

# Paris Independent School District



## District Improvement Plan 2018-2019

Approved by PISD School Board  
November 12, 2018

## Table of Contents

District-Wide Academic Excellence Council	2
Paris ISD Mission Statement	3
Paris ISD Board/Superintendent Goals	3
Paris ISD Strategic Goals	3
Paris ISD District Commencement Goals	4
Special District Policies Relating to State Compensatory Education	5
Federal and State Funding Sources	6
Comprehensive Needs Assessment	8
STAAR Results	14
Programs and Services	18
Attachment A: State At-Risk Student Eligibility Criteria	37
Attachment B: Uses of Other Special Revenue Funds	38

## District-Wide Academic Excellence Council 2018-19

Jane	Avila	Teacher	Paris High School
Kendra	Beshirs	Assistant Principal	Justiss Elementary School
Angela	Clark	Teacher	Aikin Elementary School
Dacey	Dingman	Teacher	Lamar County Head Start
Althea	Dixon	Assistant Superintendent of Curriculum	Paris ISD (Board Designee)
Sheila	Ensey	Principal	Givens Early Childhood Center
Rhonda	Floyd	Parent	
Kim	Graham	Teacher	Crockett Intermediate School
Jodye	Grissom	Teacher	Paris High School
Megan	Groomes	Teacher	Aikin Elementary School
Crystal	Henry	Librarian	Paris High School
Nelisa	Kelley	Teacher	Justiss Elementary School
Tammy	King	Teacher	Aikin Elementary School
Amanda	Larue	Teacher	Paris High School
Kim	Lamberson	Parent	
Lisa	Lipstraw	Teacher	Paris Junior High School
John	McCullough	Secondary Education and CTE Director	
Kim	Miller	Non-Teaching Professional	Givens Early Childhood Center
Montgomery	Moore	Community Representative	Paris ISD (non-voting member)
Jill	O'Bryan	Teacher	Travis High School of Choice
Regan	Plata	Librarian	Paris Junior High School
Karen	Raney	Non-Teaching Professional	Aikin Elementary School
Jennifer	Ray	Elementary Education and GT Director	Paris ISD (non-voting member)
Traci	Robbins	Teacher	Crockett Intermediate School
Cassandra	Rogers	Teacher	Paris Junior High School
Darius	Samuels	Parent	
Daon	Savage	Parent	
Marilyn	Smith	Teacher	Justiss Elementary School
Stephanie	Staggs	Non-Teaching Professional	Crockett Intermediate School

## 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/Superintendent Goals

**Goal 1: Paris ISD will have a learning environment that challenges and provides opportunity for all students to succeed.**

- A. Recruit and retain the most effective people by rewarding excellence and providing opportunities for continual growth.
- B. Remain an academically high performing, leading, and innovative school district that produces college and career-ready graduates capable of critical thinking and achievement.
- C. Maintain a safe and secure environment for our students, staff, and community.

**Goal 2: Paris ISD will be financially stable.**

- A. Be a leader in education by providing outstanding facilities while remaining good stewards of our finances and resources.
- B. Will continue to grow through competitive compensation to attract top educators and results-oriented employees who strive to increase student achievement.

**Goal 3: Paris ISD will foster positive relationships with community, media and families of the district.**

- A. Actively engage and partner with parents in the educational experience.
- B. Enhance educational excellence and workforce development through collaboration with community partners.
- C. Promote awareness and support of PISD's vision to be a premier school district.

## 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

## 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 respect for self, others, and the environment
● Have mastered core academic areas and technology	● Be an effective communicator
● Have explored the arts and a second language	● Be a team player
● Strive for total wellness	● Be an honest, responsible citizen
● Be a life-long learner	

## Special District Policies Relating to State Compensatory Education

The Paris Independent School District has adopted the following administrative policies and procedures for identifying students:

- 1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- 2) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher's recommendation will be entered into a program or service that best addresses their individual needs.
- 3) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of their teacher(s).
- 4) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.
- 5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. The Paris Independent School District uses all SCE funds to supplement services beyond those offered through the regular education program, less 48 percent indirect costs and the 18 percent allowable to provide base services at the disciplinary alternative education program (DAEP).
- 6) According to the Texas Education Agency, a campus using SCE funds to support a Title I schoolwide program where the percentage of students from low income families is 40 percent or greater is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE full-time equivalents (FTEs) in the campus improvement plan; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program. When using SCE funds to support a Title I school-wide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I, Part A school-wide program. Coordinating SCE funds on a school-wide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are not fiscally combined with Title I, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

## Federal and State Funding Sources

Federal funding sources will be coordinated with State and Local funds to meet the needs of all students and upgrade the entire educational program in the District. The intent and purpose of all coordinated funds will be met.

Federal Programs/Funding Source	Allocation Amount	FTE(s)
Title I, Part A (Improving Basic Programs)	\$1,559,623	19.103
Title I, Part C (Migrant) <i>Reg. 8 SSA</i>	\$5,083	0
Title II, Part A (Teacher and Principal Training and Recruiting)	\$162,661	0.100
Title III, Part A (English Learners) <i>Reg. 8 SSA</i>	\$38,061	0
Title IV, Part A (Student Support and Academic Enrichment)	\$110,440	0
Title V, Part B (Rural and Low-Income Schools Program)	\$65,042	0
<b>Total Federal Awards</b> (through Federal Programs Department)	<b>\$1,940,910</b>	<b>19.203</b>
State Programs/Funding Source		
State Compensatory Education	\$2,340,019	53.958
Bilingual/ESL	\$ 107,526	0

## Federal Funding – Title I

	Poverty %	Allocation/Campus	Parent Involvement/Campus (1% of total grant)	Total Allocation
District	84.73		(\$15,600)	\$1,559,623
Givens Early Childhood Center	67.52	\$70,751	\$450	\$71,201
Justiss Elementary	91.67	\$322,669	\$3,995	\$326,664
Aikin Elementary	83.98	\$432,643	\$4,728	\$437,371
Crockett Intermediate	87.29	\$286,428	\$3,302	\$289,730
Paris Jr. High	80.65	\$222,501	\$2,525	\$225,026
Reservations (Admin, Summer School, Homeless, Foster)				\$209,631

## State Compensatory Funding

State Compensatory Education (SCE) funds (summary level) on Title I school-wide campuses will be used to upgrade the entire educational program and support Title I, Part A funds.

SCE funds at Paris High School (summary level) will be targeted to students identified as at-risk according to Section 29.081, TEC, and will be supplementary in nature. *See Attachment A for state criteria.*

SCE funds at DAEP and THSOC (summary level) will be used for all students since all students meet at-risk criteria.

<b>Schoolwide Title I Campuses</b>	<b>Allocation</b>	<b>FTE</b>
Givens Early Childhood Center	\$316,619	11.0
Aikin Elementary	\$491,864	9.81
Justiss Elementary	\$363,697	9.723
Crockett Intermediate	\$228,023	5.189
Paris Junior High	\$223,724	5.725
<b>Total for Schoolwide Title I Campuses</b>	<b>\$1,623,927</b>	<b>41.447</b>
<b>Non-Title I Campus</b>	<b>Allocation</b>	<b>FTE</b>
Paris High School	\$105,652	1.50
<b>Alternative Education Campuses</b>	<b>Allocation</b>	<b>FTE</b>
Disciplinary Alternative Education Program (DAEP)	\$250,874	5.742
Non-Disciplinary Alternative Education Program (THSOC)	\$221,988	4.286
<b>Reservations</b>	<b>Allocation</b>	<b>FTE</b>
Summer School	\$54,000	TBD
Pregnant/Parenting Program	\$9,000	TBD
Administration	\$74,578	1.36
<b>Summary Level Totals</b>	<b>\$2,340,019</b>	<b>54.335</b>



## **Paris Independent School District Comprehensive Needs Assessment Summary of Findings**

Located in Northeast Texas and encompassing 23 square miles in Lamar County, the Paris Independent School District is fully accredited by the Texas Education Agency. The staff of the school system strives for first-rate quality in the delivery of instructional and support programs for over 3,800 students enrolled in the district. This exceptional learning environment is enhanced by community pride, parental involvement, innovative programs, outstanding facilities, and a dedicated staff.

Representatives of the District-Wide Academic Excellence Council conducted the Comprehensive Needs Assessment and developed the activities for the District Improvement Plan (DIP). The committee examined data related to eight areas: Curriculum, Instruction, and Assessment; Demographics; District Climate and Culture; District Context and Organization; Family and Community Involvement; Staff Quality, Recruitment, Retention and Professional Development; Student Achievement; and Technology. Strengths, Needs, and Action Plans/Priorities were identified within each area, and the Action Plans/Priorities were included in the Programs and Services of the DIP.

Paris ISD can boast many strengths in all areas. Our diverse student population performs well on state and other required assessments, and numerous programs are provided to assist individual students helping them become successful. The Community Eligibility Provision which provides free breakfast and lunch for all students in the district has proven to be very successful in feeding lunch to an average of 84% of our students each day. Other strengths include student safety, good communication with parents, numerous extra-curricular activities, and high graduation rates. High-quality professional development opportunities are offered to help teachers meet student academic needs as well as opportunities to learn ways to help students from poverty and those who are at-risk of dropping out of school. The Paris ISD staff is experienced with an average of 13 years with the District. Every campus Met Standards for 2018 Accountability Ratings, and, four out of the five campuses eligible to receive distinctions earned at least two. As a whole, the district showed growth in all subjects among all sub-populations. The District earned 9 of 16 possible indicators in Postsecondary Readiness, which resulted in its' first District distinction. Many area churches are partnering with our schools to provide one-on-one mentoring for at-risk students which has proven to be a positive program.

Identified academic areas where improvement is still needed includes Reading, Writing, and Social Studies, as indicated on the latest state assessments. Of great concern is the African American sub-pop which has seen little to no growth in Reading, Writing, Science, and Social Studies. Additionally, our Economically Disadvantaged students decreased in Writing and Social Studies while our English Learners declined in Reading, Writing, and Social Studies. Our Special Education students saw increases in all subjects with the exception of Social Studies. Our growing English Learner population requires more bilingual teachers and paraprofessionals as well as training for all teachers in strategies for Limited English Speaking students. Teachers are being trained in Sheltered Instruction and more are becoming ESL certified. Response to Intervention (RtI) training is important for all teachers to help struggling learners learn and work at their grade level. Parent engagement continues to be a need that the District strives to meet by providing parent training workshops and opportunities for parents to become more involved in their child's education. Diversity among the staff is a need that is a priority for recruiting highly qualified teachers.

The Action Plans/Priorities will help us meet the needs of our students and parents more effectively. Among the identified Action Plans are ongoing interventions for struggling students, training in working with at-risk students as well as students from poverty, more parent engagement through workshops in topics relevant to their children's education, recruiting effective teachers including minority and bilingual teachers, and training in technology integration and in best practices.

<b>Data Sources Reviewed:</b> 2016-2017 Preliminary Texas Academic Performance Report (TAPR), State of Texas Assessments of Academic Readiness (STAAR), PEIMS Data, Campus Improvement Plans from all campuses, Professional Development Survey, DMAC data, benchmark assessments, use of <i>txConnect</i> , District/Campus/Teacher websites, Volunteer Logs, Parent Surveys, Parent Sign in Sheets, Agendas			
Area Reviewed	Summary of Strengths (What were the identified strengths?)	Summary of Needs (What were the identified needs?)	Action Plans (What are the priorities for the district?)
Curriculum, Instruction, and Assessment	<ul style="list-style-type: none"> <li>• Instructional coaches</li> <li>• Nine-week planning days</li> <li>• Intervention teachers</li> <li>• DMAC</li> <li>• Vertical alignment</li> <li>• GT program</li> <li>• Bilingual program</li> <li>• After-school tutorials</li> <li>• CTE Coherent Sequence graduates almost doubles State rate</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated instruction</li> <li>• Formative assessments</li> <li>• Training for Instructional coaches on data disaggregation</li> <li>• Review GT testing requirements and guidelines</li> <li>• Training for teachers on writing techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Continue writing training for grades K-10</li> <li>• Continue District-wide RtI (MTSS) training</li> <li>• Provide reading training</li> <li>• Utilize planning days and department meetings to disaggregate and analyze data</li> <li>• Use data from formative assessments to develop differentiated instruction needs</li> <li>• Utilize GT coordinator to insure fidelity of GT identification</li> <li>• Implement PLC teams on each campus</li> <li>• Improve program focus on reading fluency and vocabulary development for progress monitoring for SpEd students</li> </ul>

Area Reviewed	Summary of Strengths (What were the identified strengths?)	Summary of Needs (What were the identified needs?)	Action Plans (What are the priorities for the district?)
<b>Demographics</b>	<ul style="list-style-type: none"> <li>• Students               <ul style="list-style-type: none"> <li>○ Diverse population</li> <li>○ Most campuses received Distinctions</li> </ul> </li> <li>• Staff               <ul style="list-style-type: none"> <li>○ Experienced staff with 50% with more than 10 years experienced</li> <li>○ Many class sizes smaller than state average</li> <li>○ Ongoing professional development opportunities</li> <li>○ New Teacher Survival Training to help retain new teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students               <ul style="list-style-type: none"> <li>○ At-risk students make up 51.34% of our student population</li> </ul> </li> <li>• Staff               <ul style="list-style-type: none"> <li>○ Ethnicity does not mirror student population</li> <li>○ Teacher salaries are below state average</li> <li>○ Turnover rate for teachers is above state average</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students               <ul style="list-style-type: none"> <li>○ Provide varied intervention for students who are at-risk</li> </ul> </li> <li>• Staff               <ul style="list-style-type: none"> <li>○ Continue to recruit minority teachers, particularly bilingual teachers</li> <li>○ Reevaluate teacher and administrative salary schedules each year</li> <li>○ Continue New Teacher Survival Training to help retain new teachers</li> </ul> </li> </ul>
<b>District Climate and Culture</b>	<ul style="list-style-type: none"> <li>• Students feel safe, and parents feel welcomed</li> <li>• Increasing enrollment</li> <li>• Community Eligibility Provision allows all students to have free breakfast and lunch</li> <li>• A new CTE building completed at the high school</li> <li>• Dropout rate is lower than State average</li> <li>• Attendance and graduation rates are above state averages</li> <li>• Additional assistant principals in high poverty campuses</li> </ul>	<ul style="list-style-type: none"> <li>• Students with disciplinary placement</li> <li>• Student motivation</li> <li>• Physical improvements on campuses to accommodate growth and to address wear and tear</li> <li>• Add teachers to decrease class sizes on a couple of campuses due to increased enrollment</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Capturing Kids' Hearts implementation and ongoing training</li> <li>• Make improvements both with physical areas and with student to teacher ratio as needed</li> <li>• Continue Poverty Simulation training for new staff</li> </ul>

Area Reviewed	Summary of Strengths (What were the identified strengths?)	Summary of Needs (What were the identified needs?)	Action Plans (What are the priorities for the district?)
<b>District Context and Organization</b>	<ul style="list-style-type: none"> <li>• Subject and grade level teams</li> <li>• Department meetings and grade level meetings for core courses</li> <li>• Student involvement in extracurricular activities</li> <li>• Teacher and parent engagement on Campus and District committees</li> <li>• Teacher involvement on Curriculum and Benchmark Committees</li> <li>• 86% High School CTE participation</li> </ul>	<ul style="list-style-type: none"> <li>• Systemic CTE awareness beginning in elementary grades</li> <li>• Committees seeking out new suggestions and ideas beneficial to students</li> </ul>	<ul style="list-style-type: none"> <li>• Provide decision-making opportunities that involve students, staff, parents, and community</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Text/Phone alerts</li> <li>• txConnect web portal to view student grades and attendance</li> <li>• Campus newsletters</li> <li>• Paris ISD App for smartphones</li> <li>• District/Campus teacher websites</li> <li>• Campus/District parent organizations</li> <li>• Extracurricular activities</li> <li>• Bilingual/ESL Coordinator</li> <li>• Diverse cultural programs</li> <li>• Content nights</li> <li>• Paris Education Foundation</li> <li>• Booster clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Parent engagement opportunities</li> <li>• Low participation on Parent Surveys</li> <li>• Parent trainings/workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Increased meaningful parent engagement opportunities</li> <li>• Conduct parent trainings/workshops on topics of interest to the district demographics.</li> <li>• Encourage more participation in parent surveys.</li> <li>• Increase positive contacts made with students, especially at-risk students</li> <li>• Focus on creating relationships with the family and not just the student.</li> </ul>

Area Reviewed	Summary of Strengths (What were the identified strengths?)	Summary of Needs (What were the identified needs?)	Action Plans (What are the priorities for the district?)
<b>Staff Quality, Recruitment, and Retention</b>	<ul style="list-style-type: none"> <li>Professional development opportunities</li> <li>Recruits certified staff</li> <li>Supports new staff</li> <li>GROWL Awards</li> <li>New Teacher Survival Training</li> <li>Offer incentives for teachers in high demand areas (Stipends for Secondary Math/Science teachers, ESL &amp; Bilingual certifications)</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to fill positions in high demand areas (Math, Science, CTE, Bilingual)</li> <li>Support for new teachers throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide new teacher assistance throughout the year - New Teacher Survival Training</li> <li>Continue to offer incentives for teachers in high demand areas</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>All-day Pre-kindergarten program</li> <li>Travis High School of Choice</li> <li>Advanced Academics include gifted education, Accelerated, Pre-Advanced Placement, Advanced Placement, and Dual Credit (college hours) classes</li> <li>Inclusion support for Special Education students</li> <li>Graduation rate above state average</li> <li>District Post-Secondary Readiness Distinction</li> <li>SAT scores are higher than state average</li> <li>Data disaggregation/DMAC</li> <li>Accountability of District-Met Standard</li> <li>Credit Recovery program at PHS and THSOC</li> </ul>	<ul style="list-style-type: none"> <li>Improvement across the curriculum (Especially African American, Economically Disadvantaged, and Special Education students)</li> <li>Improvement in Social Studies with ELL students</li> <li>Improvement in Science in 5th grade all subgroups</li> <li>Improvement in Social Studies in all subgroups in 8th grade</li> <li>Improvement in all grade levels for Reading</li> <li>Working with students identified as Special Education</li> <li>Working with students in poverty</li> <li>Improvement in struggling students who are not identified.</li> </ul>	<ul style="list-style-type: none"> <li>More inclusion support with training in areas of need.</li> <li>Specific interest in reading with all students.</li> <li>Parents are offered workshops to help students with “needed” skills.</li> </ul>

Area Reviewed	Summary of Strengths (What were the identified strengths?)	Summary of Needs (What were the identified needs?)	Action Plans (What are the priorities for the district?)
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Technology devices, equipment hardware &amp; software are available and equitable for all staff</li> <li>• Network infrastructure is accessible and facilitates instruction</li> <li>• District wide access to Internet and wireless</li> <li>• Teachers have available in-district training, availability of ESC training and support</li> <li>• Home access to many school resources including textbooks</li> <li>• Mobile devices available on all campuses</li> <li>• Google Apps for Education District</li> <li>• Grades 5-12 students have their own school email address</li> <li>• Implemented EduHero accounts for staff professional development</li> <li>• Upgraded technology including white boards, data projectors, and wireless for most campuses</li> </ul>	<ul style="list-style-type: none"> <li>• Continue upgrading technology at all campuses</li> <li>• Training in mobile devices and BYOD</li> <li>• Training in Google Education (new email and Apps)</li> <li>• Continue upgrading network infrastructure to stay ahead of needs</li> <li>• Increase opportunities for student project-based learning</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing staff training in best practices in the area of technology</li> <li>• Continue to add and provide technology equipment and resources needed at each campus</li> <li>• Continue to upgrade the wireless system on campuses</li> <li>• Upgrade/replace Smartboards that are no longer working</li> </ul>

### STAAR Results – Comparing 2016-2017 Results to 2017-2018 Results

INDICATOR	ALL STUDENTS		Non At-Risk Students		AT-RISK STUDENTS		ACHIEVEMENT GAP	
	% Passed		% Passed		% Passed		% Difference	
<b>Reading</b>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>
Grade 3 – Justiss Elementary (English)	67	60	89	89	43	41	46	48
Grade 3 – Justiss Elementary (Spanish)	67	75	-	-	67	75	67	75
Grade 3 – Aikin Elementary	71	68	93	91	45	45	48	46
Grade 4 – Justiss Elementary (English)	67	73	89	95	49	59	40	36
Grade 4 – Justiss Elementary (Spanish)	78	73	-	-	78	73	78	73
Grade 4 – Aikin Elementary	51	60	79	83	24	30	55	53
Grade 5 – Crockett Intermediate (English)	72	63	92	87	56	48	36	39
Grade 5 – Crockett Intermediate (Spanish)	-	-	-	-	-	-	-	-
Grade 6 – Crockett Intermediate	63	62	89	87	46	42	43	45
Grade 7 – Paris Jr. High	72	69	95	91	53	46	42	45
Grade 8 – Paris Jr. High	88	81	96	95	79	68	17	27

INDICATOR	ALL STUDENTS		Non At-Risk Students		AT-RISK STUDENTS		ACHIEVEMENT GAP	
	% Passed		% Passed		% Passed		% Difference	
<b>Math</b>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>
Grade 3 – Justiss Elementary	71	58	79	83	65	45	14	38
Grade 3 – Aikin Elementary	81	82	94	97	66	67	28	30
Grade 4 – Justiss Elementary	59	81	78	97	46	73	32	24
Grade 4 – Aikin Elementary	74	84	89	96	59	70	30	26
Grade 5 – Crockett Intermediate	90	74	97	93	84	63	13	30
Grade 6 – Crockett Intermediate	68	69	90	90	53	52	37	38
Grade 7 – Paris Jr. High	73	80	93	95	58	65	35	30
Grade 8 – Paris Jr. High	87	87	96	96	79	79	17	17

\*passed = approaches (meets & masters included)

\* 5<sup>th</sup> & 8<sup>th</sup> grade Math & Reading are cumulative through the 2<sup>nd</sup> administration

### STAAR Results – Comparing 2016-2017 Results to 2017-2018 Results

INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>
<b>Writing</b>								
Grade 4 – Justiss Elementary (English)	62	55	84	82	46	36	38	46
Grade 4 – Justiss Elementary (Spanish)	100	67	-	-	100	67	100	67
Grade 4 – Aikin Elementary	48	51	73	70	22	27	51	43
Grade 7 – Paris Jr. High	64	63	90	86	44	39	46	47
<b>Science</b>								
Grade 5 – Crockett Intermediate (English)	50	56	71	87	33	37	38	50
Grade 5 – Crockett Intermediate (Spanish)	-	-	-	-	-	-	-	-
Grade 8 – Paris Jr. High	58	67	83	89	35	46	48	43
<b>Social Studies</b>								
Grade 8 – Paris Jr. High	51	53	74	80	29	28	45	52
INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>	<u>16-17</u>	<u>17-18</u>
<b>End-of-Course</b>								
English I	59	56	88	89	38	39	50	50
English II	66	60	89	90	33	27	56	63
Algebra I	82	89	92	96	75	84	17	12
Biology	76	88	94	97	64	82	30	15
US History	87	83	96	96	74	63	22	33

\*eoc=1<sup>st</sup> time testers



### STAAR Results 2018 - Comparing PISD to State of Texas

INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>
<b>Reading</b>								
Grade 3 – Justiss Elementary (English)	60	76	89	87	41	63	48	24
Grade 3 – Justiss Elementary (Spanish)	75	73	-	77	75	72	75	5
Grade 3 – Aikin Elementary	68	76	91	87	45	63	46	24
Grade 4 – Justiss Elementary (English)	73	72	95	81	59	59	36	22
Grade 4 – Justiss Elementary (Spanish)	73	61	-	73	73	61	73	12
Grade 4 – Aikin Elementary	60	72	83	81	30	59	53	22
Grade 5 – Crockett Intermediate (English)	63	82	87	96	48	71	39	25
Grade 6 – Crockett Intermediate	62	66	87	87	42	44	45	43
Grade 7 – Paris Jr. High	69	72	91	92	46	52	45	40
Grade 8 – Paris Jr. High	81	83	95	97	68	70	27	27

INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>
<b>Math</b>								
Grade 3 – Justiss Elementary (English)	58	77	83	86	45	67	38	19
Grade 3 – Aikin Elementary	82	77	97	86	67	67	30	19
Grade 4 – Justiss Elementary (English)	81	78	97	91	73	63	24	28
Grade 4 – Aikin Elementary	84	78	96	91	70	63	26	28
Grade 5 – Crockett Intermediate (English)	74	90	93	97	63	83	30	14
Grade 6 – Crockett Intermediate	69	76	90	91	52	61	38	30
Grade 7 – Paris Jr. High	80	71	95	90	65	55	30	35
Grade 8 – Paris Jr. High	87	84	96	96	79	76	17	20

### STAAR Results 2018 - Comparing PISD to State of Texas

INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>
<b><i>Writing</i></b>								
Grade 4 – Justiss Elementary (English)	55	61	82	79	36	39	46	40
Grade 4 – Justiss Elementary (Spanish)	67	63	-	74	67	63	67	11
Grade 4 – Aikin Elementary	51	61	70	79	27	39	43	40
Grade 7 – Paris Jr. High	63	67	86	90	39	45	47	45
<b><i>Science</i></b>								
Grade 5 – Crockett Intermediate (English)	56	75	87	91	37	61	50	30
Grade 8 – Paris Jr. High	67	74	89	94	46	57	43	37
<b><i>Social Studies</i></b>								
Grade 8 – Paris Jr. High	53	64	80	86	28	43	52	43

INDICATOR	ALL STUDENTS % Passed		Non At-Risk Students % Passed		AT-RISK STUDENTS % Passed		ACHIEVEMENT GAP % Difference	
	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>	<u>PISD</u>	<u>STATE</u>
<b><i>End-of-Course</i></b>								
English I	56	60	89	90	39	41	50	49
English II	60	66	90	93	27	45	63	48
Algebra I	89	83	96	96	84	73	12	23
Biology	88	87	97	98	82	77	15	21
US History	83	92	96	99	63	85	33	14

## Programs and Services

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

**District Performance Objective 1(a):** Student percentage of attendance will be  $\geq 96\%$  and the dropout rate will be  $\leq 1\%$  for SY 2018-2019

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
1a.1. Provide attendance incentives for students.	Local Principal's fund Donations	Principals	End of each nine weeks reporting period	Attendance Reports	Attendance Rate will be 96% or greater Dropout Rate will be 1% or less
1a.2. Make parent contacts for students who are absent or in danger of dropping out.	Local	Principals	End of each nine weeks reporting period	Parent Contact Logs	Attendance Rate will be 96% or greater Dropout Rate will be 1% or less
1a.3. Continue Travis High - School of Choice to meet needs of non-traditional students who might otherwise drop out of school.	Local SCE	Principal of THS, Director of Secondary Education, State/Federal Programs Director	End of each nine weeks reporting period	Attendance Reports	Attendance Rate will be 96% or greater Dropout Rate will be 1% or less
1a.4. Require students with <90% attendance to buy back time by attending Thursday night school or Saturday school.	Local	Principals	Continuous monitoring throughout the year	Attendance Records	Attendance Rate will be 96% or greater

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

**District Performance Objective 1(b):** Discipline incident count will be reduced by 10%

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
1b.1. Enforce discipline management procedures with all students.	Local	Principals	As required by Discipline Management Handbook	Discipline Records	Discipline incidents reduced by 10%
1b.2. Establish Mental Health First Aid Committee to help identify services needed for students	Title IV Special Services	Behavioral Specialist Committee Teachers	End of each nine weeks reporting period	PBIS Data	Discipline incidents reduced by 10%
1b.3. Reintegrate students from DAEP program to campus settings.	Local SCE Title I, Part A	Principals	End of each nine weeks reporting period	Counseling and discipline records	5% reduction of repeat referrals to DAEP
1b.4. Provide counseling services for all students with additional at-risk counselors as needed.	Local SCE Title I, Part A	Principals, Counselors, At-Risk Counselors	End of each nine weeks reporting period	Counseling Reports	Discipline incidents reduced by 10%
1b.5. Provide Intensive Focus for special education students in danger of being placed in an alternative setting.	Special Services	Intensive Focus Staff, Social Workers, Principals	Daily	Discipline Records DAEP/ISS placements	Discipline incidents reduced by 10%

<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
1b.6. Continue implementation of CKH to build relationships and establish classroom routines/procedures (K-8)	Title II, Part A	Principals, Teachers	Daily	Discipline Records	Discipline incidents reduced by 10%
1b.7. Provide Care Closets on each campus where students can receive personal care products and/or food items.	Local Donations	Principals, Care Closet Coordinators/Sponsors	As Needed	Counseling Records	Counseling Records
1b.8. To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based, relationship-building strategies from Capturing Kids Hearts in grades K-9.	Title II, Part A	Principals, State/Federal Programs Director	Monthly	Teachers utilize CKH classroom procedures	Discipline incidents decrease by 10%
1b.9. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students.	Local Policy	Principals, Counselors, Superintendent	August Staff Development	Dating Policy, Sexual Abuse Policy  Certificates of Completion	100% Completion of Required Staff
1b.10 A comprehensive developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty,	Local Policy	Principals, Counselors	Nine Weeks	Guidance Plan	10% decrease in discipline referrals

and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide.					
----------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

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

**District Performance Objective 2(a):** Provide students, parents and teachers with effective and multiple communications that will increase parent/community participation by 10%

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
<p>2a.1. Provide comprehensive parent engagement program. Parents are encouraged to contact teachers and principals, and are welcomed at the school.</p> <ul style="list-style-type: none"> <li>• Parent materials and training - Grades PreK-8</li> <li>• Campus parent organizations</li> <li>• Campus/district newsletters</li> <li>• Head Start social workers</li> <li>• Content &amp; Family Nights/Tech Nights/Make It-Take It/STAAR meetings.</li> <li>• Cats on the Prowl Bus</li> </ul>	Local Head Start grant Title I, Part A	Principals, SET Committees, Teachers, State/Federal Programs Director	End of each semester	Records of parent trainings, workshops, and meetings  Volunteer logs	10% increase in parent/community involvement
2a.2. Provide District/Campus/Teacher websites, Parent Notification System, Remind, and Paris ISD App for smart phones	Local	Public Information Officer, Principals, Technology Director, District/Campus Webmasters, Teachers	Monthly	Website updates	20% increase in district website hits  50% of parents signed up for Parent Notification System  20% of parents download Paris ISD App

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
2a.3. Use <i>txConnect</i> to keep parents informed of their student's progress.	Local	Teachers, Technology Director	Weekly	System available	Parent participation increased by 5%
2a.4. Provide career awareness for students beginning with 3 <sup>rd</sup> grade.	Local	Principals, Teachers, Counselors, Librarians, Community Members	End of each semester	Copies of program brochures, handouts, mail outs, and speaker schedules	10% increase in student participation career opportunities
2a.5a. Provide Transition Planning for students moving from campus to campus and for students who are graduating.	Local Special Services Title I, Part A	Special Services Director, Counselors	End of each semester	Copies of transition plans, transition brochures; review of graduation plan/course selection	10% decrease in negative student incidents related to transition situations
2a.5b. Provide High School Endorsement parent meetings and orientation night for eighth grade students to create a smoother transition to high school.	Local	Principals Secondary Curriculum/CTE Director	Spring Semester	Copies of program brochures, endorsement plans, Sign-in sheets	10% increase in parent and student attendance
2a.5c. To facilitate effective transitions for students from middle school to high school, all eighth grade students will attend the Lamar County Career Expo to assist with career choices and high school endorsements.	Local, Community Volunteers	Principal, Counselors, Secondary Curriculum/CTE Director	Spring Semester	Copies of program brochure, Sign-in sheets	100% of 8 <sup>th</sup> grade students attend LEAP Career Expo.



<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
2a.5d. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities.	High School Allotment , RSSI Grant	Principal, Counselors, Secondary/CTE Director	Semester Cycle	Dual credit course enrollment	10% increase in successful course completion
2a.6. Increase dissemination of Gifted/Talented program information to parents.	Gifted/Talented	Gifted/Talented Coordinator	End of each semester	Copies of disseminated information	10% increase in parent participation of gifted/talented awareness activities
2a.7. Provide communication to parents in home language as often as possible.	Title I, Part A Bilingual/ESL Allotment Head Start grant	Bilingual/ESL Coordinator, Principals	Weekly	Translation requests	Copies of translated documents increased by 10%
2a.8. Designate an administrator as the district's public relations officer and communicate positive information about the district to the local media.	Local	Superintendent	Monthly	Assignment made	20% increase in media coverage
2a.9. Provide child care, refreshments, etc. as incentives to improve parent engagement.	Title I, Part A Head Start grant	Principals, Head Start Director, State/Federal Programs Director	Each nine-weeks as needed	Flyers Agendas Sign-in sheets	Parent participation increased by 5%

<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
2a.10. Encourage parent engagement among Bilingual parents.	Title I, Part A Bilingual/ESL funds Head Start grant	Bilingual/ESL Coordinator , Head Start Director	Each nine-weeks as needed	Newsletters Invitations Home visits	Parent participation increased by 5%
2a.11. Provide information regarding higher education opportunities and financial aid including information on scholarship/grant programs to counselors, teachers, and parents of secondary students through parent meetings and the campus website.	Local RSSI Grant	Secondary Counselors, HS Principal	November, January	Information disseminated, Phone calls to all Senior parents  College Day (FAFASA Completion)  Parent meetings Agendas Sign-in sheets	10% increase in parent participation of advisory activities
2a.12. Provide Community Partnership Agreements to share resources with parents.	Head Start grant	Head Start Director	Monthly	Information disseminated Parents utilize services	Parent utilization of services increases 5%
2a. 13. Ensure the district climate and culture is safe	Local Title IV	Principals, Director of Safety and Security	Monthly	Students trained Drills conducted	Drills are executed 5% faster each month
2a. 14. Buildings are refurbished and new classrooms or buildings are built to accommodate increased enrollment	Local	Superintendent, Business Manager, Maintenance Department	Monthly	New CTE Building at PHS New classrooms at Crockett	100% of facilities are adequate to educate students

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

**District Performance Objective 3(a):** 2019 Results for State Assessment, Graduation Rate, Dropout Rate, Attendance Rate, and TELPAS will meet or exceed goals established for All Students and subgroup populations on Needs Assessment and Goals chart.

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
3a.1. Continue DMAC <ul style="list-style-type: none"> <li>• Conduct Benchmark testing in grades 3-11</li> <li>• Vertical teaming</li> <li>• PLC teams</li> </ul>	Local Title II, Part A SCE	Assistant Superintendent of Curriculum, Curriculum and Program Directors, Principals	Monthly	Benchmark Results  Accountability Reports  At-Risk Campus Reports	Standards for State distinctions met
3a.2. Target content areas for state assessments: <ul style="list-style-type: none"> <li>• Math</li> <li>• Reading</li> <li>• Science</li> <li>• Social Studies</li> <li>• Writing 4, 7</li> </ul>	Local Title I, Part A Special Services SCE	Assistant Superintendent of Curriculum, Curriculum and Program Directors, Principals	End of each nine weeks reporting period	Benchmark Results  Lesson Plans  Accountability Reports  Decreased failure rate	Standards for State distinctions met
3a.3. Provide differentiated curriculum for Gifted/Talented students	Local Gifted/Talented	Gifted/Talented Coordinator, Gifted/ Talented Teachers	End of each semester	Lesson Plans  Accountability Reports	95% of identified Gifted/Talented students reach Masters Level on state assessments
3a.4. Improve technology implementation, technology best practices, and integration of technology into the TEKS-based curriculum.	Local Technology Title I, Part A Title III ESC 8 Shared Services Agreement SCE Bilingual/ESL	Principals Technology Director, Instructional Technology Specialist, State/Federal Programs Director, Curriculum Directors, Instructional Coaches	Weekly	Lesson Plans  Project-based student learning  Accountability Reports	85% of students use technology in instruction each week

<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
3a.5. Fully implement the Paris ISD curriculum in grades K-12 in the core content areas ensuring alignment, fidelity, and relevancy.	Local budget	Assistant Superintendent of Curriculum	Daily	Lesson Plans	Standards for State distinctions met in 10% more areas
3a.6. Hold ARD meetings for Special Education students at least once annually to target services to be provided to fulfill each student's IEP.	Special Services Local	Principals, Assistant Principals, Special Services Director, Special Services Teachers	Yearly	IEPs Grades Benchmarks	Students in special population programs will meet or exceed appropriate program measures
3a.8. Students who may be at risk for academic failure will be identified as early as possible in the year. Provide targeted, specific interventions programs for at-risk students in all core content areas with special emphasis on writing, science, social studies, and reading.	Local SCE Title I, Part A Title II, Part A	Principals, Teachers, Curriculum Directors, State/Federal Programs Director	Grade Reports	Benchmarks  DMAC data	5% increase in students reaching Meets Grade Level on state assessments
3.a.9. Provide training and Implement vertically aligned writing strategies for grades K-10.	Local Title II, Part A	Principals Curriculum Department Teachers	Monthly	Lesson plans Benchmarks	10% increase in students reaching Meets Grade Level on ELAR assessments.

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
3.a.10. Provide accelerated intervention programs, activities, and materials for EL students specifically in the area of social studies, science, and writing.	Local Title I, Part A Bilingual/ESL Title III	Principals Bilingual/ESL Coordinator ELL Teachers	Monthly	Lesson plans Benchmarks Attendance records for accelerated instruction	10% increase in ELL students reaching Meets Grade Level on state assessments
3a.11. Hold LPAC meetings for English Learners at beginning of the year for initial placement for services, mid-year to determine accommodations for State assessments, end of year for possible exit or continuation of services, and as needed for progress monitoring.	Bilingual/ESL Title III Local	LPAC Administrators, Bilingual/ESL Teachers, Bilingual/ESL Coordinator, State/Federal Programs staff	Beginning of year Mid-year End of year	State assessments TELPAS Grades	English Learners will reach Meets Grade Level on state assessments
3a. 12. Continue to be a Google Apps for Education District	Technology Local Title I, Part A	Technology Director and staff, Instructional Technology Specialist, Campus Technology Contacts	Monthly	Teachers trained in using Google Classroom, Infrastructure that supports Google Apps	90% of teachers regularly use Google Apps
3a. 13. Continue to implement EduHero for staff development	Title II, Part A	Principals, Asst. Superintendent of Curriculum, Curriculum Directors, State/Federal Programs Director	Yearly	Courses assigned to teachers	100% of teachers complete assigned courses and receive certificates

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
3a. 14. Continue to upgrade the district's technology to be a 21st Century District <ul style="list-style-type: none"> <li>• Smartboards</li> <li>• Desktops</li> <li>• Other Devices</li> </ul>	Technology Local Title I, Part A	Technology Director and staff, State/Federal Programs Director	Yearly	Identify and upgrade infrastructure and devices	100% of classrooms are technology rich
3a. 16. Continue to upgrade the wireless system on campuses	Technology Local	Technology Director	Yearly	Upgraded wireless systems	50% increase in wireless connections on campuses
3a.17. To incorporate experiential learning opportunities (such as welding and cosmetology) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with Paris Jr. College, NETCC, Chamber Connect's "Lunch and Learn", tours of local businesses/industries, and other workforce professionals, the district will provide high school students in-depth interaction with industry professionals offered for academic credit.	High School Allotment Local  Carl Perkins Grant  CTE Advisory Committee	Principal, Secondary Curriculum/CTE Director	Each nine weeks	Student enrollment in CTE courses	5% increase in certifications earned in work-based courses

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

**District Performance Objective 4(a):** Maximize monetary resources from all state, federal, and grant opportunities to meet or exceed goals established for All Students and subgroup populations on Summative Goals chart through accelerated instruction.

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
4a.1. Utilize local, state, and Federal funding to provide an exemplary educational program.	Local SCE Bilingual/ESL Allotment Title I, Part A Title II, Part A	Assistant Superintendent of Curriculum, Business Manager, State/Federal Programs Director, Special Services Director, CTE Director	Monthly	Budget Review Purchase Orders	Standards for State distinctions met in 10% more areas
4a.2. Provide SCE and Federal administrative services for SCE and Federal programs oversight, evaluations, and supervision.	Local SCE Bilingual/ESL Allotment Title I, Part A Title II, Part A	State/Federal Programs Director, Bilingual/ESL Coordinator	Monthly	Budgets, grant applications, personnel and program supervision, expenditure requisitions, required reports, campus meetings	Standards for State distinctions met in 10% more areas
4a.3. Provide Alternative Education Program opportunities for Discipline Alternative Education Program students and non-traditional students at Travis High - School of Choice	Local SCE	Principal, Asst. Superintendent of Personnel and Student Services, State/Federal Programs Director	End of each nine weeks reporting period	Teacher, Student, Parent Referrals	10% increase in AEP students passing State assessments  10% increase in AEP students graduating

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
4a.4. Continue to provide tutorials for struggling students.	Title I, Part A SCE Local	Principals, Instr Coaches	Weekly	Tutorials schedule	5% increase in state assessment results for tutorial students
4.a.5. Continue Community Eligibility Provision to provide free breakfast and lunch for all students.	Local	Student Nutrition Director, Business Manager	Daily	Number of students who participate	60% of students eat free breakfast 90% of students eat free lunch
4a.6. Implement and continue supplementary programs/services designed for at-risk students identified by Section 29.081, TEC <ul style="list-style-type: none"> <li>• Computer-aided instruction</li> <li>• Content mastery</li> <li>• Counselors for at-risk students</li> <li>• Credit recovery</li> <li>• Extended day program</li> <li>• Integrate writing skills in core subjects</li> <li>• Math/Reading intervention programs/software</li> <li>• Math/Reading intervention teachers</li> <li>• Mentoring</li> <li>• Paraprofessionals (Additional Educational Assistance)</li> <li>• Pregnancy related services</li> <li>• Summer library reading program</li> <li>• Supplementary instructional materials, supplies, hardware, furniture, equipment, software, fees</li> <li>• Supplementary science labs</li> <li>• Tutorials</li> </ul>	SCE Title I, Part A Title II, Part A Title III ESC8 Shared Services Agreement Bilingual/ESL Local	Principals, State/Federal Programs Director, Curriculum Directors, Instructional Coaches	End of each nine weeks reporting period  End of each semester	Report Cards  Course/Grade Failures  Accountability Reports  At-Risk Campus Reports  DMAC Reports	Close the gaps between the performance of All Students and At-Risk students on all State Assessments by 10%



<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
4a.7. Continue a targeted Summer School program that meets the needs of identified student.	SCE Title I, Part A	Principals, State/Federal Programs Director	Yearly	State Assessment results  Year-end grades	10% decrease in number of students retained
4a.8. Provide Pre-K classes for eligible students in the district. Pre-K teachers will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school.	Local	Head Start Director, Givens Principal	Monthly	Pre-K Identification (English and Spanish)	Pre-K enrollment increased by 10%
4a.9. Ensure a smooth early school transition from Pre-K and Head Start to Kindergarten through identification and orientation activities	Local Head Start grant	Givens Director, Head Start Director, Aikin and Justiss Principals	Spring semester	Kindergarten Roundup Campus Field Trips	10% decrease in negative student incidents related to transition situations
4a.10. Ensure that Title I school-wide programs have comprehensive needs assessments and campus improvement plans	Title I, Part A	Principals, State/Federal Programs Director	Yearly	Campus Plans	Needs Assessments included in all Title I campus plans

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
<p>4a.11. Provide academic and support programs on Title I, Part A school wide campuses to enhance and upgrade the entire educational program including:</p> <ul style="list-style-type: none"> <li>• Bilingual/ESL program</li> <li>• Computer Lab managers</li> <li>• Counselors</li> <li>• Content Mastery/Grand Central Station</li> <li>• Extended-Day Program</li> <li>• Family Reading Night</li> <li>• Instructional Coaches</li> <li>• Library Services</li> <li>• Literacy Groups</li> <li>• Math intervention programs and teachers</li> <li>• Parent Workshops</li> <li>• Paraprofessionals</li> <li>• Reading intervention programs and teachers</li> <li>• Reading Recovery</li> <li>• Renaissance Learning coordinators</li> <li>• Reduced class sizes</li> <li>• Summer Library Program</li> <li>• Summer School</li> <li>• Supplementary materials, supplies, equipment, fees</li> </ul>	<p>Title I, Part A Special Services</p> <p>SCE funds used to support Title I, Part A to upgrade entire educational program</p> <p>Bilingual/ESL</p> <p>Title III ESC8 Shared Services Arrangement</p> <p>Local</p>	<p>Principals, State/Federal Programs Director, Special Services Director, Technology Integration Specialist, Bilingual/ESL Coordinator, Instructional Coaches</p>	<p>End of each nine weeks reporting period</p>	<p>Report Cards Benchmark results IEP Progress</p>	<p>Standards for State distinctions met in 10% more areas</p> <p>Parent participation increased by 10%</p>

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
4a.12. Continue to provide campus-based Bilingual and ESL services to identified EL students and the necessary support and resources to ensure student success.	Local SCE Bilingual/ESL Title I, Part A Title II, Part A  Title III, ESC 8 Shared Services Arrangement  Head Start grant	Principals, State/Federal Programs Director, Bilingual/ESL Coordinator	Monthly	Benchmark assessments  Report Cards Attendance Sheets  PBMAS	10% increase in Bilingual and ESL student achievement as evidenced by TELPAS and State Assessment scores and reports
4a.13. Continue to provide campus-based dyslexia services to identified students using appropriately designed materials and/or programs	Local SCE	State/Federal Programs Director, Principals	End of each nine weeks reporting period	Dyslexia specialists' records, schedules, and attendance rolls	Dyslexia students meet State assessment standards at same percentage as All Students
4a.14. Provide inclusion for Special Services students and other students in need of assistance	Special Services	ARD Committees, Principals, Special Services Director, Inclusion Staff	End of each nine weeks reporting period	Course/Grade Failures  Benchmarks  PBMAS Accountability Reports	10% increase in Special Education student achievement on State assessments
4a.15. Provide a continuum of placement options for students with disabilities along with supplies and materials to equip classroom learning environment.	Special Services Local	Special Services Director, Principals	Monthly	PEIMS records Referral files housed in state Special Education folders	2% reduction of students in self- contained Special Education classrooms 5% increase in number of students served through inclusion

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
4a.16. Provide one-on-one counseling services to students at-risk of dropping out of school.	Local SCE	Counselors At-risk Counselors	Weekly	Counselors' contact log	Dropout rate <1.0%
4a.17. Provide training to staff in ways to recognize potential dropouts and make appropriate referrals.	Title I, Part A SCE Local	Principals	Each semester	Training schedule	Dropout rate <1.0%
4a.18. Provide Title I, Part A services to homeless children and youth on all campuses by a. determining individual needs for instructional and support services (including transportation), b. identifying available resources to address identified needs, c. coordinating with entities to ensure that students have access to the appropriate services, and d. monitoring and documenting progress.	Title I, Part A	State/Federal Programs Director, Principals, Homeless Liaison	Monthly	Surveys Documentation Forms Request for services  Tutorial logs Credit check lists Summer School participation reports Home visits Family survey Student Assessment results Student report card grades Attendance	Homeless students meet State assessment standards at same percentage as All Students

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
<p>4a.19. Provide migrant services for eligible students by</p> <ul style="list-style-type: none"> <li>a. determining individual needs for instructional and support services,</li> <li>b. identifying available resources to address identified needs,</li> <li>c. coordinating with entities to ensure that students have access to the appropriate services, and</li> <li>d. monitoring and documenting progress.</li> </ul>	Title I, Part C ESC 8 Shared Services Agreement	Migrant Program Staff	Monthly	<p>Tutorial logs Credit check lists Summer School participation reports Home visits Family survey Student Assessment results Student report card grades Attendance</p>	10% increase in migrant student achievement on State assessments
<p>4a.20. Provide services to foster children on all campuses.</p> <ul style="list-style-type: none"> <li>a. determining individual needs for instructional and support services (including transportation),</li> <li>b. identifying available resources to address identified needs,</li> <li>c. coordinating with entities to ensure that students have access to the appropriate services, and</li> <li>d. monitoring and documenting progress.</li> </ul>	<p>Local SCE Bilingual/ESL Title I, Part A Title II, Part A</p> <p>Title III, ESC 8 Shared Services Arrangement</p> <p>Head Start grant</p>	<p>Assistant Superintendent of Curriculum</p> <p>State/Federal Programs Director</p> <p>Principals</p> <p>Foster Care Liaison</p>	Monthly	<p>Tutorial logs Credit check lists Summer School participation reports Home visits Family survey Student Assessment results Student report card grades Attendance</p>	10% increase in foster student achievement on State assessments

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
4a.21. Enhance, upgrade, and expand existing technologies/software to improve student performance.	Title I, Part A SCE Title III, ESC 8 Shared Services Arrangement Bilingual/ESL Local	Principals, Technology Director, State/Federal Programs Director	Monthly	Inventory  Purchase Orders  Accountability Reports	Standards for State distinctions met in 10% more areas
4a.22. Support Reading Recovery program with a Teacher Leader who provides Reading Recovery services to students and professional development for teachers.	SCE Title II, Part A Local	Principals State/Federal Programs Director	Monthly	Lesson logs Professional Development documentation	10% increase in students completing Reading Recovery successfully
4a.23. Provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs, offered during the school day and in extra-curricular activities will be afforded to all students. Music, Art, Band (Crockett, PJH, PHS), and Theater Arts (PJH & PHS) offered on campuses, along with opportunities for participation in clubs and organizations. Multiple CTE course opportunities also offered at PHS.	Local CTE Carl Perkins Grant Title IV	Campus Principal, Elementary & Secondary Curriculum Directors	Each Nine Weeks	Student Enrollment	Student Achievement

**District Strategic Goal #5: PROVIDE A HIGHLY EFFECTIVE, QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY.**

**District Performance Objective 5 (a):** Provide needs-based professional development

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
5a.1a. Provide professional development opportunities (with follow-up) in the core content areas as well as technology integration, G/T, Bilingual, ESL, Dyslexia, Special Education, Foreign Language, Federal Regulations, data analysis, research-based strategies and programs, and model schools practices.	Local Title I, Part A Title II, Part A Title III, Part A ESC 8 Shared Services Agreement SCE Bilingual/ESL Head Start grant	Assistant Superintendent of Curriculum, Principals, Directors	As training opportunities become available	Attendance Logs  Evaluation Forms  T-TESS Documentation  Accountability Reports	100% of staff receive scientifically-based, high-quality, ongoing staff development
5a.1b. Provide professional development opportunities to improve instruction to meet the academic needs of all students and broaden knowledge of the diverse needs of students, specific to sub-populations such as economically disadvantaged students.	Local Title I, Part A Title II, Part A Title III, Part A ESC 8 Shared Services Agreement SCE GT Carl Perkins IDEA Bilingual/ESL Head Start grant	Assistant Superintendent of Curriculum, Principals, Directors	As training opportunities become available	Attendance Logs  Evaluation Forms  T-TESS Documentation  Accountability Reports	10% increase in teacher participation
5a.2. Provide professional development for all staff for state-required topics including Blood borne Pathogens, Child Abuse Awareness, Bullying Management for Teachers, and Suicide Awareness.	Title II, Part A	Assistant Superintendent of Curriculum, Principals	Beginning of school year	Certificates of completion	100% of staff complete training

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
5a.3. Provide Crisis Procedures Training	Local	Assistant Superintendent of Curriculum, Assistant Superintendent of Personnel and Student Services, Principals	Beginning of school year	Training schedule  Sign-in sheets	Paris ISD Emergency Plan posted in every room on campuses Practice drills conducted each semester
5a.4. Provide training in de-escalation non-violent crisis intervention	Special Services	Special Services Social Workers, Special Services Director	As needed	Training schedule  Sign-in sheets	Trained team on each campus
5a.5. Provide professional development on student motivation and meeting the needs of the Economically Disadvantaged.	Local Title I, Part A Title II, Part A SCE	Assistant Superintendent of Curriculum, Principals, State/Federal Programs Director	Beginning of school year	Training schedule for Poverty training (based on <i>Framework for Understanding Poverty</i> by Ruby Payne) Training schedule for student motivation  Sign-in sheets	Standards for State distinctions met in 10% more areas
5a.6. Implement district-wide PLC teams weekly meetings to focus on PLC components)	Local Title II, Part A	Assistant Superintendent of Curriculum, Curriculum Directors, Principals	Each Nine Weeks	Agendas/Notes	100% Staff Participation
5a.7. Teachers are trained in Poverty Simulation to better understand the needs of economically disadvantaged students.	Local	Assistant Superintendent, Curriculum Directors	Yearly	Teachers are trained during staff development during the school year	100% of staff is trained



**District Strategic Goal #5: PROVIDE A HIGHLY EFFECTIVE, QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY.**

**District Performance Objective 5 (b):** Employees will participate in the teacher recruitment program

Strategies/Activities	Resources	Persons Responsible	Timelines	Formative Evaluations	Summative Evaluations
5b.1. Visit colleges and universities in four-state area during teacher job fairs.	Local Title II, Part A	Asst. Superintendent of Personnel and Student Services	As needed	Log of college and university visits	Employment applications on file
5b.2. Implement AppliTrack to post all available positions within the District.	Local	Asst. Superintendent of Personnel and Student Services	As positions become available	List of job postings	Employment applications on file
5b.3. Link employment vacancies to the Region 8 website.	Local Region 8	Asst. Superintendent of Personnel and Student Services	As positions become available	List of job postings	Employment applications on file
5b.4. Continue recruiting effective minority and Bilingual teachers.	Local Title II, Part A	Asst. Superintendent of Personnel and Student Services, Principals	As positions become available	Recruiting visits	Balance in minority teachers to minority students increase by 10%
5b.5. Provide employment recommendations.	Local	Asst. Superintendent of Personnel and Student Services, Principals, Curriculum and Program Directors	As needed through the year	Recommendations to the Board	All teachers meet the effective teacher criteria as defined in the Equity Plan
5b.6. Provide reimbursement (as funds are available) for ESL test prep training and TExES fees for ESL certification for teachers	Bilingual/ESL Title II, Part A Local	State/Federal Programs Director	As needed	Purchase Orders Attendance Logs	No ESL waiver necessary

<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
5b.7. Utilize ESC 8 Paraprofessional Institute to train non-highly qualified paraprofessionals.	Title II, Part A	State/Federal Programs Director, Principals	Fall and Spring semester as needed	Certificates of successful completion	All paraprofessionals meet the TEA Highly Qualified requirement
5b.8. Reimburse new teachers for TExES tests fees and provide materials and tutorial support as funds are available in order to meet certification requirements.	Title II, Part A Carl Perkins Grant Local	Asst. Superintendent of Personnel and Student Services, State/Federal Programs Director, Principals	As needed	List of eligible teachers participating in reimbursement program	All teachers meet the effective teacher criteria as defined in the Equity Plan
5b.9. Continue paying a stipend over and above the base salary schedule for math and science teachers to recruit and retain effective teachers.	Local	Board of Trustees Superintendent	Beginning of school year	Board agenda Board minutes	All teachers meet the effective teacher criteria as defined in the Equity Plan
5b.10. Continue yearly evaluation of the teacher and administrative salary scales.	Local	Board of Trustees Superintendent	End of school year	Board agenda Board minutes	Revised salary schedule as needed
5b.11. Ensure that there is an equitable distribution of effective teachers so that low income and minority students are not taught by unqualified, out-of-field, or inexperienced teachers at higher rates than other students.	Local	Asst. Superintendent of Personnel and Student Services	As needed	Qualified teachers are equitably distributed throughout the district	All teachers meet the effective teacher criteria as defined in the Equity Plan

<b>Strategies/Activities</b>	<b>Resources</b>	<b>Persons Responsible</b>	<b>Timelines</b>	<b>Formative Evaluations</b>	<b>Summative Evaluations</b>
5b.12. Transfer teachers to other campuses if necessary to maintain an equitable distribution of effective teachers.	Local	Asst. Superintendent of Personnel and Student Services	As needed	Qualified teachers are equitably distributed throughout the district	All teachers meet the effective teacher criteria as defined in the Equity Plan

## **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: Uses of Other Special Revenue Funds

In addition to state and local funds, the Paris Independent School District uses special revenue funds to supplement its local resources and to provide special programs and services that are designed to meet the needs of students in special populations. Some of these funds and their uses are:

ESSA, Title I, Part A—Improving Basic Programs Operated by Local Education Agencies: The Paris Independent School District uses these monies to implement school-wide programs at Givens Early Childhood Center, Aikin and Justiss Elementary Schools, Crockett Intermediate School, and Paris Junior High School to upgrade the entire instructional program at these schools. The funds are used primarily to pay for personnel as well as professional development, parent engagement, and extended year programs. Instructional supplies and materials are purchased to complement those purchased with local funds at these campuses.

ESSA, Title I, Part C—Migrant Education Program: The district elects to enter into a shared services arrangement with ESC Region 8 to recruit and identify children of migratory families. Title I, Part A and local funds are used to provide services to these students.

ESSA, Title II, Part A—Teacher and Principal Training and Recruitment Fund: These funds are used to pay for the supplemental Instructional Facilitator, professional development in the core subject areas and to meet the high quality teacher requirements in Public Law 107-110, Section 1119, and to hire supplemental teachers to reduce class size.

ESSA, Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement Act: The district elects to enter into a shared services arrangement with ESC Region 8 to provide professional development activities to enhance the skills of teachers and paraprofessionals working with English learners (ELs). These funds also help provide special materials that are designed to aid teachers who provide special language programs for identified ELLs.

ESSA, Title IV, Part A – Student Support and Academic Enrichment: The SSAE program is intended to improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

ESSA, Title V, Part B, Sub-Part 2 - Rural Education Achievement Program, Subpart 2 - Rural and Low-Income School Program: The district uses these funds to further enhance a variety of activities including teacher recruitment and professional development, support for educational technology, parental involvement activities. These funds can be used on all campuses.

Head Start: This federally funded preschool program endeavors to prepare children from low income families for public school by providing cultural and academic services as well social skills that they would not otherwise receive.

IDEA-B—Programs and Services for Students in Special Education: These monies are used to supplement funds allocated to the district from the State Foundation Program for students who have special needs and who have been identified by the Admissions, Review, and Dismissal (ARD) Committee as eligible for services. Special services are provided to these students in the least restrictive environment and include self-contained classrooms and resource rooms, but services are primarily provided through inclusion. Life skills, occupational therapy, physical therapy, speech therapy, and services for the visually impaired are some of the services provided with these funds.

Perkins: The Carl D. Perkins Career and Technical Education Act of 2006 was signed into law on August 12, 2006. The new Act will provide an increased focus on the academic achievement of career and technical education students, strengthen the connections between secondary and postsecondary education, and improve state and local accountability.

Special Language Programs: Commonly referred to as bilingual and English as a second language (ESL), these State funded programs are available to English learners (ELs) who have been identified by the Language Proficiency Assessment Committee as in need of specialized services. The bilingual program is offered at the elementary level when a school has identified 20 or more students in the same grade level as EL in the same foreign language. It is an intensive program designed to transition the student from his/her home language to the English language while preserving the home language and cultural aspects of the home language. English as a second language is also designed to transition the EL from his/her home language to English but is not as intense as the bilingual methodology. ESL is offered at the secondary level and when there are fewer than 20 ELL in a foreign language in the same grade.

State Compensatory Education: This State funded program provides supplemental accelerated educational interventions to students who have been identified as being in an at-risk situation. There 13 State criteria that are used to identify students as being in an at-risk situation. The Board of Trustees of the district has also adopted seven additional criteria by which students are identified as being in an at-risk situation. The district has elected to combine these funds with its ESEA Title I, Part A funds to implement the school-wide programs at its Givens Early Childhood Center, Aikin and Justiss Elementary Schools, Crockett Intermediate School, and Paris Junior High School. Supplemental accelerated services are also provided at the Paris Alternative School for Success, Paris High School, and Travis High School of Choice. Some of the instructional programs funded with these monies include, but are not limited to, salaries for teachers of at-risk students, after school tutorials, extended year programs, and TAKS labs.