# Pampa Independent School District

# District Improvement Plan

# 2015-2016

# Mission Statement

**The mission of PISD is to design engaging instruction at the appropriate level of depth and complexity to ensure that every student attaches post-secondary relevance to the activities he/she experiences in the classroom.**

# Vision

**Pampa ISD believes that:**

- **All students benefit from rigorous, "real-world", engaging learning experiences that prepare them for successful futures.**
- **Learning experiences take place in the classroom environments where trust, mutual respect, and support exist.**
- **Parents and community are valued partners in providing educational opportunities.**
- **Each individual is unique and of infinite value; therefore, we embrace and celebrate diversity.  We treat every person with dignity, equity, respect, and trust.**
- **Teachers are the single most important influence on the quality of learning; therefore, we commit great energy and resources in recruiting, hiring, developing, and retaining the most effective teachers.**

# Motto:

**Choosing Kids FIRST:  Keeping the Main Thing the Main Thing**

# Table of Contents

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pampa ISD is located in Gray County, Texas.  According to the 2010 census, the population of Gray County was 22,535.  Pampa is the county seat of Gray County, with a population (according to the 2010 census) of 17,994.  The demographics of Pampa are changing, according to the comparison of the 2010 to the 2000 census data.  In 2010, the population in Pampa was 80 % white, compared to 83.6 % in 2000.  The African American population has stayed the same, about 3.5%.  The Hispanic population has grown from 13.7 % in 2000 to 26% in 2010.  The median household income in 2000 was $31,213 and in 2010, was $40,358.

The citizens of Pampa are served by Pampa Independent School District, which consists of four elementary campuses, (Lamar, Wilson, Austin, and Travis) Pampa Jr. High, Pampa High School, and Pampa Learning Center.  It is also served by the Pampa branch of Clarendon Junior College.  Clarendon Junior College partners with Pampa High School to offer a variety of dual credit and work force courses for high school students.

 Pampa ISD has a diverse group of 3,734 students compared to the year before of 3,788 students.  Our largest group of students is our 2nd grade group, with 314 students.  The smallest group is the senior class, with 207 students.  The trends show that our lower grade levels are our largest, which speaks to our growth at the elementary levels.

The demographic makeup of the students in PISD changes yearly.  During the 2014-15 school year, the student population consisted of 49% White, 44% Hispanic, and 3.1% African American.  We have 283, or 7.5% bilingual students, and 285, or 7.6% ESL students and 11 migrant students.  Students eligible for free or reduced lunch is 2,103, or 56.1%.  We have 246, or 6.5% students who qualify for the Gifted/Talented program.  There are 355, or 9.5% students in the Special Education program (including speech only students).  Our demographic numbers for the 2015-16 school year indicate that we have 49% white, 45% hispanic, 3% African American, and 2% two or more races.  We had 288, or 7.3% bilingual students, 373 or 9.7% ESL students, and 5 migrant students.  There are 2,149 students, or 55.9%, who are eligible for free or reduced lunches.  There are 256 students, or 6.6%, who qualified for the Gifted and Talented program.  There are 374 students, or 9.7%, who qualify for Special Education services (including speech only students).

### Demographics Strengths

- Our district is conscious of our class size and is dedicated to keeping class sizes at or below state requirements.
- Due to the difficulty in getting HQ bilingual teachers, PISD has made some logistical changes to better serve the needs of our bilingual students.

Beginning with the 14-15 school year, PISD moved to a co-teach model. Kindergarten through second grade bilingual is housed on one campus and third through fifth bilingual is housed on another campus. We will continue this model for the 15-16 school year and then look at data to evaluate the effectiveness of this program change.

**Demographics Needs**

- Special education numbers are increasing (special education students are continuing to move into the district as well as our own being identified through the RTI process). During the 2014-15 school year, the STAAR Modified test was no longer offered to special education students, and this changed proved to be a difficult transition for PISD students.
- Elementary campus student numbers are increasing and the campuses are reaching capacity. Campuses are looking at various ways to make use of their crowded conditions.
- The ethnicity of Pampa ISD's staff does not fully mirror the ethnicity of PISD's students so it is important that all staff be able to recognize and understand cultural differences and eliminate biases.
- Registration information reveals that the number of homeless, economically disadvantaged, or otherwise displaced students is rising and the staff needs to know the best ways to eliminate barriers for attendance and success in school.

## Student Achievement

**Student Achievement Summary**

According to the Texas Education Agency system, PISD received an accountability rating of: MET STANDARD in all 4(four) of the Index criteria in 2015.

Index 1: Student Achievement: PISD made a score of 70 index points. The criteria for meeting this standard was 60 index points.

Index 2: Student Progress: PISD made a score of 28 index points. The criteria for meeting this standard was 20 index points.

Index 3: Closing Performance Gaps: PISD made a score of 33 index points. The criteria for meeting this standard was 28 index points.

Index 4: Postsecondary Readiness: PISD made a score of 67 index points. The criteria for meeting this standard was 57 index points.

In comparison, following is the 2014 Accountability Summary:

PISD received an accountability rating of: MET STANDARD in all 4(four) of the Index Criteria.

Index 1  Student Achievement: PISD made a score of 69 index points. The criteria for meeting the standard was 55 index points.

Index 2  Student Progress: PISD made a score of 33 index points. The criteria for meeting the standard was 16 index points.

Index 3  Closing Performance Gaps: PISD made a score of 32 index points. The criteria for meeting the standard was 28 index points.

Index 4  Postsecondary Readiness: PISD made a score of 59 index points. The criteria for meeting the standard was 57 index points.

System Safeguards and Performance Based Measurement (PBM): These are areas of concern that each campus must address.

Writing is still a concern across the district in all grade levels in the African American, Special Education, and English Language Learner sub groups. In addition, the ELL group is not performing like other groups in the areas of Reading, Writing, Social Studies, and Science. Also, with the "STAAR Modified" tests no longer an option for our special education students, they were required to take the regular STAAR test in 2015. The passing rate of special education students was low in PISD as well as in the entire state.   PBM indicators target the following areas of performance with a 2 or 3

ESL/BL students in Math, Reading, Science, Writing

Special Education Students in Reading, Science, Social Studies, Writing, and Math

No Child Left Behind students in Social Studies and Writing

Career and Technology received Performance Levels of O in every subject area for the second year in a row!  This is the best rating possible.

All campuses received a "MET STANDARD" score with the exception of two.  Pampa Jr. High was in "Improvement Required" for the 14-15 school year, but due to improved scores, is now in "Formally Improvement Required" which is a monitoring year.  Wilson Elementary received the rating of "Improvement Required" for the 2015-16 school year.  The Wilson leadership team has already met with the PSP and Pampa DCSI to begin formulating a plan to address the issues.

**Student Achievement Strengths**

All demographic groups except ELL students met System Safeguards in science.

All demographic groups except ELL students met System Safeguards in math.

All CTE students met System Safeguards in every subject for the second year in a row.

**Student Achievement Needs**

Overall, student achievement gaps in reading and writing are a concern and require more study and professional development for the instructional staff in order to increase the effectiveness of instruction in these areas (Pre-K - 12).

Closing the gaps in performance in groups such as Bilingual/ELL and Special Education are challenging and will require an increase in the ability of our instructional staff to shelter and differentiate instruction.  The fact that there are no longer STAAR Modified tests is a big concern.

PISD offered numerous staff development opportunities for instructional staff during the summer.  Many PISD teachers took advantage of these opportunities to increase effectiveness and use of best practices in the classroom.  Our district will continually be monitoring student performance to look for

increases in achievement.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Our goal in Pampa ISD is to be 100% highly qualified.  However, this is a difficult goal to reach; therefore, there are several recruitment strategies in place. Teachers are recruited through job fairs at area universities.  Job vacancies are advertised on local, regional, and state job boards.  Our school board works hard to make the salary schedule competitive with area districts so prospective teachers and administrators will be drawn to PISD.  We have a strong "First Year Teacher Academy" in place to support staff members new to the profession.  Our "Second Year Teacher Academy" serves the "almost new" staff members as they continue their journey in education.  Also, due to feedback from the 2014-15 second year teacher's academy, the curriculum department has implemented a "Third Year Teacher Academy" that is optional for teachers in this category. Teachers who are "new to Pampa" have a day of training each year that familiarizes them with the district website, district initiatives, etc and also takes them on a bus tour of the town, driving them by each campus in the district and through each neighborhood.

Our district also hosts a "New to PISD Breakfast" each year before school starts to welcome new teachers to the school district and to the community.  Gift bags are given and the school board members and community leaders welcome the new PISD employees.

## Staff Quality, Recruitment, and Retention Strengths

**PLC Meetings**:

Each campus provides times for teachers to collaborate during the school day.  Most meet once a week for about an hour.  A few campuses have aligned planning periods so that teachers have the opportunity to collaborate multiple times each week. The structure of the PLC meetings has been clearly defined to reduce the amount of time that teachers spend with administrivia and increase the amount of time that they are focusing on current student performance and how they will design or modify instruction in order to produce higher results.

## Teacher Academies:

First year teachers meet six times throughout the year to receive training and to collaborate with each other.  Second year teachers meet three times a year to continue their learning of best practice instructional strategies.  Third year teacher academy is newly implemented during the 2015-16 school year and attendance for third year teachers is optional.

## Professional Development Plan:

The curriculum office works with the district leadership team to plan targeted professional development with a job embedded approach, for the purpose of providing teachers with effective ways to implement research-based strategies for addressing the needs of all student groups.

**Staff Quality, Recruitment, and Retention Needs**

Continue training instructional campus leaders to ensure student success. Also, with 25 new teachers in the district and well over seventy five new support staff and educators overall, foundation trainings need to be re-established for these employees. Instructional and leadership support systems need to be developed to build capacity of new staff and then later used as induction tools.

Difficult to fill positions (such as bilingual, math and science, world languages, technology, along with support staff including counselors and speech pathologists) need to be recruited throughout the school year through colleges, universities, alternative certification, and preparation programs.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

PISD is dedicated to a guaranteed and viable curriculum. The TEKS based curriculum helps our teachers stay on pace to teach all grade level TEKS. All PISD teachers understand they are responsible for the Instructional Focus Documents in the adopted curriculum. Through team development, they are expected to use engaging lessons that provide for differentiation. Teachers at all levels and core content areas are expected to give the unit assessments that are provided with the curriculum. Common formative assessments are used across the district as the tools used to generate data. After the assessments are given, the teachers use the data to make changes to instruction. They also use the data to provide information about which students need intervention.

Continuous and focused data analysis is recognized as an essential process in Pampa ISD. PLC groups and Horizontal Alignment groups are data driven and continuously strive to improve. The district is increasingly seeing more progress in this area. Principals and Instructional Specialists are continually receiving training on the district's adopted TEKS based curriculum and are monitoring the classrooms closely. Full implementation of the district's curriculum is expected in every classroom. Teachers experiencing difficulty with this district expectation have been identified and are being provided support.

**Curriculum, Instruction, and Assessment Strengths**

The implementation of the district's curriculum is becoming more consistent. Teachers are better understanding the value of providing a guaranteed and viable curriculum.

The use of functional PLCs and Horizontal Alignment groups is becoming more common throughout the district. Teachers are using these meeting times to look at assessment data and then using that information to make changes to instruction and to make intervention decisions for students.

**Curriculum, Instruction, and Assessment Needs**

Much progress is being made in our RTI systems.  We will continue to improve in this area and expand our work to include more behavioral issues.

Our Eduphoria system is fully implemented and staff are using Forethought and Aware with more success.

Tier 1 instruction is not meeting the needs of at least 80% of the students and more effective instructional strategies must be developed and implemented.

# Family and Community Involvement

## Family and Community Involvement Summary

Pampa is one of the largest cities in the Texas Pandhandle and is the county seat of Gray County. The citizens in Pampa and Gray County are very interested in Pampa ISD. They have high expectations of the students and staff and enjoy hearing about the accomplishments of the children at all grade levels. The Pampa newspaper provides great coverage of school events and the local radio station allows many opportunities for school personnel to talk about upcoming events. Each month, student success is celebrated at the beginning of each meeting of the Pampa Board of Trustees.

The PISD understands the importance of parental and community involvement in our schools; therefore, we provide and encourage many opportunities for participation throughout the school year. Sabrina East, the PISD family involvement coordinator, works hard to include parents in school events. Each campus has monthly events in which parents are invited to participate. Also, the bilingual/ESL coordinator, Nicole May, works to provide many opportunities for our spanish speaking families to come together and learn about their child's school and to get to know other parents.

One of the annual events that PISD is proud to offer is the Education Showcase. This is a huge event where students at every grade level and every content area come together to show parents and community members what they are learning! They show off their work and eagerly describe what all they are learning in their classrooms. There are also choir concerts, band concerts, art shows, science projects, technology projects, etc that our students proudly show off on this exciting evening.

Our parent surveys provide feedback to the district on ways we can better serve our parents and community. We welcome comments and suggestions on these annual surveys. Also, on the district website, there is a place where anyone can make a comment or suggestion and email those to a district inbox. All comments are read and suggestions are considered.

## Family and Community Involvement Strengths

- All correspondence is translated into Spanish before being sent home
- Parents have the ability to view students' grades through Skyward Family Access
- Monthly opportunities to be involved in activities at each campus
- Pampa ISD's annual Education Showcase
- Campus parent organizations
- Campus and District websites
- Excellent newspaper coverage of school events
- Parent Involvement Coordinator
- Student successes at all levels and areas are celebrated at monthly school board meetings

**Family and Community Involvement Needs**

- Focus our parent involvement opportunities on improving the parents' understanding of the academic requirements of their children.

# Technology

## Technology Summary

One of the main instructional focuses of PISD this year is that of instructional technology. Our superintendent and school board fully support technology and its benefit to students. The last several school years have brought many updates to the technology used throughout PISD.

Every teacher (K-12) has a desktop or laptop computer and an iPad, which are used for administrative tasks, lesson planning, communicating with colleagues and parents, and lesson presentation. In addition, each K-8 classroom has a bank of 4 to 8 computers for student use. Most of the teachers allow students to use these computers during designated center time. All campuses have several computer labs for student use, along with 6 student ipads per classroom. Also, there is an ipad cart with 30 ipads at each elementary campus. The elementary labs and ipads are used to instruct the students in the Technology Applications TEKS, Digital Citizenship, and for interventions. The secondary labs are used for instruction during Technology Applications classes or for distance learning, as well as for interventions.

During the 2014-15 school year, Pampa High School and Pampa Jr High purchased 1900 chromebooks so every student will have a device. The Junior High campus also has several ipad carts that teachers can check out for use in the classroom. Before the 2014-15 school year, the district purchased 750 ipads for use at the elementary level. Each elementary teacher now has six ipads for student use. Every campus has a wireless network that allows students and staff to connect to the Internet in any location on the campus. PISD has upgraded the wireless capabilities as well as the infrastructure, allowing for increased usage.

The district expectations for the use of technology are that students will receive instruction in the Technology Applications TEKS and will use technology on a regular basis to enhance the learning and the development of 21st-century skills.

## Technology Strengths

Technology proficiencies and implementation are evaluated with teachers completing the Clarity Bright Bytes survey. The 2014-15 school year was the first year to use this new evaluation system. This data is much more comprehensive than the STaR Chart survey, which was used in previous years.

The Pampa ISD Technology Department provides technical support for students and teachers. It is staffed by 5 trained technicians and a Network Specialist.

Pampa ISD has an Instructional Technology Director that provides assistance to teachers in planning technology integrated lessons and is available to facilitate and assist during those lessons if teachers feel they need the support for instructing the students in a new technology or program. Additionally, the

district has added the position of a 21st Century Learning Director to assist teachers with the implementation of new technology and project-based learning.

Classes are offered throughout the year, including the summer months, to provide professional development on new technology tools. Also, the Instructional Technology Director and the Director of 21st Century Learning are available to meet with teachers during planning times or PLC's to provide professional development, as needed.

**Technology Needs**

PISD needs to fill the recently vacated position of "Director of 21st Century Learning".

Continue to support implementation of new technology.

Continue to support teachers with the implementation of instructional technology in the classroom.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

**Improvement Planning Data**

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

**Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Pampa ISD will achieve outstanding educational performance across all grade levels measured by state assessments.

**Performance Objective 1:** Students taking STAAR and End of Course (EOC) state assessments will perform at or above the state average.

**Summative Evaluation:** Comparison of the scores from 2015 to 2016

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| 1) Continue effective use of professional learning communities | 8 | Campus Principals, Department Heads, Associate Superintendent | Unit TEKS Resource assessments, benchmark results, student data, weekly scheduled meetings at each grade level/department at each campus | | | | |
| 2) Continue Lead4ward for TEKS disaggregation | 2, 4, 8 | Campus Administration, Instructional Specialists, Department Heads, Curriculum Director | Teachers will develop common assessments to the level and rigor of STAAR, monitoring student progress in Eduphoria | | | | |
| Funding Sources: 199 - General Fund - $1200.00 | | | | | | | |
| **System Safeguard Strategies**<br>3) Continue campus intervention teams (RTI) as required by TEA ( PBM Activity) | 1, 2 | Curriculum Director, campus administration, campus RTI teams, | analyze student data from TEKS Resource assessments, benchmarks, STAAR and EOC data, compare numbers of students needing Tier 2 and Tier 3 interventions | | | | |
| Funding Sources: 255 - ESEA, Title II, Part A, - $35000.00 | | | | | | | |
| 4) Dana Center/Agile Minds programs targeting Algebra 1-high school math (expanded for 14-15 school year) | 1, 4, 8 | Campus Administration, Associate Superintendent for Curriculum, | EOC Algebra 1 results | | | | |
| Funding Sources: 199 - High School Allotment - $5000.00 | | | | | | | |
| **System Safeguard Strategies**<br>5) Sheltered Instruction training provides teachers with strategies based on research-based best practices for English Language Learners. ( PBM Strategy) | 2, 4, 10 | Bilingual/ESL Director, Curriculum Director, Region 16 Personnel | 100% of PISD teachers will receive training in the Sheltered Instruction model. Sheltered Instruction strategies are part of the documented walkthrough templates. | | | | |
| Funding Sources: 263 - Title III, LEP - $7000.00 | | | | | | | |

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|---|---|---|---|---|---|---|---|
| 6) Continue use of Thinking Maps throughout the district | 2, 4 | Curriculum Director, Campus Administration, Instructional Specialists, | Each campus will have one or more trained professionals to serve as trainer of trainers to ensure ongoing and systematic use of Thinking Maps | | | | |
| Funding Sources: 255 - ESEA, Title II, Part A, | | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>7) Continue to support devices in the elementary classrooms (each elementary teacher has six ipads for student use and each elementary campus has an ipad cart with 30 ipads) | 1, 2, 4, 10 | Campus Administrators, Technology Director, Instructional Technology Director, Director of 21st Century Learning | Lesson plans showing increased instructional technology, use of ipads during intervention , check out calendar of ipad cart at every campus | | | | |
| Funding Sources: 199 - General Fund - $10000.00 | | | | | | | |
| **System Safeguard Strategies**<br><br>8) Instructional Coaching on all campuses to support Tier 1 Instruction in the areas of math, writing, reading, science, and social studies (including best practices, differentiation, and shelter) (PBM activity) | 2, 9 | Associate Superintendent for Curriculum Campus Principals Instructional Coaches | Decrease in Tier 2 and Tier 3 students Increases in Index 1, 2, and 3 | | | | |
| Funding Sources: 199 - General Fund - $175000.00 | | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>9) Continue to support teachers in implementation of One to One Devices supplied to students at PJH and PHS | 1, 2 | Campus Administration, Technology Staff, Instructional Technology Specialist, Campus Leadership Team | Increased use of technology in classroom instruction by students and teachers, increase in campus STAR charts, | | | | |
| Funding Sources: ERate Year 14 - Universal Service Fund - $10000.00 | | | | | | | |
| 10) Continue Clarendon College partnership. Annual parent meetings regarding CC course offerings and activities. | 1, 2, 3, 6 | Campus Administration, Clarendon College Personnel, Counselors, PHS Leadership Team | Analyze PHS student enrollment in Clarendon College courses | | | | |
| 11) Enroll, monitor, and support Migrant Students with academic and social supports including tutorials and family services. | 9, 10 | Bilingual/ESL/Migrant Director Campus Principal Counselor Teachers | Migrant students success in attendance rates, course work and STAAR assessments. | | | | |
| 12) Students scoring Academically Advanced on STAAR and EOC state assessments will increase through improved Tier 1 instruction. | 2 | Campus Principals Instructional Specialists and Coaches | Number of students who receive Academically Advanced on assessments. | | | | |
| Funding Sources: 199 - General Fund | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 13) Continue UIL academics in the elementary schools. | 2, 9, 10 | Associate Superintendent for Curriculum, Principals, UIL Coordinators | Success at UIL events | | | | |
| Funding Sources: 199 - General Fund - $15000.00 | | | | | | | |
| 14) Evaluate and implement improved Gifted and Talented Programs K-12 | 1 | Associate Superintendent for Curriculum GT Coordinators Campus Principals | Appropriately identified students in GT and increase in targeted activities for students identified. | | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 15) Increased participation in fine arts, athletics, and other co-curricular and extra-curricular activities | 1, 2 | Athletic Director, Campus Administration, Counselors, CTE Director, Fine Arts Teachers, | Increased numbers of participants from previous school year, compare STAAR, EOC, Discipline, and Dropout data of these student groups to the district | | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| **Critical Success Factors** CSF 1 16) Continue implemenation of Horizontal Alignment teams at the elementary levels. | 2, 4, 8 | Associate Superintendent of Curriculum, Campus administrators, Instructional Specialists | Improved lesson design, improved levels of rigor based on lesson plan design, more consistence of levels of instruction between elementary campuses | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 3 17) Continue the district expectation that district and campus leadership will get 3-5 documented walk-throughs each week, with a focus on the district initiative of Fundamental 5 implementation and Best Practices | 1, 4 | Superintendent, Associate Superintendent of Curriculum, Campus Administrators | Increased number of documented walk-throughs, increased accountability to teach the planned activities | | | | |
| Funding Sources: 210 - ESEA, Title II, Part B | | | | | | | |
| **Critical Success Factors** CSF 7 18) Continue Instructional Rounds at each campus to improve Best Practice instruction | 1, 4 | Associate Superintendent of Curriculum, Campus Administrators | Increased understanding of grade level TEKS, increased level of rigor, increased collaborative planning | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 1 19) Implementation of the Imagine Learning software program for ESL learners. | 1, 9, 10 | Bilingual/ESL Coordinator, Campus Administrators, ESL teachers | Increased success on state assessments by bilingual/ESL students | | | | |
| Funding Sources: 263 - Title III, LEP - $10000.00 | | | | | | | |

| System Safeguard Strategies<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>20) Lead4Ward training for all Reading and Writing teachers in grades 3-7. | 1, 4, 8 | Associate Superintendent of Curriculum, Campus Administrators, Teachers | Improved scores in reading and writing by all students | | | | |
|---|---|---|---|---|---|---|---|
| | Funding Sources: Title 1, Part A - $25000.00 | | | | | | |
| ✔ = Accomplished  = Considerable  = Some Progress  = No Progress  ✖ = Discontinue | | | | | | | |

**Goal 1:** Pampa ISD will achieve outstanding educational performance across all grade levels measured by state assessments.

**Performance Objective 2:** All students groups not performing at Level II Phase-In 2 will improve in growth Index 2 on the 2016 state assessments.

**Summative Evaluation:** Index 2 points in the 2016 Accountability System

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| **System Safeguard Strategies**<br>1) Continue review and Improvement of Pyramid of Interventions (Appendix B); each campus will articulate and utilize a systematic RTI process of meeting the academic needs of students (PBM Activity) | 1, 2, 9, 10 | Curriculum Director, Campus Administration, teachers | District-Wide Intervention Options as noted on District Pyramid, fluid transfer of RTI documents from campus to campus for students in the RTI process | | | | |
| Funding Sources: 285 - Title I, Part A, ARRA - $2500.00, 199 - General Fund | | | | | | | |
| 2) Continued use of TEKS aligned curriculum | 1, 2, 4, 8 | Curriculum Director, Campus Administrators, Core Subject teachers, | Lesson Plans, Classroom Walkthroughs, Unit Assessments | | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| **System Safeguard Strategies**<br>3) Continue the K-2 Literacy Initiative; Systematic TEKS implementation, iStation, systematic phonics program implementation, RTI follow up (PBM Activity) | 1, 2, 8, 9 | Campus Administration, Instructional Specialists, k-2 Teachers, Associate Superintendent for Curriculum | Improved iStation and OS assessment results, fewer students needing interventions | | | | |
| Funding Sources: Title 1, Part A - $10000.00, 411-Instructional Materials Allotment - $15000.00 | | | | | | | |
| **System Safeguard Strategies**<br>4) Continue use of unit assessments/benchmarks to disaggregate TEKS data through Eduphoria system that will serve to drive instructional changes (PBM Activity) | 8, 9 | Associate Superintendent for Curriculum, Campus Administration, Instructional Specialists, Teachers | Use of Eduphoria reports to inform teachers/campus leaders of weak TEKS instructional areas as indicated on PLC and Horizontal Alignment notes and minutes | | | | |
| Funding Sources: Title 1, Part A - $15000.00 | | | | | | | |
| **System Safeguard Strategies**<br>5) Campus-based interventions for students demonstrating academic or behavioral difficulties (including built-in tutorial times) (PBM Activity) | 1, 2, 9 | RTI Team, Teachers, Interventionists | Improved student performance as evidenced by progress monitoring, intervention reports, tutorial documentation, improved assessment results | | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 6) Continue use of district wide behavior program CHAMPS (Safe and Civil Schools) 100% of teachers trained and all auxiliary staff trained; Implementation of Harry Wong Classroom Management Procedures | 1, 2, 4, 10 | Superintendent, Associate Superintendent for Curriculum, Campus Administration | Decrease in discipline referrals compared to prior year; Posters throughout the district stating the CHAMPS themes | | | | |
| Funding Sources: Title 1, Part A - $9000.00 | | | | | | | |
| 7) Educate students, staff, and parents on all HB 5 STAAR and EOC assessment changes | 4, 6 | Curriculum Director, Campus Administrators | Sign-in sheets from staff and parent training | | | | |

| Strategy | Title | Staff Responsible | Evidence of Impact | | | | |
|---|---|---|---|---|---|---|---|
| 8) Continue providing Wilson Reading program for students who have been identified as having dyslexia | 2, 9 | Curriculum Director,Campus Administrators, Director of Special Education, Dyslexia Teachers | Improved results on Report Cards, STAAR and EOC assessment results, benchmark results, Go Phonics/Beginning of Year screening results | | | | |
| Funding Sources: 199 - General Fund - $10000.00 | | | | | | | |
| 9) Early education programs including PPCD, Head Start, Pre-K, Tots-n-Training. | 1, 7, 9 | Curriculum Director, Special Education Director, Campus Administration, Instructional Specialists | Region 16 Evaluation - June | | | | |
| Funding Sources: Title 1, Part A - $4000.00 | | | | | | | |
| 10) Identify homeless students and other at-risk students; provide support as necessary | 9 | District Social Worker, Campus Administrators, Counselors | Monitor lists of at-risk and homeless students for possible behavioral, academic, or attendance difficulties | | | | |
| Funding Sources: Title 1, Part A - $1600.00 | | | | | | | |
| 11) Career Investigations at PJH and PHS | 6, 9, 10 | CTE Director, Campus Administration, Counselors | Business, Parent, and Student surveys on College and Career Readiness | | | | |
| Funding Sources: 244 - Carl Perkins, Career & Tech - $1500.00 | | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>12) Continue with position of Instructional Technology Specialist who will work with teachers on every campus to increase integration of instructional technology and also ensure student mastery of technology TEKS in each grade level | 2, 4, 5 | Curriculum Director, Instructional Technology Specialist, Campus Administrators | Reports indicating student mastery of technology TEKS; lesson plans indicating instructional use of technology | | | | |
| Funding Sources: 210 - ESEA, Title II, Part B - $12000.00 | | | | | | | |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1<br><br>13) Implementation of Imagine Learning software literacy intervention programs for ESL and Bilingual students; also continue with position of Bilingual Reading Recovery Teacher (PBM Activity) | 1, 2, 9, 10 | Curriculum Director, ESL/Bilingual Director, Teachers, Campus Administrators | Fewer ESL/Bilingual students struggling with literacy, increased scores on unit assessments, benchmarks, STAAR, and EOC assessments | | | | |
| Funding Sources: 263 - Title III, LEP - $16000.00 | | | | | | | |
| **System Safeguard Strategies**<br>14) Continue providing extended year (summer school) opportunities for students needing credit recovery and state assessment accelerated instruction.(PBM Activity) | 9 | Curriculum Director, Campus Administrators | numbers of students passing 3rd attempt state assessments, numbers of students passing summer school, numbers receiving credit recovery | | | | |
| Funding Sources: 199 - General Fund - $40000.00 | | | | | | | |
| **System Safeguard Strategies**<br>15) Continue Reading interventions such as Reading Recovery, System 44, Read 180, Next Generation, Wilson Reading | 2, 9 | Campus Administration, Curriculum Director | Increase in student lexile levels, increase in Observation Survey scores, improvement in fluency scores | | | | |
| Funding Sources: Title 1, Part A - $50000.00, 199 - General Fund - $50000.00 | | | | | | | |
| 16) Advanced Placement-aligning pre-AP and AP courses across grade levels according to the district curriculum plan timelines | 1 | Curriculum Director, Campus Administrators | Annual % gains in students taking and passing AP exams at the high school level | | | | |

| | 1, 9 | Superintendent, Curriculum Director | Increased coaching of teachers by instructional specialists; increased numbers of students getting quality intervention by highly trained reading teachers (interventionists) | ✓ | ✓ | ✓ | ✓ |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>17) Continue providing four instructional specialists and two interventionists at the elementary level (PBM Activity) | | | | | | | |
| Funding Sources: 199 - General Fund - $260000.00 | | | | | | | |

| | 2, 4 | Superintendent, Associate Superintendent of Curriculum, Campus Administrator | Increased student success on Istation reports, local reading assessments, state assessments | ✓ | ✓ | ✓ | ✓ |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>18) Continue with position of Elementary Dean of Instruction to focus on additional leadership support for instructional program | | | | | | | |
| Funding Sources: 199 - General Fund - $58000.00 | | | | | | | |

| | 2, 8 | Director of Bilingual/ESL Services, Bilingual/ESL teachers | Lower retention numbers, increased student performance | ⬤ | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br>19) Continue providing Bilingual and ESL summer school to Kindergarten and First Grade ELL students | | | | | | | |
| Funding Sources: 263 - Title III, LEP - $6000.00, 199 - General Fund - $26000.00 | | | | | | | |

| | 1, 10 | Director of Bilingual/ESL Teachers Summer School Lead Teacher | Increased success on STAAR exams and increase in academic performance on local report cards | ⬤ | | | |
|---|---|---|---|---|---|---|---|
| 20) Continue summer accelerated bilingual academies for 2nd -5th grade ESL students. | | | | | | | |
| Funding Sources: 263 - Title III, LEP - $20000.00 | | | | | | | |

| | 1, 9 | Associate Supt for Curriculum, Campus administrators, teachers | Fewer students needing Tier 2 and 3 interventions; improved scores on state assessments | ◕ | | | |
|---|---|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>21) Continue with Linda Madden training at each campus in RTI, Differentiation, and Tier 1 instructional strategies | | | | | | | |
| Funding Sources: 285 - Title I, Part A, ARRA - $20000.00, 255 - ESEA, Title II, Part A, - $15000.00 | | | | | | | |

| | 1, 4 | District CHAMPS Trainers,Campus Administrators, Teachers | Fewer discipline referrals and discipline problems on campuses; increased learning time as evidenced by walk thrus; fewer teachers leaving the profession due to student behavior issues | ◕ | | | |
|---|---|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 1 CSF 6 CSF 7<br><br>22) Implementation of six district employees as CHAMPS trainers of trainers. This will allow for immediate assistance for teachers needing help with classroom management strategies | | | | | | | |
| Funding Sources: Title 1, Part A - $23000.00 | | | | | | | |

| | 1, 2 | Associate Superintendent for Curriculum, PISD Grading Committee, Campus Administrators | More consistent grading across the disctrict | ◕ | | | |
|---|---|---|---|---|---|---|---|
| 23) Implementation of newly developed PISD grading policy. This policy will ensure that grading across the PISD will be more consistent, with a renewed focus on what will best help students achieve success. | | | | | | | |

| | 2 | PISD Attendance Officer; Campus Administrators,Teachers | Improved attendance and fewer tardies at every campus | ◕ | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 4<br><br>24) New PISD attendance and truancy plan, as mandated by legislature | | | | | | | |

| ✓ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✗ = Discontinue |
|---|

# Goal 2: Pampa ISD will have strong understanding and support by the community.

**Performance Objective 1:** PISD will provide students and parents with information on new graduation requirement, college, and career opportunities.

**Summative Evaluation:** Attendance at events, Counselor Logs and curriculum review

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| 1) Clarendon College-parent meetings regarding CC/PHS Partnership for grades 9-12. | 2, 6, 10 | Curriculum Director, HS Administrators, | Increased enrollment in dual credit and college coursework, sign-in sheet of parent meeting, increase in number of graduates who enroll in higher education classes | Considerable | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 2) Educate students, staff, and parents on all new HB 5 graduation requirements | 4, 6 | Curriculum Director, Campus Administrators | Development of at least one endorsement area | Considerable | | | |
| 3) College Night | 6 | Campus Administrators, Counselors | Number of students and parents in attendance | No Progress | | | |
| Funding Sources: 285 - Title I, Part A, ARRA | | | | | | | |
| 4) Investigate and implement new course offerings for CTE which could lead to student certification (i.e. welding, cosmetology) | 2 | HS Principal, Curriculum Director | Numbers of students obtaining certifications upon graduation | Considerable | | | |
| Funding Sources: 244 - Carl Perkins, Career & Tech | | | | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>5) Implementation of new CTE Engineering Preparation Program. The Project Lead the Way courses are for 8th thru 12th grade students interested in a career in engineering. This project will have a 5 year implementation process. | 1, 4 | Associate Superintendent for Curriculum, Campus Administrators, Project Lead the Way teachers at PJH and PHS | Numbers of students enrolled in these courses will increase from the 2015-16 year forward | Considerable | | | |
| Funding Sources: 199 - General Fund - $85420.00, 255 - ESEA, Title II, Part A, - $23000.00, Nona Payne Grant - $28473.00, MK Brown Grant - $60000.00 | | | | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = Discontinue | | | | | | | |

**Goal 2:** Pampa ISD will have strong understanding and support by the community.

**Performance Objective 2:** PISD will provide multiple opportunities for parent or community involvement and parent/community communication.

**Summative Evaluation:** Lists of Campus and District Parent Involvement Activities for 2015-2016 and parent communication logs

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| 1) Campus Open House Events | 6 | Campus Administrators, Teachers, PI Team | Sign-in sheets of each campus open house event |  | | | |
| **Critical Success Factors** CSF 5 2) District-Wide Curriculum Showcase | 6, 10 | Superintendent, Associate Superintendent, District Leadership Team, Parent Involvement Team, Showcase Committee | Sign in sheets and evaluation forms |  | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 3) Parent Involvement Activities at the campus and district level | 6 | Campus Administration, PI Team | Number of students and parents involved in the various activities |  | | | |
| Funding Sources: Title 1, Part A - $15000.00 | | | | | | | |
| 4) Provide parental access to student data using Skyward Family Access portal | 6 | Campus Secretaries, Technology Director | Track number of Skyward users and compare to previous year |  | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 5) Skylert-parent notification system for emergencies, special events, attendance, etc | 6 | Campus Secretaries, Technology Director, Attendance Officer | Increased number of announcements made with Skylert; increase in attendance % due to parent notification system |  | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 6) Translation provided for all written documents so Spanish-speaking parents can understand school to home correspondence; district translator provided for ARD meetings, 504 meetings, parent conferences, etc where translation is necessary | 2, 6 | Campus Administration; District Translator | Increased involvement of Spanish speaking parents in school related events |  | | | |
| Funding Sources: 263 - Title III, LEP - $1000.00, 199 - General Fund - $20000.00 | | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7) Parents provided opportunities to serve on district and campus committees | 6 | Superintendent, Associate Superintendent, Campus Administrators | Increased number of parents serving on committees for the purpose of gathering parental input | | | |
| 8) Monthly parent seminars for parents of students in the Gifted/Talented program | 6 | Associate Superintendent for Curriculum, Campus Administrators, GT Teachers | Sign in sheets and agendas for monthly seminars | | | |
| ✔ = Accomplished   = Considerable   = Some Progress   = No Progress   ✘ = Discontinue | | | | | | |

# Goal 3: Pampa ISD will build and retain a strong staff through support, training, and evaluation.

**Performance Objective 1:** PISD will have core subject area classes be taught by 100% highly qualified teachers and paraprofessionals in compliance with federal and state guidelines specific Student Succes Act (SSA).

**Summative Evaluation:** Highly Qualified Annual Compliance Report

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| 1) Recruit new teachers at job fairs at area universities and colleges. Build relationships with college career centers to help find candidates. | 3, 5 | Superintendent, Associate Supt, Federal Programs Director, Campus Administrators | All instructional staff will meet Highly Qualified requirements. | ◔ | | | |
| Funding Sources: 255 - ESEA, Title II, Part A, | | | | | | | |
| 2) In accordance with Section 1119 of P.L. 107-110, NCLB Act of 2001, when possible, Pampa ISD employs only teachers and paraprofessionals who meet the criteria for being "highly qualified" as fully defined in Section 200.55.34 of CFR Part 200. | 3, 4, 5, 10 | Superintendent, Personnel Director, Campus Administrators | Highly Qualified Report | ◔ | | | |
| Funding Sources: Title 1, Part A, 199 - General Fund | | | | | | | |
| **Critical Success Factors** CSF 7 3) All new certified hires shall obtain the ESL Supplemental Certification within two years of being hired by PISD | 1, 3 | Personnel Director, Campus Administrators | Increased numbers of certified teachers in PISD who have the ESL certification | ◔ | | | |
| Funding Sources: 199 - General Fund - $7000.00 | | | | | | | |
| 4) Evaluate applicant credentials to determine if they meet HQ requirements. | 3 | Executive Director of Personnel | HQ worksheets | ✔ | ✔ | ✔ | ✔ |
| 5) Assist campuses with fees for teachers to obtain additional certification or training to meet NCLB requirements, especially on Title 1 campuses | 3 | Federal Programs Director, Personnel Director | Title 1 expense account report for exam fees | ◔ | | | |
| Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog - $1000.00 | | | | | | | |
| 6) Administer locally developed assessment exam, as needed, to ensure appropriate credentials for non-certified staff | 3 | Personnel Department | Assessment Results | ◔ | | | |
| Funding Sources: 199 - General Fund - $200.00 | | | | | | | |
| **System Safeguard Strategies** 7) Obtain principal attestation acknowledging that each campus is 100% highly qualified (PBM Activity) | 3 | Federal Programs Director, Personnel Director | Each campus submits a copy of the attestation to the personnel department by the October deadline each year. | ◔ | | | |
| ✔ = Accomplished    ◔ = Considerable    ◑ = Some Progress    ○ = No Progress    ✗ = Discontinue | | | | | | | |

**Goal 3:** Pampa ISD will build and retain a strong staff through support, training, and evaluation.

**Performance Objective 2:** PISD will provide support, training, and professional development for all staff members during the implementation of new district initiatives, such as 21st Century skills.

**Summative Evaluation:** 100% of the professional development attended by PISD staff will be aligned with District and Campus Improvement Plans.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| **Critical Success Factors** CSF 7 | 3, 4 | Curriculum Team | Feedback from first year teachers and campus administrators | | | | |
| 1) Continue providing support for first year teachers through First Year Teacher Academy, which meets six times a year and will focus on district initiatives. | | Funding Sources: 199 - General Fund - $10000.00 | | | | | |
| **Critical Success Factors** CSF 7 | 3, 4 | Curriculum Team | Feedback from second year teachers and campus administrators | | | | |
| 2) Continue providing support for second year teachers through Second Year Teacher Academy, which meets 3 times a year and will focus on district initiatives. | | Funding Sources: 199 - General Fund - $3000.00 | | | | | |
| **Critical Success Factors** CSF 2 | 2, 4 | Campus Administrators, Instructional Specialists, Teachers | Teacher/Principal disaggregation of Teks Assessments, improved student performance on state assessment | | | | |
| 3) Lead 4ward Training - preparing teachers for STAAR and EOC by analyzing TEKS | | Funding Sources: 255 - ESEA, Title II, Part A, - $1200.00 | | | | | |
| 4) Technology Training: iPads, Chromebooks, Google, Web Page | 4 | Director of Instructional Technology, Director of 21st Century Skills | Sign in sheets of participants at the various trainings; walk-through documentation indicating use of technology during instruction | | | | |
| **System Safeguard Strategies** 5) Odyssey Training - Training on new software that provides intervention and credit recovery for secondary students (PBM Activity) | 4, 9 | Curriculum Director, Campus Administrators, | Numbers of students using the software will continue to increase; | | | | |
| | | Funding Sources: 199 - High School Allotment - $30000.00 | | | | | |
| **System Safeguard Strategies** **Critical Success Factors** CSF 3 | 4 | Associate Supt for Curriculum, Beginning Administrators | Administrator feedback, administrator evaluations, | | | | |
| 6) Training and support for campus principals with less than 5 years experience (PBM Activity) | | Funding Sources: 199 - General Fund - $12000.00 | | | | | |

| Strategy | | Responsible | Evidence | | | | |
|---|---|---|---|---|---|---|---|
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 3 | 4 | Superintendent, Associate Superintendent of Curriculum | Feedback from administrators, evaluation reports, | ✓ | ✓ | ✓ | ✓ |
| 7) Administrative Retreat focusing on district initiatives and administrative leadership skills | | Funding Sources: 199 - General Fund - $5000.00 | | | | | |
| 8) Mentor teachers will be provided a day of training each year so they will be ready for the challenge of mentoring and supporting new teachers. | 4, 5 | Curriculum Department | Feedback from mentor teachers as well as first year teachers; increased retention of first year teachers | ✓ | ✓ | ✓ | ✓ |
| | | Funding Sources: 255 - ESEA, Title II, Part A, - $7000.00 | | | | | |
| **Critical Success Factors**<br>CSF 6 CSF 7 | 2, 4 | Curriculum Director, district CHAMPS trainers | Decrease in numbers of student discipline referrals, decrease in numbers of students in ISS and DAEP | ✓ | ✓ | ✓ | ✓ |
| 9) Provide CHAMPS training (the PISD behavior program) for any new instructional staff | | Funding Sources: Title 1, Part A | | | | | |
| 10) Evaluate and Implement Effective Tiered Instruction (RTI Process) | 2, 4 | Curriculum Director, Building Administrators | Increased effectiveness in Tier 1 instruction will result in fewer students needing Tier 2 and Tier 3 intervention | 🟠 | | | |
| | | Funding Sources: 210 - ESEA, Title II, Part B - $5000.00, 211 - ESEA, Title I, Part A, Imp Basic Prog - $10000.00, 199 - General Fund - $10000.00 | | | | | |
| **System Safeguard Strategies**<br>11) Literacy Initiative (partnering with WTAMU) to implement structured phonics program | 1, 2, 4 | Associate Superintendent for Curriculum, Campus Administrators, WTAMU Personnel | Sign-in sheets of trainings, lesson plans showing phonics lesson implementation, increased student success in iStation reports and in local reading assessments | 🟠 | | | |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 7<br>12) Continue with new Math TEKS training on the Math TEKS that were new for the 2014-15 school year | 4 | Instructional Specialists, Associate Superintendent of Curriculum, Service Center Instructional Coaches | Sign in sheets for training, increased understanding of math teachers to implement and teach the new TEKS | 🟠 | | | |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 7<br>13) Differentiation Training for Special Ed and General Ed teachers. This training is provided by Linda Madden as well as curriculum team | 4 | Associate Superintendent of Curriculum, ESC personnel, Director of Special Education, Director of Bilingual/ESL, | Increased student success in subgroups (special ed, ESL, Bilingual, At-risk) | 🟠 | | | |
| **System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 7<br>14) Best Practice Instructional Strategies Training (Marzano, Fundamental 5, Questioning) | 4 | Associate Superintendent of Curriculum, ESC personnel, Instructional Specialists, Campus Administrators | Improved rigor of student work, improved understanding of best practices as evidenced by walk-through documentation | 🟠 | | | |

| | | | | |
|---|---|---|---|---|
| **System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 7 | 1, 4 | Associate Superintendent for Curriculum, Campus Administrators, Region 16 instructional coaches | Sign in sheets for the various campus trainings, feedback from evaluation sheets, improved student performance |  |
| 15) PISD has purchased additional days with Region 16 instructional coaches to work with PISD teachers on best practices in instructional strategies, focusing on the district initiative of Fundamental 5. | | Funding Sources: Title 1, Part A - $10000.00, 199 - General Fund - $35000.00 | | |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>16) Sustained, monthly training at each campus by Tammy McLean, ESC Technology Coach to help teachers with implementation of instructional technology | 1 | Associate Superintendent of Curriculum, ESC Personnel, Campus Administrators, Teachers | Increase use of technology during instruction as evidenced by lesson plans and teacher and student Clarity technology surveys |  |
| | | Funding Sources: Title 1, Part A - $22000.00 | | |

✔ = Accomplished ◕ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue

# Goal 4: Pampa ISD will provide a healthy and safe school environment.

**Performance Objective 1:** The students in PISD will experience safe and civil classrooms and facilities. They will exhibit an appropriate level of physical health and fitness. Activities will be provided to ensure students are taught a healthy lifestyle.

**Summative Evaluation:** Student and Parent Surveys regarding the health and safety of students.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Sept | Jan | Mar | June |
| 1) Pampa ISD will continue to utilize a School Health Advisory Council (SHAC) for the purpose of evaluating the effectiveness of school health programs | 1, 2 | Superintendent, Associate Superintendent forCurriculum, Head Nurse | Meeting Minutes, survey results | ◑ | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| **Critical Success Factors** CSF 5 CSF 6  2) Parent Informational Meeting on Bullying in October (Bullying Prevention Month) | 1, 2, 6 | Superintendent, Associate Superintendent, Parent Involvement Staff | Sign in sheets for meeting | ○ | | | |
| **Critical Success Factors** CSF 6  3) Bullying - Students will be made aware of bullying reporting tool on PISD website; bullying training will take place on all campuses; protocol for addressing bullying and peer conflict resolution reports is used by campus administration | 1, 2 | District Social Worker, Counselors, Campus Administrators | Decrease in reports of bullying incidences on each campus; | ◑ | | | |
| 4) Big Decisions Health Curriculum in grades 7-12 | 2, 10 | School Nurses, Campus Administration, Counselors | pre and post course surveys will be evaluated; decrease in numbers of teen pregnancies from the year before | ◑ | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 5) Campus check-in systems will continue to be utilized to prevent unauthorized access to campuses | | Campus Principals, Maintenance Departments, Campus Receptionists | Campus check-in generated reports | ◑ | | | |
| 6) Campuses do monthly fire drills and annual fire safety education; other safety drills are practiced according to state law | 10 | Campus Principal, Campus Leadership Teams | Documentation of drills | ◑ | | | |
| 7) PISD will continue to use School Messenger System to send out district-wide texts and emails to parents in regards to emergency weather or other situations which could affect the safety of their children. | | Superintendent's office | Generated message log | ◑ | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 8) Continue to provide training for staff and support for students in the area of sexual abuse and other maltreatment of students. Child and Sexual Abuse training by entire PISD staff | 4, 10 | Campus Principals Counselors Teachers Social Worker | Number of referrals and surveys on safety and wellbeing, certificates of all PISD personnel of Child Sexual Abuse Training | ◑ | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 9) Continue to educate staff and parents on suicide prevention and mental health concerns. Suicide Prevention training for students and staff is now mandated by new legislation | 2, 10 | Counselors, Social Worker, Associate Superintendent for Curriculum, School Health Advisory Committee | Number of referrals and incidents Number of parents attending training sessions. | ◑ | | | |
| Funding Sources: 199 - General Fund | | | | | | | |
| 10) Pre and post test assessments will be administered when students begin and end their time at DAEP. | | DAEP Principal | DAEP assessment data demonstrates passing grades | ◑ | | | |
| 11) Self-discipline, anger management, drug and alcohol counseling (if applicable) will be incorporated into the students' schedules. | | DAEP counselor, Suzanne Pingel | Contact logs | ◑ | | | |
| 12) Teachers will provide DAEP students with instruction in the four core areas and the curriculum calendars for elective courses. DAEP has been moved back to PHS to make for an easier transition for students | | Campus Principal, Teachers | Weekly progress checks through Skyward and 3-week progress reports | ◑ | | | |
| 13) Obtain, record, and monitor grades that long-term DAEP students are receiving from campus teachers while students are attending DAEP | | Campus Principals | Students grades are assessed each week. Teachers will contact campus teachers if grades are falling. DAEP teachers will then use the grade information to target their instruction with individual students. | ◑ | | | |
| 14) Improved Safety Plans | | Director of Student Services, local police/fire/emergency departments | Increased coordination between PISD personnel and First Responders | ◑ | | | |

✔ = Accomplished  ◑ = Considerable  ◕ = Some Progress  ○ = No Progress  ✖ = Discontinue

# System Safeguard Strategies

| Goal | Performance Objective | Strategy | Description |
|------|------------------------|----------|-------------|
| 1 | 1 | 3 | Continue campus intervention teams (RTI) as required by TEA ( PBM Activity) |
| 1 | 1 | 5 | Sheltered Instruction training provides teachers with strategies based on research-based best practices for English Language Learners. ( PBM Strategy) |
| 1 | 1 | 8 | Instructional Coaching on all campuses to support Tier 1 Instruction in the areas of math, writing, reading, science, and social studies (including best practices, differentiation, and shelter) (PBM activity) |
| 1 | 1 | 17 | Continue the district expectation that district and campus leadership will get 3-5 documented walk-throughs each week, with a focus on the district initiative of Fundamental 5 implementation and Best Practices |
| 1 | 1 | 19 | Implementation of the Imagine Learning software program for ESL learners. |
| 1 | 1 | 20 | Lead4Ward training for all Reading and Writing teachers in grades 3-7. |
| 1 | 2 | 1 | Continue review and Improvement of Pyramid of Interventions (Appendix B); each campus will articulate and utilize a systematic RTI process of meeting the academic needs of students (PBM Activity) |
| 1 | 2 | 3 | Continue the K-2 Literacy Initiative; Systematic TEKS implementation, iStation, systematic phonics program implementation, RTI follow up (PBM Activity) |
| 1 | 2 | 4 | Continue use of unit assessments/benchmarks to disaggregate TEKS data through Eduphoria system that will serve to drive instructional changes (PBM Activity) |
| 1 | 2 | 5 | Campus-based interventions for students demonstrating academic or behavioral difficulties (including built-in tutorial times) (PBM Activity) |
| 1 | 2 | 13 | Implementation of Imagine Learning software literacy intervention programs for ESL and Bilingual students; also continue with position of Bilingual Reading Recovery Teacher (PBM Activity) |
| 1 | 2 | 14 | Continue providing extended year (summer school) opportunities for students needing credit recovery and state assessment accelerated instruction.(PBM Activity) |
| 1 | 2 | 15 | Continue Reading interventions such as Reading Recovery, System 44, Read 180, Next Generation, Wilson Reading |
| 1 | 2 | 17 | Continue providing four instructional specialists and two interventionists at the elementary level (PBM Activity) |
| 1 | 2 | 18 | Continue with position of Elementary Dean of Instruction to focus on additional leadership support for instructional program |
| 1 | 2 | 19 | Continue providing Bilingual and ESL summer school to Kindergarten and First Grade ELL students |
| 1 | 2 | 24 | New PISD attendance and truancy plan, as mandated by legislature |

| Goal | Performance Objective | Strategy | Description |
|---|---|---|---|
| 3 | 1 | 7 | Obtain principal attestation acknowledging that each campus is 100% highly qualified (PBM Activity) |
| 3 | 2 | 5 | Odyssey Training - Training on new software that provides intervention and credit recovery for secondary students (PBM Activity) |
| 3 | 2 | 6 | Training and support for campus principals with less than 5 years experience (PBM Activity) |
| 3 | 2 | 7 | Administrative Retreat focusing on district initiatives and administrative leadership skills |
| 3 | 2 | 11 | Literacy Initiative (partnering with WTAMU) to implement structured phonics program |
| 3 | 2 | 12 | Continue with new Math TEKS training on the Math TEKS that were new for the 2014-15 school year |
| 3 | 2 | 13 | Differentiation Training for Special Ed and General Ed teachers. This training is provided by Linda Madden as well as curriculum team |
| 3 | 2 | 14 | Best Practice Instructional Strategies Training (Marzano, Fundamental 5, Questioning) |
| 3 | 2 | 15 | PISD has purchased additional days with Region 16 instructional coaches to work with PISD teachers on best practices in instructional strategies, focusing on the district initiative of Fundamental 5. |

# Title I

## Schoolwide Program Plan

Our District's Schoolwide Title 1 Program is developed through a district-wide planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the District CNA process reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the schoolwide program's implementation. The academic performance information about all students in the District is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. Campuses analyze results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

The five steps that the District will be undertaking throughout this process will include:

1. Establishing and training the schoolwide planning team

2. Clarifying the vision for school reform;

3. Creating our school's profile;

4. Identifying data sources and gathering the data;

5. Analyzing the data

6. Reporting data findings to the entire District Leadership Team and collecting reflections and feedback.

Throughout the planning process, district administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The FLT's planning process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in the District to continually improve the effectiveness of our schoolwide program.

## Ten Schoolwide Components

## 1: Comprehensive Needs Assessment

The yearly schoolwide planning process contains several important steps throughout the year. At the end of last year, administrators and teachers began collecting and analyzing data and then identifying needs. After the needs were identified, they were prioritized and reported to District Leadership Team. The DLT was given time to reflect on the data and ask clarifying questions. When the DLT felt comfortable that all appropriate data had been disaggregated and analyzed, a comprehensive plan was developed to address the needs. Annually writing the Comprehensive Needs Assessment with a focus on the requirements of Title 1 is always an extremely important step in the overall school improvement process. It also serves as an essential component to consider during all other campus and district planning processes. The Comprehensive Needs Assessment brings focus and coherence to student achievement strategies and has helped to ensure unity of purpose, alignment, and clear accountability for the District.

## 2: Schoolwide Reform Strategies

The initiatives described in this improvement plan are in place in order to significantly impact student achievement and are based on scientifically-based research. Data indicates that they are strengthening the core academic program, increasing the quality and quantity of learning time, and addressing the learning needs of all students in the District. Examples of some of the interventions used in the district include:

Reading Reform Strategies:

- Wilson Reading Program (for students with Dyslexia)
- System 44 (for students in 2-5 that are significantly behind grade level)
- Reading Recovery (1st grade students)
- Read 180 (3-12 grade students)
- I-Station ( for all students to improve reading performance)

Other Reform Strategies:

- Odyssey Ware Software (credit recovery and intervention software for students 6-12)
- Increase the amount and quality of learning time by providing RTI small-group instruction during school and after-school tutorial two to three days  per week

**3: Instruction by highly qualified professional teachers**

The details for addressing instruction by highly qualified professional teachers are addressed in the Comprehensive Needs Assessment.

**4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The plans for professional development are located in the body of this improvement plan under the appropriate goal and performance objective.

**5: Strategies to attract highly qualified teachers**

The details for strategies to attract highly qualified teachers are addressed in the Comprehensive Needs Assessment.

**6: Strategies to increase parental involvement**

Strategies to increase parental involvement are addressed in the Comprehensive Needs Assessment.

**7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

PISD strives to help our youngest students have easy transitions from one campus to another. The following activities are in place to allow for easy transitions.

In Pampa ISD, all pre-kindergarten and Headstart programs are housed at Lamar Elementary. Each spring, the pre-k and Headstart teachers plan a visit to each elementary school and the students who will be attending kindergarten at each of the various campuses ride a school bus and visit the campus. They, along with their teachers and parents, visit their future campus. They are given a tour of the campus by the campus principal. They then visit each of the kindergarten classrooms and meet the teachers. Each kindergarten teacher does a little activity with the visiting students, along with their current kindergarten students. Once the visiting students have visited each kindergarten classroom and toured the school, they get to play on the playground for a few minutes. Then, they go the the cafeteria and eat lunch with their parents and teachers before returning to Lamar. Each of the private pre-kindergartens in Pampa also schedule a visitation and the same schedule as above is followed.

If pre-k students are absent the day of their transition visit, principals allow those students to come up during the kindergarten conference period to meet the teachers and tour the school.

**8:  Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers use their weekly PLC time to look at assessment results for the purpose of improving instruction and for determining which students need further instruction.  Teachers also use this data to determine which intervention students might need.

Horizontal Alignment teams use assessment data to determine instructional strengths and weaknesses and use that information while designing new lessons.

**9:  Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

RTI teams meet at every campus and look at individual student data.  These teams meet on individual students (that have shown academic difficulty) three to five times a year and compare the assessment and intervention data and look for progress.  Progress monitoring is done on a weekly or bi-weekly basis and students are given many opportunities for academic support.

**10:  Coordination and integration of federal, state and local services and programs**

Title 1 campuses meet with campus leadership teams and make sure that Title 1 rules and regulations are being followed.  All schools are required to follow state and local policies.  It is the job of the building administrator to make sure all programs mesh together and are focused on student success.

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Abby Hancock | Instructional Coach | Pampa Jr High | 1.0 |
| Jessica Milligan | Reading Intervention | Travis Reading Intervention | .8 |
| Kamie Doughty | Reading Recovery | Lamar Reading Intervention | 1.0 |
| Kelley Smith | Reading Recovery | Lamar Reading Intervention | 1.0 |
| Lynn Kuhn | Reading Recovery | Wilson Reading Intervention | 1.0 |
| Maggie Zamudio | Reading Recovery | Wilson Reading Intervention | 1.0 |
| Sabrina East | Parent Involvement Coordinator | District Personnel | .9 |
| Sharlene Gee | Parent Involvement Para | District Personnel | .9 |
| Tammy Rodriquez | Parent Involvement Para | District Personnel | .9 |

# 2015-2016 District Leadership Team

| Committee Role | Name | Position |
|---|---|---|
| Business Representative | Brad Morse | Pampa Regional Hospital |
| Business Representative | Nikki Shelton | Shutterbug Photo |
| Classroom Teacher | Brittany Babcock | 5th grade teacher |
| Classroom Teacher | Janyth Bowers | Business/PE teacher |
| Classroom Teacher | April Cross | 3rd/4th grade teacher |
| Classroom Teacher | Kayelynn Eakin | 8th grade social studies |
| Classroom Teacher | Jon Kraemer | Band Director |
| Classroom Teacher | Cara Nunn | 1st grade teacher |
| Classroom Teacher | Stephanie Paronto | 4th grade teacher |
| Classroom Teacher | Sachio Petit | 8th grade math |
| Classroom Teacher | Sara Wheeley | Teen Parent Coordinator |
| Classroom Teacher | Jarilyn Wichert | Special Education teacher |
| Community Representative | Shane Stokes | City of Pampa |
| Community Representative | Byron Williamson | First Baptist Church |
| District-level Professional | Dr. Larry Blair | Interim Superintendent |
| District-level Professional | Jill Faubion | Federal Programs Director |
| District-level Professional | Susan Furgason | Special Education Director |
| District-level Professional | Eddie Gage | Executive Director of Human Resources |
| District-level Professional | Tanya Larkin | Associate Superintendent for Curriculum/Instruction/Assessment |
| District-level Professional | Nicole May | Bilingual/ESL/Migrant Director |
| District-level Professional | Danny Seabourn | Chief Financial Officer |
| Elementary Administration | Ronny Werner | Principal-Austin Elementary |
| Non-classroom Professional | Suzanne Pingel | District Social Worker/Homeless Coordinator |
| Non-classroom Professional | Dana Wright | Counselor PJHS |

| Parent | Amber Arnzen | Parent-Wilson Elementary |
|---|---|---|
| Parent | Kayla Parnell | Parent-PHS |
| Parent | Trudy Sprinkle | Parent-PJH/PHS |
| Parent | Kristi Troxell | Parent PJH/PHS |
| Secondary Administration | Hugh Piatt | Principal-Pampa High School |

# District Funding Summary

**199 - General Fund**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 2 | | | $1,200.00 |
| 1 | 1 | 7 | | | $10,000.00 |
| 1 | 1 | 8 | | | $175,000.00 |
| 1 | 1 | 12 | | | $0.00 |
| 1 | 1 | 13 | | | $15,000.00 |
| 1 | 1 | 14 | | | $0.00 |
| 1 | 1 | 15 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | TEKS Resources; Region 16 Personnel | | $0.00 |
| 1 | 2 | 5 | | | $0.00 |
| 1 | 2 | 8 | | | $10,000.00 |
| 1 | 2 | 14 | | | $40,000.00 |
| 1 | 2 | 15 | | | $50,000.00 |
| 1 | 2 | 17 | | | $260,000.00 |
| 1 | 2 | 18 | | | $58,000.00 |
| 1 | 2 | 19 | | | $26,000.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 1 | 5 | | | $85,420.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 2 | 4 | | | $0.00 |
| 2 | 2 | 5 | | | $0.00 |
| 2 | 2 | 6 | | | $20,000.00 |
| 3 | 1 | 2 | | | $0.00 |

| 3 | 1 | 3 | money for $250 stipend for each teacher obtaining the ESL certification | | $7,000.00 |
|---|---|---|---|---|---|
| 3 | 1 | 6 | | | $200.00 |
| 3 | 2 | 1 | | | $10,000.00 |
| 3 | 2 | 2 | | | $3,000.00 |
| 3 | 2 | 6 | Region 16 personnel | | $12,000.00 |
| 3 | 2 | 7 | | | $5,000.00 |
| 3 | 2 | 10 | | | $10,000.00 |
| 3 | 2 | 15 | | | $35,000.00 |
| 4 | 1 | 1 | | | $0.00 |
| 4 | 1 | 4 | | | $0.00 |
| 4 | 1 | 8 | | | $0.00 |
| 4 | 1 | 9 | | | $0.00 |
| | | | | **Sub-Total** | $832,820.00 |

**199 - High School Allotment**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 4 | | | $5,000.00 |
| 3 | 2 | 5 | | | $30,000.00 |
| | | | | **Sub-Total** | $35,000.00 |

**210 - ESEA, Title II, Part B**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 17 | | | $0.00 |
| 1 | 2 | 12 | | | $12,000.00 |
| 3 | 2 | 10 | | | $5,000.00 |
| | | | | **Sub-Total** | $17,000.00 |

**211 - ESEA, Title I, Part A, Imp Basic Prog**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 3 | 1 | 5 | | | $1,000.00 |

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 3 | 2 | 10 | | | $10,000.00 |
| | | | | **Sub-Total** | $11,000.00 |

## 244 - Carl Perkins, Career & Tech

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 2 | 11 | | | $1,500.00 |
| 2 | 1 | 4 | | | $0.00 |
| | | | | **Sub-Total** | $1,500.00 |

## 255 - ESEA, Title II, Part A,

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 3 | | | $35,000.00 |
| 1 | 1 | 6 | Region 16 Personnel | | $0.00 |
| 1 | 2 | 21 | | | $15,000.00 |
| 2 | 1 | 5 | | | $23,000.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 2 | 3 | Region 16 | | $1,200.00 |
| 3 | 2 | 8 | | | $7,000.00 |
| | | | | **Sub-Total** | $81,200.00 |

## 263 - Title III, LEP

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|
| 1 | 1 | 5 | Region 16 Personnel | | $7,000.00 |
| 1 | 1 | 19 | | | $10,000.00 |
| 1 | 2 | 13 | | | $16,000.00 |
| 1 | 2 | 19 | | | $6,000.00 |
| 1 | 2 | 20 | | | $20,000.00 |
| 2 | 2 | 6 | Translators | | $1,000.00 |
| | | | | **Sub-Total** | $60,000.00 |

## 285 - Title I, Part A, ARRA

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|------------------|--------------|--------|

| 1 | 2 | 1 | District Forms for RTI use, District Pyramid of Interventions, Linda Madden Training | | $2,500.00 |
| 1 | 2 | 21 | | | $20,000.00 |
| 2 | 1 | 3 | | | $0.00 |
| | | | | Sub-Total | $22,500.00 |

**ERate Year 14 - Universal Service Fund**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 9 | | | $10,000.00 |
| | | | | Sub-Total | $10,000.00 |

**411-Instructional Materials Allotment**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 2 | 3 | | | $15,000.00 |
| | | | | Sub-Total | $15,000.00 |

**Title 1, Part A**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 1 | 1 | 20 | | | $25,000.00 |
| 1 | 2 | 3 | | | $10,000.00 |
| 1 | 2 | 4 | | | $15,000.00 |
| 1 | 2 | 6 | CHAMPS training | | $9,000.00 |
| 1 | 2 | 9 | Region 16 Head Start Personnel | | $4,000.00 |
| 1 | 2 | 10 | Texshep | | $1,600.00 |
| 1 | 2 | 15 | | | $50,000.00 |
| 1 | 2 | 22 | | | $23,000.00 |
| 2 | 2 | 3 | | | $15,000.00 |
| 3 | 1 | 2 | | | $0.00 |
| 3 | 2 | 9 | | | $0.00 |
| 3 | 2 | 15 | | | $10,000.00 |
| 3 | 2 | 16 | | | $22,000.00 |

| | | | | Sub-Total | $184,600.00 |
|---|---|---|---|---|---|

**Nona Payne Grant**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 2 | 1 | 5 | | | $28,473.00 |
| | | | | Sub-Total | $28,473.00 |

**MK Brown Grant**

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|---|---|---|---|---|---|
| 2 | 1 | 5 | | | $60,000.00 |
| | | | | Sub-Total | $60,000.00 |
| | | | | Grand Total | $1,359,093.00 |

# Addendums

# TEXAS EDUCATION AGENCY
## 2015 State System Safeguards - Status Report
### PAMPA ISD (090904)

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL + | Total Met | Total Eligible | Percent of Eligible Measures Met |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Status ‡** | | | | | | | | | | | | | | | |
| Target | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | 60% | | | | |
| Reading | Y | Y | Y | Y | | | | Y | Y | N | N | | 6 | 8 | 75 |
| Mathematics | Y | | Y | Y | | | | | Y | | N | | 4 | 5 | 80 |
| Writing | Y | | N | Y | | | | | N | N | N | | 2 | 6 | 33 |
| Science | Y | | Y | Y | | | | | Y | | N | | 4 | 5 | 80 |
| Social Studies | Y | | N | Y | | | | | N | | N | | 2 | 5 | 40 |
| **Total** | | | | | | | | | | | | | **18** | **29** | **62** |
| | | | | | | | | | | | | | | | |
| **Participation Status ‡** | | | | | | | | | | | | | | | |
| Target | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | 95% | | 95% | | | |
| Reading | Y | Y | Y | Y | | | | Y | Y | Y | | Y | 8 | 8 | 100 |
| Mathematics | Y | | Y | Y | | | | | Y | | | Y | 5 | 5 | 100 |
| **Total** | | | | | | | | | | | | | **13** | **13** | **100** |
| | | | | | | | | | | | | | | | |
| **Federal Graduation Status (Target: See Reason Codes)** | | | | | | | | | | | | | | | |
| Graduation Target Met | Y | | Y | Y | | | | | Y | Y | | | 5 | 5 | 100 |
| Reason Code *** | a | | a | a | | | | | a | a | | | | | |
| **Total** | | | | | | | | | | | | | **5** | **5** | **100** |
| **Overall Total** | | | | | | | | | | | | | **36** | **47** | **77** |

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate.

*** Federal Graduation Rate Reason Codes:
   a = Graduation Rate Goal of 90%
   b = Four-year Graduation Rate Target of 83%
   c = Safe Harbor Target of a 10% decrease in difference from the prior-year rate and the goal
   d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Current & Monitored) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Performance Rates ‡** | | | | | | | | | | | | |
| **Reading** | | | | | | | | | | | | |
| # at Phase-in Satisfactory Standard | 1,473 | 40 | 609 | 778 | 7 | * | * | 35 | 712 | 43 | 190 | n/a |
| Total Tests | 2,083 | 64 | 946 | 1,005 | 13 | * | * | 48 | 1,110 | 85 | 362 | 344 |
| % at Phase-in Satisfactory Standard | 71% | 63% | 64% | 77% | 54% | * | * | 73% | 64% | 51% | 52% | n/a |
| **Mathematics** | | | | | | | | | | | | |
| # at Phase-in Satisfactory Standard | 208 | 8 | 79 | 118 | * | - | - | * | 88 | * | 18 | n/a |
| Total Tests | 287 | 13 | 121 | 148 | * | - | - | * | 136 | * | 32 | 31 |
| % at Phase-in Satisfactory Standard | 72% | 62% | 65% | 80% | * | - | - | * | 65% | * | 56% | n/a |
| **Writing** | | | | | | | | | | | | |
| # at Phase-in Satisfactory Standard | 296 | 9 | 114 | 162 | * | * | - | 6 | 155 | 5 | 43 | n/a |
| Total Tests | 497 | 20 | 214 | 246 | * | * | - | 9 | 291 | 28 | 100 | 95 |
| % at Phase-in Satisfactory Standard | 60% | 45% | 53% | 66% | * | * | - | 67% | 53% | 18% | 43% | n/a |
| **Science** | | | | | | | | | | | | |
| # at Phase-in Satisfactory Standard | 502 | 17 | 192 | 278 | * | * | - | 12 | 243 | 13 | 46 | n/a |
| Total Tests | 690 | 20 | 315 | 335 | * | * | - | 16 | 370 | 22 | 114 | 106 |
| % at Phase-in Satisfactory Standard | 73% | 85% | 61% | 83% | * | * | - | 75% | 66% | 59% | 40% | n/a |
| **Social Studies** | | | | | | | | | | | | |
| # at Phase-in Satisfactory Standard | 296 | 7 | 105 | 175 | * | - | * | 7 | 108 | 11 | 13 | n/a |
| Total Tests | 425 | 9 | 178 | 225 | * | - | * | 9 | 192 | 16 | 41 | 36 |
| % at Phase-in Satisfactory Standard | 70% | 78% | 59% | 78% | * | - | * | 78% | 56% | 69% | 32% | n/a |
| | | | | | | | | | | | | |
| **Participation Rates ‡** | | | | | | | | | | | | |
| **Reading: 2014-2015 Assessments** | | | | | | | | | | | | |
| Number Participating | 2,206 | 72 | 1,007 | 1,053 | 13 | ** | * | 51 | 1,171 | 91 | n/a | 380 |
| Total Students | 2,243 | 75 | 1,023 | 1,071 | 13 | ** | * | 51 | 1,194 | 96 | n/a | 383 |
| Participation Rate | 98% | 96% | 98% | 98% | 100% | 100% | * | 100% | 98% | 95% | n/a | 99% |
| **Mathematics: 2014-2015 Assessments** | | | | | | | | | | | | |
| Number Participating | 308 | 14 | 134 | 154 | * | - | - | ** | 146 | 12 | n/a | 34 |
| Total Students | 317 | 15 | 138 | 158 | * | - | - | ** | 151 | 14 | n/a | 35 |
| Participation Rate | 97% | 93% | 97% | 97% | * | - | - | 100% | 97% | 86% | n/a | 97% |

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 State System Safeguards.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable for Systems Safeguards.

| | All Students | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv | Special Ed | ELL (Ever HS) | ELL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Federal Graduation Rates** | | | | | | | | | | | | |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014** | | | | | | | | | | | | |
| Number Graduated | 210 | 5 | 85 | 116 | * | - | - | * | 72 | 36 | 7 | n/a |
| Total in Class | 227 | 6 | 93 | 123 | * | - | - | * | 80 | 37 | 10 | 9 |
| Graduation Rate | 92.5% | 83.3% | 91.4% | 94.3% | * | - | - | * | 90.0% | 97.3% | 70.0% | n/a |
| **4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013** | | | | | | | | | | | | |
| Number Graduated | 208 | 8 | 73 | 122 | * | - | - | * | 83 | 21 | 9 | n/a |
| Total in Class | 228 | 9 | 83 | 130 | * | - | - | * | 94 | 23 | 12 | 7 |
| Graduation Rate | 91.2% | 88.9% | 88.0% | 93.8% | * | - | - | * | 88.3% | 91.3% | 75.0% | n/a |
| **5-year Extended Graduation Rate (Gr 9-12): Class of 2013** | | | | | | | | | | | | |
| Number Graduated | 209 | 8 | 73 | 123 | * | - | - | * | 83 | 21 | 9 | n/a |
| Total in Class | 227 | 9 | 83 | 129 | * | - | - | * | 93 | 23 | 12 | 7 |
| Graduation Rate | 92.1% | 88.9% | 88.0% | 95.3% | * | - | - | * | 89.2% | 91.3% | 75.0% | n/a |

* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
n/a Indicates the student group is not applicable for Systems Safeguards.

# TEXAS EDUCATION AGENCY
## 2015 Accountability Summary
### PAMPA ISD (090904)

| Accountability Rating |
|---|
| **Met Standard** |

| Met Standards on | Did Not Meet Standards on |
|---|---|
| - Student Achievement | - NONE |
| - Student Progress | |
| - Closing Performance Gaps | |
| - Postsecondary Readiness | |

In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

## Performance Index Report



Index 1 — Student Achievement (Target Score=60): 70
Index 2 — Student Progress (Target Score=20): 28
Index 3 — Closing Performance Gaps (Target Score=28): 33
Index 4 — Postsecondary Readiness (Target Score=57): 67
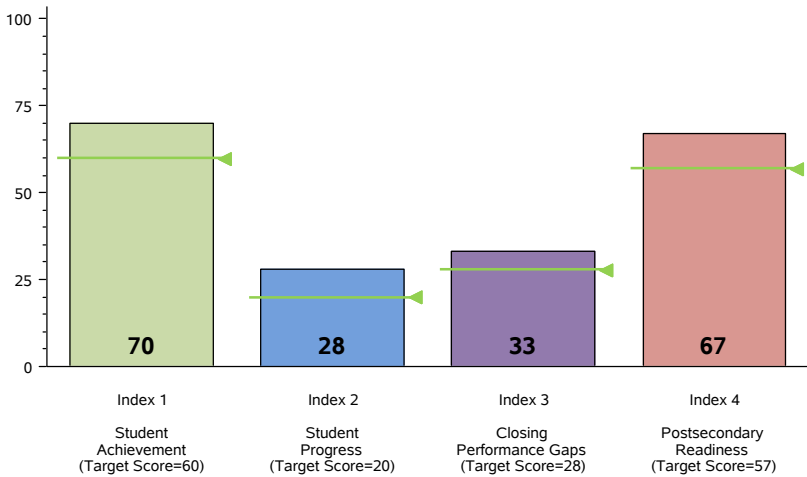
## Distinction Designation

| Postsecondary Readiness |
|---|
| Percent of Eligible Measures in Top Quartile<br>1 out of 14 = 7% |
| **NO DISTINCTION EARNED** |

## Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|---|---|---|---|
| 1 - Student Achievement | 2,775 | 3,982 | 70 |
| 2 - Student Progress | 398 | 1,400 | 28 |
| 3 - Closing Performance Gaps | 725 | 2,200 | 33 |
| 4 - Postsecondary Readiness | | | |
|   STAAR Score | 6.6 | | |
|   Graduation Rate Score | 24.1 | | |
|   Graduation Plan Score | 19.9 | | |
|   Postsecondary Component Score | 16.3 | | 67 |

## State System Safeguards

### Number and Percent of Indicators Met

| | |
|---|---|
| Performance Rates | 18 out of 29 = 62% |
| Participation Rates | 13 out of 13 = 100% |
| Graduation Rates | 5 out of 5 = 100% |
| **Total** | **36 out of 47 = 77%** |

For further information about this report, please see the Performance Reporting Division website at http://ritter.tea.state.tx.us/perfreport/account/2015/index.html

County-District Number: 090904                                                                                                                          Region  16
District Name: PAMPA ISD

| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 1.  BE STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 70.0 - 100 | 67.7 | 67 | 99 | | | | | 1 |
| (ii)  READING | 70.0 - 100 | 53.5 | 53 | 99 | | | | | 2 |
| (iii) SCIENCE | 65.0 - 100 | 29.6 | 8 | 27 | | | | | NA |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | * | * | * | | | | | No Data |
| (v)   WRITING | 70.0 - 100 | 42.5 | 17 | 40 | | | | | 3 |
| 2.  ESL STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 70.0 - 100 | 54.6 | 100 | 183 | | | | | 2 |
| (ii)  READING | 70.0 - 100 | 50.5 | 92 | 182 | | | | | 2 |
| (iii) SCIENCE | 65.0 - 100 | 26.0 | 13 | 50 | | | | | 3 |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | 14.3 | * | * | | | | | NA |
| (v)   WRITING | 70.0 - 100 | 32.8 | 20 | 61 | | | | | 3 |
| 3.  LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 70.0 - 100 | 60.0 | 9 | 15 | | | | | NA |
| (ii)  READING | 70.0 - 100 | 46.7 | 7 | 15 | | | | | NA |
| (iii) SCIENCE | 65.0 - 100 | * | * | * | | | | | NA |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | * | * | * | | | | | 0 |
| (v)   WRITING | 70.0 - 100 | * | * | * | | | | | NA |
| 4.  LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 70.0 - 100 | * | * | * | | | | | 0 |
| (ii)  READING | 70.0 - 100 | * | * | * | | | | | 0 |
| (iii) SCIENCE | 65.0 - 100 | * | * | * | | | | | 0 |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | * | * | * | | | | | NA |
| (v)   WRITING | 70.0 - 100 | * | * | * | | | | | 0 |
| 5.  LEP STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 55.2 | 16 | 29 | | | | | NA |
| (ii)  SCIENCE | 60.0 - 100 | 69.2 | 18 | 26 | | | | | 0 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | 42.9 | * | * | | | | | NA |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 37.6 | 30.6 | 22 | 72 | | | | | Report Only |

| 6.  LEP ANNUAL DROPOUT RATE (GRADES 7-12) | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | DROPOUTS | ATTEND | DROPOUTS | ATTEND | DROPOUTS | ATTEND | |
| | 0 - 1.8 | 1.0 | * | * | * | * | * | * | 0 |

| 7.  LEP RHSP/DAP DIPLOMA RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | |
| | 70.0 - 100 | 66.7 | * | * | * | * | * | * | NA SA |

| 8.  LEP GRADUATION RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | GRADUATES | CLASS | GRADUATES | CLASS | GRADUATES | CLASS | |
| | 75.0 - 100 | 66.7 | 6 | 9 | * | * | * | * | NA |

| 9.  TELPAS READING BEGINNING PROFICIENCY LEVEL RATE | | | BEGINNING | TESTED | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0 - 7.5 | 8.2 | 27 | 331 | | | | | 1 |

| 10. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS | | | BEG./INT. | TESTED | BEG./INT. | TESTED | BEG./INT. | TESTED | |
|---|---|---|---|---|---|---|---|---|---|
| | 0 - 7.5 | 6.8 | 14 | 205 | 7 | 149 | 5 | 105 | 0 |

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx. For performance levels assigned through
required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics
tests are used as applicable for the STAAR 3-8 mathematics indicators.
An asterisk (*) is used to mask data in order to protect student confidentiality.

County-District Number: 090904
District Name: PAMPA ISD

Region 16

| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 1.  CTE STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 66.7 | 128 | 192 | | | | | 0 |
| (ii)  SCIENCE | 60.0 - 100 | 86.3 | 182 | 211 | | | | | 0 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | 92.1 | 93 | 101 | | | | | 0 |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 71.8 | 60.2 | 286 | 475 | | | | | Report Only |
| | | | | | | | | | |
| 2.  CTE LEP STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 60.0 | 12 | 20 | | | | | 0 |
| (ii)  SCIENCE | 60.0 - 100 | 64.7 | 11 | 17 | | | | | 0 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | * | * | * | | | | | NA |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 42.2 | 36.2 | 17 | 47 | | | | | Report Only |
| | | | | | | | | | |
| 3.  CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 60.0 | 60 | 100 | | | | | 0 |
| (ii)  SCIENCE | 60.0 - 100 | 84.7 | 83 | 98 | | | | | 0 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | 91.9 | 34 | 37 | | | | | 0 |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 65.3 | 55.5 | 116 | 209 | | | | | Report Only |
| | | | | | | | | | |
| 4.  CTE SPED STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 14.3 | * | * | | | | | NA |
| (ii)  SCIENCE | 60.0 - 100 | 44.0 | 11 | 25 | | | | | NA |
| (iii) SOCIAL STUDIES | 60.0 - 100 | 58.3 | 7 | 12 | | | | | NA |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 31.6 | 23.1 | 15 | 65 | | | | | Report Only |

| 5.  CTE ANNUAL DROPOUT RATE (GRADES 9-12) | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | DROPOUTS | ATTEND | DROPOUTS | ATTEND | DROPOUTS | ATTEND | |
| | 0 - 2.8 | * | * | * | * | * | * | * | 0 |
| | | | | | | | | | |
| 6.  CTE RHSP/DAP DIPLOMA RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | |
| | 70.0 - 100 | 88.5 | 69 | 78 | 64 | 83 | 71 | 94 | 0 |
| | | | | | | | | | |
| 7.  CTE GRADUATION RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | GRADUATES | CLASS | GRADUATES | CLASS | GRADUATES | CLASS | |
| | 75.0 - 100 | 98.8 | * | * | 83 | 88 | 89 | 92 | 0 |
| | | | | | | | | | |
| 8.  CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | MALE COMPLETE FEMALE COURSES | ALL COMPLETE FEMALE COURSES | MALE COMPLETE FEMALE COURSES | ALL COMPLETE FEMALE COURSES | MALE COMPLETE FEMALE COURSES | ALL COMPLETE FEMALE COURSES | |
| | 40.0 - 100 | 35.6 | 8 | 24 | 32 | 83 | 39 | 115 | 1 |
| | | | | | | | | | |
| 9.  CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | FEMALE COMPLETE MALE COURSES | ALL COMPLETE MALE COURSES | FEMALE COMPLETE MALE COURSES | ALL COMPLETE MALE COURSES | FEMALE COMPLETE MALE COURSES | ALL COMPLETE MALE COURSES | |
| | 40.0 - 100 | 32.7 | 65 | 199 | 56 | 189 | 95 | 315 | 1 |

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.
An asterisk (*) is used to mask data in order to protect student confidentiality.

County-District Number: 090904  
District Name: PAMPA ISD

Region 16

| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 1. TITLE I, PART A STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i) MATHEMATICS | 70.0 - 100 | 68.0 | 1,003 | 1,474 | | | | | 1 |
| (ii) READING | 70.0 - 100 | 69.1 | 1,047 | 1,516 | | | | | 1 |
| (iii) SCIENCE | 65.0 - 100 | 59.7 | 264 | 442 | | | | | 1 |
| (iv) SOCIAL STUDIES | 65.0 - 100 | 43.4 | 98 | 226 | | | | | 3 |
| (v) WRITING | 70.0 - 100 | 55.6 | 292 | 525 | | | | | 2 |
| | | | | | | | | | |
| 2. TITLE I, PART A STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i) MATHEMATICS | 60.0 - 100 | * | * | * | | | | | 0 |
| (ii) SCIENCE | 60.0 - 100 | * | * | * | | | | | 0 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | * | * | * | | | | | 0 |
| (iv) ENGLISH LANGUAGE ARTS | STATE RATE - 63.2 | 20.0 | * | * | | | | | Report Only |
| | | | | | | | | | |
| 3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12) | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | DROPOUTS | ATTEND | DROPOUTS | ATTEND | DROPOUTS | ATTEND | |
| | 0 - 1.8 | * | * | * | * | * | * | * | 0 |
| | | | | | | | | | |
| 4. TITLE I, PART A RHSP/DAP DIPLOMA RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | |
| | 70.0 - 100 | 70.8 | * | * | 8 | 42 | 181 | 221 | 0 |
| | | | | | | | | | |
| 5. TITLE I, PART A GRADUATION RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | GRADUATES | CLASS | GRADUATES | CLASS | GRADUATES | CLASS | |
| | 75.0 - 100 | 80.0 | 16 | 20 | 40 | 52 | 222 | 237 | 0 |
| | | | | | | | | | |
| 6. MIGRANT STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i) MATHEMATICS | 70.0 - 100 | * | * | * | | | | | 0 |
| (ii) READING | 70.0 - 100 | * | * | * | | | | | 0 |
| (iii) SCIENCE | 65.0 - 100 | * | * | * | | | | | No Data |
| (iv) SOCIAL STUDIES | 65.0 - 100 | * | * | * | | | | | No Data |
| (v) WRITING | 70.0 - 100 | * | * | * | | | | | 0 |
| | | | | | | | | | |
| 7. MIGRANT STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i) MATHEMATICS | 60.0 - 100 | * | * | * | | | | | No Data |
| (ii) SCIENCE | 60.0 - 100 | * | * | * | | | | | No Data |
| (iii) SOCIAL STUDIES | 60.0 - 100 | * | * | * | | | | | No Data |
| (iv) ENGLISH LANGUAGE ARTS | STATE RATE - 51.8 | * | * | * | | | | | Report Only |
| | | | | | | | | | |
| 8. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12) | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | DROPOUTS | ATTEND | DROPOUTS | ATTEND | DROPOUTS | ATTEND | |
| | 0 - 1.8 | * | * | * | * | * | * | * | 0 |
| | | | | | | | | | |
| 9. MIGRANT RHSP/DAP DIPLOMA RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | |
| | 70.0 - 100 | * | * | * | * | * | * | * | No Data |
| | | | | | | | | | |
| 10. MIGRANT GRADUATION RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | GRADUATES | CLASS | GRADUATES | CLASS | GRADUATES | CLASS | |
| | 75.0 - 100 | * | * | * | * | * | * | * | No Data |

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Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. Passing standards equivalent to the previous STAAR mathematics tests are used as applicable for the STAAR 3-8 mathematics indicators.
An asterisk (*) is used to mask data in order to protect student confidentiality.

County-District Number: 090904                                                                                                          Region  16
District Name: PAMPA ISD

| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 1.  SPED STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 70.0 - 100 | 32.1 | 52 | 162 | | | | | 3 |
| (ii)  READING | 70.0 - 100 | 30.2 | 49 | 162 | | | | | 3 |
| (iii) SCIENCE | 65.0 - 100 | 40.0 | 18 | 45 | | | | | 2 |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | 31.8 | 7 | 22 | | | | | NA |
| (v)   WRITING | 70.0 - 100 | 15.3 | 9 | 59 | | | | | 4 |
| | | | | | | | | | |
| 2.  SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE | | | PASSED | TESTED | PASSED | TESTED | PASSED | TESTED | |
| (i)   MATHEMATICS | 70.0 - 100 | 55.6 | 5 | 9 | | | | | NA |
| (ii)  READING | 70.0 - 100 | 55.6 | 5 | 9 | * | * | 7 | 15 | NA |
| (iii) SCIENCE | 65.0 - 100 | * | * | * | * | * | * | * | NA |
| (iv)  SOCIAL STUDIES | 65.0 - 100 | * | * | * | * | * | | | NA |
| (v)   WRITING | 70.0 - 100 | * | * | * | * | * | * | * | NA |
| | | | | | | | | | |
| 3.  SPED STAAR® EOC PASSING RATE | | | PASSED | TESTED | | | | | |
| (i)   MATHEMATICS | 60.0 - 100 | 19.4 | 7 | 36 | | | | | 4 |
| (ii)  SCIENCE | 60.0 - 100 | 43.8 | 14 | 32 | | | | | 2 |
| (iii) SOCIAL STUDIES | 60.0 - 100 | 58.3 | 14 | 24 | | | | | NA |
| (iv)  ENGLISH LANGUAGE ARTS | STATE RATE - 31.7 | 25.0 | 23 | 92 | | | | | Report Only |
| | | | | | | | | | |
| 4.  SPED STAAR® ALTERNATE 2 PARTICIPATION RATE | | | STAAR® ALTERNATE | DOCUMENTS SUBMITTED | STAAR® ALTERNATE | DOCUMENTS SUBMITTED | STAAR® ALTERNATE | DOCUMENTS SUBMITTED | |
| | 0 - 10.0 | 12.8 | 25 | 195 | 23 | 189 | 23 | 179 | 1 |
| | | | | | | | | | |
| 5.  SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5) | | | SETTINGS RECP | SPED STUDENTS | | | | | |
| | 30.0 - 100 | 27.0 | 10 | 37 | | | | | 1 |
| | | | | | | | | | |
| 6.  SPED REGULAR CLASS >=80% RATE (AGES 6-11) | | | SETTINGS >=80% | SPED STUDENTS | SETTINGS >=80% | SPED STUDENTS | | | |
| | 70.0 - 100 | 70.7 | 99 | 140 | 92 | 133 | | | 0 |
| | | | | | | | | | |
| 7. SPED REGULAR CLASS <40% RATE (AGES 6-11) | | | SETTINGS <40% | SPED STUDENTS | SETTINGS <40% | SPED STUDENTS | | | |
| | 0 - 10.0 | 5.7 | 8 | 140 | 9 | 133 | | | 0 |
| | | | | | | | | | |
| 8. SPED REGULAR CLASS >=80% RATE (AGES 12-21) | | | SETTINGS >=80% | SPED STUDENTS | SETTINGS >=80% | SPED STUDENTS | | | |
| | 70.0 - 100 | 86.5 | 167 | 193 | 158 | 182 | | | 0 |
| | | | | | | | | | |
| 9. SPED REGULAR CLASS <40% RATE (AGES 12-21) | | | SETTINGS <40% | SPED STUDENTS | SETTINGS <40% | SPED STUDENTS | | | |
| | 0 - 10.0 | 7.3 | 14 | 193 | 12 | 182 | | | 0 |

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An asterisk (*) is used to mask data in order to protect student confidentiality.

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                                              Texas Education Agency
                                2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
County-District Number: 090904                  SPECIAL EDUCATION (CONT.)                                Region  16
District Name: PAMPA ISD
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| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 10. SPED ANNUAL DROPOUT RATE (GRADES 7-12) | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | DROPOUTS | ATTEND | DROPOUTS | ATTEND | DROPOUTS | ATTEND | |
| | 0 - 1.8 | * | * | * | * | * | * | * | 0 |
| 11. SPED RHSP/DAP DIPLOMA RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | RHSP/DAP | GRADUATED | |
| | 20.0 - 100 | 45.9 | 17 | 37 | 8 | 21 | 9 | 27 | 0 |
| 12. SPED GRADUATION RATE | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | GRADUATES | CLASS | GRADUATES | CLASS | GRADUATES | CLASS | |
| | 75.0 - 100 | 97.3 | * | * | * | * | * | * | 0 |
| 13. SPED REPRESENTATION | | | SPED STUDENTS | ALL STUDENTS | SPED STUDENTS | ALL STUDENTS | SPED STUDENTS | ALL STUDENTS | |
| | 0 - 8.5 | 9.7 | 374 | 3,838 | 355 | 3,743 | 348 | 3,676 | 1 |
| 14. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION | MIN - 1.0 | (DIFF)  3.1 | AFR AM SPED | SPED STUDENTS | AFR AM SPED | SPED STUDENTS | AFR AM SPED | SPED STUDENTS | 1 |
| SPED AFRICAN AMERICAN | | 7.7 | 24 | 374 | 27 | 355 | 32 | 348 | |
| | | | AFR AM STUDENTS | ALL STUDENTS | AFR AM STUDENTS | ALL STUDENTS | AFR AM STUDENTS | ALL STUDENTS | |
| ALL AFRICAN AMERICAN | | 4.6 | 166 | 3,838 | 174 | 3,743 | 175 | 3,676 | |
| 15. SPED HISPANIC REPRESENTATION | MIN - 1.0 | (DIFF)-10.1 | HISP SPED | SPED STUDENTS | HISP SPED | SPED STUDENTS | HISP SPED | SPED STUDENTS | 0 |
| SPED HISPANIC | | 34.5 | 129 | 374 | 121 | 355 | 108 | 348 | |
| | | | HISP STUDENTS | ALL STUDENTS | HISP STUDENTS | ALL STUDENTS | HISP STUDENTS | ALL STUDENTS | |
| ALL HISPANIC | | 44.6 | 1,711 | 3,838 | 1,647 | 3,743 | 1,550 | 3,676 | |
| 16. SPED LEP REPRESENTATION | MIN - 1.0 | (DIFF) -5.4 | LEP SPED | SPED STUDENTS | LEP SPED | SPED STUDENTS | LEP SPED | SPED STUDENTS | 0 |
| SPED LEP | | 12.3 | 46 | 374 | 37 | 355 | 29 | 348 | |
| | | | LEP STUDENTS | ALL STUDENTS | LEP STUDENTS | ALL STUDENTS | LEP STUDENTS | ALL STUDENTS | |
| ALL LEP | | 17.7 | 680 | 3,838 | 578 | 3,743 | 520 | 3,676 | |

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MIN = Minimum and denotes values less than 0.
An asterisk (*) is used to mask data in order to protect student confidentiality.

County-District Number: 090904                                                                                                    Region  16
District Name: PAMPA ISD

| INDICATOR | 2015 PL 0 CUT POINTS | 2015 DISTRICT RATE | 2015 NUMERATOR | 2015 DENOMINATOR | 2014 NUMERATOR | 2014 DENOMINATOR | 2013 NUMERATOR | 2013 DENOMINATOR | 2015 INDICATOR PERFORMANCE LEVEL |
|---|---|---|---|---|---|---|---|---|---|
| 17. SPED DISCRETIONARY DAEP PLACEMENTS | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | | SPED | | SPED | | SPED | |
| | MIN - 1.0 | (DIFF) -0.4 | SPED DAEP | STUDENTS | SPED DAEP | STUDENTS | SPED DAEP | STUDENTS | 0 |
| SPED DAEP PLACEMENTS | | * | * | * | * | * | * | * | |
| | | | | ALL | | ALL | | ALL | |
| | | | DAEP | STUDENTS | DAEP | STUDENTS | DAEP | STUDENTS | |
| ALL DAEP PLACEMENTS | | * | * | * | * | * | * | * | |
| DISPROPORTIONALITY RATE (REPORT ONLY) | MIN - 10.0 | -100 | | | | | | | 0 Report Only |
| | | | | | | | | | |
| 18. SPED DISCRETIONARY ISS PLACEMENTS | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | | SPED | | SPED | | SPED | |
| | MIN - 10.0 | (DIFF) 12.4 / 19.3 | SPED ISS | STUDENTS | SPED ISS | STUDENTS | SPED ISS | STUDENTS | 0 RI |
| SPED ISS PLACEMENTS | | 35.2 / 45.3 | 157 | 446 | 192 | 424 | 154 | 424 | |
| | | | | ALL | | ALL | | ALL | |
| | | | ISS | STUDENTS | ISS | STUDENTS | ISS | STUDENTS | |
| ALL ISS PLACEMENTS | | 22.8 / 26.0 | 931 | 4,092 | 1,035 | 3,988 | 895 | 4,020 | |
| DISPROPORTIONALITY RATE (REPORT ONLY) | MIN - 10.0 | 54.4 | | | | | | | 3 Report Only |
| | | | | | | | | | |
| 19. SPED DISCRETIONARY OSS PLACEMENTS | | | \|------- 2013-14 -------\| | | \|------- 2012-13 -------\| | | \|------- 2011-12 -------\| | | |
| | | | | SPED | | SPED | | SPED | |
| | MIN - 6.0 | (DIFF) 2.7 | SPED OSS | STUDENTS | SPED OSS | STUDENTS | SPED OSS | STUDENTS | 0 |
| SPED OSS PLACEMENTS | | 7.8 | 35 | 446 | 45 | 424 | 37 | 424 | |
| | | | | ALL | | ALL | | ALL | |
| | | | OSS | STUDENTS | OSS | STUDENTS | OSS | STUDENTS | |
| ALL OSS PLACEMENTS | | 5.1 | 208 | 4,092 | 170 | 3,988 | 188 | 4,020 | |
| DISPROPORTIONALITY RATE (REPORT ONLY) | MIN - 10.0 | 52.9 | | | | | | | 3 Report Only |

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Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx. For performance levels assigned through
required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented.
MIN = Minimum and denotes values less than 0.
An asterisk (*) is used to mask data in order to protect student confidentiality.

County-District Number: 090904                                                                                                                    Region 16
District Name: PAMPA ISD

|                     |      | BE/ESL |            |     |     |     | CTE |      |         | NCLB    |         |      | SPED |
| STAAR® 3-8 PASSING RATE | BE | ESL | LEP NOT SERVED | LEP YAE | ALL CTE | CTE LEP | CTE ED | CTE SPED | TITLE I PART A | MIGRANT | ALL SPED | SPED YAE |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MATHEMATICS | 1 | 2 | NA | 0 | | | | | 1 | 0 | 3 | NA |
| READING | 2 | 2 | NA | 0 | | | | | 1 | 0 | 3 | NA |
| SCIENCE | NA | 3 | NA | 0 | | | | | 1 | No Data | 2 | NA |
| SOCIAL STUDIES | No Data | NA | 0 | NA | | | | | 3 | No Data | NA | NA |
| WRITING | 3 | 3 | NA | 0 | | | | | 2 | 0 | 4 | NA |

| STAAR® EOC PASSING RATE | LEP | ALL CTE | CTE LEP | CTE ED | CTE SPED | TITLE I PART A | MIGRANT | ALL SPED |
|---|---|---|---|---|---|---|---|---|
| MATHEMATICS | NA | 0 | 0 | 0 | NA | 0 | No Data | 4 |
| SCIENCE | 0 | 0 | 0 | 0 | NA | 0 | No Data | 2 |
| SOCIAL STUDIES | NA | 0 | NA | 0 | NA | 0 | No Data | NA |

| | ALL SPED |
|---|---|
| SPED STAAR® ALTERNATE 2 PARTICIPATION RATE | 1 |

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| | ESL |
|---|---|
| TELPAS READING BEGINNING PROFICIENCY LEVEL RATE | 1 |

| | ESL |
|---|---|
| TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS | 0 |

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| | ESL | ALL CTE | TITLE I PART A | MIGRANT | ALL SPED |
|---|---|---|---|---|---|
| ANNUAL DROPOUT RATE | 0 | 0 | 0 | 0 | 0 |
| RHSP/DAP DIPLOMA RATE | NA SA | 0 | 0 | No Data | 0 |
| GRADUATION RATE | NA | 0 | 0 | No Data | 0 |

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| CTE NONTRADITIONAL COURSE COMPLETION RATE | CTE LEP |
|---|---|
| MALES | 1 |
| FEMALES | 1 |

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| | ALL SPED |
|---|---|
| SPED REGULAR EARLY CHILDHOOD PPROGRAM RATE (AGES 3-5) | 1 |
| SPED REGULAR CLASS >=80% RATE | |
| AGES 6-11 | 0 |
| AGES 12-21 | 0 |
| SPED REGULAR CLASS <40% RATE | |
| AGES 6-11 | 0 |
| AGES 12-21 | 0 |

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| SPED REPRESENTATION | ALL SPED |
|---|---|
| ALL | 1 |
| AFRICAN AMERICAN (NOT HISPANIC/LATINO) | 1 |
| HISPANIC | 0 |
| LEP | 0 |

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| SPED DISCRETIONARY PLACEMENTS | ALL SPED |
|---|---|
| DAEP | 0 |
| ISS | 0 RI |
| OSS | 0 |

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Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at http://tea.texas.gov/pbm/PBMASManuals.aspx.