

Paris Junior High School Campus Improvement Plan 2019-2020

Mission Statement:

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

Vision Statement:

Our vision is to learn and grow together at Paris Junior High. We have the power to change the direction of our student's lives and have a positive effect on their future. We are dedicated to providing quality instruction in a caring and safe environment as we lead them to success.

Accountability Rating: 2019 – B



Date of School Board Approval November 18, 2019

Planning and Decision Making Committee

Name	Position
Kristi Callihan	Principal
Amy Adkins/Jerry Brannen	Assistant Principals
Cleonne Drake	Teacher
LaTasha Marshall	Teacher
Joe Watson	Teacher
Grant Chappell	Teacher
Beverly Ewing	Teacher
Seanda Gilbert	Teacher
Kathryn Jones	Teacher
Regan Plata	Non-Teaching Professional
Sommer Dear	Non-Teaching Professional
Modgie Hoog	Parent
Jennifer De La Garza	Parent
Lydia Fitzgerald	Business Representative
Michael Plata	Business Representative
Gary Savage	Community Representative
Gerrie Bankhead	Community Representative
Jerrica Liggins	Secondary Resource

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 and Superintendent Goals:

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

PISD will be financially stable.

PISD 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

Campus Performance Objective # 1: Paris Junior High will provide a safe and disciplined environment to increase student performance and attendance.

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

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

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

Objective # 3: Paris Junior High School will maximize individual academic excellence by implementing a challenging, relevant curriculum utilizing technology by the end of school year 2018-2019

Goal 4: Resources to provide an exemplary educational program

Objective 4.1: By May 2019, 80% of all students and each student group, including Special Education and LEP students tested, will pass all portions of the State assessment and the school will meet AYP in every area measured.

Objective 4.2: 100% of core classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB Requirements, and 100% highly qualified staff will be maintained.

Objective 4.3: 100% of teachers, principals, support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus - based, and ongoing professional development in areas determined by the campus needs assessment.

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

Objective # 5: Paris Junior High School will participate in professional growth opportunities for staff members to ensure academic excellence and quality decision-making

ESSA School Wide Program Requirements:

- Element 1 – SWP Comprehensive Needs Assessment
- Element 2 – SWP Campus Improvement Plan Requirements
- Element 3 – SWP Parent and Family Engagement Requirements

TEA Strategic Priorities:

- 1. Recruit, support, retain teachers and principals
 - 2. Build a foundation of ready and math
 - 3. Connect high school to career and college
 - 4. Improve low performing schools
- Federal, State, and Local Funding Sources:

Federal, State and Local Funding Sources

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

Title I, Part A Schoolwide Program Campus

Non-Title I, Part A Campus

Program/Funding Source
Federal Programs

Program/Funding Source	Allocation Amount	FTE(s)
Title I, Part A (Including Title I Carryover & Title IV Transfer)	\$220,080	2.0
Title I, Part C (Migrant)	Region 8 SSA	0
Title II, Part A (TPTR)	17,150	0
Title III, Part A (LEP)	Region 8 SSA	0

State Programs/Funding Source

State Compensatory Education (Supports Title I Schoolwide Program funds)	\$301,546	6.75
Gifted Education	District-wide as needed	
Special Education	District-wide as needed	
ESL Program (supplementary)	District-wide as needed	

Local Programs/Funding Source

Bilingual/ESL	Bilingual/ESL Teachers locally funded	
Dyslexia	Dyslexia Teachers locally funded	

Paris Junior High Comprehensive Needs Assessment Summary 2019-20 School Year

The campus site-based decision-making committee met in May 2019 to finalize a comprehensive needs assessment of the Paris Junior High for the development of the Campus Improvement Plan for school year 2019-2020. During the meeting, committee members discussed the strengths and needs of the school focusing on eight areas: student demographics, student achievement, curriculum/instruction/assessment, technology, school context and organization, school culture and climate, staff quality, recruitment, and retention, parental involvement, family, and community involvement. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results and data gathered from the sources below to arrive at the strengths and needs discussed in this report. SET members were leaders of the eight areas to guide and facilitate the process. All campus members chose an area and met to determine the strengths, weaknesses and priorities of each.

Data Sources			
Texas Academic Performance Report (2017-18)	STAAR Results (2018-19)	Local Assessments (2018-19)	Staff Survey (2019)
Parent Survey (2019)	Experiences in School and Community	Professional Opinions of SET Committee Members	Student Survey (2019)

DEMOGRAPHICS:

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

Table 1A—Student Demographics*

Category	African American	Hispanic	White	Other	Economically Disadvantaged	ELL	At-Risk
Paris J. H.	30.1%	25.3%	37.0%	5.2%	71.2%	10.6%	51.2%
State	12.6%	52.4%	27.8%	2.3%	58.8%	18.8%	50.8%

Difference	17.5%	-27.1%	9.2%	2.9%	12.4%	-8.2%	0.4%
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*Source:

Texas

Academic Performance Report (TAPR) for school year 2017-2018

The school does not parallel the State of Texas demographics in as much as ethnicity is concerned as well as the other categories included in the Texas Academic Performance Report (TAPR) Report for school year 2017-2018. African American students exceed by a large percentage the State average, while the percentage of Hispanic students was considerably less than the State average. However, while Paris JH continues to show a negative percentage compared to the state average in the Hispanic population, the percentage has significantly increased over the last three years. This number has continued to rise each year. The school also has a significant percentage of students from low-income families that present special challenges for the staff at Paris Junior High as these students typically bring with them special needs that require supplemental programs and accelerated services. (See Table 1A—Student Demographics above)

STUDENT ACHIEVEMENT:

Schools in Texas today are judged primarily by the performance of their students on the State of Texas Assessments of Academic Readiness (STAAR), attendance, and graduation rates. Other data was also considered when determining the strengths and needs of the students enrolled at Paris Junior High including, but not limited to, benchmarks, SRI, teacher-made tests, and the professional opinion of the staff.

The campus received an accountability rating of a B by the Texas Education Agency for school year 2018-2019, Distinction designations have been released and PJH earned Distinction designations in Academic Achievement in ELA/Reading, Academic Achievement for Mathematics, Academic Achievement in Science, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

CURRICULUM, INSTRUCTION, AND ASSESSMENT:

The school has implemented the Paris ISD curriculum for all core subject areas. In 2018-2019 in effort to continue improved performance in all core content areas, the scope and sequence of TEKS Resource and activities from TxGuide were utilized. We also continued implementing several effective strategies including Kagan structures, GCS, content mastery, smaller class sizes, utilizing a math/science coach and reading/social studies coach, lunch tutorials, STAAR tutorials with enrichment & intervention groups and Study Like a Maniac (SLAM) tutorial program for our students to receive extra assistance. For SY 2019-2020, we will continue tutorials, utilizing Instructional Coaches, GCS, and cooperative learning training for strategies. We will also continue with effective elective classes that will help provide enrichment and challenge the needs of our students – Spanish I, Art, Computer Literacy, Impact (Mentoring At-Risk males), Leadership101, and STEM (Science, Technology, Engineering, and Math). Staff will continue to implement Kagan structures and Thinking Maps to increase student collaboration and higher order thinking for 2019-20 SY.

TECHNOLOGY:

Most of the PJH staff are proficient and others are developing knowledge and skills with technology. The students are average and continuing to increase skills to support them in the classrooms. The network increases collaboration for the staff and sharing of resources. The barriers that can prevent access to the network were addressed at the district level. Staff development to increase technology skills was implemented during the 2018-19 SY and opportunities continued through the 2019 summer months to provide teachers with training to increase their knowledge of technology programs for their classrooms. We will continue to use Chromebooks in the classrooms with customized lessons, math and reading labs stations and interactive activities to increase participation.

STAFF QUALITY, RECRUITMENT, AND RETENTION:

Success in today's complex workplace dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. According to the law to be "highly qualified," a teacher must have at least a bachelor's degree, be appropriately certified to teach in the area(s) to which he/she is assigned and demonstrate competency in the subject area(s) he/she teaches. The demographics of the teachers at Paris Junior High are reflected in the following table:

Table 1B—Teacher Demographics *

Source: Texas Academic Performance Report (TAPR) for school year 2017-2018

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
Paris J. H.	18.6%	0.0%	75.2%	4.1%	17.7%	8.4 years
State	10.4%	27.2%	58.9%	1.1%	15.3%	7.1 years
Difference	8.2%	-27.2%	16.3%	3.0%	2.4%	1.3 years

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

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

For school year 2019-2020, the staff will have adequate opportunities to improve their skills through professional development. The administration has continued to support professional development during the school year as well. Teachers have been provided opportunities to attend workshops through the district, Region 8, and state and national conferences. All teachers will receive training from CKH and will have additional training by Kagan Cooperative Learning, and Eduhero. Several of our teachers are part of Math and Science Collaborative through Region 8. It is very important that teachers participate in continuing education to keep their teaching skills and content knowledge current. For school year 2019-2020 Paris ISD has allowed for planning days for the implementation of the Paris ISD curriculum in all core-teaching areas.

SCHOOL CULTURE AND CLIMATE:

The culture of any educational organization is critical to the success of the students it serves. This atmosphere must foster collegiality and be able to maintain a high level of student and staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two-way communication and a monitoring of staff attitudes and opinions.

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

SCHOOL CONTEXT AND ORGANIZATION:

The PJH campus provides opportunities for all students to have a well-rounded education. Teachers work to have a balanced framework to meet the challenging state standards by including collaboration, quality learning time, higher-order thinking, accelerated instruction and interventions. Scheduling includes instruction at levels including Advanced, Accelerated and Remedial to meet the needs of all learners. Students have opportunity to participate in Fine Arts, UIL events, Extra-curricular activities, Elective classes and Clubs to enhance their education. The goal is improving our students’ academic achievement. Our teachers are provided with common content planning times. They have scheduled PLC’s weekly to develop a balanced framework for our students. The Principals, Instructional Coaches meet with the teachers to disaggregate data and identify the standards and skills that need targeted instruction and intervention. Teachers are provided support at the campus level through Mentors, Dept. Heads, Instructional coaches and the Principals. All staff has participated in Capturing Kids Hearts Training, Kagan Training and Learning Walks to increase collaboration, the implementation of effective classroom management strategies and positive relationships with our students.

FAMILY and COMMUNITY INVOLVEMENT:

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

For school year 2018-2019 Paris Junior High provided several opportunities for parents to become involved with their children: Paris Junior High Content Nights, Open House, HB5 Parent Presentations, PTO activities (fundraisers, activities sponsored for teachers, chaperones for field trips, dances etc.) and will continue to do so in SY 2019-2020.

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

Paris Junior High has been able to access several local organizations for donations for student rewards throughout the year. Sonic, Applebees, Kiwanis, and Brookshires all have donated incentives for students. Kiwanis organization donated \$500, half was used for MOCK Growth parties and the other half was used to provide incentives for Super Saturday and Enrichment & Intervention Tutorials.

PTO has also helped tremendously in refurbishing picnic tables in the courtyard and continued with the beautification plan, by planting trees, flowers and plants in the flower beds. They also purchased benches for the foyer of the Weger Auditorium. The PTO also donated a \$300 to be used for the end of year Field Trip scholarships.

FACILITIES:

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

Facilities Strengths:

For school year, 2019-2020 Paris Junior High added one additional Chromebook cart bringing the total to 10 Chromebook carts for teachers to use and there are projectors in all classrooms. It is a goal here at Paris Junior High to equip each core class with a Chromebook cart. All classrooms will have Eno boards and projectors and the majority will have Elmo's. Paris Junior High is now equipped with three student labs with updated computers to accommodate its' student population. We also have created a Collaboration room for teachers to implement content collaboration instruction and for teachers to plan and learn together.

Paris Junior High has some of the finest facilities for a middle school, including access to a large auditorium, spacious athletic facilities, fine arts area, and a much larger cafeteria. During the 2018-19 SY, the goal to update all student desks and chairs continued with the purchase of more desks, chairs and a portion of Science tabletops. We will begin the 2019-20 SY, with all Science classrooms having new tabletops and stools, new tables and chairs for the Art classroom new risers for Choir room, updated gym flooring, awnings and poles painted, parking lot repainted, and the cafeteria freezers and serving lines updated.

Safety has always been a huge concern for the Paris Junior High campus because our students have to exit and enter the main building every period of the day. However, there are multiple access points where visitors could enter the campus potentially undetected. Currently, we continue to use the safety system with all doors locked at all times. All visitors are required to use the intercom button to enter the building. Screen monitors were installed for our security officer, receptionist, and each principal so they have a view of all cameras on the campus at all times. Teachers from departments located in the detached buildings were issued radios for communication with the Safety team and office for emergencies. The Safety

team also implemented a Code system for Medical and Crisis emergencies for the radio team to communicate. These additions and systems have given many parents and our staff a safer school environment for our students to learn. Administrative and safety teams continue to research measures to secure the campus grounds to provide the safest environment for all students, staff, and visiting community members.

Component	Strengths	Needs	Action Plan: Priorities for addressing needs
Demographics	<ul style="list-style-type: none"> • Students and Staff: See Table 1A 1B • Small class sizes • At-Risk Counselor to address student needs 	<ul style="list-style-type: none"> • Correct appropriations of demographics – per teacher • Correct appropriations of demographics within academic programs (GT, Sped, etc.) • Continue to reduce number of at-risk students by having more students pass the state assessment. 	<ul style="list-style-type: none"> • Recruit more minority teaching staff • Reduced at risk students by increasing assessment scores • Provide all staff with opportunities for Special Education training
Student Achievement	<ul style="list-style-type: none"> • PLC’s weekly to guide planning, disaggregate data and identify target areas • Reading/SS & Math/Sc. Instructional Coaches • Instruction provided at all levels to meet the needs of our students – SAA, Accelerated, Regular and Remedial 	<ul style="list-style-type: none"> • Continued training and use of DMAC to disaggregate data on a regular basis • Closing the gap among the African American and Hispanic student population • Continue to pull from the top and increase growth in all areas (approaches, meets and masters) 	<ul style="list-style-type: none"> • PJH teachers will continue to use data to track progress and growth of students –to have a balanced framework and to identify target areas as soon as possible on state and local assessments • Continue intervention programs to effectively remediate low-performing students • Improvement with classroom management techniques and student engagement/collaboration in all classrooms
Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> • Assessments/DDI • PLCs/Learning & Leadership Walks • Kagan Cooperative Learning 	<ul style="list-style-type: none"> • Improve reading comprehension for all students • Interventions for tested subjects • Technology training 	<ul style="list-style-type: none"> • PJH will continue to use brain-based instructional strategies and hands-on activities to increase support and learning • Paris Jr. High will continue to use common assessments, BOY and benchmark testing to measure and monitor the progress and growth of students. • Continue building a culture of collaboration

			through PLCs and CKH training
Technology	<ul style="list-style-type: none"> • Chromebooks • Teacher Laptops / Data Projectors • Technology programs 	<ul style="list-style-type: none"> • Renew Learning.com • Windows 10 for teachers • Edutyping (updates) 	<ul style="list-style-type: none"> • Renew Learning.com • Edutyping • Purchase more Chromebooks
Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Campus environment and relationships • Professional Development opportunities • Common PLC's 	<ul style="list-style-type: none"> • Staff diversity in relation to student population • ESL certified staff • Frontloaded info for new staff (i.e. first day/week procedures) 	<ul style="list-style-type: none"> • Staff that mimics the make-up of the student population • PJH teachers will continue to allow data to drive instruction, remediation, and decision-making. • Continue staff surveys for input needs for professional development and to support teachers • Utilize Region 8 to support ongoing professional development for staff
School Culture and Climate	<ul style="list-style-type: none"> • Teachers/staff work and collaborate well together • High expectations • Fun activities for the students 	<ul style="list-style-type: none"> • Increase parent involvement at school • Character and social differences awareness (training, assemblies and classes-Leadership101 and Impact class for girls and boys) • Study Skills 	<ul style="list-style-type: none"> • Publicize school activities and accomplishments and encouragement parental involvement • PJH teachers should work diligently to build relationships with students and contribute to a positive school environment. • Teacher retention
School Context & Organization	<ul style="list-style-type: none"> • Teachers have choice of delivery methods within their content and teachers teach targeted instruction • PLC / Teaming • Support and resources provided for staff (training, mentors, instructional coaches, librarians, tech support and admin.) 	<ul style="list-style-type: none"> • Lunch Tutorial • Appropriate class size placement for special populations • Communication 	<ul style="list-style-type: none"> • Encourage students to be involved in activities during and after school. • Increase student recognition (more opportunities and improve Student of the Month) • Revise interventions groups

Family and Community Involvement	<ul style="list-style-type: none"> • Extracurricular activities • District User- Friendly website • Social Media presence 	<ul style="list-style-type: none"> • More Parental Involvement – target low SES • More parent contact for struggling students • Improve lesson plan information on website 	<ul style="list-style-type: none"> • Alternate parent meeting times and PTO times • Additional opportunities to motivate parents of low socio-economic students PJH teachers make positive phone calls to parents
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Statement of Findings:

The School Effectiveness Team (SET Committee) last met on May 16. A summary of the findings is described below. Demographic data shows that there is a greater need to recruit more minority staff so that our staff population more closely matches our student demographics. PJH needs to continue to strive to reduce the number of At-Risk students identified as At-Risk due to state and local assessments. PJH will continue to remediate low performing students utilizing various intervention programs. It is also important to utilize instructional and motivational strategies to utilize with all students, but particularly students from poverty, students identified as at-risk, African American students, and Hispanic students. Professional development to address these areas will also help close the gap among African American and Hispanic students. The committee continues to state that students suffer from apathy with regard to learning. The high incidence of poverty among the students probably contributes to this malady. Students need to understand that the only way to escape the clutches of poverty is to obtain a good education and develop salable skills. Staff needs to create an environment that will cause students to realize the importance of getting a good education so that they can break the cycle of poverty. Therefore, we will continue to implement Capturing Kids Hearts for the campus. All teachers have received training to implement in their classrooms. Our goal is to have all teachers develop a positive relationship with the students and their parents. During the 2019-20 school year, teachers will have access to a class set of iPads and ten class sets of Chromebooks for student classroom use with the goal of having Chromebook sets for all core classes. They also can utilize the Collaboration room for group activities that is equipped with advanced technology. PJH will continue to participate in technology training to increase knowledge, implementation in the classrooms and motivation for students, which is all a direct impact on student success. PJH will also strive to incorporate more hands-on activities and collaboration into lessons for increased student engagement, which will also correlate to an increase in student success.

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

Campus Performance Objective # 1: Paris Junior High will provide a safe and disciplined environment to increase student performance and attendance.

Activity/Strategy	Resources	Person(s) Responsible	Timeline	Evaluation
1.1 Employ program interventions to promote discipline and attendance <ul style="list-style-type: none"> • In-School Suspension • Lunch Detention • SLAM • Lunch Tutorials • Thursday School 	Local funds	Campus Administrators Teachers	<ul style="list-style-type: none"> • Daily • Daily • Weekly • Daily • 3 wk./6 wk. /9 wk. 	Formative - Review discipline referrals, Thursday school roster Summative - 10% Reduction in ISS assignments, PEIMS end of the year report
1.2 Parents will be notified by mail, phone, or School Messenger regarding excessive absences and potential truancy issues.	Local funds	Campus Administrators Counselors School Messenger	Monthly	Formative - Review daily attendance Summative - PEIMS attendance report 10% decrease in student absences
1.3 Parent contacts (phone or email) made to increase communication.	Local funds	Campus Administrators Teachers Counselors	Progress Checkpoints	Formative - Teachers are required to turn in parent contact logs every nine weeks. Summative - 10% Increase in parent participation
1.4 Positive student behavior recognition. <ul style="list-style-type: none"> • U-turn Awards • Student of the Month • Positive Paws • Good Things(CKH) • Affirmations • Perfect Attendance • Fun Friday • End of Year Fieldtrips • End of Year Awards 	Local funds Principal fund PTO	Campus Administrators Teachers Counselors	Daily, Monthly & End of Semester	Formative - Student recognized Summative - 10% Decrease in discipline referrals

1.5 Provide an Alternative setting for disruptive students (DAEP) (9)	SCE District funds	Campus Administrators	August 2019-May 2020	Formative - DAEP membership roster & discipline reports Summative - PEIMS Discipline Report - 10% decrease in alternative school placement
1.6 Continue random drug testing for students involved in competitive extracurricular activities (9)	District Budget	Asst. Superintendent Campus Administrators SRO Officer	August 2019-May 2020 – Determined by District	Formative - Log of random students chosen for testing Summative - 100% of students tested are drug free
1.7 Coordinate with Crockett Intermediate School to provide orientation and expectations to facilitate the transition to Paris Junior High School (7)	Local funds Title 1 funds	Campus Administrators Counselors	Spring 2020	Formative - Orientation scheduled Summative - 100% of students transition into Paris Junior High School smoothly
1.8 Facilitate Faculty PLC and BOY school assemblies to inform faculty and students of junior high procedures and expectations to create a positive campus culture(2)	Local funds Title 1 funds	Campus Administration	August 2019	Formative - Faculty PLC Meeting, Student grade level assemblies on the first day of school. Summative - 100% of faculty members and students participate in handbook review
1.9 Provide incentives and recognize faculty and students with perfect attendance at each nine-week grading period.	Local Funds Principal Fund	Principal	9 week grading period	Formative – Attendance Reports Summative – Attendance at 97% or above
1.10 At-Risk counselor implements Character Trait program. Teachers recognize students each month that exhibit the trait and students receive recognition and incentives.	Local Funds	Counselors Campus Administrators	Monthly	Formative – Counselor Logs Summative – Increase in positive campus culture and 5% decrease in student failures
1.11 Ensure facility, campus and environment are safe for stakeholders	Local Funds Title 4 Funds	Campus Administrators Counselors/Faculty SRO Officer	Semester	Formative – Drill logs, Staff Badges, Parent Check-in system Summative – Parent and staff surveys
1.12 All staff will utilize the campus CKH management system and work cooperatively with parents and the admin to ensure students have high standards for behavior.	Title 1 Funds	Campus Administrators Counselors/Faculty SRO Officer	9 week grading period	Formative – Daily Detention list, Social Contracts, 9-week Discipline referral reports Summative – 5% decrease in office referrals
1.13 School wide activities to promote school pride and positive campus culture: Schedule Pick-up, Open House, Campus Culture Assemblies, Pep Rallies, Band Concert, Choir Concert, Sports activities, Clubs, UIL events, FPS, Awards Assemblies, Fun Friday, Field Day, Grade Level Field trips, Red Ribbon Week, Talent Showcase, and School Dances.	Local Funds Title 1 Funds PTO	Campus Administrators Counselors/Faculty SRO Officer	Semester	Formative – Agendas, Assemblies, Social Media, and Newsletters Summative – 3% increase in student attendance and 3% decrease in office referrals
1.14 Training and information for signs of bullying, suicide prevention, and abuse provided for students and staff.	Local Funds Title 1 Funds	Campus Administration Counselors District Technology	August Staff Dev. Semester	Formative – PLC, Agendas, Assemblies Summative – 100% Faculty trained on reporting incidents

1.15 Campus Crisis Team will meet once monthly to review PBIS procedures and target areas of concern.	Local Funds	Campus Administrators Crisis Team SRO Officer	Monthly	Formative - Crisis team minute meetings/ school calendar Summative – Team meetings / Agendas
1.16 Continue implementation “Capturing Kids’ Hearts” school-wide program with training refresher and 2 day training for new employees.	Local Funds Title 1 Funds	Campus Administrator Counselors District Staff	Weekly	Formative – Sign in sheets, Social Contracts, 4 Questions posted / T-TESS Evaluations Summative – 3% increase in attendance and 3% decrease in office referrals
1.17 Faculty and Students provided name ID badges for campus identification to increase safety procedures.	Local Funds Title 4 Funds	Campus Administrators Librarian District staff	August 2019-May 2020	Formative – Summative – 100% faculty and students wearing ID badges

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

Campus Performance Objective # 1: Paris Junior High will provide opportunities for parents and community to participate in the educational process to strengthen and enhance the school and programs.

Activity	Resources	Person(s) Responsible	Timeline	Evaluation
2.1 Utilize Professional Learning Communities to monitor student success, share expertise and teaching techniques (3)	Local funds	Department Heads Instructional Coaches Campus Administrators	Weekly	Formative - 2 nd and 4 th nine weeks grade reports. Summative - 15% reduction in retention rate
2.2 Provide STAAR awareness opportunities for parents. Campus will provide PJH Content Nights for parents and Super Saturdays for students.(6)	Local funds Title I, Part A	Administrators and Secondary Curriculum Coordinator	October 2019, February 2020 4 – April/May	Formative - Parent Participation Summative - 100% of parents attend STAAR awareness opportunities
2.3. Promote self-esteem to result in a positive self-concept, self - control, and academic success.	Local funds	Campus Administration Teachers Counselors	August 2019-May 2020	Formative - Awards Assembly, Display of student work, Attendance rewards, Student of the Month, U-Turn, Incentive t-shirts Summative - 85% of students recognized for an award
2.4 Increase student awareness of career requirements through the Career Cruising to our 8 th graders.	Paris High School CTE department RSSI	Administrators Individual teachers CCTC / CTE	January 2019 – May 2020	Formative - Guest Speakers to supplement assessment Summative - 100% of students will complete 4-year plan for high school.
2.4.1 Increase student awareness of career requirements through Boy Scouts of America Curriculum (Explorer’s) at lunch.	CTE Boy Scouts of America	Administrators Elective Teachers	August 2019- May 2020	Formative - Guest speakers Summative – 100% of male students notified

2.4.2 Leadership 101 class offered for SY 2019-2020 to increase student awareness of leadership skills, responsibility and future productive citizen requirements.	Local Funds	Teacher Campus Administrators Secondary Curriculum Director	August 2019-May 2020	Formative – Application for class assignment, Grading cycles Summative – student survey for class review and interest in continuing in HS Lead Worthy class.
2.5 Implement an advisor/advisee program to provide assistance, advice, and monitor the academic and social development of small groups of students (Brother’s Unlimited, IMPACT, Builder’s Club, Care Closet, Wyldlife, Young Lives, Talent Search, City Square Mentors)	Local Funds Community Outreach	Classroom Teachers / Counselor Principal Sponsors	August 2019-May 2020	Formative - At the end of the second nine weeks grading period and at the end of the fourth nine weeks grading period Summative - 15% reduction in failure rate
2.6 Decrease the dropout rate among all students by providing counseling services supplemental programs, academic achievement groups (9)	Local funds	Principal Counselors Teachers At-Risk Counselor	August 2019-May 2020	Formative - Supplemental programs implemented Summative - Reduce students dropout rate to <1%
2.7 Increase parental involvement by providing refreshment, door prizes, etc. during parent activities (6)	Local funds Title I, Part A	Principal	August 2019-May 2020	Formative - Meeting agendas Sign-in log Summative - 10% increase in parent involvement
2.8 Communicate with parents’ opportunities for volunteering at school (6)	Local funds Title I, Part A	Principal	August 2019-May 2020	Formative – Website, Newsletter, Flyers sent home, School Messenger, and Social Media Summative - 10% increase in parent volunteers
2.9 Utilize outside agencies to reduce truancy	Outside agency funds Local funds	Campus Administrators Asst. Superintendent of Student Services	August 2019-May 2020	Formative - Attendance rate Summative - 20% reduction in truancy PEIMS attendance report
2.10 Implement Career Awareness	Paris Junior College LEAP	Counselors Principals Teachers Paris Junior College Staff CTE/CCTC Director	August 2019-May 2020	Formative - Students examine various jobs of interest Summative - All 8 th grade student have an idea of a career path before entering high school
2.11 Parental Involvement Opportunities –PJH Content Night, STAAR Information Meetings, Incoming 7 th grade Parent Meeting and various Dances, and House Bill 5 Endorsement Presentations	Title I, Part A Local Funds Business Sponsors CATE	Teachers Principals Parent Volunteers CTE Director	August 2019-May 2020	Formative - Sign-in Log Summative - 10% increase in parent involvement
2.12 Equipment needs for highly qualified core content classes and electives.	Local Funds Title I, Part A	Teachers State and Federal Director Principal	August 2019-May 2020	Formative - Staff Survey of equipment needs Summative - 100% of all teachers will have adequate equipment to provide a rigorous and challenging instructional learning environment for our students

2.13 Social Media Presentation	Title I, Part A	Principals State and Federal Director	August 2019-May 2020	Formative - Sign-in Log Summative - 10% increase in parent involvement
2.14 To facilitate effective transitions for students from junior high to high school	RSSI Grant Local Funds	Campus Administrators Counselors CCTC/CTE Director	Semester Cycle	Formative - Sign In Log Course Selection Completion Summative - 100% course endorsement completion
2.15. Increase dissemination of Gifted/Talented program information to parents.	Local Funds	Gifted / Talented Coordinator	End of each semester	Formative - Copies of disseminated information Summative - 10% increase in parent participation of gifted / talented awareness activities
2.16. Provide communication to parents in home language as often as possible	Title 1, Part A Bilingual/ESL Allotment Head Start grant	Bilingual/ESL Coordinator, Principals	Monthly	Formative - Translation requests Summative - Copies of translated documents increased by 10%

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

Campus Performance Objective # 3: Paris Junior High School will maximize individual academic excellence by implementing a challenging, relevant curriculum utilizing technology by the end of school year 2019-2020.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1 Integrate technology in all areas of teaching and learning (2) Chromebook Carts(10)	Local funds Title I, Part A Title II, Part A Title III Bilingual/ESL	District/campus technology persons Classroom teachers Campus Administration	August 2019-May 2020	Increased proficiency of technology	100% of teachers proficient on technology in T-TESS
3.2 Students will be scheduled into computer lab to receive additional reinforcement of STAAR instruction using Istation, Flocabulary, Ixl(9), Chromebook Training – Google Drive,	Local funds Title I, Part A Chromebook carts Google Drive Flocabulary	Technology Center coordinator Lab teachers	August 2019-May 2020	2 nd and 4 th nine weeks grade reports.	10% reduction in STAAR failures

3.3 Conference with individual students regarding 2018-2019 STAAR performance (2)	Local funds	Core team leaders	August 2019-May 2020	100% of students will be counseled	100% of students will be counseled
3.4 Provide a continuum of placement options for all children (9)	Local funds	G/T Coordinator; SP ED Coordinator; Principal	August 2019-May 2020	15% Reduction in failure rate at reporting periods; 10% reduction in discipline referrals	15% Reduction in failure rate at reporting periods; 10% reduction in discipline referrals
3.5 Provide support for students in the general educational setting who are identified as special populations (9)	Special ED funds G/T funds Local funds	Sp Ed Director G/T director Principal	August 2019-May 2020	15% Reduction in failure rate at reporting periods; 20% reduction in discipline referrals	15% Reduction in failure rate at reporting periods; 20% reduction in discipline referrals
3.6 Provide on-going staff development for teachers to increase awareness of program options and requirements (4)	Special ED funds G/T funds Local funds Title I, Part A Title II, Part A Bilingual, ESL Title III	SP ED Coordinator G/T Coordinator Principal	August 2019-May 2020	Students success in program setting	100% of staff will be highly qualified in 2018-2019
3.7 Implement instructional programs that address specific strategies for student mastery of STAAR objectives to meet challenging state academic standards.(2)	Local funds Title I, Part A Title III Bilingual/ESL Special Education	Core teachers and campus technology	August 2019-May 2020	BOY/EOY MOCK Assessments DMAC	10% increase in STAAR scores
3.8 Implement project based learning strategies (9)	Local funds Special ED funds	Core Teachers	August 2019-May 2020	Monitoring of Lesson plans Principal Walkthroughs	TAPR 100% of teachers observed in PDAS
3.9 Continue to implement student intervention (RTI) that provides students with support which allows them to participate and progress in the general education curriculum (9)	Special ED funds Local funds	SPED Administrators Principal	August 2019-May 2020	Student progress on 2 nd and 4 th nine weeks grade reports	10% decrease in special education referrals
3.10 Provide inclusion support for Special Education students to promote success in general education curriculum (9). Provide Content Master for Special Education students to promote success.	Special ED funds	Special Education Coordinator	August 2018-May 2019	Principal Walkthroughs Core Teachers Surveys	50% increase in passing rate for participating students

3.11 Continue implementing the Paris ISD curriculum for all core subject areas (2)	Local funds	Principal Core Teachers	August 2019-May 2020	Lesson plans	5% increase in passing rate on STAAR tests
3.12 Connect Card program implemented for students that were unsuccessful passing STAAR previous year.	Local Funds	PJH Staff	October -May	Teachers monitor connect student's grades and performance	100% of all at risk students in lab classes sponsored by a PJH faculty member
3.13 Administer Universal Screener assessment to all students	Title I, Part A Local Funds	Counselors Teachers Instructional Coaches	September January May	Core assessments administered	100% of all at risk students in lab administered
3.15 Students will be given the opportunity to attend extended tutorials during Super Saturday 4 STAARS	Title I, Part A Local Funds	Coaches Teachers	January 2020 – April 2020	STAAR scores	10% Increase in all STAAR scores for all students in 2019-2020
3.16 Integrate technology in all areas of teaching and learning. Paris JH students will have access to a mobile IPAD lab. All core teachers will have ENO (smart boards) in their classrooms and will be optional to attend training for its use. (2)	Title I, Part A Local Funds Chromebooks	District/campus technology persons; Classroom teachers Principal	August 2019-May 2020	Students and teachers will have increased proficiency of technology	100% of teacher proficient on technology on T-TESS. 100% of core teachers trained and proficient in using ENO boards.
3.17 Technology training for teachers once every 9 weeks by Paris ISD staff to ensure teachers	Local Funds	Instructional Technology Specialist Campus Administration Teachers	August 2019-May 2020	Teachers will have increased proficiency of technology	100% of teacher proficient on technology in T-TESS.
3.18 All students will have the opportunity to participate in PJH Science STEM Expo. The winners of the Science EXPO will be given the opportunity to compete in the Region and possibly state Science Fairs and Internationals	Title I, Part A Local Funds	Coaches Teachers	January 2020	STAAR Science Scores	5% Increase in STAAR Science scores for 2019-2020 for students that reach the master's grade level
3.19 Implement ILit, which is a program for ELL students that works to build their language and literacy skills.	Local funds Title I, Part A Bilingual/ESL	Teachers State and Federal Programs	September 2019 – June 2020	STAAR Scores	Increase in Reading STAAR scores for ELL students
3.22 Provide Chromebooks cart and set for ILit, which is a program for ELL students that works to build their language and literacy skills.	Title I, Part A Bilingual/ESL	Teachers State and Federal Programs	September 2019 – June 2020	STAAR Scores	Increase in Reading STAAR scores for ELL students
3.23 Continue to build a library collection that supports all curriculum areas, reading interests and reading levels; (Title 1 SW:2)	Title 1 Part A PTO Local Funds	Campus Administration Librarian	Daily Grading periods	Students will check out more books Book Tasting Day Book Project Program	20% increase in checking out library books
3.24 Purchase software, materials and reviews to accelerate student learning and success on STAAR Math and Reading.	Local Funds Title 1 Funds	Campus Administration Instructional coaches	SY 2019-2020	Formative - Increase STAAR Math and Reading growth and performance Summative - 1%-3% increase on STAAR Math	

(Teacher Pay Teachers, Hedgehog learning, Accountability Connect Lead4ward, Office Depot Snap and Read)				and Reading Scores at all levels
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Strategic Goal #4 Resources will be provided to achieve an exemplary educational program

Campus Performance Objective 4.1: Paris Junior High will provide intervention and enrichment opportunities for all students.

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.1 MOCK Assessment will be given for all core subjects to implement DDI.	Local Funds	Principal Core team teachers Instructional Coaches	BOY EOY	EOY results – monitoring student growth	EOY assessment given to compare growth from BOY – interventions implemented/ 80% passing for state tests/meet ARD expectations.
4.1.2 Continue supplementary classes in reading and math for students identified as at-risk (classes during school day) to promote opportunities for students to meet challenging state academic standards (9)	Title 1 Funds Local Funds	Campus Administrators Teachers Counselor State/Federal Programs Director	Each nine weeks	Common Assessments report cards	80% of all students will pass all portions of the state tests
4.1.3 Provide STAAR tutorials to give students additional tutorials in preparation for STAAR (spring semester) (9) <ul style="list-style-type: none"> • RTI • Lunch Tutorials • SLAM • Saturday 4 STAARS • Cross-Curricular • Intervention & Enrichment Tutorials 	Local funds Title I, Part A	Campus Administrators Teachers Instructional Coaches	<ul style="list-style-type: none"> • August 2019-May 2020 • Spring 2020 	Common Assessment results BOY/EOY MOCK DDI – Corrective instruction plan	80% of all students will pass all portions of the state tests
4.1.5 Provide teacher for reduced class size for at-risk students (9)	Title 1 Funds Local Funds	State/Federal Programs Director Campus Administrators	Each nine weeks	Attendance records, report cards	80% of all students will pass all portions of the state tests

4.1.6 Provide supplies, materials, equipment, contracted services, and fees for supplemental programs and services (9)	Title I, Part A	Campus Administration State/Federal Programs Director	Monthly	Budget requests, purchase orders	80% of all students will pass all portions of the state tests
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Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.7 Provide services (as needed) for students identified as homeless (9)	Title I, Part A SCE Bilingual/ESL Title II, Part A Title III, ESC 8 Shared Services Arrangement Local	State/Federal Programs Director, Principal, Homeless Liaison	Weekly	Homeless forms	80% of all students will pass all portions of the state tests
4.1.8 Continue using the school resource officer to maintain a high level of security at the school. Added door security systems with cameras for entrance into building and Nightlocks installed for all classrooms. Check-in system for all visitors. Staff and Student ID badges for identification and safety.(1)	Local funds Parent Fund Raiser	Principal State/Federal Programs Director PISD Police Department	August 2019 – May 2020	Incident reports	10% reduction in incident referrals
4.1.9 Provide summer school for students who fail core content courses and accelerated instruction for SSI students. (9)	Local funds SCE funds Title I, Part A	Principal, State/Federal Programs Director	Summer 2020	Attendance records, report cards	85% passing
4.1.10 Provide an afterschool tutorial program for students to attend to get additional assistance in the core subject areas (Study Like a Maniac) (9)	Title 1 funds	Principal State/Federal Programs	Weekly	Attendance records Teacher grade book	100% of students will be offered tutorial services 10% increase in STAAR scores
4.1.11 Recruit, identify, and provide services to identified Migrant students (9)	Title I, Part C funds	Migrant Coordinator	Weekly	Number of COEs processed	100% of identifies students served
4.1.12 Provide an extended afterschool tutorial program to assist students in mastering Reading and Math STAAR.	Title 1 funds	Principal State/Federal Programs	September 2019 – May 2020	Attendance records, report cards	10% increase in STAAR scores
4.1.13 Identify and serve students identified as dyslexic (9)	Local funds SCE	Principal Teacher	Monthly	Attendance records	100% identified students served

4.1.14 Use motivational techniques to improve attendance, i.e., Awards Assembly for perfect attendance trophies (2)	Local funds Donations	Principal Counselors	August 2019 – May 2020	Daily Attendance	2% increase in attendance
4.1.15 Seek and utilize district and external funds to provide the best available electronic and infrastructure resources to integrate technology into all aspects of the educational process (2)	Title I, Part A Title III Bilingual/ESL Local funds	State/Federal Programs Director, District Technology Coordinator, Secondary Curriculum Director	Each nine weeks	Increased proficiency of technology	20% of all computers replaced
4.1.16 Provide services to all foster children	Local Bilingual/ESL Title I, Part A Title II, Part A Title III, ESC 8 Shared Services Arrangement	Deputy Superintendent of Curriculum Student Services State/Federal Programs Director Campus Administrators Counselors Foster Care Liaison	August 2019 – May 2020	Tutorial logs Summer School participation reports Home visits Family survey Student Assessment results Student report card grades Attendance	100% increase in foster student achievement on State assessments
4.1.17 Teachers will be involved in the selection of assessment instruments (8)	Local funds	Campus Administrators Site-Based Decision- Making (SBDM) Committee	August 2019-May 2020	SBDM agenda SBDM minutes	100% of core teachers involved in the selection of assessment instruments
4.1.18 Reading Challenge and Book Club	Local Funds	Librarian	August 2019-May 2020	STAAR Reading Scores	5% Increase in all STAAR Reading Scores
4.1.19 Discovery Learning	Title I, Part A	Campus Administrators Librarian Instructional Coaches	September 2019- May 2020	BOY & Common assessment, , MOCK	10% Increase in all STAAR Reading Scores
4.1.20 Implement TEKSguide as a resource for core curriculum.	IMA Funds	Campus Administrators Instructional Coaches	September 2019 – May 2020	BOY & Common assessment, BM, MOCK	10% Increase in all STAAR Reading Scores

4.1.21 Identify/serve ELL students with a certified ESL teacher and ELAR teachers with ESL certification in addition to regular classroom instruction. (1, 9)	Local funds Bilingual Education funds	Classroom teachers, LPAC, ESL teacher	Weekly	LPAC records, PEIMS, ESL attendance, records, ESL Annual Review	80% of English language learners will increase one or more proficiency levels in English.
4.1.22 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 (10)	Local funds	Principal	August 2019-May 2020	Federal grant applications	100% of programs and funding are coordinated
4.1.23 Provide opportunity for all core teachers to develop professional learning communities by providing a common planning period. (4)	Local funds	Principal Counselor PEIMS secretary	August 2019-May 2020	Master schedule	100% of core teachers assigned common planning period.
4.1.24 Implement STEM Science programs. (9)	Title I, Part A	Science coach Principal Teachers	August 2019 – May 2020	Report cards Benchmark results	20% of students participating
4.1.25 Common and Unit Assessments in DMAC for ELAR, Social Studies, Math, Science (2,9)	Local Funds	Teachers Secretaries	Ongoing	DMAC data	Above 60% on STAAR for African Americans, Hispanics and Economically Disadvantaged
4.1.26 Design performance indicators to be more interactive in Social Studies (2,9)	Local Funds	Teachers	Ongoing	Student produced class products	100% of students completing Performance Indicators
4.1.27 Core subject teachers access STAAR Test Maker (2,9)	Title I, Part A	Teachers Computer Technician	Ongoing	Increase rigor for Unit test	5% increase in all STAAR tests

4.1.28(a) Social Studies and Science tutorials and pull-out for African American, Hispanic and Economically Disadvantaged students (2)	Local Funds Title I, Part A	Teachers Principals Instructional Coaches	January 2020 to April 2020	DMAC data Benchmark results	Above 60% on STAAR for African Americans, Hispanics and Economically Disadvantaged
4.1.28(b) All Students will participate in a Social Studies and Science Bootcamp/Hedgehog 10 day review	Title I	Teachers Principals	April 2020 –May 2020	STAAR results	10% increase in Social Studies and Science STAAR tests
4.1.29 Lead4Ward Resources for all core subjects(2,9)	Local Funds Title I, Part A	Teachers Principals Secondary Education Director	August 2019-May 2020	DMAC data Benchmark results	Above 55% on STAAR for African Americans and Economically Disadvantaged
4.1.30 Staff Development training with Region 8 Social Studies specialist (2,9)	Local Funds Title I, Part A	Teachers Principals Reg8	October 2019- June 2020	DMAC data Benchmark results	Above 55% on STAAR for African Americans and Economically Disadvantaged
4.1.31 Provide opportunity for students to participate in UIL Academic and UIL One Act Play (1)	Local Funds Title I, Part A	Teachers Principals Secondary Education Director	November 2019- February 2020	Increase in number of students to participate in UIL	70% of students competing in UIL District competition to place
4.1.32 Provide a writing co-hort for all grade level teachers to improve STAAR Writing scores	Title I	ELAR Teachers Instructional Coach	August 2019-May 2020	DMAC data Benchmark results STAAR results	Above 57% on STAAR Writing for At risk students
4.1.33 Provide Gretchen Bernabei training for ELAR teachers that will provide writing strategies for all students but targets At Risk Students	Title I	ELAR Teachers Instructional Coach	October 2019- May 2020	DMAC Benchmark results STAAR Results	Above 57% on STAAR Writing for all students
4.1.34 Provide Capturing Kids Hearts training at the beginning of the SY and follow up throughout the year.	Title I	All Teachers Principals Counselors Support Staff	October 2019-May 2020	Discipline Reports	5% decrease in discretionary DAEP placement

Campus Performance Objective 4.2 100% of core classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet state and federal requirements and 100% certified staff will be maintained.

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.2.1 Actively recruit, using Applitrack, highly qualified teachers, professionals, and paraprofessionals that are representative of the student population with regard to ethnicity (3)	State Funds Local Funds Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	At time of job openings	Visits to TAMU Visits to job fairs Position openings on website	100% core academic classes taught by certified teachers
4.2.2(a) Provide a yearly stipend of \$2,000 for bilingual teachers, \$1500 for ESL teachers, and \$300 for bilingual paraprofessionals. Teachers will be paid above state base. All teachers received a pay increase for 2016-2017(3)	Local Funds Bilingual/ESL Funds	Principal, Human Resources Dept.	August 2020	Payroll records	100% core academic classes taught by certified teachers
4.2.2(b) Provide a \$4,000 salary increase for math and science teachers	Local Funds	Principal, Human Resources Dept.	September 2020	Payroll records	100% core academic classes taught by certified teachers
4.2.3 Ensure that low income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers by reviewing job assignments (3)	Local Funds State Funds Title I, Part A Title II, Part A	Principal, Human Resources Department	August 2020	Personnel assignment records	100% of low income and minority students are taught by certified teachers
4.2.4 The school will only recruit and hire core academic subject area teachers who meet certification requirements	Local funds	Principal SBDM Committee	As needed	Interviews conducted	100% of new hire are effective teachers

Campus Performance Objective 4.3 100% of teachers, principals, support staff and 100% of paraprofessionals with instructional duties will receive high quality, campus-based, and ongoing professional development in areas determined by the campus needs assessment.

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.3.1 Reimburse teacher expenses for certification tests/fees, etc., for teachers to become highly qualified as funds are available (3)	Title II, Part A funds	Principal, State/Federal Programs Director	Monthly	Memos, purchase orders	100% of teachers are certified teachers on TEA reports or in approved certification program
4.3.2 Provide staff development, certification training, fees, etc. for all teachers to become highly qualified (3)	Title II, Part A funds	Principal State/Federal Programs Director	Monthly	Memos, records of participation	100% of teachers are certified teachers on TEA reports or in approved certification program
4.3.3. Provide instructional facilitator to provide professional development in core academic subject areas (4)	Title II, Part A funds	Principal, State/Federal Programs Director	Each nine weeks	Activity Logs	10% increase in STAAR scores
4.3.4 Provide professional development regarding motivating students and creating a positive attitude toward school. (4) <ul style="list-style-type: none"> • Ruby Payne • EduHero 	Title II, Part A funds Title I, Part A	Principal State/Federal Programs Director Special Education	August 2019	Training schedule Sign-in log	100% of teachers provided motivational training
4.3.5 Survey 7 th and 8 th grade staff for professional development needs (4)	Title II, Part A funds Title I, Part A	Principal SBDM Committee	April-May 2020	Survey results	10% increase in STAAR scores
4.3.6 Provide staff development opportunities for administrative staff (4) <ul style="list-style-type: none"> • Middle School Conference • Texas Association of Secondary Principals etc. • Lead4ward • Capturing Kids Hearts • Kagan 	Local Funds Title I, Part A Title II, Part A	Principal SBDM Committee	September 2019- May 2020	Training schedule Sign-in log Records of participation	10% increase in STAAR scores
4.3.7 Kagan Cooperative learning training	Title I	Principal Instructional Coaches	SY 2019-2020	Increase STAAR Math and Reading Score	10% Increase in Math and Reading STAAR scores
4.3.8 Provide opportunity to attend Middle School Matters Conference	Title II	Principal Teachers Instructional Coaches	SY 2019-2020	Increase STAAR Math and Reading Score	10% Increase in Math and Reading STAAR scores
4.3.9 Implement planning days for staff to align the Paris ISD curriculum (4)	Local Funds	Principal Curriculum Directors Teachers	August 2019- May 2020	Teacher planning documents	All core teachers will complete lesson plans in their departments,

					providing for a more aligned curriculum.
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Strategic Goal #5 Staff will be highly qualified and representative of the community

Campus Performance Objective # 5 Paris Junior High School will participate in professional growth opportunities for staff members to ensure academic excellence and quality decision-making

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
5.1 Services for gifted/talented students will be improved through the requirement of 30 hours of G/T training for new G/T teachers, and 6 hours annually for teachers who have met the 30 hour requirement (4)	G/T funds	G/T Staff GT Coordinator Principal	August 2019- June 2020	Participation in G/T training.	100% of G/T teachers and campus administrative staff will meet requirements of G/T state plan
5.2 Teachers will receive staff development in problem solving and higher order thinking skills (4)	G/T funds Special Education funds	Sec. Ed. Dir.; G/T Coordinator; Special Ed. Coordinator	August 2019- June 2020	Participation in staff development.	10% increase of skills on STAAR
5.3 Provide professional development on integrating technology into all aspects of the educational process and require participation as appropriate to staff roles (4)	Local funds Title I, Part A Title I, Part A Title III Bilingual/ESL	District/campus technology staff; Campus technology coordinator; Principal	August 2019- June 2020	Increased proficiency of technology	100% of teachers proficient in technology on T-TESS
5.4 Provide professional development on strategies to reach students with learning disabilities and/or other problems, which hinder the learning process (4)	Local funds Title I, Part A Title I, Part A Title III Bilingual/ESL	Principal, Special Ed. Coordinator	August 2019- June 2020	Benchmarks Report Cards	TAPR 15% reduction in failure rate for participating students
5.5 Provide professional development on strategies to better interpret STAAR data with LEAD4WARD Resources (2)	Local funds Title I, Part A Title I, Part A Title III Bilingual/ESL	Principal, PLC Meetings Special Ed. Coordinator	August 2019- June 2020	Benchmarks Report Cards	TAPR 15% reduction in failure rate for participating students

Attachment A: State At Risk Student Eligibility Criteria

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

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

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

Attachment C: TAPR Results

<http://ritter.tea.state.tx.us/perfreport/tapr/2013/static/campus/c139909042.pdf>

Attachment D: Schoolwide Program Components

Those components are:

1. A Comprehensive Needs Assessment of the entire school;
2. A Campus Improvement Plan; and
3. A Parent and Family Engagement Policy

Attachment E: Assurances and Good Practices

State and Local Effort

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

Improvement and Enhancement

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

Coordination of Funding

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

Coordination of Instruction

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