

Paris Junior High School Campus Improvement Plan 2016-2017

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.

Date of School Board Approval
9/19/16

Table of Contents

Table of Contents 3
 Planning and Decision Making Committee 4
 Federal, State and Local Funding Sources..... 5
 Paris Junior High Comprehensive Needs Assessment 2015-16 School Year 6
 Goals and Objectives 23
 Programs and Services 24
 Attachment A: State At Risk Student Eligibility Criteria..... 42
 Attachment B: Paris Independent School District Local At Risk Student Eligibility Criteria as Adopted by the Board of Trustees 42
 Attachment C: TAPR Results 43
 Attachment D: Schoolwide Program Components 43
 Attachment E: Assurances and Good Practices 45

NOTES:

The highly qualified teacher requirement is found under Strategy 4.2, on page 21 of this plan.

The Paris Junior High School uses its ESEA, Title I, Part A program funds to implement a school wide program to upgrade the entire educational program for the benefit of all students. The required ten (10) components of a school wide program are identified in the Programs and Services section of this plan with a number from 1 to 10. The key for the components is found in Attachment D: School wide Program Components, page 26-

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

- | | |
|-------------------------------|------------------------------|
| ESEA, Title I, Part A | Special Education |
| Bilingual/ESL | State Compensatory Education |
| ESEA, Title II, Part A | General Operating Funds |
| ESEA, Title III, Part A (LEP) | |

Planning and Decision Making Committee

Name	Position
Stephen Long	Principal
Kristi Callihan/Karol Ackley	Assistant Principals
Cassandra Rogers	Teacher
Leigh Napier	Teacher
TBD	Teacher
TBD	Teacher
TBD	Teacher
Amy Adkins	Non-Teaching Professional
Modgie Hoog	Parent
Tim Gates	Parent/Community/Business Representative

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	Allocation Amount	FTE(s)
Title I, Part A	202,757	1
Title I, Part C (Region 8 Migrant Cooperative)	(dependent on enrolled Migrant students) Region 8 SSA	
Title II, Part A (TPTR)	20,250	0
Title III, Part A (LEP)	Region 8 SSA	

State Programs/Funding Source		
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State Compensatory Education (Supports Title I Schoolwide Program funds)	159,627	4.53
ESL Program (supplementary)	District-wide	

Local Programs/Funding Source		
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ESL	ESL Teacher/Local	
Dyslexia	Dyslexia Teacher Support	

**Paris Junior High Comprehensive Needs Assessment
2015-16 School Year**

INTRODUCTION:

The campus site-based decision-making committee met in May 2016 to finalize a comprehensive needs assessment of the Paris Junior High for the development of the Campus Improvement Plan for school year 2016-2017. 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.

Data Sources			
Texas Academic Performance Report (2014-15)	STAAR Results (2015-16)	Local Assessments (2015-16)	Staff Survey (2016)
Parent Survey (2016)	Experiences in School and Community	Professional Opinions of SET Committee Members	

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.	35.7%	18.6%	39.1%	6.5%	77.3%	5.3%	53.9%
State	12.6%	52%	28.9%	6.4%	58.8%	18.2%	51.2%
Difference	23.1%	-33.4%	10.2%	0.1%	18.5%	-12.99%	-2.7%

**Source: Texas Academic Performance Report (TAPR) for school year 2013-2014*

The school does not parallel the State of Texas demographics inasmuch as ethnicity is concerned as well as the other categories included in the Texas Academic Performance Report (TAPR) Report for school year 2015-2016. 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)

Data Sources:

- Texas Academic Performance Report (2014-2015)
 - STAAR Results (2015-2016)
 - Local Assessments (2015-2016)
 - Staff Survey (2015-2016)
 - Parent Survey (2015-2016)
- Experiences in School and Community
- Professional Opinions of SET Committee Members

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	<ul style="list-style-type: none"> • Students: See Table 1A • Staff: See Table 1B • Highly Qualified and more experienced Teachers • Diverse student population • Small class sizes • Added a half-time At Risk Counselor to address student needs 	<ul style="list-style-type: none"> • Reduce number of at-risk students by having more students pass the state assessment. • Increase effectiveness with growing Hispanic population by encouraging teachers to receive ESL certification. • More minority teaching staff 	<ul style="list-style-type: none"> • Reduce number of at-risk students by having more students pass the state assessment. • Increase effectiveness with growing Hispanic population by encouraging teachers to receive ESL certification. • Recruit more minority teaching staff • Provide all staff with opportunities for Special Education training

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. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the Paris Junior High including, but not limited to, benchmarks, SRI, teacher-made tests, and the professional opinion of the staff.

The school was rated “Met Standard” by the Texas Education Agency for school year 2015-2016, Distinction designations have not been released but for 2014-2015 PJH earned Distinction designations in Academic Achievement in Reading, Mathematics and Top 25% Student Progress. For the 2015-2016 school year, Paris Junior High received a “Met Standard” rating from TEA, distinctions will be determined in September 2016.

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Student Achievement</p>	<ul style="list-style-type: none"> • DMAC • Regular data disaggregation in department meetings • STAAR4ward Team • Intervention Classes • FEV Tutor • Maintained or surpassed STAAR scores in most tested areas in 8th grade (compared to previous year) 	<ul style="list-style-type: none"> • Rtl procedures • Continued use of DMAC and data disaggregation on a regular basis • Improvement in 7th grade Writing scores • Improvement in 8th grade Science scores • Improvement in 8th grade Social Studies scores • Staff development in teaching at-risk students 	<ul style="list-style-type: none"> • PJH teachers will continue to use DMAC to track progress of students on state and local assessments. • PJH teachers will use disaggregated data on a regular basis to plan for instruction and interventions. • PJH teachers will receive training on the Rtl process. • PJH teachers will continue

	<ul style="list-style-type: none"> • Reading Coach • 8th grade ACC Classes added for Science and Social Studies • Met Growth in all 4 Indexes • Index 1 Student Achievement <ul style="list-style-type: none"> ○ Score 67 – target Score 60 • Index 2 Student Progress <ul style="list-style-type: none"> ○ Score 37 – Target Score 30 • Index 3 Closing Performance Gap <ul style="list-style-type: none"> ○ Score 31 – Target Score 26 • Index 4 Postsecondary Readiness <ul style="list-style-type: none"> ○ Score 32 – Target Score 13 	<p>and students from poverty</p> <ul style="list-style-type: none"> • Closing the gap among the African American and Hispanic student population • More student engagement/hands-on activities • Continued use of DMAC and disaggregation in department meetings and with staff 	<p>to use brain-based instructional methods and hands-on activities to better assist all students.</p> <ul style="list-style-type: none"> • PJH teachers will participate in Ruby Payne training. • Continue intervention programs to effectively remediate low-performing students. • Improvement in classroom management techniques and student engagement
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CURRICULUM, INSTRUCTION, AND ASSESSMENT:

The school has implemented the Paris ISD curriculum for all core subject areas. For school year 2015-2016, a more rigorous curriculum for Math and a more hands-on curriculum for Science were adopted. For school year 2015-16, a new Social Studies curriculum has been adopted. In an effort to continue improved performance in all subject areas, the school will continue to implement several effective strategies including GCS, content mastery, smaller class sizes in Math and Science, utilize a math coach and reading coach, morning tutorials and Study Like a Maniac (SLAM) tutorial program for our students to receive extra assistance. For SY 2016-2017, we will be implementing a morning tutorials. We will also continue with two effective elective classes that will help with meeting the needs of our students – Impact (Mentoring At-Risk males), and STEM (Science, Technology, Engineering, and Math).

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Curriculum, Instruction, and Assessment</p>	<ul style="list-style-type: none"> • Thinking Maps • Technology training for teachers • Ruby Payne Training • Benchmark Testing • Summer Planning Meetings • Academic enrichment such as Theater Arts • 8th Grade ACC Science • 8th Grade ACC Social Studies • STEM class 	<ul style="list-style-type: none"> • Improve reading comprehension for all students • Continue to implement and improve brain-based research strategies to address the needs of at-risk students (Marcia Tate) • Professional development to address strategies for working with the increasing Hispanic population • Continue GCS • Continue smaller class sizes for Science and Math 	<ul style="list-style-type: none"> • Cultivate positive relationships with students through AMA and other mentor groups • PJH teachers will participate in Ruby Payne staff development to address effective strategies for working with students from poverty. • PJH will continue to use brain-based instructional strategies and hands-on activities to better assist all students. • Paris Jr. High will continue to use benchmark testing to measure and monitor

	<ul style="list-style-type: none"> • IMPACT class • Staff prepares motivated lessons • Additional classes for students who failed STAAR • Pull out Interventions for math, reading, and social studies • Super Saturdays • GCS provides interventions for all students during the instructional day • Content Master for SPED students during the day • SLAM provides after school assistance in core subject areas • Fundamental Five Power Walks for all classrooms • Implementation of T-TESS appraisal system for all teachers 	<ul style="list-style-type: none"> • Continue to utilize Instructional Math Coach • Continue SLAM (after school tutorial) • Continue mentor groups (AMA, Impact, Sister 2 Sister, Brothers Unlimited) 	<p>the progress of students.</p> <ul style="list-style-type: none"> • PJH will implement differential strategies and use motivational techniques for minority students in order to close the gap on student achievement.
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TECHNOLOGY:

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Technology</p>	<ul style="list-style-type: none"> • Wireless Internet • Three computer labs • Classroom set of IPADS • Eno Boards in all teacher classrooms • Mounted Projectors in all classrooms • Elmos in most classrooms • Teacher laptops in most classrooms • Technology classes for staff during school year and summer • 3 Classroom Chromebook sets • Study Island • Think Through Math • Learning.com • CAT TV class • Teacher training for 	<ul style="list-style-type: none"> • Additional sets of IPADS • Implement replacement plan to ensure campus equipment remains updated • Update WiFi • New computers for lab in room 107 • External Backup drive for TxEXIS system for Registrar • 2 Laptop computers for STEM • 2 EV3 Logo Robot sets • New computers for room 204 • Computer Tables for room 302 	<ul style="list-style-type: none"> • PJH teachers will participate in technology training offered by the district. • Continue to provide technology equipment and resources to assist teachers with instruction, data disaggregation, intervention, and monitoring student progress. • External Backup drive for TxEXIS system for Registrar • New computers for lab in room 107 • Computer Tables for room 302

	<p>Chromebooks</p> <ul style="list-style-type: none">• Implementation and training of Google Apps for Education• Scientific Minds• FEV Tutor• IStation• 3-D Computer lab and printers• Doceri App for teachers to use with I pads for core classroom teachers		
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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. **The No Child Left Behind Act of 2001 mandates that all teachers teaching the core academic subjects meet the law’s “highly qualified” criteria.** 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.

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> • Highly Qualified Staff • Experienced teachers • Stipends for bilingual teachers, ESL, Masters Degrees • Common planning period for each subject area (both grade levels) • District-wide planning days prior to each nine week period • TAMU, job fairs, Region 8 ESC, PISD website • Mentor program • T-TESS • Walkthroughs • District Bilingual/ESL Coordinator 	<ul style="list-style-type: none"> • Encourage teachers to become ESL certified • Encourage teachers to attend professional development • Recruit more minority staff 	<ul style="list-style-type: none"> • Have 100% highly qualified teachers and certified paraprofessionals • PJH teachers will continue to allow data to drive instruction, remediation, and decision-making. • Continue staff surveys for input needs for professional development • Utilize Region 8 to support ongoing professional development for staff • Recruit more minority staff

	<ul style="list-style-type: none"> • School Resource Officer • Half-time At-Risk Counselor added for SY 2016-2017 		
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The demographics of the teachers at Paris Junior High are reflected in the following table:

Table 1B—Teacher Demographics *

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
Paris J. H.	12.1%	0.0%	80.9%	7.0%	24.3%	14.9 years
State	9.6%	25.2%	62.3%	3.0%	16.5%	11.2 years
Difference	2.5%	-25.2%	18.6%	4.0%	7.8 %	3.7 years

Source: Texas Academic Performance Report (TAPR) for school year 2013-2014

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 general consensus that staff creates a positive environment that supports the teaching-learning process.

For school year 2015-2016, 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 received training from Teach Like a Pirate and will have additional training by Ruby Payne through Edu.hero. 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 2016-2017 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 organizational 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 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.

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> • Ruby Payne training • Teach Like a Pirate • Capturing Kids Hearts • Camera and Buzz-In system for visitors • Students & Staff feel safe and welcome at school • School Resource Officer • 8 New security cameras • School Check-In System • High Expectations - Academically and Behaviorally • Large number of 	<ul style="list-style-type: none"> • Increase parent involvement at school • Consistent enforcement of school rules in classrooms, hallways, etc. • Increase the number of security cameras • Increase individual student recognition (Wildcat Award) • Student of the Month • Teacher of the Month 	<ul style="list-style-type: none"> • Administrators/teachers/ staff need to be consistent in enforcement of school rules in hallways, classrooms, etc. • Promote positive relationships with students and staff. • PJH teachers should work diligently to build relationships with students and contribute to a positive school environment.

	<p>students in extracurricular activities (UIL, Spelling Bee, Science Fair, Sports)</p> <ul style="list-style-type: none"> • Variety of clubs and organizations for student involvement • Good Facilities • Student Incentives and Recognition (Fun Friday, Positive Paws, Good Citizens, Theme T-Shirts, Extreme Awards) 		
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SCHOOL CONTEXT AND ORGANIZATION:

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>School Context and Organization</p>	<ul style="list-style-type: none"> • Weekly departmental meetings • PTO • Year-long duty roster assignments • Subject areas have common planning period • Open Door Policy • Outside agencies working with students • SET committee • Restructure ISS to include cubicles and better system of distributing and returning work. The committee felt strongly in employing methods to help discourage students from wanting to be in ISS. 	<ul style="list-style-type: none"> • More storage space in classrooms • Restructure ISS • Reading Remediation classes need reduced teacher- student ratio 	<ul style="list-style-type: none"> • Encourage students to be involved in activities during and after school.

FAMILY AND COMMUNITY INVOLVEMENT:

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Extracurricular activities • District User- Friendly website • Teacher websites and lesson plans • School newsletters • Parent Portal • School Messenger • Remind • Supportive PTO • SET committee • Open House • Content Night • Schedule Pick-Up/Meet the Teacher • Business Donations • Parent Contact & Contact Logs • Strong support from local 	<ul style="list-style-type: none"> • More Parental Involvement especially with socio-economic parents. • Better promotion of school activities • More parent contact especially for those of struggling students • Improve lesson plan information posted on teacher websites • More parent contact for AMA students • Continued support from local businesses • Combine events to get maximum participation from community 	<ul style="list-style-type: none"> • It is essential for all parents to become more involved with their child’s education. We need to provide additional opportunities to motivate parents of low socio economic parents. • PJH teachers will make positive phone calls to parents. • PJH teachers will contact parents of any student failing at the 3, 6, and 9 week grading period. • Continue to use technology resources to promote school functions and events.

	<p>newspaper</p> <ul style="list-style-type: none"> • Support from local businesses to assist with student incentives (t-shirts, etc.) 		
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PARENTAL INVOLVEMENT/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 must become involved 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 2016-2017 Paris Junior High has 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.).

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, we provide assistance 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. Paris News, Sonic, Whataburger, Subway, Applebees, Sirloin Stockade, Kiwanis, Little Caesars are all restaurants that have donated coupons or food as incentives for students.

This past year, our PTO sponsored Super Saturday’s by giving incentives for students that attended. PTO has also helped tremendously in giving a make-over to the entrance way into the building and courtyard. They will continue to add additional landscape features to the outside of the auditorium for SY 2016-2017.

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 2016-2017 Paris Junior High updated classrooms with Eno boards, Elmo's and short-throw projectors in 30 classrooms. All classrooms will have Eno boards and projectors and the majority will have Elmo's. We will also have contracted with Z-Space to have a 3-D computer lab. Paris Junior High is now equipped with three student labs with updated computers to accommodate its' student population. Also, parent pick-up is equipped with an awning. The awning will provide an accessible walkway for students that are dropped off to remain dry during the wet season.

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.

Safety has always been a huge concern for the Paris Junior High campus because our students have had to exit and enter the main building every period of the day. Currently, we have installed a new safety system on our doors in which all of our doors are locked at all times. All visitors are required to use the intercom button to be allowed to enter the building. Eight newly installed cameras allow our security officer, receptionist, and each principal view of visitors entering our campus. This installed system has given many parents and our staff a safer school environment for our students to learn. The district has also installed a new check-in system where our visitors will be required to present valid state issued identification when entering our campus. This provides an extra layer of security for our campus. We have also installed a new Fire System for our campus to alert us of any threat of fire or smoke.

Statement of Findings:

The School Effectiveness Team (SET Committee) last met on August 30th. (The SET committee will meet after all testing results are in to finalize the needs assessment and discuss the findings.) A summary of the findings are 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 who have been 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 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 that are assigned to them, and their parents. During the 2016-17 school year, teachers will have access to a class set of iPads and three class sets of Chromebooks for student classroom use. PJH will continue to participate in technology training so that technology is integrated into the classroom and is used in a manner that helps motivate students, which should have a direct impact on student success. PJH will also strive to incorporate more hands-on activities into lessons for increased student engagement which will also correlate to an increase in student success.

Goals and Objectives

EXCELLENCE GOALS

- Goal #1: A self-disciplined student body, learning together in an atmosphere of mutual respect
- Goal #2: An informed and involved community that actively works together to promote education of recognized excellence
- Goal #3: Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills
- Goal #4: Resources will be provided to achieve an exemplary educational program
- Goal #5: Staff will be highly qualified and representative of the community

Programs and Services

PARIS JR. HIGH SCHOOL Campus Improvement Plan for 2015-2016

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

Objective # 1 **To meet or exceed the state average on all STAAR tests taken at the 7th and 8th grades for school year 2015-2016.**

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.1 Employ program interventions to promote discipline and attendance <ul style="list-style-type: none"> • In-School Suspension • Lunch Detention • SLAM • Saturday School (Thursday's) 	Local funds	Principal Teachers ISS Aide Teachers	Daily	Review discipline referrals, Saturday school roster	10% Reduction in ISS assignments, PEIMS end of the year report
1.2 All absentees will be contacted by a school official or School Messenger	Local funds	Office Staff Administrators School Messenger	August 2016-May 2017	Review daily attendance	PEIMS attendance report 10% decrease in student absences
1.3 Positive parent contacts (phone or email)	Local funds	All Teachers	August 2016-May 2017	Teachers are required to turn in parent contact logs every nine weeks.	10% Increase in parent participation
1.4 Positive student behavior recognition. <ul style="list-style-type: none"> • Rising Stars • U-turn Awards • Student of the Month • Positive Paws • Good Things(CKH) • Affirmations • Perfect Attendance • Fun Friday • End of Year Fieldtrips 	Local funds	Principal	August 2016-May 2017	Student recognized	10% Decrease in discipline referrals

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.5 Provide supplementary interventions, i.e., Content Mastery, tutorials, Grand Central Station, inclusion, reduced class size, STAAR Math Lab, PIT Crew (math pullout intervention) Achieve 3000, FEV Tutor, Motivational Reading by Mentoring Minds	Title I, Part A Title II, Part A Local Funds SCE Special Ed Funds	Sp Ed Director G/T Director Principal Fed. Programs Director	August 2016-May 2017	Decrease in failure rate at DAEP placement. Increase in STAAR scores.	100% of eligible students receive supplementary interventions
1.6 Provide an Alternative setting for disruptive students (DAEP) (9)	SCE District funds	Principal	August 2016-May 2017	DAEP membership roster, discipline reports	PEIMS Discipline Report 10% decrease in alternative school placement
1.7 Provide a reintegration plan following placement at DAEP to decrease percentage of repeat SPED student placements at DAEP. Leadership/Character class – Impact (9)	Special Ed funds Local funds	SP ED administrator/ staff Campus Administrator/ Counselor	August 2016-May 2017	Decrease in repeat DAEP placements for SPED students	100% of DAEP transitional students served
1.8 Decrease the percent of PISD SPED students assigned discretionary ISS removals to meet performance Level 1 standard. (9)	Special Ed funds Local funds	SPED administrator Campus administrator/ staff	August 2016-May 2017	Decrease in repeat ISS placements for SPED students	15% Decrease in repeat ISS placements for SPED students
1.9 Continue random drug testing for students involved in competitive extracurricular activities (9)	District Budget	Asst. Superintendent, Principal	August 2016-May 2017	Log of random students chosen for testing	100% of students tested are drug free
1.10 Coordinate with Crockett Intermediate School to provide orientation and expectations to facilitate the transition to Paris Junior High School (7)	Local funds	Principal	Spring 2016	Orientation scheduled	100% of students transition into Paris Junior High School smoothly
1.11 Review campus policies in Staff Handbook regarding student expectations, such as dress code, tardies, classroom policies, and cell phone policy for students. (2)	Local fund	Principal	August 2015	Faculty Meeting Agenda, Student grade level assemblies on the first day of school.	100% of faculty members participate in handbook review
1.12 Teachers were trained in signs to watch for bullying. Campus provides speakers to provide motivational, character education, and bullying assemblies for the students. (9)	Local fund First Baptist Church Reverse the Curse Federal Funds	Principal Counselors Local Leaders	August 2016-May 2017	Faculty Meeting Agendas, School wide Assemblies	100% of faculty trained on reporting bullying incidents. 100% of students attend bully assemblies.
1.13 Teachers are trained in Suicide Awareness and Prevention. This course is intended to provide Texas school district employees important information regarding youth suicide and how school faculty and staff can use evidence-based strategies to try and prevent these tragedies.	EduHero.com	All Staff	August 2016-December 2016	Faculty Meeting Agendas	100% of faculty trained on reporting bullying incidents.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.14 For SY 2016-2017 ACC classes for 8 th grade Science and Social Studies were added.	Local Funds	Science and Social Studies Teachers	August 2016-May 2017	Increase in STAAR scores.	25% increase in Post-Secondary Readiness and have met or exceeded growth.

Strategic 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.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.1 Utilize Professional Learning Communities to monitor student success, share expertise and teaching techniques (3)	Local funds	Core team leaders and Administrators	August 2016-May 2017	2 nd and 4 th nine weeks grade reports.	15% reduction in retention rate
2.2 Provide STAAR awareness opportunities for parents. Campus will provide PJH Content Nights for parents (6)	Local funds Title I, Part A	Administrators and Secondary Curriculum Coordinator	January 2016-March 2016	Parent Participation	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	Staff	August 2016-May 2017	Awards Assembly, Display of student work, Attendance rewards, Student of the Month, Rising STAR U-Turn, Incentive t-shirts	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 CATE department	Administrators Individual teachers Paris High School Career Counselor	August 2016-May 2017	Guest Speakers to supplement assessment	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) in Elective classes	CTE Boy Scouts of America	Administrators Elective Teachers	August 2016- May 2017	100% of students with electives will participate in classes. Guest speakers	
2.4.2 A New Career Prep class is offered for SY 2016-2017 to increase student awareness of career requirements.	CTE	Teachers Administrators	August 2016-May 2017		
2.5 Implement an advisor/advisee program to provide assistance, advice, and monitor the academic and social development of small groups of students (Sister 2 Sister, Brother's Unlimited, IMPACT)		Classroom Teachers / Counselor Principal	August 2016-May 2017	At the end of the second nine weeks grading period and at the end of the fourth nine weeks grading period	15% reduction in failure rate
2.6 Decrease the dropout rate among all students by providing counseling services and supplemental programs (9)	Local funds	Principal Counselors Teachers Judge Ruthart	August 2016-May 2017	Supplemental programs implemented	Reduce students dropout rate to <1%

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.7 Increase parental involvement by providing refreshment, door prizes, etc. during parent activities (6)	Local funds Title I, Part A	Principal	August 2016-May 2017	Meeting agendas Sign-in log	10% increase in parent involvement
2.8 Communicate with parents opportunities for volunteering at school (6)	Local funds Title I, Part A	Principal	August 2016-May 2017	Website Newsletter Flyers sent home School Messenger	10% increase in parent volunteers
2.9 Utilize outside agencies to reduce truancy	Outside agency funds Local funds	Administrators Judge Ruthart	August 2016-May 2017	Attendance rate	20% reduction in truancy PEIMS attendance report
2.10 Implement Career Awareness	Paris Junior College Paris Economic Development Explorer's	Counselors Principals Teachers Paris Junior College Staff CTE	August 2016-May 2017	Students examine various jobs of interest	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 Halloween and Neon Dance. House Bill 5 Endorsement Presentations (6) Watch Dogs	Title I, Part A Local Funds Business Sponsors CATE	Teachers Principals Parent Volunteers	August 2016-May 2017	Sign-in Log	10% increase in parent involvement
2.12 Equipment needs for highly qualified core content classes such as Art	Local Funds Title I, Part A	Teachers State and Federal Director Principal	August 2016-May 2017	Staff Survey of equipment needs	100% of all teachers will have adequate equipment to provide a rigorous and challenging instructional learning environment for our students
2.13 Astronomy Night	Local	Teachers Principals	August 2016-May 2017	Sign-in Log	All 8 th grade students and parents will have the opportunity to participate
2.14 Strong Fathers Assembly	Title I, Part A	Principals State and Federal Programs Director	August 2016-May 2017	Sign-in Log	10% increase in parent involvement

Strategic 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 2013-2014

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1 Integrate technology in all areas of teaching and learning (2) Chromebook Carts(3)	Local funds Title I, Part A Title II, Part A Title III SCE Bilingual/ESL	District/campus technology persons; Classroom teachers Principal	August 2016-May 2017	Increased proficiency of technology	100% of teachers proficient on technology in PDAS
3.2 Students will be scheduled into computer lab to receive additional reinforcement of STAAR instruction using Study Island and Skills Tutor, Istation, and Think through Math (9), Chromebook Training – Google Drive, Scientific Minds	Local funds Title I, Part A SCE Chromebook carts Google Drive Flocabulary	Technology Center coordinator Math Lab teacher	August 2016-May 2017	2 nd and 4 th nine weeks grade reports.	10% reduction in STAAR failures
3.3 Conference with individual students regarding 2015-2016 STAAR performance (2)	Local funds	Core team leaders	August 2016-May 2017	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 2016-May 2017	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 2016-May 2017	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 2016-May 2017	Students success in program setting	100% of staff will be highly qualified in 2015-2016

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.7 Implement instructional programs that address specific strategies for student mastery of STAAR objectives. (2)	Local funds Title I, Part A Title III Bilingual/ESL Special Education	Core teachers and campus technology	August 2016-May 2017	Benchmark Assessments DMAC	10% increase in STAAR scores
3.8 Implement project based learning strategies (9)	Local funds Special ED funds	Core Teachers	August 2016-May 2017	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 2016-May 2017	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 2016-May 2017	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 2016-May 2017	Lesson plans	5% increase in passing rate on STAAR tests
3.12 Administer Universal Screener assessment to all students	Title I, Part A SCE Local Funds	Counselors Teachers	August 2016-May 2017	SRI administered	100% of all at risk students in lab administered SRI
3.13 Administer Universal Screener assessment to all students	Title I, Part A SCE Local Funds	Counselors Teachers	August 2016-May 2017	Math assessments administered	100% of all at risk students in lab administered SMI
3.14 Implement morning tutorials from 7:45 – 8:00 to give students an opportunity to excel in their coursework	Local Funds	Principal Teachers Counselors	August 2016-May 2017	Passing Rate increase	25% increase in passing rate
3.15 Students will be given the opportunity to attend extended tutorials during Super Saturday 4 STAARS	Title I, Part A SCE Local Funds	Coaches Teachers	January 2016 – April 2016	STAAR scores	10% Increase in all STAAR scores for all students in 2015-2016
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 required to attend training for its use. (2)	Title I, Part A SCE Local Funds Chromebooks	District/campus technology persons; Classroom teachers Principal	August 2016-May 2017	Students and teachers will have increased proficiency of technology	100% of teacher proficient on technology in PDAS. 100% of core teachers trained and proficient in using ENO boards.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.17 Technolgy training for teachers once every 9 weeks by Paris ISD staff to ensure teachers		Missi Downs Principals Teachers	August 2016-May 2017	Teachers will have increased proficiency of technology	100% of teacher proficient on technology in PDAS.
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 SCE Local Funds	Coaches Teachers	Spring 2016	STAAR Science Scores	10% Increase in all STAAR Science scores for 2015-2016
3.19 Z-Space lab will be installed for SY 2016-2017. Z-Space is a 3-D computer lab that will extend learning in the science classrooms.					

Strategic Goal #4

Resources will be provided to achieve an exemplary educational program

Objective 4.1

By May 2015, 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.

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.1 Benchmark tests will be given for all STAAR sub-tests to evaluate mastery level (2)	Local funds	Principal Core team teachers	Monthly	Benchmark results, report cards	80% of all students will pass all portions of the 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) (9)	SCE	Principal Counselor State/Federal Programs Director	Each nine weeks	Benchmark results, 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 • Morning Tutorials • Lunch Tutorials • SLAM • Saturday 4 STAARS • Cross-Curricular 	Local funds Title I, Part A SCE	Principal	Spring Semester 2016 Weekly	Benchmark results	80% of all students will pass all portions of the state tests
4.1.4 Provide teacher for reduced class size for at-risk students (9)	SCE	State/Federal Programs Director	Each nine weeks	Attendance records, report cards	80% of all students will pass all portions of the state tests
4.1.5 Provide supplies, materials, equipment, contracted services, and fees for SCE supplemental programs and services (9)	SCE Title I, Part A	Principal State/Federal Programs Director	Monthly	Budget requests, purchase orders	80% of all students will pass all portions of the state tests

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.6 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
4.1.7 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. New check-in system for all visitors. (1)	Local funds	Principal State/Federal Programs Director	End of each semester	Incident reports	10% reduction in incident referrals
4.1.8 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 2016	Attendance records, report cards	85% passing
4.1.9 Provide an afterschool tutorial program for students to attend to get additional assistance in the core subject areas (Study Like a Maniac) (9)	Local funds	Principal	Weekly	Attendance records Teacher grade book	100% of students will be offered tutorial services 10% increase in STAAR scores
4.1.10 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
4.1.11 Identify and serve students identified as dyslexic (9)	Local funds SCE	Principal Teacher	Monthly	Attendance records	100% identified students served
4.1.12 Use motivational techniques to improve attendance, i.e., Awards Assembly for perfect attendance trophies (2)	Local funds Donations	Principal	August 2015 -June 2016	Daily Attendance	5% increase in attendance

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.14 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 SCE 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
4.1.15 Implement STAAR Math Lab, Motivational Reading/I-station for identified at-risk students (9)	SCE funds Title I, Part A	Principal, Counselor, State/Federal Programs Director	Each nine weeks	Benchmark results, report cards	10% increase in STAAR scores for at-risk students
4.1.16 Provide services to all foster children	Local SCE 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 Principal Foster Care Liaison	Ongoing	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	Principal Site-Based Decision-Making (SBDM) Committee	August 2016-May 2017	SBDM agenda SBDM minutes	100% of core teachers involved in the selection of assessment instruments

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.19 Identify/serve ELL students with a certified ESL teacher 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.
4.1.20 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 2016-May 2017	Federal grant applications	100% of programs and funding are coordinated
4.1.21 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 2016-May 2017	Master schedule	100% of core teachers assigned common planning period.
4.1.22 Implement STEM Science programs. (9)	SCE Title I, Part A	Science coach Principal Teachers	August 2015 – June 2016	Report cards Benchmark results	80% of students participating
4.1.23 Unit Assessments in DMAC for Social Studies, Math, Science (2,9)	Local Funds	Teachers Secretaries	Ongoing	DMAC data	Above 60% on STAAR for African Americans, Hispanics and Economically Disadvantaged
4.1.24 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
4.1.25 Social Studies teachers access STAAR Test Maker (2,9)	Local Funds Title I, Part A SCE	Teachers Computer Technician	Ongoing	Increase computer lab usage for students Calendar	100% of students accessing Study Island

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.26(a) Social Studies and Science tutorials and pull-out for African American, Hispanic and Economically Disadvantaged students (2)	Local Funds Title I, Part A SCE	Teachers Principals	January 2016 to April 2016	DMAC data Benchmark results	Above 60% on STAAR for African Americans, Hispanics and Economically Disadvantaged
4.1.26(b) All Students will participate in a Social Studies and Science Bootcamp	Title I SCE	Teachers Principals	April 2016 –May 2016	STAAR results	
4.1.28 Lead4Ward Social Studies Resources (2,9)	Local Funds Title I, Part A SCE	Teachers Principals Secondary Education Director	August 2016-May 2017	DMAC data Benchmark results	Above 55% on STAAR for African Americans and Economically Disadvantaged
4.1.29 Staff Development training with Region 8 Social Studies specialist (2,9)	Local Funds Title I, Part A SCE	Teachers Principals	October 2015- June 2016	DMAC data Benchmark results	Above 55% on STAAR for African Americans and Economically Disadvantaged
4.1.30 Provide opportunity for students to participate in UIL Academic and UIL One Act Play (1)	Local Funds Title I, Part A SCE	Teachers Principals Secondary Education Director	November 2015- February 2016	Increase in number of students to participate in UIL	70% of students competing in UIL District competition to place
4.1.31 Provide a writing co-hort for all grade level teachers to improve STAAR Writing scores	Title I SCE	ELAR Teachers	August 2016-May 2017	DMAC data Benchmark results STAAR results	Above 57% on STAAR Writing for At risk students
4.1.32 Provide Gretchen Bernabei training for ELAR teachers that will provide writing strategies for all students but targets At Risk Students	Title I	ELAR Teachers	October 2015-June 2016	DMAC Benchmark results STAAR Results	Above 57% on STAAR Writing for all students
4.1.33 Provide Capturing Kids Hearts training at the beginning of the SY.		All Teachers Principals Counselors Support Staff	August 2016-May 2017		

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.

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 HQ teachers, 100% paraprofessionals meet NCLB requirements
4.2.2 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 2015-2016(3)	Local Funds Bilingual/ESL Funds	Principal, Human Resources Dept.	August 2015	Payroll records	100% core academic classes taught by HQ teachers, 100% paraprofessionals meet NCLB requirements
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 SCE	Principal, Human Resources Department	August 2015	Personnel assignment records	100% of low income and minority students are taught by HQ teachers
<p>4.2.4 The school will only recruit and hire core academic subject area teachers who meet the highly qualified teacher requirements as set forth in the NCLB, P. L. 107-110, Sec. 1119, and the Texas Education Agency Guidelines.</p> <ul style="list-style-type: none"> • Instruction in core academic subject area classes will only be provided by teachers who are highly qualified. • The school will provide high-quality, on-going professional development activities to retain highly qualified teachers. Teachers will be involved in selecting professional development activities. 	Local funds	Principal SBDM Committee	As needed	Interviews conducted	100% of new hire Highly Qualified

Activity	Resource Allocation	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> The school, in cooperation with the district, may require teachers to transfer from one campus to another in an effort to ensure that low-income and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers (3) (5) 					

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 highly qualified on TEA reports
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 highly qualified on TEA reports
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 • Ambassador Training • Teach Like A Pirate • Edu.hero 	Title II, Part A funds Title I, Part A	Principal State/Federal Programs Director Special Education	August 2015	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 2015	Survey results	10% increase in STAAR scores
4.3.6 Provide staff development opportunities for administrative staff (4) <ul style="list-style-type: none"> • Ambassador Training • Middle School Conference • Texas Association of Secondary Principals etc. • Lead4ward • Capturing Kids Hearts 	Local Funds Title I, Part A Title II, Part A SCE	Principal SBDM Committee	September 2015- June 2016	Training schedule Sign-in log Records of participation	10% increase in STAAR scores
4.3.7 Implement planning days for staff to align the Paris ISD curriculum (4)	Local Funds	Principal Curriculum Directors Teachers	August 2015- June 2016	Teacher planning documents	All core teachers will complete lesson plans in their departments, providing for a more aligned curriculum.

Strategic Goal #5

Staff will be highly qualified and 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

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	August 2015- June 2015	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 2015- June 2015	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 SCE	District/campus technology staff; Campus technology coordinator; Principal	August 2015- June 2015	Increased proficiency of technology	100% of teachers proficient in technology on PDAS
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 SCE	Principal, Special Ed. Coordinator	August 2015- June 2015	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 SCE	Principal, Special Ed. Coordinator	August 2015- June 2015	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.

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

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

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

Attachment C: TAPR Results

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

Attachment D: Schoolwide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a schoolwide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a schoolwide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (STAAR);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provided with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required schoolwide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

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

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.