

Crockett Intermediate School

Campus Improvement Plan

2019-2020

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

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

Accountability Rating: 2019- C

CNA submitted to District: July 6, 2019

Submitted to Board: October 2019

Board Approved: October 21, 2019

Updates:



Planning and Decision Making Committee

Name	Position
Brock Blassingame	Principal
Cynthia Jackson	Assistant Principal
Mikal Ann Meeks	SpEd Inclusion Teacher
Paula Alsup	Librarian
Jill Nutt	Reading Instructional Coach 2018-19
Stephanie Staggs	Math & Science Instructional Coach
Shannon Cass	SpEd Inclusion Teacher
Lindsey Harper	Parent

Paris ISD Mission Statement

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

Paris ISD Board of Trustees and Superintendent Goals

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

Paris ISD will be financially stable.

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

Paris ISD District Commencement Goals

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

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

Paris ISD Strategic Goals

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

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

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

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

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

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

Objective 3.1:

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

Goal 4: Resources to provide an exemplary educational program

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

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

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

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

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

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

ESSA School wide Program Requirements

Those elements are:

Element 1- SWP Comprehensive Needs Assessment

Element 2- SWP Campus Improvement Plan Requirements

Element 3- Parent and Family Engagement Requirements

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

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

Federal, State and Local Funding Sources

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

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

Program/Funding Source		
Federal Programs 2019-20		
Program	Allocation Amount	FTE(s)
Title I, Part A	\$99,249.00	2.0
Title I, Part C (Region 8 Migrant Cooperative)	Reg. 8 SSA	0
Title II, Part A (TPTR)	\$10,972.00	0
Title III, Part A (LEP)	Reg. 8 SSA	0
Title IV	\$10,739.00	0
Title V	\$16,219.00	0
State Programs/Funding Source		
State Compensatory Education (Supports Title I School wide Program funds)	\$229,523.00	4.6
Gifted Education		
Special Education		
ESL Program (supplementary)	\$8,316.00 (Stipends)	
Local Programs/Funding Source		
Dyslexia	Dyslexia teachers locally funded	

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

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

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

Comprehensive Needs Assessment Summary 2019-2020

The Crockett SET committee met on May 23, 2019 to begin the process of planning for the 2019-2020 school year. Federal Programs Staff met with SET to discuss current year data and any changes for the Campus Plan process for the upcoming year. Parent Survey and Staff Development survey results were shared. Karol Ackley, presented resources for creating the CNA Summary and formulating the CIP.

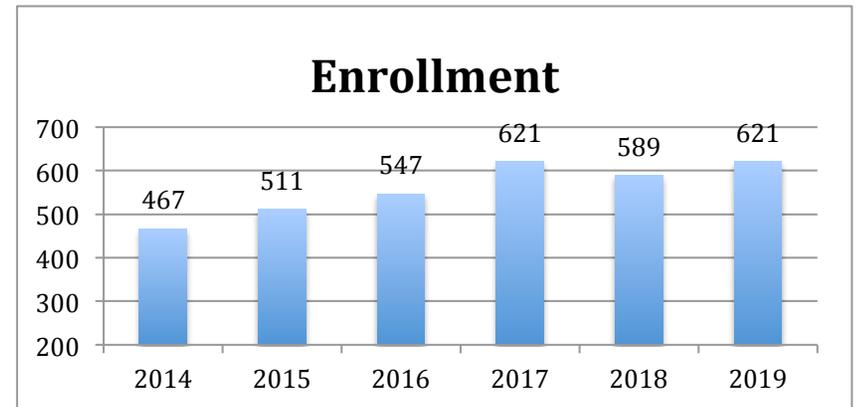
School Profile:

Paris is considered a rural school in location but has many similarities with urban schools. 79.12% of Crockett students are economically disadvantaged. As a solution to one of the key factors affecting low socio-economic students, Paris ISD participates in the Community Eligibility Provision. This program allows all Paris ISD students free lunch & breakfast.

The enrollment numbers at Crockett are on the rise. Crockett has addressed the increase in class sizes by adding teachers to teach a self-contained class at each grade level (1 teacher teaching all subjects.) Two additional teachers have been approved to join the self-contained teachers creating a new team at each grade level to alleviate large class sizes. This trend of rising enrollment is also evident at elementary campuses. Central Office staff is working with the principal to increase space at Crockett.

Teachers have requested additional staff development in working with students from poverty and at-risk students. ELAR teachers will implement new TEKS with a new textbook adoption this year. Summer training is focusing on those areas. Course in Google Classroom, TExGuide/Discovery Ed are also being offered in Face-to-Face sessions. District level technology integration specialist will be realigned to allow more time on campuses to work with teachers.

Teams will continue focusing on positive parent contact and coordination of communication. The attendance rate is 96.5, which is unusual with such a high rate of economically disadvantaged students, but attendance is barely below the state recommendation for distinctions.



One of ParisISD biggest strengths is the diverse community we serve. The rich diversity in our school provides many opportunities for students to develop compassion, empathy and communication skills. Crockett utilizes federal and state funds to provide additional support to our economically disadvantaged and At-Risk populations. As a school-wide Title I campus we can ensure that the educational needs of every student is met.

Sub-Groups	
Economically Disadvantaged	79%
Limited English Proficiency	10%
At-Risk	62%
Gifted & Talented	15%
Special Education	12%

Ethnic Distribution	
White	34.4%
African American	33.9%
Hispanic	23.6%
Two or more	6.4%
American Indian	1.02%
Asian	0.51%

Crockett works hard to build relationships between staff:students, staff:staff, and student:student. ParisISD has invested in Capturing Kids’ Hearts training for the entire district. Crockett’s feeder schools are CKH National Showcase Schools. There is a need to refresh all teachers on the progress and continue implementation with Process Champions providing implementation assistance. New staff members receive initial training. Our District Commencement Goals stress a combination of academic and personal skills. Intermediate age students are between being children and teens, and they need instruction on building a community of learners that respect each other. There are few serious discipline offenses. The district continues to provide esthetic changes in the 50+ year-old building like landscaping, interior paint, adding drop ceilings, and other unifying details.

Staff Quality, Recruitment and Retention:

ParisISD has had a growing ELL population for many years. ELL students are grouped in 2 classes in grades K-4, due to teacher staffing with limited Spanish-speaking certified teachers. This situation brings social emotional concerns for ELL students that impact how they interact with other students. The “family” dynamic of living near, attending church and school with each other; doesn’t not allow them grow socially.

Crockett has not been able to find certified Bilingual teachers for grades 5-6. ESL and Bilingual students are placed on 1 team that has had extensive sheltered instruction training. Crockett has bilingual paraprofessionals and classroom teachers with ESL certification working with students in the ESL/Bilingual Program. Crockett continues to search for certified Bilingual teachers for the program. Finding a person that is a strong teacher with English and Spanish is a huge challenge. Recruitment of certified bilingual teachers will continue to be a priority. Stipends are paid for teachers working with Bilingual students but the stipends don’t compete with larger school districts in metropolitan areas. In the event that our efforts to hire

certified bilingual teachers falls short, staff will be carefully selected for their ability to work with special populations. Teachers are given many opportunities for ESL specific training to help them meet their student’s needs. Sheltered Instruction Observation Protocol training began in 2017-2018 with plans to expand.

Teacher demographics do not match the student population. Recruiting effort is focused on interviewing applicants that mirror our student population. Staffing a campus with appropriately certified staff is always a challenge and the pool of applicants for grades 4-8 is shrinking. ParisISD strives to provide teachers with competitive pay, benefits and work environment for our county. Stipends for many extracurricular activities and longevity pay are designed to keep qualified staff. Crockett strives to interview all qualified candidates. Interviews with potential staff members focus on the ability to work with adolescents in addition to the content. It is paramount to have teachers that are “kid-friendly”. Teacher turnover has caused some challenges with curriculum. Training teachers to understand ParisISD curriculum, working with at-risk students and making the most of instructional time has been a focus. Teachers are mentored by Instructional coaches to learn how to navigate those areas. There is also a need for peer-to-peer mentors for teachers. Teachers that are “new to teaching” or “new to Crockett” have differing needs.

Teachers have requested additional training in the following areas: Technology (Google, Chrome books, iPad apps, formative assessment tools), classroom management, and strategies for working with at-risk students. Another area of staff development concern is how to effectively utilize the time when intervention students are pulled out of class. Priority will be given to the teachers with least experience when offering staff development opportunities off campus.

Curriculum, Instruction and Assessment:

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

2019 STAAR Results (Source: DMAC, green denotes an increase from 2018, red denotes a decrease from 2018)				
Grade/Subject	Did Not Meet	Approaches	Meets	Masters
5 th Math	21%	79%	45%	28%
6 th Math	34%	66%	34%	15%

5 th Reading	41%	59%	35%	18%
6 th Reading	46%	54%	25%	11%
5 th Science	44%	56%	32%	11%

Significant gains were made in 5th grade reading and math from 2018. In reading 118 students tested 2nd admin and gained 36 passers. This brings Crockett 5th grade reading to 71%. We will not have results of growth measures until later in the summer. In math 61 students tested 2nd admin and gained 26 passers. Math rose to 88% passing. Students that did not pass the first administration received targeted intervention during the school day with a certified teacher.

Science STAAR scores have remained at 56%. All resources are examined for rigor and alignment for TEKS. Hands on science experiments are coordinated with weekly lab visit to maximize student time spent on TEKS related labs. Science teachers are using Google Classroom to assign differentiated activities for learning stations. Instructional Coach will continue to build capacity with science teachers to focus on classroom instruction based on TEKS and formative assessments to allow for differentiation and intervention.

Crockett has 12% of students identified as Special Education. Most students are served in an inclusion setting. A small number of students attend a functional skills class with limited time in mainstream classroom. Inclusion students struggle to make gains in reading, math and science. Content specialists for Inclusion in both grades provided support with push in and pull out to identify students. Some support became less frequent at the end of the year as we had 3 classroom teachers resign with no suitable long-term substitutes in the system. Inclusion teachers modified schedules to get students that needed support covered. ARD committee made decisions based on most recent data for each student's testing situation.

Students attending intervention classes are making progress but it is not enough to get them on-grade level. Intervention focuses on making growth toward a goal. Restructuring the intervention schedule to pull students from Fine Arts rotation will be able to allow students to receive 90 minutes of Tier 1 instruction and 45 additional minutes of targeted instruction.

Teachers need help with strategies to utilize the time in the classroom with students that don't go to Intervention class. "Response to Intervention" groups are decided using universal screeners. As the year progresses, progress monitoring and teacher input determines "Rtl" groups. Content area teachers do "Rtl/Enrichment groups during P.I.E. time. This will allow for 45 minutes of targeted instruction.

Instructional staff uses DMAC to disaggregate data from STAAR and benchmarks. Unit Assessments are studied during planning PLC to determine what strategies are effective for the students.

TELPAS have been an area of concern in the past. Crockett has made some gains in this area. Most Crockett students have been in the United States for 4+ years and are not advancing levels as fast as we would like. Sheltered Instruction and ESL training will continue for teachers that have ELL students.

TELPAS Results			
Grade	# of Students	Same level	Added 1 or 2 levels
5	36	28	8
6	19	13	6

Organizational Structure and Process

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

Students have several options for enrichment- Friday Clubs, UIL academic competition, Future Problem Solving, National Elementary Honor Society, K-Kids, Beginning Band, Choir, Art and Student Council. While a large number of students participate in activities, there are few students that are economically disadvantaged participating. Crockett will explore what the barriers are and how they can be addressed. Transportation may be a barrier that can be fixed.

Friday Clubs cover a wide range of interests with students choosing 1 club each semester to explore. Color guard, sewing, crochet, Legos, computer coding, cooking, karaoke, soccer, basketball, tennis and junior Blazettes are just a few of the options. The options change each year depending on teacher hobbies and interests. Crockett Parent Association has gifted money for club supplies for the 2019-20 school year. This gift eliminates teachers and students having to buy club supplies. While a large number of students participate

Crockett also has a large group of students identified as Gifted & Talented 16.5%. Gifted & Talented students are served in Talent Pool classes and attend a weekly pullout program, Socrates. Socrates serves identified students with enrichment focusing on higher-level thinking, service projects and Future Problems Solving competition. Not all students identified as Gifted & Talented are the Masters Level on STAAR. There were gains made in the number of students achieving Masters on STAAR in all subjects with 6th grade reading the only subject that did not make gains. Staff Development in G/T teaching strategies is planned for 2019-20.

Subject			
Filter Name	Prior Year	Current Year	Drill
Mathematics	13%	21%	
Reading	13%	15%	
Science	9%	11%	

Curriculum			
Filter Name	Prior Year	Current Year	Drill
Mathematics 05	16%	28%	
Mathematics 06	10%	15%	
Reading 05	15%	18%	
Reading 06	11%	11%	
Science 05	9%	11%	

Campus STAAR Summary				Summary Results by Grade & Subject			
Subject	2019	2018	2017		2019	2018	2017
Math	78%	67%	72%	Math 5th	88%	65%	76%
Reading	65%	59%	60%	Math 6th	66%	69%	68%
Science	58%	56%	50%	Reading 5th	71%	56%	56%
				Reading 6th	54%	62%	63%
				Science 5th	58%	56%	50%

Parent and Community Involvement:

The number of responses for Crockett Parent Survey was very low with only a few parents responding. Survey was posted online, advertised in campus communication, communicated through School Messenger. Parents that did respond were generally happy with their experience at Crockett. Crockett Parent Association works closely with community groups to provide Crockett students with unique experience with outside cultural activities.

Plays and artists field trip have been well received by the students. Students have very little interaction with community professionals and employees. There are a limited number of Crockett students that participate in a community-mentoring program.

Technology:

Each classroom is equipped with projector, laptop, Eno interactive board, document camera, and at least 3 student computers. Teachers and students use Google Apps for education for collaborative projects. The library has incorporated eBooks and electronic resources. Each classroom has at least 10 Chrome books. Teachers would like to expand the use of Google classroom so there will need to be some additional Chrome books purchased. Wireless access points for mobile devices have been upgraded to handle the amount of wireless devices for the future.

After extensive data collection and analyzing the data, the SET committee decided to highlight the following Strengths, Needs and Initiatives:

Strengths	Needs/Weaknesses	Priorities/New Initiatives
1. Department Planning Collaboration- curriculum support from coaches for all content areas	1. Large class sizes- need more space for smaller class sizes	1. Expand space for more classrooms to reduce class sizes
2. Strong support for supplemental instructional materials and library that matches student needs	2. Lack of time in the classroom to include small groups/stations and reduce off task behavior	2. Focused improvement on growth for all students by maximized use of instructional time in the classroom to include small groups/stations, restructure intervention and Rtl, and reduce off task behavior
3. All communication sent home in a language that parents can understand; Communication in print and online	3. Students are working below grade level and not showing enough growth.	3. Maximize time intervention and inclusion teachers spend on instructional time with students to gain growth in math, reading and science.

Targeted Assistant Action Steps:

- Students, with help from teachers, track progress with “Excellence Graphs” after each assessment.
- Intervention Classes are extra instructional time in addition to Tier 1 instruction in the classroom.
- Instructional Coaches lead “Content Chats” where teachers analyze STAAR questions to improve Tier 1 instruction.
- Teachers have a dedicated Response to Intervention time 45 minutes 3 times each week to work on intervention or enrichment with students.

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

Campus Performance Objective 1.1: The student attendance rate will exceed the state requirements of 90% or better for the school year 2019-20 with at least 97%.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.1.1 Continue practice of calling parents when students are absent. When students reach 7-10 absences Assistant Principal will conduct home visits. (ESSA: 3)	Local	Assistant Principal Registrar	Phone logs; home visit logs; PEIMS attendance report	Attendance rate will exceed 90% and Meet campus target of 97%	Reports weekly
1.1.2 Generate “Attendance Letters of Concern” for excessive absences at 3,5,7 unexcused absences and mail home; file truancy and work with the courts and probation offices; Principals will contact parents of students with chronic attendance problems to work out a solution (ESSA: 3)	Local budget	Principal Asst. Principal PIEMS Secretary	Attendance records Phone logs	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.3 Continue recognition of “Perfect Attendance” at awards assembly; prize drawings for perfect attendance each 9 weeks (ESSA: 2)	Local	Assistant Principal PEIMS Secretary	Attendance records	Attendance rate will exceed 90% and meet campus target of 97%	Reports weekly
1.1.4 Drop-out rate will remain at zero	Local	Assistant Principal Principal Counselors	Attendance records	Dropout % will remain zero.	Weekly Reports

1.1.5 Conduct Saturday School for students with excessive absences and make-up of days missed (ESSA: 1)	Local Title I Part A	Principal Assistant Principal	Attendance records	Decrease retention rate due to failure by 10%	Saturday, as needed
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District Strategic Goal #1: A self-disciplined student body, learning together in an atmosphere of mutual respect for all students.

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.2.1 Review and revise campus discipline procedures yearly to meet the needs of our diverse population and encourage positive behavior so quality of learning time is not disrupted. Implement a tiered model to address problem behavior with early intervention. (ESSA: 1)	Focus Program Local Title I Part A Special Education	Principal Assistant Principals Counselors Teachers	Discipline Committee Meeting Agenda Plan revisions	PEIMS Discipline Incident Count Reduce discipline referrals by 15%	Each August
1.2.2 Continue “Capturing Kids’ Hearts” school-wide program with training refresher for entire Crockett Staff; Continue social skills and focus on common school expectations, signals and terminology (ESSA: 1)	Campus budget Title I, Part A	Principal Counselors Staff	Staff training sign in sheets Social contracts posted PDAS observations	PEIMS Discipline Incident Count 100% student participation	Each 9 week grading period
1.2.4 Manage and intervene with discipline of special needs students; Focus Program with added support of Behavior Specialist	Special Education budget	Special Education Director Principal Focus Re-Director	Special services student discipline referrals to the office	PEIMS Discipline Incident Count of Special services students; 100% teacher participation	Daily

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
1.2.5 Monitor and make adjustments to Behavioral/Academic RTI program. (ESSA: 1)	Title I Part A Local Funds	Federal Programs Director Principal Teachers Behavior Specialist	Discipline referrals to the office; Assignments to ISS	PEIMS Data; 100% teacher participation	Weekly during Teaming
1.2.6 Continue to utilize PISD Safety & Security Police Officer	Local	Principal	Incident reports	PEIMS Discipline Incident Count Reduce discipline referrals by 15%	Daily
1.2.7 Promote a safe, drug-free environment	Local Title I Part A, Part A	Principal Counselors Security Officer	Lesson plans Newsletter Website	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%	Daily
1.2.8 Provide transition to Crockett Intermediate School for 4th grade students and successful transition to PJH for 6th grade	Local Funds	5th & 6 th Grade teachers Counselors Principal	Schedule for 4th Grade and 6th Grade visits; Newsletters; Successful transition of students to 5th grade	Improved Parent opinion of staff by 10% as evidenced in the Parent Survey	May 2020
1.2.9 Recognize good citizenship on Report Card and Awards Assembly	Local	Homeroom Teacher	Report Card and Awards Assembly	PEIMS Discipline Incident Count; Reduce discipline referrals by 15%.	January 2018 and May 2018

District Strategic Goal #2 An informed and involved community that actively works together to promote education of recognized excellence
Objective 2.1: Crockett Intermediate School will continue to provide multiple opportunities for parents and community to participate in the educational process and realize a 10% increase in overall parent participation.

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
2.1.1 Update online and print communication to promote an atmosphere of collaboration between home & school. Provide communication in parent's home language as often as possible (ESSA: 3)	Local	Principal Staff	Interaction on Social Media Copies of campus and team newsletters; call logs and parent conference notes	Summary of parent, student and teacher surveys; increase survey completion by 10%	Weekly
2.1.1 Provide opportunities for parent and community involvement in classrooms and extra-curricular events/field trips that provide students with experiences outside their everyday activities. (ESSA: 3)	Campus Budgets Fundraisers Sponsorships	Principal Teachers Parent Association	10-1 Student to teacher/chaperone on all extracurricular events	Summary of parent, student, teacher surveys; increase in survey completion by 10%	Monthly
2.1.2 Continue "Meet the Teacher" with schedule pick up	Campus budget	Principal SET	Social Media interaction; newspaper announcements; Schedules	Percentage of schedules picked up; increase survey completion	August 2019
2.1.3 Communication of goals and activities to parents through: <ul style="list-style-type: none"> • Parent orientation • Open House/Report card pickup • Crockett Connection Weekly 	Campus and district budget Title I, Part A Title I, Title IIA Principal & Teacher	Principals, Teachers Bilingual Parent Liaison, Assistant Principal(s),	Printed and electronic communications materials 20% increase in positive parent contacts; Agendas and sign-in sheets	Summary of parent, student and teacher surveys; increase survey completion by 10%	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
Newsletter <ul style="list-style-type: none"> ● School website & Social Media ● Parent meeting to explain scheduling ● Family Math & Literacy Nights ● Team newsletters ● Home visits ● Cultural/Seasonal Events Creating many opportunities for positive interactions with parents. (ESSA: 3)	Improvement	Federal/State Programs Director			
2.1.5 Conduct Report Card Pick-up at Open House. Offer alternative times for parents that cannot attend. (ESSA: 3)	Campus and district budget	Principal Teachers	Sign in sheets; Phone and Contact logs; counselor home visits	10% Increase in the number of parent participants	October 2019
2.1.6 Implement Family Learning Nights and STAAR Nights (ESSA: 3)	Federal Programs Title I Part A	Principal District Instructional Technology Specialist Librarian, Math Coach	Newsletters; Sign in sheets	10% Increase in the number of parent participants	October 2019 February 2020 April 2020
2.1.7 Post classroom lesson plans on the Teacher websites. Make available a parent portal with grade viewer(ESSA: 3)	Local	Principal Teachers	Newsletters and posted lesson plans	10% increase in number of responses on the parent survey about curriculum communication	Weekly
2.1.8 "Monday" folders with newsletters school information as	Title I Part A	Principal Federal/State	Newsletters; Universal screening results	10% increase in number of responses on the parent	Weekly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
a communication tool between home and school. (ESSA: 3)		Programs Director		survey about communication	
2.1.9 Provide liaison between parents and school for ELL students. (ESSA: 3)	Title I Part A, Local Funds Bilingual/ESL Funds	Teachers, Federal Programs Director Bilingual Coordinator	Notes from meetings, sign-in sheets for events	10% increase in number of parent participants	Monthly
2.1.10 Provide communication to parents in home language as often as possible.	Title I, Part A Bilingual/ESL Allotment	Bilingual/ESL Coordinator, Principals	Weekly	Translation Requests	Copies of translated documents increased by 10%

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

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

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

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
3.1.1 Continue to add classroom computers and access to mobile technology as district infrastructure allows, to increase student access and replace computers that do not meet current district minimum specifications; multimedia student stations and teacher stations in all classrooms (ESSA)	Title I Part A Parent Organization Local Funds	Campus Instructional Technology Contact, Principal	Inventory list of computers and equipment repair records	All classrooms have at least 3 computers that are accessible to students and meet district specifications. Each classroom will have access to a set of Chrome books for entire class use or enough for learning stations. Teachers will have a projection system in each classroom.	August, January and May
3.1.2 Utilize mobile technology for curriculum enrichment and enhancement using iPads, Kindles, and Chrome books (ESSA)	Local Federal Programs	Principal, Core teachers	Student Technology Applications as performance indicators; lesson plans;	10% improved raw scores on state assessments	Weekly
3.1.4 Continue integration of Technology Applications TEKS in all curriculum areas (ESSA)	Campus/district budget Federal Programs	Principal Federal Programs Director Instructional Technology Specialist	Lesson plans Administrator observation-Evaluation, Computer lab schedules	Summary of teacher surveys will show an increase in use by 10%	Weekly
3.1.5 Provide opportunities for all students to meet the challenging state academic standards program through the ParisISD curriculum in	Local	Deputy Superintendent for Curriculum, Curriculum	Weekly Lesson Plans, Weekly Department Meeting Notes, District Curriculum Day (August),	80% of all students will pass all portions of the STAAR; meet ARD expectations	Daily

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
all subject areas (ESSA)		Director, Principal	Waiver Planning Days		
3.1.6 Continue protected instructional blocks of 90 minutes for math, reading, science/social studies in 5 th grade studies and 90 minute blocks in reading and math in 6 th grade. Include accelerated interventions for struggling students (ESSA)	Title I, Part A Title II Part A SCE Local	Principal Academic Coaches Teachers	Master Schedule Lesson Plans	80% of all students will pass all portions of the STAAR; meet ARD expectations	Daily
3.1.7 Continue academic team structure to enhance the learning environment for all students. (ESSA)	Title I, Part A Local	Principal	Team Agendas	80% of all students will pass all portions of the STAAR, meet ARD expectations	Daily
3.1.8 Provide Extended Day Tutorials for identified students in preparation for STAAR (ESSA)	Title I, Part A and SCE, Local	Principal, Teachers	Tutorial Schedule	80% of all students will pass all portions of the STAAR; meet ARD expectations	January 2020
3.1.9 Implement universal screening with STAR Reading to determine differentiated instruction in reading; Star Math universal screening for math differentiation; continue district benchmark assessments and assessments on objectives for data to differentiate instruction. (ESSA)	Local Title I Part A	Principal Core team teachers	Benchmark results Universal Screening Results Unit Assessments Report cards	80% of all students will pass all portions of the STAAR, meet ARD expectations	September, January & May
3.1.10 Continue to build a library collection that supports all curriculum areas, reading interests	Title I Part A, Parent Organization	State/Federal Programs Director	Library circulation statistics	10% increase on STAAR scores in reading, science and math	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
and reading levels; Introduce ebooks and electronic databases through Destiny Discover; train librarian, teachers and students (ESSA)	Local Funds	Librarian Math Academic Coach			
3.1.11 Continue implementation of a balanced literacy program (including reading, writing, research, listening/speaking, oral/written conventions daily) with small group instruction, intervention specialists and computerized intervention. Utilize high quality instructional materials (print and electronic) for differentiation; Provide staff development in utilizing materials (ESSA)	Title I Part A Local Funds SCE Title II, Part A	Assistant Principals Core Subject Teachers Reading Coach Principal, Librarian	Classroom observations, Master Schedule, Rtl records	10% increase on raw score on state mandated reading test; increase passing percentage to 60% to ensure that all safeguards are met	Weekly
3.1.12 Seek and utilize district and external funds to provide electronic resources to integrate technology and multimedia into all areas of the curriculum- examples including but not limited to BrainPop, Flocabulary, Snap and Read (ESSA: 2)	Local Title I Part A, Title II	State/Federal Programs Director; District technology coordinator	School and Home accessible electronic resources, technology work order log	Technology inventory will increase and campus technology capabilities will be updated	Monthly
3.1.13 Utilize high quality/research based materials for differentiation in math; Provide staff development	Title I Part A Local Funds SCE	Core Subject Teachers Federal/State	Sign in sheets; agendas; budget requisitions; Attendance Sheets	10% increased raw score on state mandated tests and math assessments	Weekly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
in best practices for math materials that are purchased; continue small group instruction, intervention specialists and computerized intervention. (ESSA: 2)	Title II, Part A	Programs Director Math Coach			
3.1.14 Structure small group accelerated intervention for SSI (reading & math) to target objectives missed on 1 st Administration of STAAR. (ESSA: 1)	Title I Part A Local Funds	Teachers, Academic Coaches, Principal, teachers	Budget requests;; RM Academy Schedule; attendance sheets	Increase on STAAR scores in 5 th grade retesting subjects (reading & math); increased percentage of students passing with each administration of STAAR	Spring 2020
3.1.15 Continue to schedule core teachers checking in with ISS students Team Planning Period to assist with missed instruction. (ESSA: 1)	Title I Part A Local Funds State Compensatory	Assistant Principal Teachers	Intervention logs/attendance sheets Teaming agendas	10% increase in STAAR performance for students that have been in "ISS"	Daily
3.1.16 Utilize high quality science materials to provide quality Science instruction in whole class and small group instruction; Provide students with an awareness of opportunities for postsecondary education and the workforce (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Teachers Math/Science Coach	Classroom observations, Rtl records	10% increase on raw score on state mandated science test; 10% increase subpopulations to meet safeguard	Weekly
3.1.17 Utilize high quality instructional materials in Social Studies to provide quality Social Studies instruction in whole class and small group instruction. (ESSA:	Title I Part A Local Funds Title II, Part A	Teachers Reading Coach Math/Science Coach	Classroom observations, Rtl records;	10 % reduction in students failing Social Studies at 9 week grading period	Weekly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
2)					
3.1.18 Align writing instruction with 7 th grade; provide staff development on best practices in writing (ESSA: 2)	Title I Part A Local Funds SCE Title II, Part A	Teachers Reading Coach	Classroom observations, proof of attendance, budget requests, department meeting notes	10 % reduction in students failing English Language Arts at 9 week grading period	Monthly

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.1.1 Identify/serve ELL students with a certified Bilingual or ESL teacher and materials (ESSA: 2)	Local Title I, Part A Title II, Part A Title III, Region 8 SSA Bilingual Ed. Funds SCE	Principal, Federal Programs Director Bilingual Coordinator	Weekly Lesson plans; Master schedule	80% of all students will pass all portions of the STAAR, meet ARD expectations	Monthly
4.1.2 Provide counselor for students in need with individual and group counseling; including specialized support for at-risk students (ESSA:2)	SCE	Principal Federal Programs Director	Counselor logs and notes	80% of all students will pass all portions of the STAAR meet ARD expectations	Monthly

Activity	Resources	Staff Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timeline
4.3.2 Provide a yearly stipend for bilingual teachers, ESL teachers, and bilingual paraprofessionals. (ESSA:2)	Local Bilingual/ESL Funds	Principal, Human Resources Department	Personnel records	100% of core academic classes will be taught by Certified teachers and 100% Certified staff will be maintained	August 2019
4.1.3 Provide summer school for students who fail/did not make progress in core content courses and/or students that do not meet SSI (Student Success Initiative) provide targeted skills with appropriate high interest materials and activities (ESSA: 1)	Title I, Part A	Principal State/Federal Programs Director	Summer School report cards, attendance records	85% passing Summer School; 80% of third administration of state mandated test	June 2020
4.1.4 Provide services (as needed) for students identified as homeless (ESSA: 1)	Title I, Part A, Local, Community Resources	State/Federal Programs Director, Principal, Homeless Liaison	Homeless forms	100% homeless students offered services	Weekly
4.1.5 Provide supplementary services through ESC 8 Cooperative (ESSA:1)	Title I, Part A Local	Principal State/Federal Programs Director	Budget requisitions	Participation logs from Region 8	June 2020
4.1.6 Recruit, identify, and provide services to identified Migrant students (ESSA: 2)	Title I, Part C	Migrant Liaison	Number of COEs processed	Certificates of Eligibility on file	Each 9 week period

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.1.8 Provide services to foster children on all campuses (ESSA: 1)	Local Bilingual/ESL Title I, Part A ESC 8 Shared Services Arrangement	State/Federal Programs Director Principals Foster Care Liaison	Tutorial logs Summer School participation reports Home visits Family survey Student report card grades	10% increase in foster student achievement on State assessments	Monthly
4.1.9 Identify and serve students with Dyslexia with a certified teacher/reading specialist and materials (ESSA:1)	Local SCE Title I Part A	Principal Dyslexia Teacher	Attendance records	100% identified students served; students in the program increase their raw score in Reading STAAR by 4 questions	Daily
4.1.10 Various Federal, State, and local funds will be integrated and coordinated throughout the school to ensure their effective use and the elimination of duplication of effort. General operating funds will be used to provide the basic instructional program while other Federal and State funds, including but not limited to, Title I, Part A; Title II, Part A; and State Compensatory Education, will be used to implement the school wide program designed to upgrade the entire instruction program. (ESSA: 2)	Local State and Federal budgets	Principal	Federal grant applications	Programs and funding are coordinated to maximize all budgets	Monthly

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.2.1 Continue Socrates for identified students, Future Problem Solving teams participate in local, state and international contest	G/T funding	G/T Director G/T teachers	Lesson plans, FPS participation, Teacher observation	100% identified students served; increase number of students that score Level III on STAAR	Summer 2020
4.2.2 Continue Student Council with service time requirements	Local budget Student fundraising	Principal Student Council Sponsors	Teacher Observation Student observation Parent & community observation	End of year community projects completed	Each 9 weeks
4.2.3 Continue participation in County-Wide Spelling Bee	Local budget	ELAR Teachers	Classroom spelling bees Teacher observation Contest questions	Increased number of classroom participating	January 2019
4.2.3 Certificates for A, A/B honor roll	Local budget	Principal	Certificates printed	10% increase in passing rate on STAAR results	January 2020 and May 2020
4.2.4 Continue Traditional Science Fair with the addition of PISD STEAM options	Local budget	Principal Science Teachers	Lesson Plans, participant logs, Teacher Observation	Increase in number of participants in all portions of the science fair	December 2020
4.2.5 Continue Fine Arts Electives for all students (Music, Art, Band, Choir)	Local budget	Counselor, Elective Teachers	Rotation schedule	Increase participation in art contests, Performances at community events	August 2018
4.2.6 Continue National Elementary Honor Society with selection, induction and service projects in	Local budget Student fundraising	Principal NEHS Sponsors	Teacher Observation Student observation Parent & community	End of year community projects completed	Each 9 weeks

Activity	Resources	Staff Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timeline
accordance with national guidelines			observation		
4.2.7 Continue participation in UIL contest in middle school division	Local budget	Campus UIL Coordinator, UIL Coaches	UIL sign up sheets, practice logs and contest results	ParisISD Team (CIS & PJH) place in Top 2 with team total points	November 2019

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timeline
4.3.1 Actively recruit certified teachers, professionals, and paraprofessionals that are representative of the community with advertisements and participate in TAMU and other university job fairs (ESSA: 2)	Local Budget Title II, A Funds	Principal, Human Resources Department, Federal Programs Dept.	Personnel records	100% of core academic classes will be taught by Certified teachers and 100% Certified staff will be maintained	At time of job openings
4.3.2 Reimburse teacher expenses for certification tests/fees/study courses for teachers to become certified, as funds are available. (ESSA:2)	Title I, Title IIA Principal/Teacher Improvement	Federal/State Programs Director, Principal	Applications for reimbursement	100% of teachers are certified on TEA report	Monthly
4.3.3 The school will only recruit and hire core academic subject area teachers who meet the certified teacher requirements Texas Education Agency Guidelines.	Local Title I Part A	Principal SBDM Committee Federal Programs	Interviews conducted	100% of teachers are certified on TEA report	As openings occur

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
<ul style="list-style-type: none"> Teachers who are certified will only provide instruction in core academic subject area classes. The school will provide high-quality, on-going professional development activities to retain certified teachers. Teachers will be involved in selecting professional development activities. <p>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 (ESSA: 2)</p>		Director			
4.3.4 Provide professional development for instructional aides to pass proficiency tests (recruitment/retention incentive) (ESSA: 2)	Title I, Title IIA	Federal/State Programs Director, Principal	Professional development scheduled	100% of aides are certified on TEA report	September 2019 and as hired
4.3.5 Ensure that low income and	Local	Principal, Human	PIEMS data	100% of core academic	Beginning

Activity	Resources	Staff Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timeline
minority students are not taught at higher rates than other students by uncertified, out-of-field, or inexperienced teachers by reviewing job assignments (ESSA: 2)	Title I Part A	Resources Department		classes will be taught by Certified teachers and 100% Certified staff will be maintained	g of each semester

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

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

Activities/Strategies	Resource Allocation	Person(s) Responsible	Evidence of Implementation/Formati ve Evaluation	Summative Evaluation	Timeline
4.4.1 Provide staff development, certification training, fees, etc. for all teachers to become certified as funds are available (ESSA: 2)	Title II, Part A Local	Principal State/Federal Programs Director	Memos, records of participation	All staff will be certified	Monthly
4.4.2 Continue Capturing Kids' Hearts training to all new staff members with full implementation including recharge session with all staff (ESSA:1)	Title II, Part A	Principal State/Federal Programs Director Staff	Sign in from training,	Staff training sign in sheets Social contracts posted PDAS observations	August 2019
4.4.3 Provide training on the Rtl model (ESSA:1)	Local Title I, Part A Special Education funds	Assistant Principal Rtl team	Training schedule Sign-in logs, team agendas	Students identified and appropriately placed in intervention; student performance improves and comes out of intervention	Weekly during Partners in Education time

Activities/Strategies	Resource Allocation	Person(s) Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
4.4.4 Provide hardware and/or software, professional development in best practices with technology curriculum integration (ESSA:10)	Local Title I, Part A Title II, Part A	Principal State/Federal Programs Director District Tech integration specialist	Equipment Inventory	Increased technology inventory by 20%, documented professional development records	Each semester

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

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

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

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

Activity	Resources	Staff Responsible	Evidence of Implementation/Formative Evaluation	Summative Evaluation	Timeline
development and curriculum support in core subject areas (ESSA: 2)	Title II, Part A				

Attachment A: State At Risk Student Eligibility Criteria

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

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

Attachment B: Assurances and Good Practices

State and Local Effort

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

Improvement and Enhancement

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

Coordination of Funding

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

Coordination of Instruction

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