

Paris High School

Campus Improvement Plan

2017-2018

MISSION STATEMENT: The mission of Paris High School is to equip each student with the knowledge and skills to be a life-long learner and productive citizen in an ever-changing world.

VISION: *We, the faculty and staff of Paris High School, believe that all students can learn, need love, want to be respected, need positive reinforcement to enhance self-esteem, want acceptance, need positive role models, deserve recognition for success, can succeed in a safe environment, and need to be heard; furthermore, we are dedicated to providing a learning environment whereby emphasis on excellence, equity, and improvement will ensure that all students are successful.*



Approved by Board: _____

Planning and Decision Making Committee

| | | |
|-----------------------------|--|---|
| Principal: | Chris Vaughn | |
| Teachers: | Savannah Abbott Jodi Andoe Amy Burrows | Jennifer Hudson Sandra Strom Renee Townsend |
| Non-teaching Professionals: | Tiffany Blassingame Danielle Dollins | Crystal Henry |
| Parents: | Matt Frierson | Kayla Hall |
| Community and Business: | Eddie Clement | Collin Hadley |
| Resource (non-voting): | Angela Chadwick / Nancy Waldrum | |

Paris ISD Board of Trustees and Superintendent Goals

- Paris ISD will have a learning environment that challenges and provides opportunity for all students to succeed.
 - Recruit and retain the most effective people by rewarding excellence and providing opportunities for continual growth.
 - Remain an academically high performing, leading and innovative school district that produces college and career-ready graduates capable of critical thinking and achievement.
 - Maintain a safe and secure environment for our students, staff and community.
- Paris ISD will be financially stable.
 - Be a leader in education by providing outstanding facilities while remaining good stewards of our finances and resources.
 - Will continue to grow through competitive compensation to attract top educators and results-oriented employees who strive to increase student achievement.
- Paris ISD will foster positive relationships with community, media, and families of the District.
 - Actively engage and partner with parents in the educational experience.
 - Enhance educational excellence and workforce development through collaboration with community partners.
 - Promote awareness and support of PISD's vision to be a premier school district.

Paris ISD Commencement Goals

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

- be a problem solver and a critical thinker
- have mastered core academic areas and technology
- have explored the arts and a second language
- strive for total wellness
- be a life-long learner
- have respect for self, others, and the environment
- be an effective communicator
- be a team player
- be an honest, responsible citizen

Paris ISD Strategic Goals

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

Objective 1.1: Paris High School will provide a safe, disciplined environment conducive to student achievement.

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

Objective 2.1: Paris High School will collaborate with parents and community to enhance school programs while continuing its partnership with the community, parents, local industry, and Paris Junior College.

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

Objective 3.1: Paris High School will achieve Met Standard on Index 1 - 4 as well as Distinction Designations per the Texas Education Agency Accountability Summary.

Goal 4: Resources to provide an exemplary educational program

Objective 4.1: Paris High School staff will utilize funds provided by local tax effort and special programs to enhance student achievement.

Objective 4.2: Paris High School will provide effective instructional strategies and/or programs that provide and enhance a supplementary accelerated curriculum for students in at-risk situations that will help those students meet or exceed the state performance standards and reduce the dropout rate through the use of Federal, State, and State Compensatory Education funds.

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

Objective 5.1: Paris High School staff will participate in professional growth opportunities to ensure academic excellence and quality decision making.

Federal, State and Local Funding Sources

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

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

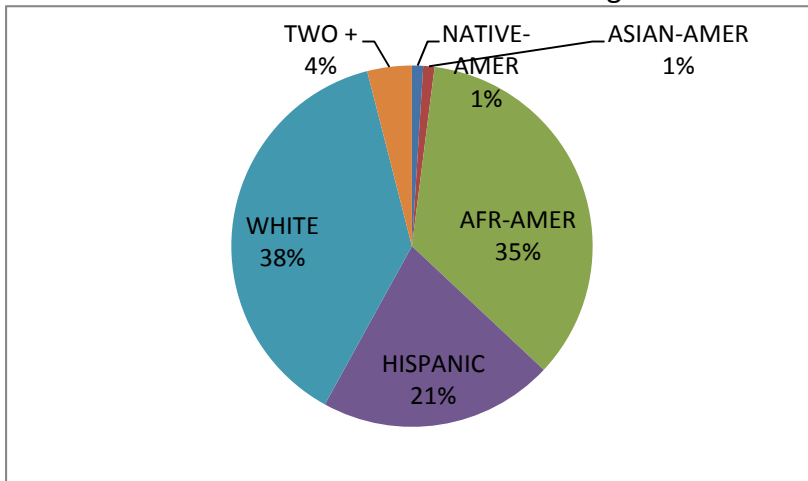
| Program/Funding Source | | |
|--|---------------------------------------|---------------|
| Federal Programs | | |
| Program | Allocation Amount | FTE(s) |
| Title I, Part A | 0 | 0 |
| Title I, Part C (Migrant) | Reg. 8 SSA | |
| Title II, Part A (TPTR) | \$18,615 | 0 |
| Title III, Part A (LEP) | Reg. 8 SSA | |
| State Programs/Funding Source | | |
| State Compensatory Education (Supports Title I School wide Program funds) | \$124,318 | 2.0714 |
| Gifted Education | | |
| Special Education | | |
| ESL Program (supplementary) | District wide as needed | |
| Local Programs/Funding Source | | |
| Bilingual/ESL | Bilingual/ESL teachers locally funded | |
| Dyslexia | Dyslexia teachers locally funded | |

Comprehensive Needs Assessment Summary 2017-2018

Located in Lamar County, Texas, Paris High School is a public school serving Paris, Texas, a town of approximately 26,000. Paris through the years has been a railhead, farming center, and a military center. Today the community stands strong with a diverse industrial base including manufacturing, agriculture, medical, educational, tourism, along with business and retail activity. Paris is the county seat. Paris is considered a rural school in location but has many similarities with urban schools. The economic downturn took a toll on manufacturing industries in Paris with many jobs leaving the area. Similar to urban schools Paris HS students deal with generational poverty and the problems that accompany it. Our economically disadvantaged students have risen from 51% in 2005 to 67.5% today, which is higher than the state average of 59%. Teachers have requested additional staff development in classroom management and working with At-Risk students and children of poverty. Paris HS will continue to participate in staff development for working with At-Risk students and children of poverty using Sean Cain and Mike Laird's The Fundamental 5 for common language and approach and Engaging Students with Poverty in Mind by Eric Jensen. We will focus on raising the number of economically disadvantaged students graduating on the Foundation Plan with Endorsements to be in line with students not economically disadvantaged graduating with Endorsements.

In the last 11 years, Paris HS has seen a rapid increase in the Hispanic population with the number of Hispanic students rising from 47 (5%) in 2006 to 184 (21%) in 2017. At the same time the general population has dropped by 83 students. We provide a Bilingual teacher and encourage classroom teachers to gain their ESL certification, with reimbursement available for core teachers.

In addition to ethnic diversity noted below, we are above state average in Special Education students with 13% compared to the state at 8.6% and have moved to a full inclusion model. Paris High School also has a large group of students identified as Gifted & Talented at 13.2% compared to the state average of 7.7%.



Our teachers tend to be more experienced than the state average with the average years' experience at 15.3 compared with 10.9 for the state. Retention of teachers out performs the state by an average of 10.3 years compared to the state average of 7.3 years. Our class sizes tend to be less than the state average.

Paris HS continues to strive that each graduate will be college and/or work ready upon graduation. In the last year that data was available 64.7% of graduates were enrolled in a TX institution of higher education compared to the state average of 57.5%. For students choosing to immediately enter work we provide a comprehensive CTE program with 58% of our students involved in one or more CTE classes. As noted in our vision statement, we are dedicated to providing a learning

environment whereby emphasis on excellence, equity, and improvement will ensure that all students are successful.

| Component | Strengths | Needs | Action Plan |
|-------------------------------------|---|---|--|
| Demographics | <ul style="list-style-type: none"> • Enrollment stable • Dropout Rate below state average • Growing Hispanic population with limited English speaking skills • 64.7% of staff has 11+ years of experience • Teacher/student ratio below state average | <ul style="list-style-type: none"> • Increased awareness of working with at-risk students and students of poverty • Increased support for ELL • More core teachers ESL certified • Teachers need sheltered instruction training • Increase attendance rate to be higher than state average | <ul style="list-style-type: none"> • Continue focused staff development in working with at-risk students and students of poverty (Sean Cain The Fundamental 5) and Engaging Students with Poverty in Mind by Eric Jensen • Reimburse core teachers for ESL testing, as funds are available • More teachers attend sheltered instruction training at Region 8 • Increased communication with parents concerning attendance • Poverty simulation for all teachers |
| Student Achievement | <ul style="list-style-type: none"> • 5 of 7 Distinctions Earned • Q1 in ELA for AP /SAT / ACT perf. • Q1 in math SAT performance • Q1 in science ACT/Dual Credit perf. • Q1 in social studies AP performance & participation • Q1 in Masters Grade Level EOC performance in English 1 & Biology • Record number of AP Scholars • Increased Skills USA participation | <ul style="list-style-type: none"> • ELL students assessed with TELPAS are not making expected gains from Advanced to Advanced High • Special education students fall below safeguard in reading/ELA, math, science • 6.7% of seniors still need one or more STAAR EOC to graduate (ELA targeted) • Q4 in Four-Year Longitudinal Graduation Plan Rate | <ul style="list-style-type: none"> • Targeted strategies to enable ELL students to achieve higher levels on TELPAS • Targeted training for teachers of special education students • Individual graduation committees target needs of each senior still needing EOC • Work with Region 8 and TEA to improve Four-Year Plan to reach Q1. |
| School Culture & Climate | <ul style="list-style-type: none"> • Discipline plan and rules are clear • Discipline consistently enforced • Common school-wide expectations for behavior • Clubs, Field Days, Special Events • Safe School / SRO • Safe and welcoming environment • Teachers feel empowered to make instructional decisions • Q1 in Attendance accountability | <ul style="list-style-type: none"> • Need an intentional plan for building relationships (teacher:student and student:student) • Strategies for working with at-risk students • Increased communication between home and school • Conflict resolution training for students • Teacher collaboration across departments | <ul style="list-style-type: none"> • Continue focused staff development in working with at-risk students and students of poverty (Sean Cain The Fundamental 5) • Poverty simulation training • Teen Leadership training for 9th grade teachers • Continue to utilize all forms of communication between home and school (online, social media, print, newspaper) • Build a partnership with community resources to provide role models |

| Component | Strengths | Needs | Action Plan |
|---|--|---|---|
| Staff Quality, Recruitment & Retention | <ul style="list-style-type: none"> • Average teacher experience (15.3 yrs) higher than state average (10.9 yrs) • Certification fees paid • Mentor programs for student teachers and new teachers • Department heads and common planning time • Stipend paid to critical needs faculty • Region 8 and Applitrack website for job advertisement | <ul style="list-style-type: none"> • Comparable salary & benefits to other district in the area (below state average) • Guidelines for mentor teachers • Improvement of staff attendance • Staff ethnicity doesn't mirror student population • Training in the use of T-TESS • Cut down number of teachers who leave campus from 20% to 10% | <ul style="list-style-type: none"> • Create "Guidelines for Mentor Teachers" notebook • Investigate incentives to encourage staff attendance • Work toward recruitment and retention of a more ethnically diverse staff • Staff development for T-TESS in summer or during in-service • New teacher orientation |
| Curriculum, Instruction & Assessment | <ul style="list-style-type: none"> • Teachers have instructional materials they need • Technology and support training for staff. • Classroom lessons centered around TEKS • Daily objectives are reflective of TEKS and posted at a 98% rate • DMAC for data driven decisions • Summer school STAAR intervention and credit recovery • Fundamental Five lesson structure | <ul style="list-style-type: none"> • Additional training in best practices for classroom technology • Need for cross-curriculum planning time • Lack of common data and assessments among shared subjects and grade level • Vertical and horizontal team meetings • Common curriculum and assessments across the department • Data and data-based decisions for non-EOC subjects • Training on 21st Century Learning Skills | <ul style="list-style-type: none"> • Use TEKS resource system and TAG to create unit assessments • Assessments in DMAC • Investigate supplemental grammar materials and writing staff development for vertical alignment • Continue EOC benchmark testing to monitor student progress • Data driven teams • Benchmark testing in non-EOC subjects |
| Family & Community Involvement | <ul style="list-style-type: none"> • District user friendly website • Parent portal • Extracurricular activities • CTE Advisory Panel • Counselor department • Mentoring program (Man 2 Man & Woman 2 Woman) • Banquets / Recognition at Board meetings • Project Graduation | <ul style="list-style-type: none"> • Communicate about resources available for home use earlier in the year • Mentor/Volunteers to build connections between students and community • Local field trips • Teacher outreach program | <ul style="list-style-type: none"> • Community partnership for mentors or volunteers for clubs • Local field trips for at-risk students to see what we have locally • Local committee of teachers and community leaders to address apathy and responses to it |

| Component | Strengths | Needs | Action Plan |
|--|---|---|--|
| School Context & Organization | <ul style="list-style-type: none"> • Weekly department meetings • Duty rosters clear and present • Library is utilized in a combination of fixed and flexible schedule • Community Eligibility Provision of the National School Lunch and School Breakfast Program • Freshmen wing • Outside agencies working with students | <ul style="list-style-type: none"> • Common department meeting format • UIL- increase event participation • Enrichment activities after school • Increase participation in PTO • Limit E-days and/or have more equity between athletics and other group E-days | <ul style="list-style-type: none"> • Expand UIL events to include new choices • Create an outlet that allows parents to volunteer in classrooms school wide • Continue to strengthen communication at all levels • Create a more focused department agenda to keep group on task |
| Technology | <ul style="list-style-type: none"> • Each classroom has: teacher laptop, projector, speakers, smart board, document camera • 3 computer labs • Home access to many school resources • Incentive day for technology training in summer and/ after school • Integration of Google Apps for Education • DMAC for assessment data | <ul style="list-style-type: none"> • Additional wireless access points • Increased access to Wifi • Additional student desktop computers in selected classrooms • Upgrade teaching station laptops • Training in best practices for multimedia teaching stations • Training in mobile technology and BYOD • Classroom sets of Chromebooks • Resolve filter issues | <ul style="list-style-type: none"> • Add wireless access points to meet current and future connectivity of wireless devices • During and after-school training in best practices using the Eno board, BYOD, and Google Education Apps • Edivate for online staff development options • Continue incentive day for 6 hour technology training • Updating teacher work stations in summer |

Paris High School Campus Plan at a Glance Met Standard 2017-2018 School Year

Distinctions Earned: Five (of seven)

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Academic Achievement in Postsecondary Readiness

Did not meet safeguard: ELA/Reading: African American, Hispanic, Two or more races, Special Ed, ELL (Current & Monitored)
 Mathematics: African American, Hispanic, Special Ed
 Science: Special Ed

| New Activities | Continued Activities |
|---|--|
| <ul style="list-style-type: none"> • Edivate Staff Development Software • Discipline procedure changes • Add five minutes to allow improved STAAR ELA testing • Addition of travel procedures for students and teachers • Paris Metro for PHS/PJC students • PHS Care Closet • T-PESS evaluation system for administrators • EVACUTRAC wheelchair | <ul style="list-style-type: none"> • Mandatory freshmen tutorials / SLAM • Two dual credit courses & 2 AP tests paid for by district • Chromebooks • Security measures (parking tags, locked gates, visitor check-in) • Required parent contact logs • <u>The Fundamental 5</u> book study • Truancy prevention measures • Community Eligibility Provision of the National School Lunch and School Breakfast Program / additional breakfast times • Student of the Month Recognition • Individual graduation committees for seniors • Increase credit recovery in summer to 3 weeks • Book study over students of poverty • Woman to woman/ man to man mentoring • Testing and education reference center in Library |

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

Campus Performance Objective 1.1: Paris High School will provide a safe, disciplined environment conducive to student achievement

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|---------------------------------|------------------------------------|--|--|---|
| | | | | Formative | Summative |
| <p>1. Provide student interventions and/or counseling:</p> <ul style="list-style-type: none"> • Help students set short and long-term goals with the Personal Graduation Plan – expand 4-year plan to 6-year plan • Encourage students to enroll in Endorsements, Texas Scholars, Dual-credit and Tech-Prep course sequences | Local Budget | Counselors, CTE Director | <p>Fall Semester</p> <p>March - May 2018</p> | <p>Counselor logs, Personal Graduation Plan, 4-year plan</p> <p>Graduation program lists, CTE contact hours, grade 8 parent forum agenda</p> | <p>100% return of Student Survey in May with post-graduation plans</p> <p>100% of current students in grades 9-11 have endorsement plan</p> |
| <p>2. Employ program interventions to promote discipline and attendance</p> <ul style="list-style-type: none"> • In-School Suspension • Lunch Detention • Thursday / Saturday School | Local Budget | Principal, Assistant Principals | Daily | ISS Report, lunch detention roster, Thursday / Saturday school roster | Reduce discipline referrals by 10% / raise attendance rate by 2% |
| <p>3. Provide an Alternative setting (DAEP) for students who violate the <i>Student Code of Conduct</i></p> | District Budget, SCE Funding | Principal, Assistant Principals | Daily | DAEP membership roster, discipline reports | Reduce discipline referrals to DAEP by 15% |
| <p>4. Continue random drug testing for students involved in competitive extracurricular activities</p> | District budget | Asst. Superintendent, Principal | Each semester (random) | Log of random students chosen for testing | 100% of students tested are drug free |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|--|--|----------------------------|--|---|
| | | | | Formative | Summative |
| 5. Foster student health/safety: <ul style="list-style-type: none"> • Continue SRO involvement • Crime Stoppers • Provide sexual awareness training • Parking lot security guard • Drug dog use • Emergency drills • Parking gates locked during day • Student/staff parking pass • Visitor check-in system | Local Budget Carl Perkins | Principals, Crime Stoppers Sponsor, SRO Officer, School Nurse, Health Teacher, Director of Student Services | Daily Each semester | TxEIS discipline report, lesson plans, drug dog schedule, SRO parking log, front office check-in log | 10% decrease in disciplines as reflected in year-end PEIMS Discipline Report, 20% decrease in outside traffic both in parking lots and in front office |
| 6. Assign room locations to ensure grade and/or interdisciplinary hallways | Local Budget | Principal | August 2017 | Master Schedule | 50% decrease in tardies and discipline referrals, improved passing rate |
| 7. Provide resources for students to participate in academic competition | Local Budget | Principal, Secondary Ed. / CTE Director, G/T Coordinator, UIL Coordinator | Competitions as scheduled | Master school calendar, E-day sheets | 85% of students recognized for award at annual Awards Assembly |
| 8. Continue special program interventions <ul style="list-style-type: none"> • CTE Programs • SAA (G/T), Honors, Pre-AP, AP, Dual Credit programs • Special Services/ARD provisions • Credit by Exam • Tutorials • Credit recovery through A+ • Response to Intervention (RTI) program • Offer Pregnancy Related Services, as counseling, health, CEHI, child care, case management, and parenting/nutrition courses | Local Budget, CTE Spec. Svcs. Budget, High School Allotment, SCE Funding | Principal, Program Directors, Principal, Teachers, Counselors | Each nine weeks | Class rosters, CTE contact hour report, tutorial logs | Increase participation by 10% in CTE programs, 3% GT programs, 10% in intervention programs, 100% eligible students served in pregnancy program stay in school during pregnancy and postpartum period |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|--|---|--------------------------------|---|---|
| | | | | Formative | Summative |
| 9. Recognize students for academic and behavioral improvement: <ul style="list-style-type: none"> • A and A/B Honor Roll • Exam Exemptions • PAW Awards • Daily Announcements • Texas Scholar Luncheon • Honor Graduate Dinner • Annual Awards Assembly • PEF Scholarships • Monthly Board Recognitions • Student of the Month | Local Budget, PTO, Lamar County Coalition of Business, Education, and Industry, Paris Education Foundation (PEF) | Principal, Counselors, Teachers, PTO Officers, Registrar, Public Inform. Officer, PEF Scholarship Chairman, Student Council Sponsor | Each nine weeks | Honor roll as published in newspaper, exam exemption forms, PAW roster, assembly program, PEF scholarship list, announcement log, Board minutes packets, participation packets, website recognition of the Student of the Month | 85% of students recognized for an award |
| 10. Freshman Academy, assign counselor to freshmen <ul style="list-style-type: none"> • Assign room locations to implement academy • Provide orientation program for freshmen | Local Budget, HS Allotment | Principal Counselor, Secondary Ed. Director | August 2017 August 2017 | Schedules / agendas Orientation schedule | 50% decrease in freshmen tardies and discipline referrals 80% of new freshmen attend orientation |
| 11. Provide grade 8 Parent Forum to prepare students for high school | Local Budget | PHS Counselors, Secondary Ed Director | January 2018 | Parent Forum Agenda | 100% of grade 8 students and parents attend forum |
| 12. Provide Credit by Exam opportunities for students needing additional course credit or wishing to receive accelerated credit | Local Budget | Counselors, G/T Coordinator | Third nine weeks | List of students requesting CBE options | Increase by 10% students recovering credit and graduating |

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

Campus Performance Objective 2.1: Paris High School will collaborate with parents and community to enhance school programs while continuing its partnership with the community, parents, local industry, and Paris Junior College.

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|--|---|-----------------|--|--|
| | | | | Formative | Summative |
| 1. Increase parent awareness of grades and attendance through txConnect website and teacher's web presence | Local Budget | Principal, Teachers, Counselors | Each nine weeks | Log of parents requesting user names and passwords | 80% of parents signing up for txConnect |
| 2. Improve program communication with parents via: <ul style="list-style-type: none"> E-mail Telephone contact, voice mail, Forums Paris High School website PHS brochure Student Handbook, Discipline Management Handbook online <i>Paris News</i> articles Pawcast announcements online | Technology Allotment, Campus Budget | Principals, Teachers, Counselors, Program Directors, Technology Staff, Public Information Officer, PHS Webmaster | Daily | Telephone logs, communication logs, committee minutes, email logs, database containing list of students receiving material, meeting schedules and agendas, membership rolls of booster organizations | 100% of parents contacted at least once by a staff member during the school year |
| 3. Encourage parent and community involvement in academic, CTE, and extracurricular activities: <ul style="list-style-type: none"> Resource speakers Career Day Academic and extracurricular awards Booster organizations Fine Arts Night "I Love Paris" gala Open House – PTO Personal Graduation Plans DMAC benchmark data to parents | Paris Education Foundation, Local Budget, Parent Organizations | Principals, Counselors, Program Directors, Teachers, Extracurricular Sponsors/Coaches, Community resource persons, CTE Advisory Committee, Career Counselor | Each nine weeks | Membership rolls of booster organizations, lesson plans, Career Day sign-in, tickets sold for I Love Paris, Open House sign-in sheets, DMAC, PGP documents | 10% increase in community participation, as evidenced by rosters, membership rolls, volunteer sign-in sheets |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|-------------------------------|--|---------------------------------|--|--|
| | | | | Formative | Summative |
| 4. Distribute specific information to parents and students, as report cards, progress reports; and other school information about activities, tutoring opportunities and additional transportation | Local Budget | Principal, Counselors, Instr. Svcs. Coord., Registrar, Transportation Director | Each three weeks as appropriate | Academic calendar for progress and report cards | 100% of students and parents contacted |
| 5. Distribute AUP and FERPA forms to all students | Local Budget | Assistant Principals, Teachers | August 2017 | Database with AUP and FERPA information | 100% of students return AUP and FERPA information |
| 6. Provide Woman 2 Woman and Man 2 Man mentoring program | Local Budget | Assistant Principal with community volunteers | 8 wks in spring semester | Attendance log | All participants improve grades & behavior/PEIMS |
| 7. Develop a student's Four-year Graduation Plan and/or Personal Graduation Plan with emphasis on the Recommended/DAP Plan or Endorsements for freshmen - juniors | Local Budget, Carl Perkins | Counselors, Career counselor | Second semester | Plan summary information, Four-year Plan, Endorsements, cumulative folders, counselor logs | 100% of students have Four-year Plan |
| 8. Distribute scholarship information to qualified seniors for Paris Education Foundation | PEF Scholarship Fund | Counselors, PEF director | Spring 2017 | PEF scholarship applications, teacher referral forms | 100 % qualified students recognized at PEF scholarship program |
| 9. Provide supplementary library services through Region VIII Cooperative | Local Budget | Principal, Librarian | Monthly | Purchase orders/Budget | 15% increased library inventory |
| 10. Provide Start to Finish library of audio and computer books | Special Svcs. Budget | Content Mastery Director | Daily | Check out rosters by teachers | 30% decrease in student failures in English |
| 11. Dropout recovery team will visit and work with parents to encourage student attendance. | Local Budget | Assistant Principals, SRO Officer, dropout recovery liason | Weekly | Contact log | 3% decrease dropout rate |

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

Campus Performance Objective 3.1: Paris High School will achieve Met Standard on Index 1 - 4 as well as Distinction Designations per the Texas Education Agency Accountability Summary.

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|-----------------------------------|---|------------------------------|--|---|
| | | | | Formative | Summative |
| 1. Continue current testing and scheduling interventions: <ul style="list-style-type: none"> • Limit STAAR courses during period 7 • DMAC benchmarking • STAAR dress rehearsal | Local Budget | Principal, Instr. Svcs. Coord., Dept.Chairpersons, Teachers | Each nine weeks | Class schedule, test schedule, benchmark reports, tutorial logs | 100% EOC courses have DMAC benchmark results |
| 2. Provide benchmark & STAAR materials to increase STAAR scores | Local Budget | Instr. Svcs. Coord. Secondary Ed Director | Each nine weeks | Benchmark scores, STAAR scores | 100% EOC courses receive STAAR materials |
| 3. Provide before school and after school retest opportunity for students | HS Allotment | Principal Assistant Principals | Monday – Thursday, weekly | Student attendance log | 15% reduction in retention rate |
| 4. Mainstream special education students into regular classes if individual ability dictates that a student can be successful. Provide tutoring opportunity for all state mandated tests. | Special Svcs. Budget | Diagnostician, ARD committee, Counselors, Inclusion teachers | Daily | Student report cards, benchmarks, attendance records | 100% of special education students mainstreamed when possible |
| 5. Provide after school STAAR tutorials to give at-risk students additional help in preparation for STAAR | SCE Funding High School Allotment | Principal, Counselors | Nov 2017, March - April 2018 | Student attendance records, benchmark test results | 100% at-risk students attend tutorial session |
| 6. Monitor attendance of all students through period-by-period attendance and phone calls to parents: <ul style="list-style-type: none"> • File truancy charges, as appropriate • Contact absentees on a daily basis | Local Budget | Principal, Attendance Principal, Attendance Clerk, SRO Personnel, Truancy Personnel, Teachers | Daily | Weekly reports, nine -week reports, truancy letters, daily phone log | Increase attendance rate by 2.0% |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|---|--|---|----------|---|---|
| | | | | Formative | Summative |
| 7. Fully utilize ParisISD curriculum program in ELA, Math, Science and Social Studies <ul style="list-style-type: none"> Science curriculum (Stem Scope) focuses on group & hands on activities | Local Budget | Principal, Secondary Ed Director | Daily | Training schedule for participants | 100% use of ParisISD curriculum program |
| 8. Enhance alignment through departmental vertical and horizontal team meetings, interdisciplinary teamwork: <ul style="list-style-type: none"> Fully implement TEKS in all curriculum areas Analyze STAAR data and test design horizontally/vertically to promote alignment Integrate technology into classroom instruction and student activities Schedule weekly departmental meetings | Local Budget, Carl Perkins Grant | Principal, Instr. Svcs. Coord., CTE Director, Dept. Chairpersons, SET, Secondary Ed Director | Weekly | Staff development attendance rolls, lesson plans | Increase Student Progress (Index 2) by 5% |
| 9. Promote awareness of on-campus support programs, as STAAR reading and math labs, Career Technology Education (CTE), Special Services, tutorials, CAT room, advanced academic courses, and outside agencies | Upward Bound, Talent Search, CTE, Special Services programs, Advanced Academic programs, SCE Funding | Principal, CTE Directors, Counselors, Program Teachers | Daily | Program enrollment, class rosters, tutorial rosters | 100% of students enrolled in programs for which they are identified |
| 10. Provide data disaggregation software for teacher decision making (DMAC) & T-TESS | Local Budget | Inst. Svcs. Coord. | Daily | Student data disaggregation charts | 100% of staff logged in to DMAC |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|----------------------------|---------------------------------|-----------------|---|---|
| | | | | Formative | Summative |
| 11. Provide college readiness opportunities for eligible students: <ul style="list-style-type: none"> • Pay tuition and fees for two dual credit classes per semester • Pay test fees for two Advanced Placement classes per year • Pay fee for junior students taking the PSAT | HS Allotment | Principal, Counselors | Daily | Class rosters, test rosters, test receipts | 100% of eligible students participate in a college readiness test and/or have a minimum of one college credit or its equivalent |
| 12. Provide seniors the opportunity to participate in ACT WorkKeys testing | PJC Budget | CTE Director | November 2017 | Class rosters, test rosters, test receipts | 66% of seniors participate in WorkKeys testing |
| 13. Provide English and foreign language coordinator to enhance transition to high school and alignment of curriculum | HS Allotment, Local Budget | Principal | Each nine weeks | Collaborative logs, lesson plans, benchmark data | 25% decrease in retention rates, TEA report |
| 14. Track student leavers through the PEIMS Edit+ Production site, TREx system, and record documentation | Local Budget | Registrar, Assistant Principals | Weekly | Student tracking form | 100% of PHS students will be completers |
| 15. Provide adequate hardware to integrate technology into classroom instruction | Local Budget | Principal, Technology Coord. | Daily | Acquisitions approved and purchase orders issued | 100% of classrooms have access to technology |
| 16. Provide practical writing class for identified students at-risk in passing writing STAAR EOC. | Local Budget | Principal | Daily | Student report cards, benchmarks, attendance records | 100% of writing at-risk students will pass the STAAR English EOC |
| 17. Provide Destiny Quest in order to search library materials including personal account information. Axis 360 provides over 70 online ebooks available to students and staff. | Local Budget | Librarian | Daily | Axis 360 reports to track number of books checked out; Destiny Quest report on accounts created | 25% increase in utilization of library resources via technology |

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

Campus Performance Objective 4.1: Paris High School staff will utilize funds provided by local tax effort and special programs to enhance student achievement.

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|-------------------|--|-----------------|--------------------------------------|--|
| | | | | Formative | Summative |
| 1. Budget preparation <ul style="list-style-type: none"> • Departments review needs, determine goals, and prepare preliminary budget requests • SET reviews budget requests, makes revisions, and submits budget to Business Manager | Local Budget | Principal, CTE Director, Dept. Chairpersons, SET | Spring 2018 | Departmental minutes, SET minutes | All departments meet budget deadlines and have budget in place |
| 2. Budget Management - Campus budget managers expend funds as appropriated | Department Budget | Principal, Program Directors, Dept./Curriculum Area Budget Managers | Daily | Purchase orders | All funds expended appropriately within allocated amounts |
| 3. Utilize High School Allotment | HS Allotment | Executive Director of Curriculum/ Instruction/ Assessment, Principal | Each nine weeks | Documentation of program activities | All funds expended appropriately within allocated amounts |

Campus Performance Objective 4.2: Paris High School will provide effective instructional strategies and/or programs that provide and enhance a supplementary accelerated curriculum for students in at-risk situations that will help those students meet or exceed the state performance standards and reduce the dropout rate through the use of Federal, State, and State Compensatory Education funds.

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|---|--|---|-------------------------------|--|---|
| | | | | Formative | Summative |
| 1. Provide reading and math labs for identified at-risk students | SCE Funding | Principal, State/Federal Programs Director, Counselors | Daily | Report cards, Scholastic Reading inventory results, benchmark tests results | Summary Report - meet Campus Goal 4.2 |
| 2. Develop and administer Benchmark tests for all STAAR subtests to formatively evaluate mastery level | Local Budget | Core-Area Teachers, Secondary Ed Director | First and third nine weeks | Benchmark test results examined by Principal and Secondary Ed Director to promote instructional effectiveness, schedule of teacher conferences | Summary Report - meet Campus Goal 4.2 |
| 3. Provide supplies, materials, equipment, contracted services, fees, and professional development for SCE supplemental programs and services | SCE Funding | Principal, State/Federal Programs Director | Daily | Teacher requests, budget printouts | Summary Report - meet Campus Goal 4.2 |
| 4. Provide teachers for reduced class size for at-risk students | SCE Funding | State/Federal Programs Director | Daily | Attendance records, report cards | Summary Report - meet Campus Goal 4.2 |
| 5. Provide STAAR tutorials to give at-risk students additional help in preparation for EOC's | SCE Funding: extra-duty pay for teachers | Principal, Instr. Svcs. Coord., Counselors | Oct 2017 – May 2018 | Student attendance records, benchmark test results | Summary Report - meet Campus Goal 4.2 |
| 6. Provide Summer School for at-risk students who failed core content courses | SCE Funding | Principal, Summer School Coord. | June 2018 | Student attendance records, summer school report cards | 85% of students will earn course credit |
| 7. Provide Summer School for at-risk students who failed one or more STAAR EOC tests | SCE Funding | Principal, Summer School Coord. | June 2018 | Student attendance records, summer EOC scores | 100% of students will pass July test(s) |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|---|--|--|---|---|
| | | | | Formative | Summative |
| 8. Provide services for homeless students | Title I | Principal, Homeless Liaison | Each nine weeks | Homeless forms | 100% homeless students offered services |
| 9. As funds available, provide staff development, certification training, fees, etc., for all staff to become appropriately certified during 2016-2017 | Title II | Principal, State/Federal Programs Director, Secondary Ed. Director | Each nine weeks | Training records | 100% of staff will be appropriately certified by end of 2014-2015 |
| 10. Provide additional hardware and/or software, professional development in technology curriculum integration, and distance learning | Local Budget, SCE Budget | Principal, State/Federal Programs Director, Librarian, Technology Teachers | Each nine weeks | Purchase orders | 100% staff will have 6 hours technology training by May, 2016 |
| 11. Recruit, identify, and serve Migrant students | Title I | Principal, Migrant Coordinator | August, 2017 & upon enrollment | Number of COEs processed | 100% of Certificates of Eligibility on file |
| 12. Identify/serve ELL students with a certified ESL teacher in addition to regular classroom instruction | Local Budget, Bilingual/ESL, Title III ESC Shared Service Arrangement | Principal, Classroom teachers, LPAC, ESL teacher | August, 2017 & daily instruction | Accurate maintenance of LPAC records, PEIMS, ESL attendance, records, ESL Annual Review | Each student will advance one level on Texas Observation Protocol |
| 13. Provide A+ credit recovery courses for at-risk students | SCE Funding, Local Budget | Principal, State/Federal Programs Director, Counselors | Daily | Report card grades | 100% graduation rate |
| 14. Provide professional development to recruit and retain teachers, pupil services personnel, principals and other staff through district, service center, workshops and conferences in core academic subject areas, meeting needs of diverse learners, and meeting needs of at-risk students | Title II, Local Budget, SCE Funding | Principal, State/Federal Programs Director, Secondary Ed. Director | August, 2017 & Staff Development work days | Professional Development records | 20% increase in staff development attendance |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|--|---|---|----------|---|---|
| | | | | Formative | Summative |
| 15. Identify and serve dyslexic students | SCE Funding Local Budget | Principal, Counselors, State/Federal Programs Director | Daily | Attendance records | Serve 100% identified students |
| 16. Provide services to foster children | Local Budget, SCE, Bilingual / ESL, Title II, Title III ESC Shared Service Arrangement | Principal, State/Federal Programs Director, Counselors, Foster Care Liaison | Daily | Tutorial logs, Credit check lists, Summer School participation reports, Home visits, Family survey, Student Assessment results, Student report card grades Attendance | 10% increase in foster student achievement on State assessments |

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

Campus Performance Objective 5.1: Paris High School staff will participate in professional growth opportunities to ensure academic excellence and quality decision making.

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|---|--|--|-------------|--|--|
| | | | | Formative | Summative |
| 1. Review campus policies in Staff Handbook regarding student expectations, such as dress code and tardies for entire faculty and staff; provide clear and consistent instruction for implementing the policies; implement cell phone policy for students | Local Budget | Principal | August 2017 | Faculty meeting agenda | 100% of faculty members participate in handbook review |
| 2. Schedule time for departmental and collaborative and disciplinary communication and planning – weekly scheduled meeting | Local Budget | Principal, Department Heads | Bi-monthly | Meeting schedules/agendas | All departments will have minutes from departmental meetings |
| 3. Provide leadership training for SET members and departmental chairpersons | Local Budget | Principal | Fall 2017 | Proof of attendance | 100% of SET member and departmental leaders receive training |
| 4. Participate in in-district and out-of-district staff development activities, share ideas with appropriate staff upon return, use new strategies/activities to benefit student learning, and provide written report upon request | Local Budget, SCE, Title II, Part A, G/T, HS Allotment | Principal, Program Directors/ Coordinators | Daily | List of presentations, certificates of attendance | 100% of department heads attend staff training |
| 5. Provide services for G/T students by teachers who have completed 30 hours (with a six-hour annual update) and administrators and counselors who have completed 6 hours of gifted/talented training. | G/T, Local District | G/T Coordinator, Secondary Ed Director | July 2018 | Certificate of attendance, transcripts | 100% of teachers in G/T courses receive training |

| Strategies/Activities | Resources | Person(s) Responsible | Timeline | Evaluation | |
|---|----------------------------|--|--|--|---|
| | | | | Formative | Summative |
| 6. Provide New Teacher Orientation (NTO) | Sec. Ed. Budget | Asst. Superintendent, Secondary Ed. Director | August 2017 | Schedule of presentations and attendance roster Evaluation Survey | 100% of PHS new teachers hired by August 1 participated in NTO |
| 7. Provide extra-duty pay for benchmark and STAAR staff development | Sec. Ed. Budget | Secondary Ed. Director | Fall 2017 | Time sheets, Benchmark Tests & Results | 100% of benchmarks constructed by teachers and staff |
| 8. Provide Advanced Placement training, and offer more sections of Advanced Placement courses | Local Budget, HS Allotment | Principal, Secondary Ed. Director | Summer 2018 (training) & each semester | AP Report from TEA | 20% increase in number of students rating 3 or higher on AP test |
| 9. Provide technology training for staff to meet SBEC and ESSA requirements | District Budget | Principal, Technology Director | Weekly | Schedule of technology training | 100% of staff meet SBEC and ESSA requirements |
| 10. District personnel will attend recruiting fairs to attract highly qualified teachers | Local Budget | Principal, Asst Supt of Human Resources | As events are scheduled each semester | Schedule of events attended | At least two travel logs to recruitment fairs |
| 11. Participate in the Curriculum Collaborative provided by Region VIII | Local Budget | Secondary Ed. Director | Each nine weeks | Lesson plans | Syllabus aligned with IFD |
| 12. Provide DMAC training for all core area teachers | HS Allotment | DMAC Instructional Facilitator | August 2017 | Schedule of attendance | 100% of teachers trained |
| 13. Provide professional development on classroom management to improve student discipline | Local Budget | Principal | Fall 2017 | Training scheduled | 10% decrease in referrals to principal |
| 14. Provide data analysis notebooks and training to core teachers | Local Budget | Principal | August 2017 | Notebooks and staff development | 30% increase in retester scores in STAAR |
| 15. Continue to recruit minority teachers to ensure a balance of minority teachers to minority students | Local Budget | Asst Supt of Human Resources | As events are scheduled, each nine weeks | Recruitment activities | Balance achieved in the percent of minority teachers to minority 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.

Attachment B: Assurances and Good Practices

State and Local Effort

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

Improvement and Enhancement

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

Coordination of Funding

All federal, state and local funds received by the Paris Independent School District will be coordinated to ensure that all of the programs are operated in an 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 program