpopulation	Grade 05					Grade 06				
	Tstd	Lim %	Exp %	Acc %	Nol %	Tstd	Lim %	Exp %	Acc %	Nol %
All Students	326	33	44	16	6	270	53	36	6	4

Reading is a skill that runs through each content area. All content teachers support reading skills needed for their subject. ELAR teachers focus on nonfiction genre in 2 units with student learning about text features and text structures. High interest, diverse literature has been added to the ELAR classes and library to encourage independent reading and provide mentor texts. The library has updated the collection and organized fiction by genres. The updates should encourage more quality independent reading opportunities. The library program is on a semi-fixed schedule with times for classes to attend for lessons and open checkout for books. Library circulation has increased 61% in 5 years. The average age of the collection has risen from 1998 to 2008. The updated collection contributes to the increased circulation. The addition of integrated electronic resources and collaborative lessons will improve critical thinking skills in students.

**Science:** 5<sup>th</sup> grade Science score was 56% passing. 58% is the score for “Approaches”. Science scores are tied to reading ability. The text demands of the science material and STAAR test provides a unique challenge for students reading far below grade level. Staff development will continue to extend alignment and vocabulary work that started in 2017-18. Science teachers will continue to use the Science Lab as a weekly hands-on experiment lab. These labs will coordinate with the Science Units being taught in the classroom. Science benchmarks will be given at the 3<sup>rd</sup> and 4<sup>th</sup> grade level to monitor which student groups need intervention as they enter Crockett.

Inclusion students struggle to make gains in reading, math and science. Content specialists for Inclusion in both grades began focusing on customized charts and accommodations for STAAR. ARD committee made decisions based on most recent data for each student's testing situation. Follow up on inclusion students is done each 9 weeks after grades to ensure that students are successful and meeting IEP goals.

Crockett is concerned about Special Education and At-Risk subpopulations with many students overlapping in the 2 categories. This concern is addressed by having content specialists as Inclusion teachers. Students attending intervention classes are making progress but it is not enough to get them on-grade level. Certified teachers staff intervention classes. Crockett has 2-math intervention and 2-reading intervention teachers so the intervention classes can be small enough to address specific needs of students. The Intervention schedule has been adjusted to make better use of time and create smaller groups. In addition to smaller groups, all students will attend elective classes instead of "losing them to go to intervention". Teachers need help with strategies to utilize the time in the classroom with students that don't go to Intervention class. "Response to Intervention" groups are decided using universal screeners. As the year progresses, progress monitoring and teacher input determines "Rtl" groups. "Rtl" groups are done by content area teachers during "teaming time" 3 days per week.

Instructional staff uses DMAC to disaggregate data from STAAR and benchmarks. Unit Assessments in science will continue being re-worked to meet the local curriculum addressing the TEKS. ELAR teachers use mini-assessments to track progress on TEKS for each unit, but will investigate how data from assessments is obtained. Vertical Alignment in writing and science needs attention to bridge the gaps left between testing at intermittent grade levels.

### **Organizational Structure and Process**

Our diversity is highlighted in our "School Profile". Crockett strives to meet the needs of all learners. Teachers work with an interdisciplinary team and a subject specific team. Team planning time is spent on staff development, parent contacts & communication, Response to Intervention tracking, Capturing Kids' Hearts check in, problem solving, curriculum connections and Partners in Education time with Administrative Team. Subject departments meet weekly to plan instructional activities for the week. Instructional Coaches ensure that all teachers have resources and knowledge for quality instruction. Sharing of ideas, data and resources help all teachers have quality instruction.

Students have several options for enrichment- Friday Clubs, UIL academic competition, Future Problem Solving, National Elementary Honor Society, K-Kids, Beginning Band, Choir, Art and Student Council. Friday Clubs cover a wide range of interests with students choosing 1 club each semester to explore. Color guard, sewing, crochet, Legos, computer coding, cooking, karaoke, soccer, basketball, tennis and junior Blazettes are just a few of the options. The options change each year depending on teacher hobbies and interests. Crockett Parent Association has gifted money for club supplies for the 2018-19 school year. This gift eliminates teachers and students having to buy club supplies. While a large number of students participate in activities, there are few students that are economically

disadvantaged participating. Crockett will explore what the barriers are and how they can be addressed. Transportation may be a barrier that can be fixed.

Crockett has a full inclusion model for identified students. Our plan includes content specialists for Inclusion in both grades. This will allow for a true co-teaching situation since the Inclusion teacher will have a depth of knowledge in the content area. Functional Skills Class is included in school wide activities such as walkathon, clubs and electives.

Crockett also has a large group of students identified as Gifted & Talented. They are served in Talent Pool classes and attend a weekly pull-out program. Socrates serves identified students with enrichment focusing on higher-level thinking, service projects and Future Problems Solving competition.

**Parent and Community Involvement:**

The number of responses for Crockett Parent Survey was very low with only 30 parents responding. Survey was posted online, advertised in campus communication, communicated through School Messenger. Watch D.O.G.S. program was not as robust this year. Crockett Parent Association works closely with community groups to provide Crockett students with unique experience with outside cultural activities. Plays and artists field trip have been well received by the students. Students have very little interaction with community professionals and employees. One way to bridge this deficiency is to investigate adding local businesses to Friday clubs. Continue parent communication with print, electronic communication and home to school resources.

**Technology:**

Each classroom is equipped with projector, laptop, interactive board, document camera, and at least 3 student computers. Each 6<sup>th</sup> grade reading class has 26 Kindle e-readers with high interest novels and short stories. Teachers have access to class sets of iPads and Kindle Fire mobile devices. Teachers and students began using Google Apps for education for collaborative projects. The library has incorporated ebooks and electronic resources. Each team has 2 sets of Chrome books. .Wireless access points for mobile devices have been upgraded to handle the amount of wireless devices for the future. 2018-2019 plans include adding Chrome book carts to 6th grade Science/Social Studies and math classrooms, equipping all instructional spaces with appropriate technology.

Component	Strengths	Needs	Action Plan Priorities for addressing needs
<b>Demographics</b>	<ul style="list-style-type: none"> <li>● Community Eligibility Provision of the National School Lunch and School Breakfast Program</li> <li>● Certified Intervention teachers to meet the needs of our diverse population</li> <li>● Rising enrollment with increasing number of transfer students</li> </ul>	<ul style="list-style-type: none"> <li>● Increased support and training for ELL students in Bilingual Classes</li> <li>● Increased enrollment has caused larger class sizes</li> <li>● Physical space is stretched to capacity</li> </ul>	<ul style="list-style-type: none"> <li>● Continue searching for Bilingual ELAR teachers</li> <li>● Investigate options for accommodating increase in enrollment and transfers (space, teachers, student/teacher ratio)</li> <li>● All ELAR teachers attend Sheltered Instruction training</li> </ul>
<b>Staff Quality, Recruitment &amp; Retention</b>	<ul style="list-style-type: none"> <li>● Certification fees paid</li> <li>● Quality staff development &amp; support for staff</li> <li>● Instructional Coaches, Teaming &amp; Department meetings create a strong Professional Learning Committee</li> <li>● Capturing Kids' Hearts campus-wide</li> </ul>	<ul style="list-style-type: none"> <li>● Implement a process for working with new teachers and mentors to smooth the transition into teaching at Crockett</li> <li>● Staff ethnicity doesn't mirror student population</li> </ul>	<ul style="list-style-type: none"> <li>● Work toward recruitment and retention of a more ethnically diverse staff</li> <li>● Focused Staff Development in: inclusion strategies, small group instructional strategies, classroom management, at-risk learners, ELL, Google Classroom and children in poverty</li> <li>● Enhance teacher capacity in knowledge of TEKS</li> </ul>
● Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> <li>● Strong support at district level and campus instructional coaches</li> <li>● Teachers have instructional materials they need to teach our population</li> <li>● Multi-media teaching station in each classroom</li> <li>● Certified Intervention Teachers</li> <li>● Library materials to match current TEKS; ebooks and high interest books with increased budget of \$10 per student</li> </ul>	<ul style="list-style-type: none"> <li>● Students more than 2 grade levels behind need additional support in reading and math</li> <li>● Additional materials for literary texts, drama and poetry</li> <li>● Increase reading scores by providing more positive reading experiences</li> <li>● Allowable testing accommodations and supplemental charts on STAAR testing based on individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>● Use TEKS resource system and TAG to create assessments that measure mastery of curriculum taught in "smaller chunks"</li> <li>● Use computer adaptive instruction focused on individualized needs for math, reading and science</li> <li>● Participate in Texas Bluebonnet Reading Challenge and continue "30 Book Challenge"</li> <li>● Increase high interest, diverse books in classroom and library</li> <li>● Focus on academic vocabulary building in Science and Reading</li> </ul>

			<ul style="list-style-type: none"> <li>● Content Specialists in Science, Math and Reading Inclusion</li> <li>● Online STAAR testing, supplemental charts and oral administration when appropriate</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>● More authentic reading; library circulation increased</li> <li>● Math scores making increases after big change in standards in 2014</li> <li>● Small increases in some subpopulations would have passed safeguards (10% would have met 4 of safeguards)</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Customize Istation using YAG unit plan, benchmark data and STAR Reading and Math screening</li> <li>● Develop best practices for small group instruction to make effective use of classroom time</li> <li>● Increase targeted assistance to identified Rtl students with more effective use of scheduling</li> </ul>
<b>School Culture &amp; Climate</b>	<ul style="list-style-type: none"> <li>● Discipline plan adjustments to better meet the needs of intermediate age students by bridging elementary and secondary expectations</li> <li>● Capturing Kids' Hearts</li> <li>● Common School-Wide Expectations for behavior</li> <li>● Clubs, Field Days, Special Events</li> <li>● Safe School</li> <li>● Increased Communication between home and school</li> <li>● Unify older areas of the school to give a sense of pride while</li> </ul>	<ul style="list-style-type: none"> <li>● Teach students self-managing behavior to maximize learning time in the classroom</li> <li>● Refresher training for all staff with Capturing Kids' Hearts</li> <li>● Intentional relationship building between staff:students, staff:staff</li> </ul>	<ul style="list-style-type: none"> <li>● Staff development day with CKH refresher in October</li> <li>● Continue to utilize all forms of communication between home and school (online, social media, print, newspaper)</li> <li>● Investigate a school-wide network for announcements, reminders and recognition</li> <li>● Build a partnership with community resources to provide role models, club sponsors and guest readers for classrooms</li> <li>● Extend CKH to focus on the EXCEL model for classroom instruction</li> </ul>
<b>School Context &amp; Organization</b>	<ul style="list-style-type: none"> <li>● 90 minute instructional blocks</li> <li>● Team meetings daily for PLC and cross curricular classroom connections</li> <li>● Department meetings for math, ELAR and science</li> <li>● Library is utilized in a combination</li> </ul>	<ul style="list-style-type: none"> <li>● UIL- increase event participation</li> <li>● Choir room not ADA compliant</li> </ul>	<ul style="list-style-type: none"> <li>● Expand UIL program to include more students by entering full teams in competitions</li> <li>● Seek community members to work with a Friday Clubs</li> </ul>

	<ul style="list-style-type: none"> <li>of fixed and flexible schedule</li> <li>● 2 counselors</li> <li>● Safe and welcoming environment</li> <li>● Improvements in older part of the building</li> <li>● Partners in Education time with Leadership Team and teachers during team planning time</li> </ul>		
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Each classroom has: teacher laptop, projector, speakers, smart board, document camera</li> <li>● 2 computer labs</li> <li>● Home access to many school resources</li> <li>● Mobile technology including Kindles, iPads and Chrome books</li> <li>● Wireless access points upgraded to meet demands</li> </ul>	<ul style="list-style-type: none"> <li>● Training in best practices for multimedia teaching stations</li> <li>● Extend training in Google Apps Education and classroom Chrome books</li> <li>● Additional training in best practices for classroom technology</li> </ul>	<ul style="list-style-type: none"> <li>● Add Chrome book sets to 6th Science, Social Studies and Math</li> <li>● Use smaller assessments combined with unit assessments when appropriate</li> <li>● During and after-school training in best practices using Google Education Apps education to include collaboration tools for students</li> </ul>
<b>Family &amp; Community Involvement</b>	<ul style="list-style-type: none"> <li>● Increased method and frequency of communication</li> <li>● STAAR Family Night</li> <li>● Back to School Meet the Teacher and Orientation</li> <li>● Report Card Pick-up Night, Fine Arts Nights, awards assemblies</li> </ul>	<ul style="list-style-type: none"> <li>● Increase communication with parents about using the grade portal</li> <li>● Communicate about resources available for home use earlier in the year</li> <li>● Mentor/Volunteers to build connections between students and community</li> <li>● Local field trips</li> <li>● Increase Watch D.O.G.S. hours</li> </ul>	<ul style="list-style-type: none"> <li>● Investigate local field trips for students in poverty to see what we have locally- team sponsors, Evergreen Cemetery, public library, Maxey House, Pat Mayes Dam, water treatment plant, service solutions, PJC, PHS vocational classes</li> <li>● Recruit Watch D.O.G.S at Open House</li> <li>● Share grade portal information at Open House</li> <li>● Share online resources available at home</li> </ul>

**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 2017-18 with at least 97%.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.1.1 Continue practice of calling parents when students are absent. When students reach 7-10 absences Assistant Principal will conduct home visits. (ESSA: 3)	Local	Assistant Principal Registrar	Phone logs; home visit logs; PEIMS attendance report	Attendance rate will exceed 90% and Meet campus target of 97%	Reports weekly
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; Principals will contact parents of students with chronic attendance problems to work out a solution (ESSA: 3)	Local budget	Principal Asst. Principal PIEMS Secretary	Attendance records Phone logs	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.3 Continue recognition of "Perfect Attendance" at awards assembly (ESSA)	Local	Assistant Principal PEIMS Secretary	Attendance records	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.4 Drop-out rate will remain at zero	Local	Assistant Principal Attendance Clerk Principal Counselors	Attendance records	Dropout % will remain zero.	Weekly Reports
1.1.5 Conduct Saturday School for students with excessive absences and make-up of days missed	Local Title I Part A	Principal Assistant Principal	Attendance records	Decrease retention rate due to failure by 10%	Saturdays, as needed

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.2.1 Review and revise campus discipline procedures yearly to meet the needs of our diverse population and encourage positive behavior. (ESSA: 1)	Focus Program Local Title I Part A Special Education	Principal Assistant Principals Counselors Teachers	Discipline Committee Meeting Agenda Plan revisions	PEIMS Discipline Incident Count Reduce discipline referrals by 15%	Each August
1.2.2 Continue “Capturing Kids’ Hearts” school-wide program with training refresher for entire Crockett Staff; Continue social skills and focus on common school expectations and terminology Staff (ESSA:1)	Campus budget Title I, Part A	Principal Counselors Staff	Staff training sign in sheets Social contracts posted PDAS observations	PEIMS Discipline Incident Count 100% student participation	Each 9 week grading period
1.2.4 Manage and intervene with discipline of special needs students; Focus Program with added support of Behavior Specialist	Special Education budget	Special Education Director Principal Focus Re-Director	Special services student discipline referrals to the office	PEIMS Discipline Incident Count of Special services students; 100% teacher participation	Daily
1.2.5 Monitor and make adjustments to Behavioral/Academic RTI program. (ESSA: 1)	Title I Part A Local Funds	Federal Programs Director Principal Teachers Behavior	Discipline referrals to the office; Assignments to ISS	PEIMS Data; 100% teacher participation	Weekly during Teaming

		Specialist			
1.2.6 Continue to utilize PISD Safety & Security Police Officer	Local	Principal	Incident reports	PEIMS Discipline Incident Count Reduce discipline referrals by 15%	Daily
1.2.7 Promote a safe, drug-free environment	Local Title I Part A, Part A	Principal Counselors Security Officer	Lesson plans Newsletter Website	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%	Daily
1.2.8 Provide transition to Crockett Intermediate School for 4th grade students and successful transition to PJH for 6th grade	Local Funds	5th Grade teachers Counselors Principal	Schedule for 4th Grade and 6th Grade visits; Newsletters; Successful transition of students to 5th grade	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey	May 2018
1.2.9 Recognize good citizenship on Report Card and Awards Assembly	Local	Homeroom Teacher	Report Card and Awards Assembly	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%.	January 2018 and May 2018

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
2.1.1 Update web presence, and print communication to include social media, School Messenger, E Notes, team newsletters to increase home school communication ; Investigate a	Local	Principal Staff	Interaction on Social Media Copies of campus and team newsletters; call logs and parent conference notes	Summary of parent, student and teacher surveys; increase survey completion by 10%	Weekly

school-wide network for announcements and student recognition (ESSA)					
2.1.1 Provide opportunities for parent and community involvement in classrooms and extra-curricular events/field trips that provide students with experiences outside their everyday activities. Link trips to curriculum and local community. (ESSA: 3)	Campus Budgets Fundraisers Sponsorships	Principal Teachers Parent Association	10-1 Student to teacher/chaperone on all extracurricular events	Summary of parent, student, teacher surveys; increase in survey completion by 10%	Monthly
2.1.2 Continue "Back to School Event" with schedule pick up	Campus budget	Principal SET	Social Media interaction; newspaper announcements; Schedules	Percentage of schedules picked up; increase survey completion	August 2018
2.1.3 Communication of goals and activities to parents through: <ul style="list-style-type: none"> <li>● Parent orientation</li> <li>● Open House/Report card pickup</li> <li>● Crockett Connection Weekly Newsletter</li> <li>● School website &amp; Social Media</li> <li>● Parent meeting to explain scheduling</li> <li>● Family Math &amp; Literacy Nights</li> <li>● Team newsletters</li> <li>● Home visits</li> <li>● Cultural/Seasonal Events</li> </ul> Creating many opportunities for positive interactions with parents. (ESSA: 3)	Campus and district budget Title I, Part A Title I, Title IIA Principal & Teacher Improvement	Principals, Teachers Bilingual Parent Liaison, Assistant Principal(s), Federal/State Programs Director	Printed and electronic communications materials 20% increase in positive parent contacts; Agendas and sign-in sheets	Summary of parent, student and teacher surveys; increase survey completion by 10%	Monthly
2.1.5 Conduct Report Card Pick-up at Open House. Offer alternative	Campus and district budget	Principal Teachers	Sign in sheets; Phone and Contact logs; counselor	10% Increase in the number of parent participants	October 2019

times for parents that cannot attend. (ESSA: 3)			home visits		
2.1.6 Implement Family Math Night, Family Library Night, and STAAR Night (ESSA: 3)	Federal Programs Title I Part A	Principal District Instructional Technology Specialist Librarian, Math Coach	Newsletters; Sign in sheets	10% Increase in the number of parent participants	October 2018 and February 2019
2.1.7 Post classroom lesson plans on the Teacher websites. Use Flippen Group's EXCEL Model posted in each classroom daily. Make available a parent portal for Texas Curriculum Management Program Cooperative TEKS Resource System Portal (ESSA: 3)	Local	Principal Teachers	Newsletters and posted lesson plans	10% increase in number of responses on the parent survey about curriculum communication	Weekly
2.1.8 "Monday" folders with newsletters school information as a communication tool between home and school. (ESSA: 3)	Title I Part A	Principal Federal/State Programs Director	Newsletters; Universal screening results	10% increase in number of responses on the parent survey about communication	Weekly
2.1.9 Provide liaison between parents and school for ELL students. (ESSA: 3)	Title I Part A, Local Funds Bilingual/ESL Funds	Teachers, Federal Programs Director Bilingual Coordinator	Notes from meetings, sign-in sheets for events	10% increase in number of parent participants	Monthly

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

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

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

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timelin e
3.1.1 Continue to add classroom computers and access to mobile technology 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 (ESSA: 1)	Title I Part A Parent Organization Local Funds	Campus Instructional Technology Contact, Principal	Inventory list of computers and equipment repair records	All classrooms have at least 3 computers that are accessible to students and meet district specifications. Each classroom will have access to a set of Chrome books for entire class use or enough for learning stations. Teachers will have projector, document camera, interactive whiteboard and computer	August, January and May
3.1.2 Continue Science Lab for hands on experiments that are aligned with classroom instruction. (ESSA: 1)	Title I Part A, Local Funds, SCE	Principal, Science Instructional Coach Science Lab coordinator	Science Lab schedule and attendance	Meet or Exceed state average on state mandated science test;	Weekly

3.1.3 Utilize mobile technology for curriculum enrichment and enhancement using iPads, Kindles, and Chrome books (ESSA: 1)	Local Federal Programs	Principal, Core teachers	Student Technology Applications as performance indicators; lesson plans;	10% improved raw scores on state assessments	Weekly
3.1.4 Provide distance learning opportunities (ESSA: 1)	Title I Part A, Parent Organization, Local Funds, State Compensatory	District Technology Integration specialist, Teacher(s)	Budget requisitions, teacher lesson plans, Tech Integration Specialist	10% improved raw scores on state assessments	Monthl y
3.1.5 Continue integration of Technology Applications TEKS in all curriculum areas (ESSA: 1)	Campus/district budget Federal Programs	Principal Federal Programs Director Instructional Technology Specialist	Lesson plans Administrator observation-Evaluation, Computer lab schedules	Summary of teacher surveys will show an increase in use by 10%	Weekly
3.1.6 Continue to implement the Paris ISD curriculum (ESSA: 1)	Local	Deputy Superintendent for Curriculum, Curriculum Director, Principal	Weekly Lesson Plans, Weekly Department Meeting Notes, District Curriculum Day (August), Waiver Planning Days	80% of all students will pass all portions of the STAAR; meet ARD expectations	Daily
3.1.7 Continue protected instructional blocks of 90 minutes for math, reading, science and social studies including accelerated interventions for struggling students (ESSA: 1)	Title I, Part A Title II Part A SCE Local	Principal Academic Coaches Teachers	Master Schedule Lesson Plans	80% of all students will pass all portions of the STAAR; meet ARD expectations	Daily
3.1.8 Continue academic team structure to enhance the learning environment with agendas for ongoing Partners in Education (PIE) during team meetings add self	Title I, Part A Local	Principal	Team Agendas	80% of all students will pass all portions of the STAAR, meet ARD expectations	Daily

contained classes when numbers reach 25 in existing classes (ESSA: 1)					
3.1.9 Provide Extended Day Tutorials for identified students in preparation for STAAR (ESSA: 1)	Title I, Part A and SCE, Local	Principal, Teachers	Tutorial Schedule	80% of all students will pass all portions of the STAAR; meet ARD expectations	January 2019
3.1.10 Implement universal screening with STAR Reading to determine differentiated instruction in reading; Star Math universal screening for math differentiation; continue district benchmark assessments and assessments on objectives for data to differentiate instruction. (ESSA: 2)	Local Title I Part A	Principal Core team teachers	Benchmark results Universal Screening Results Unit Assessments Report cards	80% of all students will pass all portions of the STAAR, meet ARD expectations	September, January & May
3.1.11 Continue to build a library collection that supports all curriculum areas, reading interests and reading levels; Introduce eBooks and electronic databases through Destiny Discover; train librarian, teachers and students (ESSA: 2)	Title I Part A, Parent Organization Local Funds	State/Federal Programs Director Librarian Math Academic Coach	Library circulation statistics	10% increase on STAAR scores in reading, science and math	Monthly
3.1.12 Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, oral/written conventions daily) with small group instruction, intervention specialists and computerized intervention. Utilize high quality instructional materials (print and electronic) for differentiation; Provide staff development in utilizing materials (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Assistant Principals Core Subject Teachers Reading Coach Principal, Librarian	Classroom observations, Master Schedule, Rtl records	10% increase on raw score on state mandated reading test; increase passing percentage to 60% to ensure that all safeguards are met	Weekly

3.1.13 Seek and utilize district and external funds to provide electronic resources to integrate technology and multimedia into all areas of the curriculum- examples including but not limited to BrainPop, Flocabulary, Snap and Read (ESSA: 2)	Local Title I Part A, Title II	State/Federal Programs Director; District technology coordinator	School and Home accessible electronic resources, technology work order log	Technology inventory will increase and campus technology capabilities will be updated	Monthly
3.1.14 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. (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Core Subject Teachers Federal/State Programs Director Math Coach	Sign in sheets; agendas; budget requisitions; Attendance Sheets	10% increased raw score on state mandated tests and math assessments	Weekly
3.1.15 Structure RM Academy for SSI (reading & math) to target objectives missed on 1 <sup>st</sup> Administration of STAAR. (ESSA: 1)	Title I Part A Local Funds	Teachers, Academic Coaches, Principal, teachers	Budget requests; RM Academy Schedule; attendance sheets	Increase on STAAR scores in 5 <sup>th</sup> grade retesting subjects (reading & math); increased percentage of students passing with each administration of STAAR	Spring 2019
3.1.16 Continue to schedule core teachers checking in with ISS students Team Planning Period to assist with missed instruction. (ESSA: 1)	Title I Part A Local Funds State Compensatory	Assistant Principal Teachers	Intervention logs/attendance sheets Teaming agendas	10% increase in STAAR performance for students that have been in "ISS"	Daily
3.1.17 Maintain an area that will house content area instructional materials for quick teacher access. Guided Reading books, classroom novel sets, Science and Social Studies reading materials, math games and manipulatives (ESSA: 2)	Title I Part A Local Funds	Reading Coach Math/Science Coach	Classroom observations; Department Meeting notes	80% of all students will pass all portions of the STAAR, meet ARD expectations; 10% reduction in 9 week grading period failures	Monthly

3.1.18 Utilize high quality science materials to provide quality Science instruction in whole class and small group instruction; (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Teachers Math/Science Coach	Classroom observations, Rtl records	10% increase on raw score on state mandated science test; 10% increase subpopulations to meet safeguard	Weekly
3.1.19 Utilize high quality instructional materials in Social Studies to provide quality Social Studies instruction in whole class and small group instruction. (ESSA: 2)	Title I Part A Local Funds Title II, Part A	Teachers Reading Coach Math/Science Coach	Classroom observations, Rtl records;	10 % reduction in students failing Social Studies at 9 week grading period	Weekly
3.1.20 Align writing instruction with 7 <sup>th</sup> grade; provide staff development on best practices in writing (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Teachers Reading Coach	Classroom observations, proof of attendance, budget requests, department meeting notes	10 % reduction in students failing English Language Arts at 9 week grading period	Monthly
3.1.21 Continue using the EXCEL model from Flippen Group for Lesson Planning; begin posting EXCEL on board for daily lesson; begin posting lesson plans in EXCEL format online	Campus budget Title I, Part A	Principal Teachers	Classroom observations, lesson plans, Crockett Connection Newsletters, budget requests, department meetings	PEIMS Discipline Incident 100% teacher participation	Daily

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

**Objective 4.1:** Provide support for inclusion of special services and at-risk students in general educational setting as evidenced that 80% of all students and each student group, including Special Education and ELL students tested, will pass all portions of the state mandated assessment. 80% of English Language Learning students will increase one or more proficiency levels in English.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.1.1 Identify/serve ELL students with a certified Bilingual or ESL teacher and materials (ESSA: 2)	Local Title I, Part A Title II, Part A Title III, Region	Principal, Federal Programs Director	Weekly Lesson plans; Master schedule	80% of all students will pass all portions of the STAAR, meet ARD expectations	Monthly

	8 SSA Bilingual Ed. Funds SCE	Bilingual Coordinator			
4.1.2 Provide counselor for students in need with individual and group counseling (ESSA:2)	SCE	Principal Federal Programs Director	Counselor logs and notes	80% of all students will pass all portions of the STAAR meet ARD expectations	Monthly
4.3.2 Provide a yearly stipend for bilingual teachers, ESL teachers, and bilingual paraprofessionals. (ESSA:2)	Local Bilingual/ESL Funds	Principal, Human Resources Department	Personnel records	100% of core academic classes will be taught by Certified teachers and 100% Certified staff will be maintained	August 2018
4.1.3 Provide summer school for students who fail/did not make progress in core content courses and/or students that do not meet SSI (Student Success Initiative) provide targeted skills with appropriate high interest materials and activities(ESSA: 1)	Title I, Part A	Principal State/Federal Programs Director	Summer School report cards, attendance records	85% passing Summer School; 80% of third administration of state mandated test	June and July 2019
4.1.4 Provide services (as needed) for students identified as homeless (ESSA: 1)	Title I, Part A, Local, Community Resources	State/Federal Programs Director, Principal, Homeless Liaison	Homeless forms	100% homeless students offered services	Weekly
4.1.5 Provide supplementary services through ESC 8 Cooperative (ESSA: 1)	Title I, Part A Local	Principal State/Federal Programs Director	Budget requisitions	Participation logs from Region 8	June 2019
4.1.6 Recruit, identify, and provide services to identified Migrant students (ESSA: 2)	Title I, Part C	Migrant Liaison	Number of COEs processed	Certificates of Eligibility on file	Each 9 week period

4.1.7 Use computer adaptive intervention for identified at-risk students in math and reading (ESSA:1)	Title I, Part A SCE	End of each nine weeks	Attendance records, report cards, TARP results, Consolidated Reading Report	85% of all students will pass all portions of the STAAR, meet ARD expectations	Weekly
4.1.8 Provide services to foster children on all campuses (ESSA: 1)	Local Bilingual/ESL Title I, Part A ESC 8 Shared Services Arrangement	State/Federal Programs Director Principals Foster Care Liaison	Tutorial logs Summer School participation reports Home visits Family survey Student report card grades	10% increase in foster student achievement on State assessments	Monthly
4.1.9 Identify and serve students with Dyslexia with a certified teacher/reading specialist and materials (ESSA:1)	Local SCE Title I Part A	Principal Dyslexia Teacher	Attendance records	100% identified students served; students in the program increase their raw score in Reading STAAR by 4 questions	Daily
4.1.10 Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title I, Part A; Title II, Part A; and State Compensatory Education, will be used to implement the school wide program designed to upgrade the entire instruction program. (ESSA: 2)	Local State and Federal budgets	Principal	Federal grant applications	Programs and funding are coordinated to maximize all budgets	Monthly

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.2.1 Continue Socrates for identified students, Future Problem Solving teams participate in local, state and international meets	G/T funding	G/T Director G/T teachers	Lesson plans, FPS participation, Teacher observation	100% identified students served; increase number of students that score Level III on STAAR	Summer 2019
4.2.2 Continue Student Council with service time requirements	Local budget Student fundraising	Principal Student Council Sponsors	Teacher Observation Student observation Parent & community observation	End of year community projects completed	Each 9 weeks
4.2.3 Continue participation in County-Wide Spelling Bee	Local budget	ELAR Teachers	Classroom spelling bees Teacher observation Contest questions	Increased number of classroom participating	January 2019
4.2.3 Certificates for A, A/B honor roll	Local budget	Principal	Certificates printed	10% increase in passing rate on STAAR results	January 2019 and May 2019
4.2.4 Continue Traditional Science Fair with the addition of PISD STEAM options	Local budget	Principal Science Teachers	Lesson Plans, participant logs, Teacher Observation	Increase in number of participants in all portions of the science fair	December 2018
4.2.5 Continue Fine Arts Electives for all students (Music, Art, Band, Choir)	Local budget	Counselor, Elective Teachers	Rotation schedule	Increase participation in art contests, Performances at community events	August 2018
4.2.6 Continue National Elementary Honor Society with selection, induction and service projects in accordance with national guidelines	Local budget Student fundraising	Principal NEHS Sponsors	Teacher Observation Student observation Parent & community observation	End of year community projects completed	Each 9 weeks
4.2.7 Continue participation in UIL contest in middle school division	Local budget	Campus UIL Coordinator, UIL Coaches	UIL sign up sheets, practice logs and contest results	ParisISD Team (CIS & PJH) place in Top 3 with team total points	November 2018

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

**Objective 4.3:** 100% of core classes will be taught by certified teachers, 100% of paraprofessionals with Instructional duties will meet state and federal requirements and 100% certified staff will be maintained.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.3.1 Actively recruit certified teachers, professionals, and paraprofessionals that are representative of the community with advertisements and participate in TAMU and other university job fairs (ESSA: 2)	Local Budget Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	Personnel records	100% of core academic classes will be taught by Certified teachers and 100% Certified staff will be maintained	At time of job openings
4.3.2 Reimburse teacher expenses for certification tests/fees/study courses for teachers to become certified, as funds are available. (ESSA:2)	Title I, Title IIA Principal/Teacher Improvement	Federal/State Programs Director, Principal	Applications for reimbursement	100% of teachers are certified on TEA report	Monthly
4.3.3 The school will only recruit and hire core academic subject area teachers who meet the certified teacher requirements Texas Education Agency Guidelines. <ul style="list-style-type: none"> <li>● Teachers who are certified will only provide instruction in core academic subject area classes.</li> <li>● The school will provide high-quality, on-going professional development activities to retain certified teachers. Teachers will be involved in selecting professional development activities.</li> </ul> The school, in cooperation with the	Local Title I Part A	Principal SBDM Committee Federal Programs Director	Interviews conducted	100% of teachers are certified on TEA report	As openings occur

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 (ESSA: 2)					
4.3.4 Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive) (ESSA: 2)	Title I, Title IIA	Federal/State Programs Director, Principal	Professional development scheduled	100% of aides are certified on TEA report	September 2018 and as hired
4.3.5 Ensure that low income and minority students are not taught at higher rates than other students by uncertified, out-of-field, or inexperienced teachers by reviewing job assignments (ESSA: 2)	Local Title I Part A	Principal, Human Resources Department	PIEMS data	100% of core academic classes will be taught by Certified teachers and 100% Certified staff will be maintained	Beginning of each semester

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

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

Activities/Strategies	Resource Allocation	Person(s) Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.4.1 Provide staff development, certification training, fees, etc. for all teachers to become certified as funds are available (ESSA: 2)	Title II, Part A Local	Principal State/Federal Programs Director	Memos, records of participation	All staff will be certified	Monthly
4.4.2 Continue Capturing Kids' Hearts training to all new staff members with full implementation including recharge session with all	Title II, Part A	Principal State/Federal Programs Director	Sign in from training,	Staff training sign in sheets Social contracts posted PDAS observations	August and October 2018

staff (ESSA:1)		Staff			
4.4.3 Provide training on the RtI model (ESSA:1)	Local Title I, Part A Special Education funds	Assistant Principal RtI team	Training schedule Sign-in logs, team agendas	Students identified and appropriately placed in intervention; student performance improves and comes out of intervention	Weekly during Partners in Education time
4.4.4 Provide hardware and/or software, professional development in best practices with technology curriculum integration (ESSA:10)	Local Title I, Part A Title II, Part A	Principal State/Federal Programs Director	Equipment Inventory	Increased technology inventory by 20%, documented professional development records	Each semester

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
5.1.1 Provide campus planning time with PLC to ensure staff development plans meet current needs assessment (ESSA:1)	Local	Principal, Instructional Coaches, Teachers	Passing rates STAAR test results Teacher observation Attendance records	Increase passing rates by 10%	Weekly
5.1.2 Continue TEKS, STAAR, District Benchmark data disaggregation using the DMAC system. (ESSA:2)	District and campus budget Title I, Part A Title II, Part A	Principal Curriculum Directors, Teachers	Teacher observation STAAR test results TEKS, DMAC Training	Increase passing rates by 10%	November 2017
5.1.3 Provide horizontal and vertical curriculum alignment for teachers so that all TEKS are adequately met (ESSA:2)	Local	Principal; Elementary Curriculum Director	Aligned curriculum for all subjects	80% of all students will pass all portions of the STAAR; meet ARD expectations	Weekly
5.1.4 Continue to develop and align curriculum across all content areas to increase student achievement including	Local Title I, Part A Title II, Part A	Principal, Instructional Coaches Teachers	Teacher observation	TARP Report with improved scores of 10%	Each 9 weeks

supplemental instruction (ESSA: 2)					
5.1.5 Staff development through Region 8 cooperative, district staff, state/national conferences, consultants and workshops designed to improve staff expertise, instruction, and student learning (ESSA:2)	Local Title I, Part A Title II, Part A Title III, Part A Special Education Bilingual Education Campus Budget	Principal State/Federal Programs Director	Record of staff development attendance	80% of all students will pass all portions of the state mandated test, meet ARD expectations	Monthly
5.1.6 Continue teacher involvement in the selection/creation of campus/district academic assessments. (ESSA:2)	Local	Principal Instructional Coaches	Teachers discuss assessments prior to unit planning	Aligned Curriculum Based Assessments	Each 9 weeks
5.1.7 Schedule staff development for existing programs/best practices during teaming and after school. (ESSA: 2)	Title I, Title IIA Principal/Teacher Improvement, Bilingual/ESL, Title III, Local	Curriculum Director Federal/State Programs Director, Academic Coaches, Principal	Staff development schedule; Sign in sheets; team agendas	10% increase in raw scores on state mandated tests;	Weekly during Teaming Time
5.1.8 Retain instructional coaches to provide professional development and curriculum support in core subject areas (ESSA: 2)	Local funds Title I Part A Title II, Part A	Principal	Training schedule; Sign-in log	Improved scores on all STAAR tests	Monthly

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

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

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

## **Attachment B: 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 certified 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.