

Paris High School

Campus Improvement Plan

2020-2021

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

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



Approved by Board: November 16, 2020

Planning and Decision Making Committee

Principal:	Chris Vaughn	
Teachers:	Amy Anderson Patricia Baroody Sydney Hines	Jennifer Hudson Amanda Larue James Ludyen
Non-teaching Professionals:	Crystal Henry Becky Wilkins	Melissa Henderson
Parents:	Wendell Dunkins	Tammie Wright
Community and Business:	Glen Bawcum	Cody Chapman
Resource (non-voting):	Jerrica Liggins / Caleb Tindel / Nancy Waldrum	

Paris ISD Board of Trustees and Superintendent Goals

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

Paris ISD Commencement Goals

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

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

Paris ISD Strategic Goals

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

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

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

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

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

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

Goal 4: Resources to provide an exemplary educational program

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

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

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

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

Federal, State and Local Funding Sources

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

Title I, Part A School wide Program Campus

Non-Title I, Part A Campus

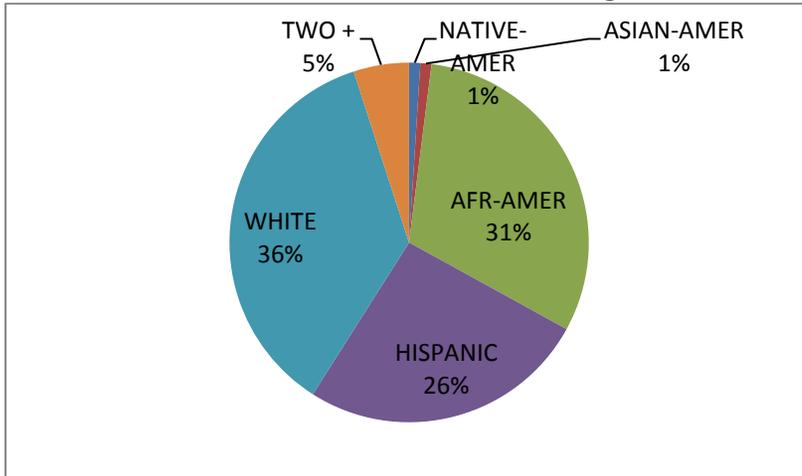
Federal Programs		
Program/Funding Source	Allocation Amount	FTE(s)
Title I, Part C (Migrant)	Reg. 8 SSA	0
Title II, Part A	\$6,670	0
Title III, Part A (LEP)	Reg. 8 SSA	0
State Programs/Funding Source		
State Compensatory Education	\$115,991	1.25
Gifted Education	District wide as needed	
Special Education	District wide as needed	
ESL Program (supplementary)	District wide as needed	
Local Programs/Funding Source		
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	

Comprehensive Needs Assessment Summary 2020-2021

Located in Lamar County, Texas, Paris High School is a public school serving Paris, Texas, a town of approximately 26,000. Paris through the years has been a railhead, farming center, and a military center. Today the community stands strong with a diverse industrial base including manufacturing, agriculture, medical, educational, tourism, along with business and retail activity. Paris is the county seat. Paris is considered a rural school in location but has many similarities with urban schools. The economic downturn took a toll on manufacturing industries in Paris with many jobs leaving the area. Similar to urban schools Paris HS students deal with generational poverty and the problems that accompany it. Teachers have requested additional staff development in classroom management and working with At-Risk students and children of poverty. Paris HS will continue to participate in staff development for working with At-Risk students and children of poverty using Sean Cain and Mike Laird's The Fundamental 5 for common language and approach. We will focus on raising the number of economically disadvantaged students graduating on the Foundation Plan with Endorsements to be in line with students not economically disadvantaged graduating with Endorsements. We will also support teachers as they deliver remote learning to a diverse population of students in a challenging time.

In the last 14 years, Paris HS has seen a rapid increase in the Hispanic population with the number of Hispanic students rising from 47 (5%) in 2006 to 247 (26%) in 2020. At the same time the general population has dropped by 63 students. We provide a Bilingual teacher and encourage classroom teachers to gain their ESL certification, with reimbursement available for core teachers.

In addition to ethnic diversity noted below, we are above state average in Special Education students with 13.0% compared to the state at 9.1% and have moved to a full inclusion model. Paris High School also has a large group of students identified as Gifted & Talented at 13.1% compared to the state average of 7.9%.



Our teachers are more experienced than the state average with the average years' experience at 14.7 compared with 10.9 for the state. Our teachers also tend to strive for a higher education with 31.1% having a Masters degree or above compared to the state average of 24.0%.

Paris HS continues to work so that each graduate will be college and/or work ready upon graduation. In the last year that data was available Paris High School had 61.8% of graduates that were College and Career Ready compared to the state average of 54.2%. For students choosing to immediately enter work we provide a comprehensive CTE program with 61.5% of our graduates involved in a coherent CTE sequence. As noted in our vision statement, we are dedicated to providing a

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

Component	Strengths	Needs	Action Plan
Demographics	<ul style="list-style-type: none"> • Enrollment growing • Dropout Rate (0.4%) below state average (1.9%) • Growing Hispanic population with limited English speaking skills • 59.6% of staff has 11+ years of experience • Teacher/student ratio below state average 	<ul style="list-style-type: none"> • Increased awareness of working with at-risk students and students of poverty • Increased support for ELL • More core teachers ESL certified • Teachers need sheltered instruction training • Increase attendance rate to be higher than state average • Awareness and training to address high mobility rate 	<ul style="list-style-type: none"> • Continue focused staff development in working with at-risk students and students of poverty (Sean Cain The Fundamental 5) • Reimburse core teachers for ESL testing, as funds are available • More teachers attend sheltered instruction training at Region 8 • Increased communication with parents concerning attendance
Student Achievement	<ul style="list-style-type: none"> • 6 of 7 Distinctions Earned • TSI testing center • CTE program offering 18 endorsement pathways in great facilities • Increased participation in SAT/ACT/ and TSI • Math EOC scores above state average • Science EOC scores equal to state average 	<ul style="list-style-type: none"> • ELL students assessed with TELPAS are not making expected gains • 8.0% of seniors still need one or more STAAR EOC to graduate (ELA targeted) • Improve TSI passing Rate • Decrease overall failure rate 	<ul style="list-style-type: none"> • Targeted strategies to enable ELL students to achieve higher levels on TELPAS • Sheltered instruction training for teachers of ELL students • Individual graduation committees target needs of each senior still needing EOC • Review attendance and failure rate with principals and CCTC • ESL pull out program to address TELPAS needs
School Culture & Climate	<ul style="list-style-type: none"> • Discipline plan and rules are clear • Discipline consistently enforced • Common school-wide expectations for behavior and academics • Clubs, Field Days, Special Events • Safe School / SRO • Safe and welcoming environment • Safety measures during CoVid 	<ul style="list-style-type: none"> • Need an intentional plan for building relationships (teacher:student and student:student) • Strategies for working with at-risk students • Increased communication between home and school • Conflict resolution training for students • Strategies for working with student apathy and time management 	<ul style="list-style-type: none"> • Continue focused staff development in working with at-risk students and students of poverty (Sean Cain The Fundamental 5) • Poverty simulation training • Teen Leadership training for 9th grade teachers • Continue to utilize all forms of communication between home and school (online, social media, print, newspaper) • Build a partnership with community resources to provide role models

Component	Strengths	Needs	Action Plan
Staff Quality, Recruitment & Retention	<ul style="list-style-type: none"> • Teachers feel empowered to make instructional decisions • Certification fees paid • Leadership gives timely feedback with walk-throughs and observation • Department heads and common planning time • Stipend paid to critical needs faculty 	<ul style="list-style-type: none"> • Comparable salary & benefits to other schools of this size and quality not just local ones • Guidelines for mentor teachers • Improvement of staff attendance with reduction in school business absences • Staff ethnicity doesn't mirror student population • Re-examine the mentoring program 	<ul style="list-style-type: none"> • Create "Guidelines for Mentor Teachers" notebook • Investigate incentives to encourage staff attendance • Work toward recruitment and retention of a more ethnically diverse staff • New teacher orientation • Look for ways to cut down on school business during instructional time
Curriculum, Instruction & Assessment	<ul style="list-style-type: none"> • AP tests (2) paid for by PISD • Dual credit (2) classes paid for by PISD • APEX Learning for credit recovery • Daily objectives are reflective of TEKS and posted at a 99% rate • DMAC for data driven decisions • Summer school STAAR intervention and credit recovery • Differentiated learning approaches 	<ul style="list-style-type: none"> • Additional training in best practices for classroom technology • Need for cross-curriculum planning time • Lack of common data and assessments among shared subjects and grade level • Vertical and horizontal team meetings • Common curriculum and assessments across the department • Data and data-based decisions for non-EOC subjects • Training on 21st Century Learning Skills 	<ul style="list-style-type: none"> • Use TEKS resource system and TAG to create unit assessments • Assessments in DMAC • Investigate supplemental grammar materials and writing staff development for vertical alignment • Continue EOC benchmark testing to monitor student progress • Data driven teams • Benchmark testing in non-EOC subjects
Family & Community Involvement	<ul style="list-style-type: none"> • Social media/ school website • Extracurricular activities • CTE Advisory Panel • Freshmen Orientation • Banquets / Recognition at Board meetings • Parent Portal / email • Remote learning and hotspots/chrome books 	<ul style="list-style-type: none"> • Communicate about resources available for home use earlier in the year such as Parent Portal • Mentor/Volunteers to build connections between students and community • Have 2 or 3 socials for non-English speaking parents during the school year 	<ul style="list-style-type: none"> • Community partnership for mentors or volunteers for clubs • Local field trips for at-risk students to see what we have locally • Local committee of teachers and community leaders to address apathy and responses to it

Component	Strengths	Needs	Action Plan
School Context & Organization	<ul style="list-style-type: none"> • Weekly department meetings • Duty rosters clear and present • Library is utilized in a combination of fixed and flexible schedule • Community Eligibility Provision of the National School Lunch and School Breakfast Program • Freshmen wing • Outside agencies working with students 	<ul style="list-style-type: none"> • Training opportunities do not always reflect teacher needs • More days spent teaching and fewer used for mandatory benchmarks and commons assessments • Strategies to teach “soft skills to students” 	<ul style="list-style-type: none"> • Communicate practical methods for data-gathering that do not use as much class time and still allow for adjustment for student needs • Continue to strengthen communication at all levels • Training to teach “soft skills” such as work ethic, time management, motivation, etc.
Technology	<ul style="list-style-type: none"> • Each classroom has: teacher computer, projector, speakers, smart board • 3 computer labs • Home access to many school resources • Integration of Google Apps for Education • Chrome books for each student along with hotspots for those that need it for remote learning • Programs such a SchoolVue & Go Guardian to monitor student computer use • Increasing the number of interactive NewLine TVs in classrooms • Online textbooks • Increased wifi access points 	<ul style="list-style-type: none"> • Replacement of classroom printers • Replace interactive Eno white boards • Additional student desktop computers in selected classrooms • Training in best practices for multimedia teaching stations • Training in mobile technology and BYOD • Classroom sets of Chromebooks • Resolve filter issues • Increased instructional support to assist remote learners 	<ul style="list-style-type: none"> • Continue to increase the number of wireless access points to meet current and future connectivity of wireless devices • During and after-school training in best practices using the NewLine TV, BYOD, and Google Education Apps, Google classroom, Smore, Near Pod and other remote learning platforms • Updating teacher work stations in summer

Paris High School Campus Plan at a Glance Met Standard 2018-2019 School Year

Distinctions Earned: Six (of seven)

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Math
- Academic Achievement in Science
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing Performance Gap
- Academic Achievement in Postsecondary Readiness

**Did not receive a distinction on Social Studies due to attendance rate being 94.5 with 95 being the threshold.*

New Activities	Continued Activities
<ul style="list-style-type: none"> • APEX program for credit recovery • New Bell Schedule • Grant allowing purchase of more Chrome books • Implement digital delivery (remote learning) of instructional material through platforms such as Google classroom, Smore, etc. • Interactive TV for departments • Virtual Tutorials • Health and safety measures to protect students and staff 	<ul style="list-style-type: none"> • PHS Care Closet • Two dual credit courses & 2 AP tests paid for by district • Community Eligibility Provision of the National School Lunch and School Breakfast Program / additional breakfast times • Mental Health Committee • Computer software monitoring • Professional Learning Communities • Study Island for English EOC practice • Floral Design • Expanded Health Occupations • College and Career Transition Coordinator (CCTC) • ESL pull-out program • Expanded TSI testing

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

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
1. Provide student interventions and/or counseling: <ul style="list-style-type: none"> • Help students set short and long-term goals with the Personal Graduation Plan – expand 4-year plan to 6-year plan • Encourage students to enroll in Endorsements, Texas Scholars, Dual-credit and Tech-Prep course sequences 	Local Budget	Counselors, CTE Director, CCTC	Fall Semester March - May 2021	Counselor logs, Personal Graduation Plan, 4-year plan Graduation program lists, CTE contact hours, grade 8 parent forum agenda	100% return of Student Survey in May with post-graduation plans 100% of current students in grades 9-11 have endorsement plan
2. Employ program interventions to promote discipline and attendance <ul style="list-style-type: none"> • In-School Suspension • Lunch Detention • Thursday School 	Local Budget	Principal, Assistant Principals	Each day as needed	ISS Report, lunch detention roster, Thursday / Saturday school roster	Reduce discipline referrals by 10% / raise attendance rate by 2%
3. Provide an Alternative setting (DAEP) for students who violate the <i>Student Code of Conduct</i>	District Budget, SCE Funding	Principal, Assistant Principals	Each day as needed	DAEP membership roster, discipline reports	Reduce discipline referrals to DAEP by 12%
4. Provide grade 8 Parent Forum to prepare students for high school	Local Budget	PHS Counselors, CTE Director, CCTC	January 2021	Parent Forum Agenda	100% of grade 8 students and/or parents sign in to forum
5. Continue random drug testing for students involved in competitive extracurricular activities	District budget	Asst. Superintendent, Principal	Once each semester (random)	Log of random students chosen for testing	100% of students tested are drug free

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
<p>6. Student health/safety:</p> <ul style="list-style-type: none"> • SRO & parking lot security guard • Crime Stoppers • Provide sexual awareness training • Locking devices for classroom doors • Drug dog use • Emergency drills • Parking gates locked during day • Student/staff badges & parking pass • Visitor check-in system • Mental health committee • Senate Bill 30 – interaction with police • Danger of vaping awareness • Mandatory masks, hand sanitizer, one way halls, cafeteria table dividers, gym use for lunch, deep cleaning of common areas 	<p>Local Budget Carl Perkins</p>	<p>Principals, Crime Stoppers Sponsor, SRO Officer, School Nurse, Health Teacher, Asst Supt.of Student Services, Community experts</p>	<p>Each day as needed</p>	<p>TxEIS discipline report, lesson plans, drug dog schedule, SRO parking log, front office check-in log</p>	<p>10% decrease in disciplines as reflected in year-end PEIMS Discipline Report, 20% decrease in outside traffic both in parking lots and in front office</p>
<p>7. Continue special program interventions</p> <ul style="list-style-type: none"> • CTE Programs • G/T, Honors, Pre-AP, AP, Dual Credit programs • Special Services/ARD provisions • Credit by Exam • Tutorials • Credit recovery through APEX • Response to Intervention (RTI) program • Offer Pregnancy Related Services, as counseling, CEHI, child care, case mgmt, parenting / nutrition courses • ACT, SAT, TSI and PSAT 	<p>Local Budget, CTE Spec. Svcs. Budget, SCE Funding</p>	<p>Principal, Program Directors, Principal, Teachers, Counselors, CCTC</p>	<p>Each nine weeks</p>	<p>Class rosters, CTE contact hour report, tutorial logs</p>	<p>Increase participation by 10% in CTE programs, 3% GT programs, 10% in intervention programs, 100% eligible students served in pregnancy program stay in school during pregnancy and postpartum period</p>

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
8. Recognize students for academic and behavioral improvement: <ul style="list-style-type: none"> • A and A/B Honor Roll • Exam Exemptions • PAW Awards • Daily Announcements • Texas Scholar Luncheon • Honor Graduate Dinner • Annual Awards Assembly • PEF Scholarships • Monthly Board Recognitions • Student of the Month 	Local Budget, PTO, Lamar County Coalition of Business, Education, and Industry, Paris Education Foundation (PEF)	Principal, Counselors, Teachers, PTO Officers, Registrar, Public Inform. Officer, PEF Scholarship Chairman, Student Council Sponsor	Each nine weeks	Honor roll as published in newspaper, exam exemption forms, PAW roster, assembly program, PEF scholarship list, announcement log, Board minutes packets, participation packets, website recognition of the Student of the Month	85% of students recognized for an award
9. Junior High to HS transition: <ul style="list-style-type: none"> • Graduation pathway awareness • Provide orientation program for freshmen 	Local Budget	Counselor, Secondary Ed. Director/ CCTC	January 2021 August 2020	Schedules / agendas Orientation schedule	All incoming freshmen are aware and have chosen a pathway 80% of new freshmen attend orientation
10. Provide curriculum base monitoring to assess special ed student progress	Special Education Budget	Special Ed Director	Each three weeks	Roster of special ed students	10% increase in special ed students passing rate
11. Provide Credit by Exam opportunities for students needing additional course credit or wishing to receive accelerated credit	Local Budget	Counselors, G/T Coordinator	Third nine weeks	List of students requesting CBE options	Increase by 10% students recovering credit and graduating
12. Provide resources for students to participate in academic competition	Local Budget	Principal, Secondary Ed. / CTE Director, G/T & UIL Coordinator,	Competitions as scheduled	Master school calendar, E-day sheets	85% of students recognized for award at annual Awards Assembly

District Strategic Goal #2: An informed and involved community that actively works together to promote education of recognized excellence.
Campus Performance Objective 2.1: Paris High School will collaborate with parents and community to enhance school programs while continuing its partnership with the community, parents, local industry, and Paris Junior College.

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
4. Distribute specific information to parents and students, as report cards, progress reports; and other school information about activities, tutoring opportunities and additional transportation	Local Budget	Principal, Counselors, Instr. Svcs. Coord., Registrar, Transportation Director	Each three weeks as appropriate	Academic calendar for progress and report cards	100% of students and parents contacted
5. Parents register students for next school year via online	Local Budget	Counselors. Instr. Svcs. Coord Assistant Principals, Teacher support	August 2020	Database of registered students	100% of students register online
6. Provide Woman 2 Woman and Man 2 Man mentoring program	Local Budget	Assistant Principal with community volunteers	8 wks in spring semester	Attendance log	All participants improve grades & behavior/PEIMS
7. Develop a student's Four-year Graduation Plan and/or Personal Graduation Plan with emphasis on the Recommended/DAP Plan or Endorsements for freshmen - juniors	Local Budget, Carl Perkins	Counselors, CCTC	Second semester	Plan summary information, Four-year Plan, Endorsements, cumulative folders, counselor logs	100% of students have Four-year Plan
8. Distribute scholarship information to qualified seniors for Paris Education Foundation	PEF Scholarship Fund	Senior Counselor, PEF director	Spring 2021	PEF scholarship applications, teacher referral forms	100 % qualified students recognized at PEF scholarship program
9. Provide supplementary library services through Region VIII Cooperative	Local Budget	Principal, Librarian	Monthly	Purchase orders/Budget	15% increased library inventory by online or physical
10. Provide Start to Finish library of audio and computer books	Special Svcs. Budget	Content Mastery Director	Each day as needed	Check out rosters by teachers	30% decrease in student failures in English

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
11. Dropout recovery team will visit and work with parents to encourage student attendance.	Local Budget	Assistant Principals, SRO Officer, dropout recovery liason	Each day as needed	Contact log	3% decrease dropout rate

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

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
1. Continue current testing and scheduling interventions: <ul style="list-style-type: none"> • DMAC benchmarking • STAR testing to assess reading levels of freshmen 	Local Budget	Principal, Instr. Svcs. Coord. Dept.Heads, Teachers	Each nine weeks	Class schedule, test schedule, benchmark reports, tutorial logs	100% EOC courses have DMAC benchmark results
2. Provide benchmark & STAAR materials to increase STAAR scores	Local Budget	Instr. Svcs. Coord. Secondary Ed Director Department Heads	Each nine weeks	Benchmark scores, STAAR scores	100% EOC courses receive STAAR materials
3. Provide before school and after school retest opportunity for students	Local Budget	Principal, Assistant Principals	Monday – Thursday, weekly	Student attendance log	15% reduction in retention rate
4. Mainstream special education students into regular classes with inclusion support. Provide tutoring opportunity for all state mandated tests.	Special Svcs. Budget	Diagnostician, ARD committee, Counselors, Inclusion teachers	Each day as needed	Student report cards, benchmarks, attendance records	100% of special education students mainstreamed
5. Provide after school STAAR tutorials to give at-risk students additional help in preparation for STAAR	SCE Funding Local Budget	Principal, Counselors	Nov 2020, March - April 2021	Student attendance records, benchmark test results	100% at-risk students attend tutorial session
6. Monitor attendance of all students through period-by-period attendance and phone calls to parents: <ul style="list-style-type: none"> • File truancy charges, as appropriate • Contact absentees on a daily basis 	Local Budget	Principal, Attendance Principal, Attendance Clerk, SRO Personnel, Truancy Personnel, Teachers	Each day as needed	Weekly reports, nine -week reports, truancy letters, daily phone log	Increase attendance rate by 2.0%

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
11. Provide college readiness opportunities for eligible students: <ul style="list-style-type: none"> • Pay tuition and fees for two dual credit classes per semester • Pay test fees for two Advanced Placement classes per year • Pay fee for junior students taking the PSAT • Pay fee for PSAT 8/9 and PSAT 10 	Local Budget	Principal, Counselors	Each day as needed	Class rosters, test rosters, test receipts	100% of eligible students participate in a college readiness test and/or have a minimum of one college credit or its equivalent
12. Track student leavers through the PEIMS Edit+ Production site, TREx system, and record documentation	Local Budget	Registrar, Assistant Principals	Weekly	Student tracking form	100% of PHS students will be completers
13. Provide adequate hardware to integrate technology into classroom instruction	Local Budget	Principal, Technology Coord.	Each day as needed	Acquisitions approved and purchase orders issued	100% of classrooms have access to technology
14. Provide Destiny Quest in order to search library materials including personal account information. Numerous online databases/ resources available for research from encyclopedias to full videos. Test prep for PSAT, ACT, SAT, ASVAB available for student use.	Local Budget	Librarian	Each day as needed	Axis 360 reports to track number of books checked out; Destiny Quest report on accounts created	25% increase in utilization of library resources via technology

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

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
1. Budget preparation <ul style="list-style-type: none"> • Departments review needs, determine goals, and prepare preliminary budget requests • SET reviews budget requests, makes revisions, and submits budget to Business Manager 	Local Budget	Principal, CTE Director, Dept. Chairpersons, SET	Spring 2021	Departmental minutes, SET minutes	All departments meet budget deadlines and have budget in place
2. Budget Management - Campus budget managers expend funds as appropriated	Department Budget	Principal, Program Directors, Dept./Curriculum Area Budget Managers	Each day as needed	Purchase orders	All funds expended appropriately within allocated amounts

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
1. Provide reading and math labs for identified at-risk students	SCE Funding	Principal, State/Federal Programs Director, Counselors	Each day as needed	Report cards, Scholastic Reading inventory results, benchmark tests results	Summary Report - meet Campus Goal 4.2
2. Develop and administer Benchmark tests for all STAAR subtests to formatively evaluate mastery level	Local Budget	Core-Area Teachers, Secondary Ed Director	First and third nine weeks	Benchmark test results examined by Principal and Secondary Ed Director to promote instructional effectiveness, schedule of teacher conferences	Summary Report - meet Campus Goal 4.2
3. Provide supplies, materials, equipment, contracted services, fees, and professional development for SCE supplemental programs and services	SCE Funding	Principal, State/Federal Programs Director	Each day as needed	Teacher requests, budget printouts	Summary Report - meet Campus Goal 4.2
4. Provide teachers for reduced class size for at-risk students	SCE Funding	State/Federal Programs Director	Each day as needed	Attendance records, report cards	Summary Report - meet Campus Goal 4.2
5. Provide STAAR tutorials to give at-risk students additional help in preparation for EOC's	SCE Funding: extra-duty pay for teachers	Principal, Instr. Svcs. Coord., Counselors	Oct 2020 – May 2021	Student attendance records, benchmark test results	Summary Report - meet Campus Goal 4.2
6. Provide Summer School for at-risk students who failed core content courses	SCE Funding	Principal, Summer School Coord.	June 2021	Student attendance records, summer school report cards	85% of students will earn course credit
7. Provide Summer School for at-risk students who failed one or more STAAR EOC tests	SCE Funding	Principal, Summer School Coord.	June 2021	Student attendance records, summer EOC scores	100% of students will pass Summer test(s)

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
8. Provide services for homeless students	Title I	Principal, Homeless Liaison	Each nine weeks	Homeless forms	100% homeless students offered services
9. As funds available, provide staff development, certification training, fees, etc., for all staff to become appropriately certified during 2020-2021	Title II	Principal, State/Federal Programs Director, Secondary Ed. Director	Each nine weeks	Training records	100% of staff will be appropriately certified by end of 2020-2021
10. Provide additional hardware and/or software, professional development in technology curriculum integration, and distance learning	Local Budget, SCE Budget	Principal, State/Federal Programs Director, Librarian, Technology Teachers	Each nine weeks	Purchase orders	100% staff will have 6 hours technology training by May, 2021
11. Recruit, identify, and serve Migrant students	Title I	Principal, Migrant Coordinator	August, 2020 & upon enrollment	Number of COEs processed	100% of Certificates of Eligibility on file
12. Identify/serve ELL students with a certified ESL teacher in addition to regular classroom instruction	Local Budget, Bilingual/ESL, Title III ESC Shared Service Arrangement	Principal, Classroom teachers, LPAC, ESL teacher	August, 2020 & daily instruction	Accurate maintenance of LPAC records, PEIMS, ESL attendance, records, ESL Annual Review	Each student will advance one level on Texas Observation Protocol
13. Provide APEX credit recovery courses for at-risk students	SCE Funding, Local Budget	Principal, State/Federal Programs Director, Counselors	Each day as needed	Report card grades	100% graduation rate
14. Provide professional development to recruit and retain teachers, pupil services personnel, principals and other staff through district, service center, workshops and conferences in core academic subject areas, meeting needs of diverse learners, and meeting needs of at-risk students	Title II, Local Budget, SCE Funding	Principal, State/Federal Programs Director, Secondary Ed. Director	August, 2020, Staff Development work days, trainings as available	Professional Development records	20% increase in staff development attendance

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
15. Identify and serve dyslexic students	SCE Funding Local Budget	Principal, Counselors, State/Federal Programs Director	Each day as needed	Attendance records	Serve 100% identified students
16. Provide services to foster children	Local Budget, SCE, Bilingual / ESL, Title II, Title III ESC Shared Service Arrangement	Principal, State/Federal Programs Director, Counselors, Foster Care Liaison	Each day as needed	Tutorial logs, Credit check lists, Summer School participation reports, Home visits, Family survey, Student Assessment results, Student report card grades Attendance	10% increase in foster student achievement on State assessments
17. Provide Star Reading Assessment to grades 9/10 at risk students to test reading comprehension, achievement & growth	SCE Funding Local Budget	English Department Head, Librarian	Fall 2020	Roster of students taking assessment	15% increase in STAAR ELA passing rate
18. Implement a suicide prevention program(SOS)	SCE Funding Local Budget	Counselors	Ongoing	Roster of students utilizing program	Maintain 0% suicide rate

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

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

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
1. Review campus policies in Staff Handbook regarding student expectations, such as dress code and tardies for entire faculty and staff; provide clear and consistent instruction for implementing the policies; implement cell phone policy for students	Local Budget	Principal	August 2020	Faculty meeting agenda	100% of faculty members participate in handbook review
2. Schedule time for Professional Learning Community meetings, departmental & disciplinary communication and planning – weekly scheduled meeting	Local Budget	Principal, Department Heads, Secondary Ed Director	Bi-monthly	Meeting schedules/agendas	All departments will have minutes from departmental meetings
3. Provide leadership training for SET members and departmental chairpersons	Local Budget	Principal	Fall 2020	Proof of attendance	100% of SET member and departmental leaders receive training
4. Participate in in-district and out-of-district staff development activities, share ideas with appropriate staff upon return, use new strategies/activities to benefit student learning, and provide written report upon request	Local Budget, SCE, Title II, Part A,	Principal, Program Directors, Department Heads, Secondary Ed Director	Each day as needed	List of presentations, certificates of attendance	100% of department heads attend staff training

Strategies/Activities	Resources	Person(s) Responsible	Timeline	Evaluation	
				Formative	Summative
5. Provide services for G/T students by teachers who have completed 30 hours (with a six-hour annual update) and administrators and counselors who have completed 6 hours of gifted/talented training.	Local Budget	G/T Coordinator, Secondary Ed Director	July 2020	Certificate of attendance, transcripts	100% of teachers in G/T courses receive training
6. Provide New Teacher Orientation (NTO)	Sec. Ed. Budget	Asst. Superintendent, Secondary Ed. Director	August 2021	Schedule of presentations and attendance roster Evaluation Survey	100% of PHS new teachers hired by August 1 participated in NTO
7. Provide Advanced Placement training, and offer more sections of Advanced Placement courses	Local Budget,	Principal, Secondary Ed. Director	Summer 2021 (training) & each semester	AP Report from TEA	20% increase in number of students rating 3 or higher on AP test
8. Provide technology training for staff to meet SBEC and ESSA requirements	District Budget	Principal, Technology Coordinator	Weekly	Schedule of technology training	100% of staff meet SBEC and ESSA requirements
9. Attend recruiting fairs to attract highly qualified teachers	Local Budget	Principal, Asst Supt of Human Resources	As events are scheduled each semester	Schedule of events attended	At least two travel logs to recruitment fairs
10. Participate in the Curriculum Collaborative provided by Region VIII	Local Budget	Secondary Ed Director	Each nine weeks	Lesson plans	Syllabus aligned with IFD
11. Provide DMAC training for all core area teachers	Local Budget	Secondary Ed Director	August 2021	Schedule of attendance	100% of teachers trained
12. Provide professional development on classroom management to improve student discipline	Local Budget	Principal	Ongoing	Training scheduled	10% decrease in referrals to principal
13. Continue to recruit minority teachers to ensure a balance of minority teachers to minority students	Local Budget	Asst Supt of Human Resources, Principal	As events are scheduled, each nine weeks	Recruitment activities	Balance achieved in the percent of minority teachers to minority students

Attachment A: PISD At-Risk Indicators

Paris ISD has adopted the fourteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following.

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 [**exited at end of school year**];
2. is in grade 7 or up 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 [**exited when the student finishes a school year with all final grades passing**];
3. was not advanced from one grade level to the next for one or more school years [**not exited until graduation**];
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has 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% of the level of satisfactory performance on that instrument [**exited when the student passes at the 110% level on the next state assessment**];
5. is pregnant or is a parent [**students who are parents exit at graduation**];
6. has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year [**exited when student has not been in AEC for an entire school year**];
7. has been expelled in accordance with §37.006 during the preceding or current school year [**exited after an entire school year with no expulsions**];
8. is currently on parole, probation, deferred prosecution, or other conditional release [**exited when situations are no longer applicable**];
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school [**exited at graduation**];
10. is a student of Limited English Proficiency, as defined by §29.052 [**exited when no longer considered limited English proficiency**];
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 [**exited at the end of the school year**];
12. is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments [**exited when no longer homeless**]; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home [**exited when these situations no longer apply for an entire school year**];
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

Attachment B: Assurances and Good Practices

State and Local Effort

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

Improvement and Enhancement

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

Coordination of Funding

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

Coordination of Instruction

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