Pampa Independent School District

Pampa High School

2015-2016 Campus Improvement Plan

Mission Statement

Mission: Students, staff and community create a partnerhship where every day we embrace tasks and challenges together. We will be the learners; we will be the doers; we will be the ones to ensure success for all.

Vision

The Vision of Pampa High School is to create a place where students, staff, and the community are valued. Together, we live and work within a culture and climate of; expectations through support, teaching through learning, and excellence through example.

Value Statement

1. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication.
2. We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, and to use technology as a significant tool for learning.
3. We believe that students should be contributing members of both the school and larger communities; therefore, we will nurture a sense of community and individual responsibilities for that community.
4. We believe that all students are capable of high achievement and that intelligence is developed and achievement results from consistent and effective effort; therefore, we will support and encourage students to meet expectations of excellence.
5. We believe that students and adults learn best when they are actively involved in the learning process; therefore, we will promote engaging and active learning opportunities to staff and students.
6. We believe that strong relationships and open communication are essential for individual motivation and overall success; therefore, we will promote relationship building within our classrooms and advisory systems.
7. We believe education is an ever-changing lifelong process and people need to view themselves as life-long learners.
8. We believe that public education is the foundation for American democracy and is the primary vehicle for preparing each generation of adult citizens to become contributing members of a democratic society.
9. We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant, and culturally responsive.
10. We believe that the core business of schools is to ensure that every student, every day is provided challenging, engaging, and satisfying work.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnicity	100%	Eco. Disadvantaged	38.05%
White	54.82%	LEP	4.82%
Hispanic	39.25%	Homeless	1.75%
African American	3.51%	SPED	13.04%
American Indian	0.77%		
Asian	0.22%		
2 or more	1.40%		

Hispanic, Economically Disadvantaged, and LEP student groups are growing on the campus and in the district. The number of identified special education students entering high school is also increasing.

Demographics Strengths

STARR Science		STARR Soc. Studies	
African American	88%	Hispanic	89%
Hispanic	83%	Eco. Disadv.	89%
Eco. Disadv.	86%		

These focus sub groups are performing at or above state average in many areas including science and social studies.

Demographics Needs

STARR English   Math   Science

Eco. Dis.	58%	African Amer.	58%	SpEd	55%
African Am.	41%	SpEd	27%		
ELL	41%	ELL	57%		
SPED	43%				

Overall, content concerns are in ELAR with reading and writing showing deficits compared to regional and state averages. These data indicate a need for focused high impact instructional strategies in reading and writing across the curriculum. In addition, a study of student TEKS aligned with state EOC expectations is necessary.

Student Achievement

Student Achievement Summary

The campus met standard in all four indexes. Student achievement scores were significantly above the state standard (73 compared to 55). Closing achievement gaps were also significantly above the state standard (40 compared to 31). The campus highlight was our college readiness standard where we scored 75 compared to the target of 57. The campus met 31 of 37 system safeguards with SpEd, Eco Dis, and ELL in Reading being a focus area. AP participation in ELA and SS was a top 10% area compared to our comparative group. Graduation rate, 99%, was a celebration for the campus. A focus for the campus will be on ELAR in all subgroups across the campus, along with AP and SAT/ACT performance and participation.

Student Achievement Strengths

All areas assessed showed an increase in students meeting the standard.

AP Spanish scores at the state level

AP Calculus scores above the national average

Student Achievement Needs

The following needs have been identified and are listed in priority order:

ELAR in all student groups with a focus on reading and writing strategies across the curriculum

Demographic groups that will be targeted include Hispanic, Special Education, and ELL/LEP

Attendance will be increased to 96% for the campus

Index 2 (student progress) will increase from 17 to 25

Decrease referrals by 25%

Increase the percentage of students on the A/B Honor Roll

School Culture and Climate

School Culture and Climate Summary

Climate and Culture at PHS are healthy and positive. Past surveys indicate an overwhelming satisfaction among staff, students, and parents.

School Culture and Climate Strengths

Particular strengths on campus include safety and security and staff and student morale.

School Culture and Climate Needs

We will implement strategies that will focus on school spirit and pride along with creating a sense of belonging by evidence of student involvement in clubs and organinzations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Most staff meet federal and state highly qualified requirements.

1-CTE staff is testing for certification under a one year emergency.

Staff Quality, Recruitment, and Retention Strengths

All staff are trained and dedicated to meeting the needs of all students.

Staff Quality, Recruitment, and Retention Needs

All teachers of record are highly qualified (100%)

We are currently fully staffed for the new year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Core Curriculum is through the TEKS Resource System for all core areas. All departments study and design instruction using the CIA cycle and the TEKS. A local assessment software program will be used to monitor progress in meeting the standards within the curriculum.

Curriculum, Instruction, and Assessment Strengths

All staff are provided training and support in studying, designing, and implementing a reliable and viable curriculum through the TEKS Resource System, Instructional Coaching, and TIPS planning teams, and Professional Learning Communities.

Curriculum, Instruction, and Assessment Needs

We will focus time and resources on ensuring that appropriate materials are secured and utilized to help students meet and exceed local and state standards.

Family and Community Involvement

Family and Community Involvement Summary

Past parental surveys indicate a general satisfaction with PHS staff and programs.

Family and Community Involvement Strengths

Parent and Community feedback are positive and an overwhelming sense of support exists for PHS.

Family and Community Involvement Needs

An increase in parental involvement with at risk identified students and those struggling academically is desired. Strategies will be focused on gaining input from parents in these situations.

School Context and Organization

School Context and Organization Summary

Pampa High School Systems are implemented and evaluated multiple times a year. These systems include: Knowledge and Transmission, Recruiting and Induction, Evaluation, Professional Learning Communities, Response to Intervention, and Safety and Security.

School Context and Organization Strengths

PHS has a strong Campus Leadership Design Team with a successful plan for building capacity and sharing information and resources.

School Context and Organization Needs

We will focus on improving the overall Response to Intervention System and the Campus Classroom Management and Discipline System(CHAMPS). We will improve the knowledge of the accountability standards of all staff.

Technology

Technology Summary

We are a 1:1 Chrome book campus for all students and staff. All staff also have a laptop and an iPad. The campus is completely wireless with plenty of bandwidth to support the technology.

Technology Strengths

Commitment by district for student access to technology.

Commitment to continually increase bandwidth and access throughout campus.

3 year plan to upgrade teacher computers.

Technology Needs

Technology is a strength of the campus. Training is needed to support technology intergration in the classroom. A need across campus is to research and improve knowledge, training, and devices as technology continues to advance.

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
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Pampa High School will meet all Met Standard expectations in the new accountability system for 2015-16

Summative Evaluation: All EOC assessment results will be at or above state average.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Build and Consistently improve effectiveness of Professional Learning Communities and TIPS groups.	Principal, Assistant Principals, Instructional Department Leaders, and lead teachers	Observations, surveys, products and minutes from PLC's and TIPS groups show focus on student learning, lesson design, data dissagregation, best practice instructional strategies, and intervention.				
	Funding Sources: 199 - General Fund, 199 - High School Allotment					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 2) Implement and monitor viable curriculum for all major content areas. Departments utilize TIP time and the CIA Cycle framework for lesson design, planning, assessment, and grading.	Campus Principals, Department Heads, Lead Teachers	Common Assessment Results Benchmark Results EOC Results				
	Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 199 - General Fund, 211 - ESEA, Title I, Part A, Imp Basic Prog					
System Safeguard Strategies **Critical Success Factors** CSF 1 3) Administer and analyze 2 benchmarks and Unit based Common Assessment in each EOC testing area. Use analysis to inform instruction and interventions. (System Safeguard and PBM Activity)	Campus Assessment Coordinator Campus Principals Core Subject Teachers	Common Assessment Results Benchmark Results EOC Results System Safeguard and PBM Results				
	Funding Sources: 199 - General Fund					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) Continue the implementation of a comprehensive Response to Intervention (RTI) System Including the use of Study Island for intervention, support, tutorials. (System Safeguard and PBM Activity)	Campus Principals Campus RTI Teams	Number of students served Passing rates Completion rates EOC passing rates System Safeguard and PBM Results				
	Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 210 - ESEA, Title II, Part B					

Strategy	Responsible	Evidence				
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 5) Redesign and implement HELP Center for all students to provide support for campus interventions and struggling students in order to help prevent dropouts. (System Safeguard and PBM Activity)	HELP Center Coordinator RTI Team Campus Principals	Passing Rates EOC results Completion Rates Course Credit Acquisition System Safeguard and PBM Results				
	Funding Sources: 199 - General Fund					
Critical Success Factors CSF 1 6) Promote participation in ACT, SAT, PSAT and encourage all Juniors and Seniors to participate. All Sophomores and Juniors will take the PSAT in 15-16. Students will utilize Study Island as a tool to prepare for ACT and SAT tests.	Counselors Campus Principals	ACT, SAT, PSAT results College and Career (Post Secondary) readiness results				
7) Implement flexible scheduling through Online Learning Software--Odyssey, Texas Virtual Schools, for credit recovery, intervention, and credit acquisition.	Odyssey Lab Administrator Counselors RTI Teams Campus Principals	Credits Earned Passing Rates Completion Rates				
	Funding Sources: 199 - High School Allotment					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 8) Instructional Coaching and TEKS/EOC support including Differentiation and Sheltered Instruction through external coaches in Reading and Writing (ELA) and Social Studies with specific target groups including Hispanic, Special Education, Economically Disadvantaged, and English Language Learners(Systems Safeguard and PBM Activity)	Campus Principals Department Heads Core Teachers External Coaches	System Safeguards EOC Results Completion Rates				
	Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 210 - ESEA, Title II, Part B					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 9) Continue to support Instructional leaders, TEKS and EOC content teachers in math and science utizling external coaches	Campus Principals Department Heads Core Teachers External Coaches	EOC Results Passing Rates Completion Rates				
	Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 211 - ESEA, Title I, Part A, Imp Basic Prog					
System Safeguard Strategies **Critical Success Factors** CSF 1 10) Continue and monitor Algebra I Intensified course through support with Agile Minds (Dana center)	Campus Principal Math Department Head Intensified Algebra Teacher	Passing rates Algebra I EOC results				
	Funding Sources: 199 - High School Allotment					

System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 11) Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education.	Campus Principals Classroom Teachers Special Education Teachers Special Education Dept. Head District Director of Special Ed	Goals met in IEP's of individual students				
	Funding Sources: 224 - IDEA B, Formula					
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 12) Provide effective instructional strategies and support for identified ELL/LEP students through sheltered instruction, HELP Center, RTI, and Bilingual Tutoring (System Safeguard and PBM strategy)	Campus Principals Classroom Teachers Campus ELL Coordinator	Passing rates on local and state courses Passing rates on EOC's System Safeguard and PBM Reports				
	Funding Sources: 199 - General Fund					
13) Provide coherent sequence of courses for students in CTE. Provide career and technology program clinics/expo for students in 9-12	Campus Principals Counselors CTE teachers	Coherent sequence course takers indicated in Skyward/PEIMS Number of Participants at clinic/expo Graduation 4 year Plans				
	Funding Sources: 244 - Carl Perkins, Career & Tech, 199 - General Fund					
Critical Success Factors CSF 1 14) Evaluate and improve post-secondary partnerships including College and Financial Aid Night and partner with Clarendon College to provide dual credit and work force courses.	Campus Principals Counselors Executive Director CTE Dept. Head Clarendon College Staff	Number of courses provided and completed				
	Funding Sources: 199 - High School Allotment, 199 - General Fund					
Critical Success Factors CSF 1 CSF 6 15) Continue 1:1 Chromebook initiative for students and staff.	Campus Principal Tech Center Aide Classroom Teachers IT Dept staff	Walkthroughs indicating increased use of devices IT reports of usage on campus				
	Funding Sources: 199 - High School Allotment, 199 - General Fund					
16) Complete and Udpate 4 year graduation plans and senior certification. Communicate those plans to parents.	Campus Principals Counselors	Completion rates number of DAP and RAP graduates				
	Funding Sources: 199 - General Fund					
17) Develop and provide summer opportunities for recovery and acceleration.	Campus Principals Counselors Classroom Teachers	Number of courses recovered and completed				
	Funding Sources: 199 - General Fund					
✔ = Accomplished ◑ = Considerable ◕ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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

Performance Objective 2: We will improve reading and writing scores from 64% for all students to at least 70%. We will increase the scores of all sub-groups to at least State Standard.

Summative Evaluation: Index 1 - Student Achievement Calculation Report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Work with external coaches during PLC time on instructional strategies to improve student performance.	Campus principals External coaches	TAPR data				
System Safeguard Strategies **Critical Success Factors** CSF 1 2) ELA teachers will be trained in PEG writing strategies.	Campus Principals External Coaches ELA Department Head	Increased performance on benchmarks and EOC scores.				
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 6 3) Continue Scholastic Read 180 Program for students who do not meet the standard for 8th grade ELA STAAR or who do not pass Eng I or II, or are more than two years below grade level reading lexile score.	Read 180 teachers Campus Principals SpEd Department Head ELA Department Head Campus Leadership Team	Improvement and growth on lexile levels, EOC scores and progress measure.				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue						

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

Performance Objective 3: We will increase Student Progress to 25% as shown by Index 2 standard.

Summative Evaluation: Index 2 - 2015-16 Student Progress Calculation Report.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) Work with external coaches during PLC time on instructional strategies to improve student performance.	Campus principals External coaches	TAPR data				
System Safeguard Strategies **Critical Success Factors** CSF 1 2) ELA teachers will be trained in PEG writing strategies.	Campus Principals External Coaches ELA Department Head	Increased performance on benchmarks and EOC scores.				
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 6 3) Continue Scholastic Read 180 Program for students who do not meet the standard for 8th grade ELA STAAR or who do not pass Eng I or II, or are more than two years below grade level reading lexile score.	Read 180 teachers Campus Principals SpEd Department Head ELA Department Head Campus Leadership Team	Improvement and growth on lexile levels, EOC scores and progress measure.				
✔ = Accomplished ◔ = Considerable ◑ = Some Progress ● = No Progress ✖ = Discontinue						

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

Performance Objective 4: We will increase the number of AP courses on the campus, as well as increase the participation, and performance in each AP course across the campus.

Summative Evaluation: AP Subject Score Report for 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
1) Work through the system in order to add AP courses to the Course Offering Guide.	Principals Counselors	Course Guide				
2) AP teachers will utilize the PSAT AP potential report to actively recruit students into AP classes.	AP teachers Department Heads Principals	AP Class rosters AP score reports				
3) AP teachers will attend Summer AP training and Region 16 training in order to stay current with best practices and relevant instructional strategies.	AP teachers, Department Heads, Principals	Increased AP scores on AP subject tests.				
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue						

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

Performance Objective 5: We will increase student attendance rate across all groups and grade levels to 96%.

Summative Evaluation: Individual and grade level attendance will be monitored and assessed at 3 week and 6 week progress reporting dates.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
Critical Success Factors CSF 1 1) We will monitor daily attendance using reports generated by the attendance clerk.	Principals, Attendance Clerk	Increased attendance rate.				
Critical Success Factors CSF 1 2) We will make personal phone calls to parents/guardians of students who are absent on a daily basis. Administrators, Social Worker, and other staff will contact parents and make home visits as necessary.	Attendance Clerks, Social Worker, Leadership Team, and Principals.	Increased attendance rate.				
Critical Success Factors CSF 1 3) Students with perfect attendance will be honored each 6 week grading period with recognition, efforts, and rewards.	Principals, attendance clerk, leadership team, social worker, and other staff.	Increased attendance rate.				
✔ = Accomplished ◖ = Considerable ◗ = Some Progress ● = No Progress ✖ = Discontinue						

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

Performance Objective 6: We will increase time in class for students by decreasing tardies each class period.

Summative Evaluation: We will use the Start on Time program and student kiosks to collect and analyze data on a weekly basis.

Goal 2: Pampa High School will build a strong staff through support, training, and evaluation.

Performance Objective 1: Pampa High School staff will engage in direct training and coaching in order to improve effectivness in the classroom and meet all state and federal requirements.

Summative Evaluation: Number of staff trained.
Increased student performance and teacher evaluation results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7 1) Sustain ongoing instructional coaching on effective strategies and curriculum and assessment programs including the TEKS Resource Center, Response to Intervention System, State and Federal Assessment and Accountability Systems, Migrant Policies and Expectations, Dyslexia, English Language Proficiency Standards, Sexual Harassment, Blood Borne Pathogens, Homeless Programs, At risk students, College and Career Readiness standards and the new Foundation Plan, Modifications and Accommodations	Campus Principals Counselors Design Team Executive Director Special Education Director Bilingual/ ELL/Migrant Director Homeless Liaison Dyslexia Teacher	Number of staff trained on local, state, and federal required trainings. Number of staff trained on instructional strategies				
Funding Sources: 199 - General Fund, 224 - IDEA B, Formula, 263 - Title III, LEP						
2) Ensure Highly Qualified Staff through providing opportunities for training for those seeking certification. Provide research based professional development to all staff.Communicate with local Recruiting officer areas of need for the campus.	Campus Principals District Recruiting Officer Executive Director Deputy Superintendent	Highly Qualified Report Number of staff recruited and sustained				
Funding Sources: 199 - General Fund						
3) Support and mentor new staff on campus to ensure highly qualified and effective performance. Staff attend teachers academies and assigned mentors.	Campus Principals Curriculum Team Mentors	Number of staff staying in Pampa schools. Highly qualified report				
Funding Sources: 199 - General Fund						

4) Train staff on local tools and programs including Skyward, TEKS Resource System, Eduphoria, CHAMPS	Campus Principals Counselors Department Heads Executive Director Instructional Technology	All staff trained on appropriate programs and tools				
	Funding Sources: 199 - General Fund					

✔ = Accomplished ◓ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue

Goal 2: Pampa High School will build a strong staff through support, training, and evaluation.

Performance Objective 2: Increase understanding and knowledge of the State Accountability process and HB 5 Graduation Plans for students.

Summative Evaluation: Sign-In sheets for Staff Development and staff feedback/survey.

Goal 3: Pampa High School will provide a healthy school environment and will have strong understanding and support by the community.

Performance Objective 1: Pampa High School staff and students will work and learn in an emotionally, physically, and socially safe environment.

Summative Evaluation: All surveys and reports will indicate a culture of safety and security.
Incident Reports will indicate a safe and secure environment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Sept	Jan	Mar	June
Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 1) Train 100% of staff on CHAMPS culture and classroom management system.	Campus Principals External Coach	Number of Staff trained Incident reports show a decrease in referrals and placement in ISS and DAEP Surveys indicate satisfaction with culture and climate and safety and security				
Funding Sources: 199 - General Fund						
2) Implement and sustain an effective campus discipline plan including ISS and DAEP programs.	Campus Principals DAPE Hearing Officer ISS staff Classroom Teachers Counselors	Decrease in referrals and placements in ISS and DAEP				
Funding Sources: 199 - General Fund						

Critical Success Factors CSF 5 CSF 6 3) Provide awareness and training on: Suicide and Violence and Conflict Resolution Prevention. Bullying Prevention and Intervention Drug and Tobacco Use Awareness and Prevention Big Decisions (Sexual abstinence and relationship courses) SHAC Counseling for individuals and groups Pregnancy Related Services Dating Violence Sexual Abuse	Campus Principals Social Worker Counselors	Surveys indicate a decrease in at risk behaviors
		Funding Sources: 199 - General Fund
System Safeguard Strategies **Critical Success Factors** CSF 1 CSF 4 CSF 6 4) All students will be assigned an advisor and meet daily to discuss grades, goals, school events, character traits, etc,. A focus of advisory time will be on reading.	Campus Principals Counselors Advisors	Surveys indicate satisfaction with advisory support systems. Reduce failure rate Increased participation in school events.
		Funding Sources: 199 - General Fund
Critical Success Factors CSF 6 5) Implement and Communicate comprehensive emergency plan including fire, tornado, unwanted visitor, bomb threat, hazardous material, catastrophic events, and natural disasters.	Campus Prncipals Emergency Team Counselors Campus Staff	Posted and Practiced plans and drills
		Funding Sources: 199 - General Fund
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue		

Goal 3: Pampa High School will provide a healthy school environment and will have strong understanding and support by the community.

Performance Objective 2: Pampa High School will actively pursue positive and informative opportunities with parents and community members.

Summative Evaluation: Attendance at parental events will increase. Parent and Community surveys will indicate a satisfactory relationship with PHS.

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Build and Consistently improve effectiveness of Professional Learning Communities and TIPS groups.
1	1	2	Implement and monitor viable curriculum for all major content areas. Departments utilize TIP time and the CIA Cycle framework for lesson design, planning, assessment, and grading.
1	1	3	Administer and analyze 2 benchmarks and Unit based Common Assessment in each EOC testing area. Use analysis to inform instruction and interventions. (System Safeguard and PBM Activity)
1	1	4	Continue the implementation of a comprehensive Response to Intervention (RTI) System Including the use of Study Island for intervention, support, tutorials. (System Safeguard and PBM Activity)
1	1	5	Redesign and implement HELP Center for all students to provide support for campus interventions and struggling students in order to help prevent dropouts. (System Safeguard and PBM Activity)
1	1	8	Instructional Coaching and TEKS/EOC support including Differentiation and Sheltered Instruction through external coaches in Reading and Writing (ELA) and Social Studies with specific target groups including Hispanic, Special Education, Economically Disadvantaged, and English Language Learners(Systems Safeguard and PBM Activity)
1	1	9	Continue to support Instructional leaders, TEKS and EOC content teachers in math and science utizling external coaches
1	1	10	Continue and monitor Algebra I Intensified course through support with Agile Minds (Dana center)
1	1	11	Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education.
1	1	12	Provide effective instructional strategies and support for identified ELL/LEP students through sheltered instruction, HELP Center, RTI, and Bilingual Tutoring (System Safeguard and PBM strategy)
1	2	1	Work with external coaches during PLC time on instructional strategies to improve student performance.
1	2	2	ELA teachers will be trained in PEG writing strategies.
1	2	3	Continue Scholastic Read 180 Program for students who do not meet the standard for 8th grade ELA STAAR or who do not pass Eng I or II, or are more than two years below grade level reading lexile score.
1	3	1	Work with external coaches during PLC time on instructional strategies to improve student performance.
1	3	2	ELA teachers will be trained in PEG writing strategies.
1	3	3	Continue Scholastic Read 180 Program for students who do not meet the standard for 8th grade ELA STAAR or who do not pass Eng I or II, or are more than two years below grade level reading lexile score.

Goal	Performance Objective	Strategy	Description
2	1	1	Sustain ongoing instructional coaching on effective strategies and curriculum and assessment programs including the TEKS Resource Center, Response to Intervention System, State and Federal Assessment and Accountability Systems, Migrant Policies and Expectations, Dyslexia, English Language Proficiency Standards, Sexual Harassment, Blood Borne Pathogens, Homeless Programs, At risk students, College and Career Readiness standards and the new Foundation Plan, Modifications and Accommodations
3	1	4	All students will be assigned an advisor and meet daily to discuss grades, goals, school events, character traits, etc,. A focus of advisory time will be on reading.

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training		$0.00
1	1	2			$0.00
1	1	3	Aware component of Eduphoria		$0.00
1	1	5	Help Center Coordinator -Stipend		$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	16			$0.00
1	1	17			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
				Sub-Total	$0.00

199 - High School Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training		$0.00
1	1	7	Odyssey Curriculum		$0.00

1	1	10	Intensified Alg Curriculum		$0.00
1	1	14			$0.00
1	1	15			$0.00
				Sub-Total	$0.00

210 - ESEA, Title II, Part B

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Aware, Eduphoria		$0.00
1	1	8	External Coaches		$0.00
				Sub-Total	$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESC Instructional Coaches		$0.00
1	1	2			$0.00
1	1	4	Linda Madden (part of set aside)		$0.00
1	1	8	External Coaches		$0.00
1	1	9	External Coaches		$0.00
1	1	9	External Coaches		$0.00
				Sub-Total	$0.00

224 - IDEA B, Formula

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			$0.00
2	1	1			$0.00
				Sub-Total	$0.00

244 - Carl Perkins, Career & Tech

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13			$0.00
				Sub-Total	$0.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00