

Travis High – School of Choice

Campus Improvement Plan 2020-2021

Mission Statement:

Travis High School of Choice is committed to provide an opportunity for all students to achieve success in education. Through program design and implementation, students will be afforded an opportunity to take responsibility for themselves and their work to become self-disciplined. Avenues will be provided to students to attain a high level of self-respect thus enabling them to be productive both in school and in the community. Students will be encouraged to remain in school to receive a high school diploma. They will learn to think logically, independently, and creatively as they develop skills and apply knowledge to life situations. They will grow in personal relationships with peers and their family learning to respect others. With guidance, understanding, consistency education, and motivation, our students will become graduates of Paris ISD and productive members of society.

School Board Approval Date: November 16, 2020

Travis High Planning and Decision-Making Committee

Members	Position
Stephen Long	Principal
Jill O'Bryan	Teacher
Abby Rogers	Teacher
Jacob Hayes	Teacher
Modgie Hoog	Community Member
Misty Chelius	Secretary/Registrar
Paul Allen	Business
Tiffany Rickman	Counselor

Comprehensive Needs Assessment Summary 2020-2021

Demographics

Travis High School of Choice is a 9-12 grade campus in Paris ISD in Paris, Texas. THSOC started in August of 2014 and is a drop-out recovery high school, that help students achieve success in coursework and earn a diploma, assist students with passing End of Course exams, and/or enable students to graduate early to begin their college plans or gain employment in the community. Paris is a rural school district in location, but we have many students who could be classified as urban with our generational poverty levels and 91% of at-risk students at our campus. Additionally, our student population is 77.3% economically disadvantaged and 86.4% that are At-Risk. Travis High School is an admission only campus where students apply to be accepted.

The school does not parallel the State of Texas demographics inasmuch as ethnicity is concerned as well as the other categories included in the Texas Academic Performance Report (TAPR) Report for school year 2017-2018. Compared to previous years at THS, African American students have slightly declined from SY '16-'17 to 15.9% but have steadily increased since 2014. Hispanic students numbers have decreased to 2.3% While white students have increased by 16% from SY '16-'17 to 77.3% .

Student Achievement

Travis High School of Choice Met Standard in the 2018 Accountability Rating. Overall THS Met Alternative Standard with a scale score of 80. In the domain of Student Achievement THS Met Alt Standard with a scale score of 80. Travis High School was not rated in School Progress and Closing the Gaps. For SY '18-'19 22 students graduated completing all EOC's and coursework required for graduation. After looking at STAAR EOC results for SY '18-'19 we have found that a primary focus for the upcoming school year will be with our African American and Hispanic populations for both Eng I and Eng II. We will provide Eng I and Eng II remediation classes that will help students in content area and test prep.

School Context and Organization

Travis High School of Choice is a 9-12 grade campus in Paris ISD in Paris, Texas. THSOC started in August of 2014 and began its journey to recover drop-out students, help students achieve success in coursework and earn a diploma, assist students with passing End of Course exams, and/or enable students to graduate early to begin their college plans or gain employment in the community. Paris is a rural school district in location, but we have many students who could be classified as urban with our generational poverty levels and 86.4% of at-risk students at our campus. Additionally, our student population is 77.3% economically disadvantaged. Our staff consistently works as a team always being flexible to provide all students with a rigorous and exemplary education, but have requested assistance with the graduation requirements for fine art courses, and the two year second language requirement for all students. Training is provided for all staff members in A+ and PLATO computer classes to assist with graduation requirements. Also requested are STAAR materials which will be provided through both our local and SCE budgets. Professional Development in the areas of understanding children with disabilities within the regular classroom will be discussed, as well as working with at-risk students and their individual needs. We presently utilize three computer classrooms to enable our students to complete coursework.

Staff Quality, Recruitment and Retention

THSOC has a certified and effective staff in all content areas. Teachers are evaluated each year by the district adopted appraisal system and the evaluating administrator works closely with the teachers advising them of their strengths and weaknesses. Each needs to do their job as they work together as a tightly knit group and the turnover of the staff is minimal. Special needs students are provided a certified special education teacher and all IEP's are strictly implemented. Inclusion and content mastery are offered to students in need. THSOC has a family atmosphere with helpful and caring staff members who treat each other professionally and all work together to complete our mission. The staff has an innate ability to recognize things that need to change, that do not work, or that need improvement and capitalize on all avenues producing success. We have a full-time counselor who is vital in assisting with student problems both in school, at home, or at their place of employment, and course scheduling, student interviews, graduation planning, and parent/student conferences. PLC's are held weekly to discuss and improve on smart goals that are developed during those meetings.

Staff Data summarizes that for SY '17-'18 that 91% of Travis teachers were certified. All paraprofessionals are highly qualified. Male and female ratio is split almost evenly 3 to 4, males at 41.5% and females 58.5%. Travis had three beginning teachers, one with 1-5 years of experience and three with 11-20 years of experience and one over 20. Travis High School teacher by ethnicity has 13.8% African American, 13.8% Hispanic and 72.5% White.

Student Engagement

Students were in attendance 85% of the time for SY '18-'19 compared to the previous year of 92.2% which is lower than desired. Attendance did increase over the last nine weeks of school in part due to the actions that had been taking place throughout the school year. Actions that were taken by the front office and teachers were daily calls to parents and students for the students not in attendance. Conferences were held with both students and parents about attendance issues. During the second semester students that were absent were required to stay after school to make-up time that put them under 90% attendance for the semester. Students also know that absences and tardies must be held to a minimum. Travis High School is a non-discipline campus and student behavior mainly would be tardies over the course of a year.

School Culture and Climate

THSOC is a locked, safe school, closed campus, where students enjoy achieving their education in a positive atmosphere. Data reflects that student misbehavior is minimal with very few office referrals. Any students who do not adhere to all policies, rules and guidelines, have an immediate conference with the Principal, student, counselor, and/or parents/guardian. Any major offence can result in a suspension and/or a DAEP placement for an agreed upon number of days. The students feel very relaxed at the school and actually have stated that they enjoy coming to school with teachers who help them and truly care about their futures and their feelings. Our school is quite diverse with students from different areas of the county. While at THSOC, we are not different, but all the same with shared goals of graduating. Students form bonds with each other and the staff and know what they have to do to graduate. This year, our staff will each take a specific number of students who they will build an even more in depth relationship with to address students' needs (home concerns, family issues, medical or financial needs etc.). Our students know how to work together and understand that as a family there is absolutely zero tolerance for bullying.

Technology

THSOC integrates technology on an everyday basis. We offer many computer based courses to expedite students' learning. Teachers also utilize ipads/ipods. Our staff is open to all technology training and anything that will help improve student learning. We are utilizing our newest computer lab to the fullest extent for content course completion/credits and research. THSOC provides A+ and PLATO curriculum for students as well as teacher taught content. The technology utilized allows students to receive credit at their pace, often more quickly than a traditional school setting.

This year our needs are:

- 1. Orientation for digital learning strategies**
- 2. Computer lab monitoring software (School View)**
- 3. Subscription for virtual labs for science.**
- 4. Chromebooks (ordered)**

Paris ISD Commencement Goals

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

- be a problem solver and a critical thinker
- have mastered core academic areas and technology
- 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 and an honest, 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 Strategic Goals

- A self-disciplined student body, learning together in an atmosphere of mutual respect
- An informed and involved community that actively works together to promote education of recognized excellence.
- Implementation of an aligned, rigorous curriculum that integrates technology and applies real-world skills.
- Resources to provide exemplary educational programs.
- A highly effective, qualified staff representative of the community.

Travis High School Campus Objectives:

- Travis High will provide a safe, disciplined environment conducive to student achievement
- Travis High will collaborate with parents and community to enhance school programs while continuing its partnership with the community, parents, local industry, and Paris Junior College.
- Travis High will achieve success on EOC exams per the Texas Education Agency Accountability Summary.
- Travis High staff will utilize funds provided by local tax effort and special programs to enhance student achievement.
- Travis High staff will participate in professional growth opportunities to ensure academic excellence and quality decision making.

Programs and Services

District Goal #1

A SELF-DISCIPLINED STUDENT BODY, LEARNING TOGETHER IN AN ATMOSPHERE OF MUTUAL RESPECT.

Campus Goal 1

The student attendance rate will be 90% or better for school year 2020-2021.

Campus Goal 2

Students will progress through THSOC classes respecting peers and staff, improving classroom performance.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
1.1.1 Provide interventions and/or counseling <ul style="list-style-type: none"> Help students set short and long-term goals with the Personal Graduation Plan Encourage students to graduate and enroll in PJC approved courses 	Local	Principal Counselor CTE Director	Monthly	Personal graduation plans Graduation Program List CTE Contact hours PJC grades	70% of enrolled students will graduate in 2019 - 2020
1.1.2 Employ program interventions to promote positive discipline and attendance	Local Budget	Principal Attendance Secretary	Daily	Attendance records	90% attendance rate and less than 10% discipline referrals
1.1.3 Provide an alternative setting (DAEP) for students who violate the Discipline Management and Student Code of Conduct	District budget SCE – 5.286 FTE; \$229,706	Principal	Daily	DAEP student referral letters, discipline records	Less than 5% of students will attend DAEP per semester
1.1.4 SY 2020-2021 parent/guardian contact for absent students	Campus Budget Google Meet Remind Zoom	Principal Attendance Secretary	Daily	Attendance records	Parent contact log
1.1.5 Reward for Student of the Month	Local Budget Community Donations	Principal Attendance Secretary Teachers	Monthly	Teacher recommendations	Names of Students posted with pictures

1.2.1 Discipline guidelines and rules will encourage positive behavior	Campus Budget	Principal Teachers Counselor	SY 2020-2021	Discipline records	Less than 10% of students with discipline write-ups
1.2.2 Counseling	Local MHMR Resources CPS counselors	Faculty & Staff, Counselor, Principal	SY 2020-2021	Counselor records	70% of the students have a successful semester with passing grades and no discipline reports.
1.2.3 Foster student health/safety with continued SRO involvement, emergency drills, content courses, and counseling as well as provide hygiene essentials for needy students	Local Community donations	Principal, Counselor, SRO, PISD Behaviorist	SY 2020-2021	Schedules for drills, counseling ledger of student appointments, supply of hygiene products	All enrolled students will participate in drills and have access to counseling and hygiene products when needed
1.2.4 Continue special program interventions: <ul style="list-style-type: none"> ● CTE programs (ICEV) ● Dual Credit programs ● Tutorials ● Credit Recovery Apex ● EOC classes and tutorials(RtI) ● TSI Testing 	Local CTE budget Special Services budget SCE funding – Materials and Supplies – \$8480	Principal Program Directors Teachers Counselor	SY 2020-2021	Class rosters CTE contact hour report Tutorial logs EOC class rosters	Participation by 10% in CTE programs, 10% in intervention programs, 100% eligible students served by special ed/504, 100% STARR students in EOC prep classes.
1.2.5 THSOC Student of The Year Award	Local Budget Principal's account	THSOC staff Principal	June 2021	Based on teacher evaluations	One student chosen for award and receives a plaque

District Goal # 2**AN INFORMED AND INVOLVED COMMUNITY THAT ACTIVELY WORKS TOGETHER TO PROMOTE EDUCATION OF RECOGNIZED EXCELLENCE.****Campus Goal 1**

THSOC will provide opportunities for parents/guardians and community members to participate in our educational programs.

Campus Goal 2

THSOC students will participate in community service projects.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
2.1.1 Assemblies: <ul style="list-style-type: none"> • Drug prevention • Holiday Celebrations (Veterans Day) 	Campus Budget Google Meets Zoom	Principal Secretary	Monthly	Visitors pictures	10% increase in speakers
2.1.2 Parent, Student & Administration Conferences.	None Google Meet Zoom	Principal Interventionist Counselor All Faculty & Staff	SY 2020-2021	Conference notes in student files and teacher logs	100% of parent conferences noted on student folders
2.1.3 Parent Telephone Contacts.	None	All Faculty & Staff Principal	SY 2020-2021	Phone Logs & School Messenger contacts	100% of parent(s) contacted
2.2.1 Community Service through Care Closet (and other help by family needs)	Staff and community donations	Faculty & Staff	SY 2020-2021	Decrease of clothing in Closet	Record of giving
2.2.2 Distribute specific information to parents and students as report cards, progress reports, and other school information about activities through email, THSOC website, online DMP Handbook, telephone contact	Local Budget School Email School Messenger Remind Travis Website	Principal, Counselor, Secretary	Each 3-9 weeks as appropriate	Academic calendar for progress and report cards	100% of students and parents contacted.
2.2.3 Grounds Beautification	Local Budget and community donations	PE Teacher Principal	Fall and Spring weeding as needed	Results of project	Pictures on bulletin board, online and newspaper
2.2.4 Provide communication to parents in home language as often as possible	Local	Bilingual/ESL Coordinator, Principals	Weekly	Translation requests	Copies of translated documents increased by 10%

District Goal # 3**IMPLEMENTATION OF AN ALIGNED, RIGOROUS CURRICULUM THAT INTEGRATES TECHNOLOGY AND APPLIES REAL-WORLD SKILLS.****Campus Goal 1**

THSOC will implement instructional technology to promote student computer literacy

Campus Goal 2

THSOC students will be provided avenues for academic success through classroom instruction including remediation, enrichment, and credit recovery.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
3.1 Apex Instruction Computer Program for credit recovery	SCE - Software	Faculty Technology Coordinator	Every nine weeks	Apex student report sheets	Students passing grades on reports
3.2 Google Drive and Apex will be utilized for assignments/projects in all content and elective areas.	District budget	Faculty Principal Technology Coordinator	SY 2020-2021	Utilization of skills in classroom assignments	Student work graded (displayed optional)
3.3 STAAR preparation work will be administered.	Local Budget District budget	Faculty	SY 2020-2021	EOC class enrollment	10% increase in STARR improvement scores
3.4 Continue current testing and scheduling interventions <ul style="list-style-type: none"> ● STAAR courses and tutorials ● STAAR practice ● Small group interventions 	Local Budget	Faculty Principal	SY 2020-2021	Class schedule ,test schedule, tutorial logs	100% EOC courses provided and schedules
3.5 Provide STAAR materials to increase STAAR scores	SCE budget – Materials - \$765 Campus Budget	Teachers Counselor	SY 2020-2021	STAAR scores	100% EOC courses receive STAAR materials
3.6 Mainstream special education students into regular classes if individual ability dictates that a student can be successful. Provide tutoring opportunities for all state mandated tests.,	Special Services budget	ARD committee Inclusion	Every nine weeks	Student report cards & attendance records	100% of special education students mainstreamed when possible
3.7 Provide during school and after school STAAR tutorials for at-risk students for additional help in preparation for STAAR (RtI)	SCE budget - Teachers	Principal Teachers	SY 2020-2021	Student attendance records	100% at-risk students attend tutorials

3.8 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; work with courts and probation officers Contact absentees on a daily basis 	Local	Principal Attendance Secretary Teachers Truancy personnel	Daily	Weekly reports, 6 week reports, truancy letters, daily phone log	90% attendance rate
3.9 Fully utilize Paris ISD curriculum programs in ELA, Math, Science and Social Studies and Electives (CTE etc.)	Local	Principal Secondary Ed Director	Daily	Training schedule for participants	100% use of Paris ISD curriculum program
3.10 Provide data disaggregation software for teacher decision making (DMAC)	Local	Instruction Services Coordinator	Daily	Student data disaggregation charts	100% of staff logged into DMAC
3.11 Provide college readiness opportunities for eligible students: <ul style="list-style-type: none"> Pay tuition and fees for two dual credit classes per semester Provide fees for technical credit courses TSI testing Provide help with FAFSA for all graduating Seniors 	Local	Counselor Principal Teachers CTE Director	Each Semester	Class rosters, course grades	100% of eligible students participate in opportunities
3.12 Provide adequate hardware to integrate technology into classroom instruction	Local	Principal Technology Coord.	Daily	Acquisitions approved and purchase orders issued	100% of classrooms have access to technology
3.13 Provide practical writing class for identified students at-risk in passing writing STAAR EOC	Local	Principal Teachers	Daily	Student report cards, , DMAC records	100% of writing at-risk students will show growth/pass the STAAR English EOC
3.14 Provide Inclusion/Content Mastery for special education students as needed	Special Ed budget	Principal, Special Education Teacher	Daily	Student schedules	10% increase in special education students graduating

District Goal # 4

RESOURCES TO PROVIDE AN EXEMPLARY EDUCATIONAL PROGRAM.

Campus Goal 1

THSOC students will be provided materials, equipment, and staff that enhance our curriculum.

Campus Goal 2

To provide effective instructional strategies and/or programs that provide and enhance basic and 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.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
4.1.1 Internet Access & programs	District budget	Principal Technology Director Faculty & Staff	Daily	Teacher assessment of student use of internet -Teacher observation	50% increase in grades earned in credit recovery
4.1.2 Provide classroom materials, supplies, equipment, and software, Core classes, EOC classes and tutorials	Local SCE – Materials - \$8,480	Principal Registrar/ Secretary	Daily	Teacher observation of student use of materials, EOC scores	50% increase in passing grades and students passing EOC's
4.1.3 Character Education mentoring and Bullying guidelines/rules instruction	Local	Principal Teachers	Daily	Discipline records	20% of students have no discipline reports and 50% decrease in bullying reports by end of school year.
4.1.4 Student referral for special services and provision of special education services in the least restrictive environment	Local Budget& Special Ed funds	Principal, Teachers	Daily	Special education referral documentation	50% increase of special education students passing and graduating from THS

4.1.5 Implementation of IEP's	Local	Special Ed teacher, All faculty, Principal	Daily	Teacher rating on student mastery on IEP goals	50% increase of special education students passing and graduating from THSOC
4.1.6 Student referral for ELL identification	Local	Principal, Secretary	Daily	Home Language Survey Notification Form	All ELL students identified
4.1.7 Implement ESL program if ELL student enrolls in THS	Local	LPAC ESL teacher, State/Federal Programs Director, All staff	Daily	LPAC Records, PEIMS Records, ESL attendance records, ESL student records	100% of ESL students receive services
4.1.8 Develop a student's Four-year Graduation Plan with emphasis on the Endorsement Plan or Foundation Plan	Local	Principal, Counselor	Daily	Plan summary information, Four year Plan in student folders	100% of students have graduation plan
4.1.9 Distribute scholarship information to qualified seniors for Paris Education Foundation	PEF Scholarship Fund	Counselor PEF Director Principal	SY 2018-2019	PEF Scholarship applications, teacher referral forms	100% qualified students recognized at PEF scholarship program

4.1.10 Will visit and work with parents to encourage student attendance and recovery of PHS dropouts by encouraging students to attend THS to earn credits and graduate	Local	Principal	Daily	Contact log	10% of PHS dropouts enroll in THS and 3% decrease in PHS drop-out rate
4.2.1 Provide basic instructional services (Limited to 18% of the SCE allotment)	SCE Basic: Teachers	Principal, State/Federal Programs Director	Monthly	Year to date budget summary	Gaps will be closed between All Students and at-risk student subgroups on state standardized tests
4.2.2 Provide staff development, certification training, fees, etc., to recruit and retain effective staff as funds are available.	Title II, Part A	Principal State/Federal Programs Director	Monthly	Memos, records of participation, purchase orders	All staff will be highly qualified
4.2.3 Provide Homeless services for homeless students.	Title I, Part A	Principal Title I Homeless Coordinator	Weekly	Homeless forms	100% homeless students offered services
4.2.4 Provide services to foster children	Local SCE	Principal & Foster Care Liaison	Daily as needed	Foster Children data on intake sheet	10% increase in foster students' achievement on state assessments.
4.2.5 Provide professional development to recruit and retain teachers, aides, pupil services personnel, principal and other staff through district, service center, and state-sponsored workshops and conferences in core academic subject areas and meeting needs of diverse groups of learners.	Local Title II, Part A	Principal Director of Secondary Education State/Federal Programs Director	Monthly	Professional development records	20% increase in staff development attendance
4.2.6 Identify and serve dyslexic Students if enrolled in THS	Local	Principal, Teacher	Each six weeks	Attendance records	100% identified students served
4.2.7 District personnel will attend recruiting fairs to attract effective teachers.	Local Title II, Part A	Human Resources Dept. Personnel Director	End of each semester	Schedule of events attended	100% teachers highly qualified
4.2.8 Provide additional computer hardware/ equipment.	Local Title II, Part A	Principal,	Fall 2020	Purchase orders	Passing rates will increase by 20%

		State/Federal Programs Director			
4.2.9 Provide supplemental supplies, materials, equipment, contracted services and fees for supplemental programs and services for identified students.	SCE Funding ESL/Bilingual Title III, Part A Title I, Part C (Migrant)	Principal State/Federal Programs Director	Monthly	Budget requests, purchase orders	Records of materials utilized by students in need
4.2.10 Provide counselor for identified at-risk students.	SCE:	Principal State/Federal Programs Director	Each six weeks	Counselor logs, reports	10% decrease in discipline referrals
4.2.11 Provide staff development on Apex computer programs	Title II, Part A	Principal, Technology Contact	August 2020	Memos, records of participation	100% faculty participation
4.2.13 Provide supplies, materials, equipment, contracted services, fees, and professional development for SCE supplemental programs and services	SCE funding - materials	State/Federal Program Director, Principal	Monthly	Teacher requests, budget printouts	Summary report
4.2.14 Provide STAAR tutorials to give at-risk students additional help in preparation for STAAR including English 1 & 2 Novels & ELA TEKS resource reading and writing materials	SCE funding – Teachers, Materials	Principal, Instructional Serv Coord English teacher	Each semester	Student attendance records and STAAR scores	Summary report 70% passing tests
4.2.15 Utilize strategies for working with at-risk students from staff development	Title II, Part A	All Staff	Monthly	Student grades and progress reports	80% graduation rate of at-risk students
4.2.16 Utilize strategies for working with children of poverty from staff development	Title II, Part A	Principal, Teachers	Monthly	Student grades and progress reports	80% graduation rate for low-income students
4.2.17 Utilize strategies from CKH	Title II, Part A	Teachers Principal	Daily	Student grades and progress reports	Less than 80% of discipline referrals
4.2.18 Provide Staff Development in DMAC, PLC's and SLO	Local	Principal Teachers	SY 2020-2021	Student grades, EOC results	80% graduations rate for THSOC

District Goal # 5

A HIGHLY AND EFFECTIVE QUALIFIED STAFF REPRESENTATIVE OF THE COMMUNITY.

Campus Goal 1

THSOC faculty and staff will be provided staff development that will provide the means for them to meet the needs of

all students enrolled and provide positive opportunities for academic success.

Activity	Resources	Person(s) Responsible	Timeline	Formative Evaluation	Summative Evaluation
5.1. Special Services staff development for IEP and modifications compliance.	Local	Special Services Director Special Services Teacher Principal	Monthly	Professional Development records	Examples of student tests and work in student portfolios
5.2. Staff development on Apex supplemental computer program.	SCE	Staff	Fall 2020	Memos, records of participation	100% faculty participation
5.3. Professional Development.	Local SCE Title II, Part A	Principal Faculty & Staff	Monthly	Professional Development attendance records	Faculty & Staff will present brief analysis after attending programs
5.4 Campus Staff Development: <ul style="list-style-type: none"> • Differentiated Instruction • Rtl Training • Community service guidelines • Instructional Strategies • Relationship building 	Local	Principal	Monthly	Teachers will be better able to develop positive relationships with students (more in depth)	80% or less of students with discipline write-ups
5.5. THS teachers will work and train with content teachers at PHS when needed	District budget	Principal	Each semester as scheduled (when appropriate)	District staff development attendance records	Staff will be trained in the use of all curriculum
5.6. Review campus policies in Staff Handbook regarding student and staff expectations	Local	Principal	August 2020	Faculty meeting agenda	100% of faculty members participate in handbook review
5.7. Participate in in-district and out-of-district staff development activities, share ideas with appropriate staff upon return, use new strategies/activities to benefit learning, and provide written report upon request (Truama Informed Care, etc...)	Local, SCE, Title II, Part A	Principal, Program Directors/Coordinators	Each semester as scheduled	List of presentations, certificates of attendance	100% of department heads attend staff training

5.8. Provide New Teacher orientation (NTO) with emphasis on Classroom Management	Local	Asst. Superintendent, Secondary Ed Director	August 2019	Attendance of presentations and attendance roster	100% THSOC new teachers hired by August 1 participated in NTO
5.9. Provide technology training for staff to meet SBEC requirements	District budget	Principal, Technology Director	Each semester	Schedule of technology training	100% of staff meet SBEC requirements
5.10. Continue MyLearning Plan for staff development registration and record keeping	District budget	Technologist specialist	Monthly as scheduled	Schedule of Meeting attendance	100% of staff login to MyLearning Plan
5.11. Provide DMAC training for all core area teachers and TTESS	District budget	DMAC instructional facilitator	August 2019	Schedule of attendance	100% of teachers trained
5.12. Provide professional development on classroom management to improve student discipline	Local	Principal	August 2019	Training schedule	10% decrease in Principal referrals

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 C: State Compensatory Education Budget and Full-Time Equivalent Staff

PAYROLL COSTS:

Position	FTE - Travis High	
Title 1, Part C (Migrant)	Reg. 8 SSA	
Title II, Part A (TPTR)	\$1,990	
Title III, Part A (LEP)	Reg. 8 SSA	
ESL program (supplementary)	District wide as needed	
Bilingual/ESL	Bilingual/ESL teachers locally funded	
Dyslexia	Dyslexia teachers locally funded	
		<u>4.29</u> <u>\$276,643.00</u>

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.