



KDE Title I Report

Paris Middle School

Paris Independent

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Introduction

Complete the Title I requirement that is applicable to your school.

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP and b) inserting an optional narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

By 2017, Paris Middle School will increase the combined (reading and mathematics) percentage of proficient / distinguished students to 62.3%.

Measurable Objective 1:

62% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) proficiency targets.

Strategy1:

PLC Work - Paris Middle School will restructure it's PLC groups. Every teacher will be placed on either the Math PLC groups or the reading PLC group. Each group will examine CERT data to determine a high priority need in the CCR Standards. The group will examine the rigor of the standards and develop prompts to assess the standards. Teachers will track data on 100% of their students and record the results in the data room. PLC groups will analyze the data and look for trends and ways to improve student performance. PLC groups will continue with the standards until a satisfactory number of students have mastered the content. At that point the group will move to the next priority need.

Category: Professional Learning & Support

Research Cited: Richard DuFour

Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and instructional coach will train the teachers in the protocol for PLC work, data tracking procedures, and analysis of results.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Goal 2:

By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

60% of All Students will demonstrate a proficiency in reading and mathematics by achieving a combined (reading and math) percentage of students in the non-duplicated gap groups scoring proficient / distinguished in Reading by 08/31/2015 as measured by the combined (reading and math) gap targets.

Strategy1:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target performance in this group.

Category: Continuous Improvement

Research Cited: DuFour

Activity - Identification of GAP students and training to address these students.	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will identify all GAP students on the data charts in the data room. The principal and instructional coach will lead activities designed to target student performance in this group and improve the number of GAP students reaching proficiency.	Professional Learning			10/01/2014	05/22/2015	\$0 - No Funding Required	Principal and Instructional Coach

Strategy2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and instructional coach will determine the best programs to use for increasing math and reading achievement at the high school level. They will train the person charged with supervising students during the pull-out.	Professional Learning			01/12/2015	05/22/2015	\$0 - No Funding Required	Counselor, Principal, and Instructional Coach

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

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Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

Strategy1:

Training of teachers, principals, and other professionals - Teacher, principal, and other professionals will attend weekly trainings on PGES. The trainings will be conducted by the Chief Information Officer and the Principal.

Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Monitoring of progress in PGES through CIITS	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will monitor the completion of all tasks (self-assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The teacher day will be modified to build meeting time into each day for training purposes. PGES training will occur each Tuesday from 7:45 to 8:15. The training will be conducted by the Chief Information Officer and the Building Principal.	Professional Learning			08/22/2014	05/22/2015	\$0 - No Funding Required	Chief Information Officer Principal

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

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Measurable Objective 1:

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Strategy1:

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Activity - PLC Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Goal 3:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

demonstrate a proficiency in the Professional Growth and Effectiveness System by 100% of teachers, 100% of principals, and 100% of other professionals participating in the Professional Growth and Effectiveness System by 05/31/2015 as measured by completion of tasks and documentation in CIITS.

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Strategy1:

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Category: Professional Learning & Support

Research Cited: Daniellson Framework

Activity - Creation of meeting time for PGES training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Principal will monitor the completion of all tasks (self-assessment, professional growth plan, student growth goals, and observations) through CIITS.	Other			08/18/2014	05/22/2015	\$0 - No Funding Required	Principal

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

By 2015, Paris Middle School will increase the percentage of teachers, principals, and other professional participating in the Professional Growth and Effectiveness System (PGES) to 100%

Measurable Objective 1:

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Component 6: Parent Involvement

Parent Involvement

Goal 1:

By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

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Strategy1:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

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Research Cited:

Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy2:

PLC Work - The new PLC structure will identify all students who fall in the GAP category. Teachers will identify the number of GAP students who must reach proficiency. Teachers will develop lessons and intentionally create groups to target performance in this group.

Category: Continuous Improvement

Research Cited: DuFour

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Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

By 2017, Paris middle school will increase the combined (reading and mathematics) percentage of proficient / distinguished students in the non-duplicated gap groups to 59.7%

Measurable Objective 1:

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Category: Continuous Improvement

Research Cited: DuFour

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Strategy2:

Targeted pull-outs during the instructional day - The principal and counselor will create student groups of GAP students that can be pulled out during the instructional day for target instruction. Instruction will be delivered via computer programs and direct instruction from a teacher.

Category: Learning Systems

Research Cited:

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Activity - Research programs best suited to improve math and reading achievement at the middle school level	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Narrative:

Question not applicable...Paris Middle School serves grades 6 - 8.

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

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Category: Professional Learning & Support

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Goal 2:

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Strategy2:

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Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

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Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

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