

Pampa Independent School District
Pampa Junior High School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Pampa Junior High School is a community of life-long learners committed to providing an education of excellence that meets each student's unique abilities, interests, and needs.

PJHS.....Where Today decides Tomorrow!!!

Vision

Our vision is to provide a positive, caring learning environment where children will recognize and achieve their fullest potential.

Core Beliefs

- We believe that all students can learn; and, when provided challenging and meaningful learning experiences, they can succeed in creating a promising future.
- All school settings should be structured for student success - academically and behaviorally.
- We believe all school personnel lead by example, and it is their shared responsibility and privilege to guide students to maximize their learning potential.
- We should respect students just as we expect students to respect adults. All the people in a school should be treated with dignity and respect.
- We should correct student misbehavior calmly, consistently, and immediately.
- Expectations for student behavior in all school settings should be clear, consistent, equitable, and directly taught to students.
- All students should receive frequent positive feedback on their behavioral and academic efforts.
- All adults in a school bear the ultimate responsibility for creating the environment for a safe, civil, and productive school.
- All students should be able to express in their own words the feeling of unconditional acceptance and high expectations from school personnel.
- Teachers have flexibility when designing their own classroom routines and procedures, but their plans should conform to the campus

routines and procedures that are established and the collectively agreed upon campus management plan.

- We believe we are a flexible learning community whose actions exhibit a vision of success for all.
- We believe staff, parents, and community are collaborative partners providing positive support in our students' education.
- Kids come first!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pampa Junior High School is the only junior high school located in Pampa, Texas. We are a 3-A school district located in the Texas panhandle. Pampa is located 60 miles northeast from Amarillo, Texas.

Pampa Junior High has approximately 835 sixth through eighth graders, and around 60 teachers. The population of students consists of 55% economically disadvantaged. There are 42.2% Hispanic, 49.94% White, and 4.11% Black.

Clarendon Junior College is located in Pampa, and West Texas A & M University is located in Canyon, 75 miles from Pampa.

Demographics Strengths

The strengths of our demographics include:

- Students are exposed to diversity as far as ethnicity and economic status.
- Student population is large enough for students to have choices for athletics, academics, fine arts, and involvement in clubs.
- Pampa is small enough to have that "small town" feel.
- Enrollment is increasing.
- Attendance is consistently greater than 95%.

Demographics Needs

The needs of our demographics include:

- Since our economically disadvantaged percentage is high, continued professional development is needed for staff on the impact poverty has on student learning.
- Our growing Hispanic population indicates there is a need for sheltered instruction to support ELL inclusion in classes.

- More teachers are needed to keep class sizes reasonable.
- Spanish translator needs to be available in the front office.

Student Achievement

Student Achievement Summary

We need to concentrate on reading and writing in all grade levels. iStation will be used to determine reading levels. Teachers will administer frequent formative assessments that will guide instruction and will provide focused just-in-time intervention.

Student Achievement Strengths

Student achievement strengths include:

- State assessment scores improved in Index 1,3 and 4.
- State assessment scores indicated overall improvement in Science.
- School is no longer IR.
- School is currently a FIR campus - formerly IR

Student Achievement Needs

Student achievement needs include:

- Professional development for all ELA teachers in writing instruction and Figure 19.
- 8th grade Social Studies team is acquiring strategies to improve student analysis of text.
- The Social Studies team and English Language Arts team received training on using interactive notebooks in the classroom.
- The Science team received training on using Stemscoptes in the classroom to increase labs.
- Professional development for technology integration.
- The Math team will continue to acquire understanding of the new Math TEKS with ESC 16 support.
- ELL and SPED programs will be evaluated for effectiveness.

School Culture and Climate

School Culture and Climate Summary

Establishing and clarifying the vision for Pampa Junior High began during the 2012-13 school year when a collective list of "Givens" or beliefs was established. These beliefs guide the school's response to important questions regarding our purpose and expectations for students and staff. Since this time there has been a large staff turnover. Therefore the vision and belief statements will be revisited this year.

School Culture and Climate Strengths

School Culture and Climate Strengths include:

- Highly qualified staff who cares about students.
- Becoming very student-centered.

School Culture and Climate Needs

School culture and climate needs include:

- Celebrate academic, athletic, and positive behavior successes often.
- More communication with homes of students.
- Teachers more aware of student challenges.
- Procedures in place for student management

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pampa, Texas is a small community with a family atmosphere. When families move into the area, they tend to stay quite a few years. However, we have difficulty retaining younger teachers who move to the area, because they opt for larger towns and cities. Also, it is difficult to find teachers in "high needs" subjects such as bilingual, science, and mathematics.

Staff Quality, Recruitment, and Retention Strengths

Strengths in Staff quality, recruitment, and retention include:

- Professional Development.
- Number of Highly Qualified Teachers.
- Professional Support.
- First Year Teacher Academy

Staff Quality, Recruitment, and Retention Needs

Needs in Staff quality, recruitment, and retention include:

- Recruitment.
- Staff Retention.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pampa ISD uses TEKS Resource System to ensure instruction is aligned with grade-level TEKS. Scientifically-based instructional strategies are used daily. Common assessments are given every six-weeks, and data is disaggregated and discussed. Reteach strategies are implemented.

Curriculum, Instruction, and Assessment Strengths

CIA strengths are listed below:

- There is good grade-level collaboration.
- Instructional Focus documents and Year-at-a-Glance documents guide instruction.
- Professional development is provided regularly.

Curriculum, Instruction, and Assessment Needs

CIA needs are listed below:

- Relevant learning is needed for students to make connections.
- Professional development in content-specific areas for more rigor to align with STAAR.
- Continued professional development in questioning strategies, Sheltered Instruction (SIOP strategies), Inclusion, Interactive Notebooks, Stemsopes, analysis of TEKS, and integration of Technology.

Family and Community Involvement

Family and Community Involvement Summary

Pampa is a strong community who comes together for the good of their children. Communication and cooperation between Pampa Junior High School and parents has improved. The district parental involvement team works to provide occasion for interaction between home, community, and school. Approximately 1200 parents attended the Reaper Night for schedule pick-up at the beginning of the school year.

Family and Community Involvement Strengths

Strengths in family and community involvement include:

- Parent support of UIL athletic competition.
- Community support for Academic Showcase.
- Parent support for science fair, band and choir concerts.

Family and Community Involvement Needs

Needs in family and community involvement include:

- Increased parent contacts are needed by school staff regarding student academic performance.
- Increase parenting activities for the general school population.

School Context and Organization

School Context and Organization Summary

The communication on our campus is good. There is still room for us to become better acquainted with one another and interact with co-workers to improve collaboration. The opportunity for grade-level teaming helps with student support.

School Context and Organization Strengths

School context and organization strengths include:

- Professional Learning Communities for planning and professional development.
- Cross Content Grade Level Conferences for RTI Meetings to discuss student needs.
- Strong instructional leaders working collaboratively with campus administrative team.
- Teachers observing colleagues across content areas for learning in instructional strategies.

School Context and Organization Needs

School context and organization needs include:

- More teachers mentoring students.
- System for teachers to work together to become better acquainted.

Technology

Technology Summary

The stage is set for us to take giant strides in the area of technology. We are purchasing Chromebooks for every PJHS student; the math department will be incorporating graphing calculators into instruction. The district is committed to investing in professional development on our campus.

Technology Strengths

Strengths in technology include:

- Read 180 intervention/Next Generation.
- Odyssey for core classes.
- Purchase Chromebooks for each student.
- Acquiring graphing calculators.

Technology Needs

Weaknesses in technology include:

- Training on Eduphoria (AWARE, Forethought).
- Chromebook training.
- Graphing calculator training.
- Integration of technology into instruction.

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

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- 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
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- PDAS data

Parent/Community Data

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

Support Systems and Other Data




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






Goals

Goal 1: Pampa Junior High School will provide a guaranteed and viable curriculum to improve and sustain growth in student achievement across all grade levels and in every sub-population group as is measured by state assessments.







Performance Objective 1: All students taking state assessments (STAAR) tests will perform at or above state averages and comparison group of schools.

Summative Evaluation: Comparison of STAAR scores with state averages and comparison group of schools.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Core Content teachers will review Fundamental Five training. New Teachers and Elective Teachers will receive training in August and September on the Fundamental Five.</p>	2, 3, 4	Administrators, Instructional Team Leaders, Instructional Coach	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations				
Funding Sources: 285 - Title I, Part A, ARRA							
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Region 16 Math Support Specialist will conduct regularly scheduled professional development for math core teachers regarding strategies to support math instruction regarding new math TEKS.</p>	3, 4	Administrators, Math Instructional Team Leader, Instructional Coach	Common Assessments, Benchmarks, Walkthroughs, and Classroom Observations				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog							
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Through the understanding of the Fundamental Five Critical Writing study and in class coaching as well as professional development support from Region 16 Writing Support Specialists, there will be an increase in writing across all content areas to support instructional goal to increase literacy as well as internalize learning.</p>	2, 3	Administrators, Instructional Team Leaders, Instructional Coach	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Professional Learning Communities will be held daily to support teachers' instructional planning and requirements. Lead by the Instructional Coach, teachers will be supported throughout their lesson planning cycle for the future weeks, learning instructional strategies, plan for their assessments, as well as integration of technology. Vertical and horizontal alignment of curriculum will be addressed during this time. Developing high quality TAKS aligned lessons and assessments, 'quick checks' for formative assessments, and reviewing data will also be a part of this process.</p>	1, 2, 4, 8	Administrators, Instructional Coach, Instructional Team Leader	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations; Planning documentation for PLC's, Sign in Forms, and Teacher Products.				
Funding Sources: Title 1, Part A							
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>5) A full-time Instructional Coach will be provided to support classroom instruction through PLCs for teacher training, lesson planning, model teaching, walkthroughs, and student monitoring.</p>	2, 3, 5, 8, 9, 10	Principal	PLC Calendar, Agenda, Observations, and Feedback, Teacher Lesson Plans, Walkthroughs, and Classroom Observations				
Funding Sources: Title 1, Part A							
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Math teachers and Social Studies teachers will receive training with McGraw Hill prior to the start of school to implement the technology portion of the textbook adoption with the students. The goal is to have this part of the adoption available to students while at home or at school and to monitor their progress.</p>	3, 8	Administrators, Instructional Coach, Instructional Team Leader	Walkthroughs, Classroom Observations, Class Logs aligned to the use of the on line technology available to the students				
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>7) Spanish-English Math and Science study dictionaries and glossaries will be purchased and used in daily instruction to support the ELL students as they learn content.</p>	2, 9	ELL Teacher, Instructional Coach, Administrators	Improved scores on STAAR practice Math and Science for ELL students				
Funding Sources: Title 1, Part A							
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>8) English Language Arts and Social Students Department Teachers will all participate in Interactive Notebook training at the start of school to assist with students learning academic language, using critical writing skills, to remember what they are learning, and to share with their parents.</p>	2, 6	Instructional Coach, Instructional Team Leader, Administrators	Interactive Notebooks, Increase in Grades, Increase in Scores on STAAR				
Funding Sources: Title 1, Part A							

<p align="center">System Safeguard Strategies Critical Success Factors CSF 1</p> <p>9) Sustained Silent Reading will be implemented schoolwide during iTime. (see iTime) SSR will be time for students to read or be read too without interruption.</p>	2	Administrators; Instructional Coach	Walkthroughs; Lesson Plans				
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>10) The Science Dept. will be provided with professional development in August to implement Stemsscopes as a new initiative this year. All materials will be ordered during the summer for the three grade levels.</p>	2, 3, 8	Administrators, Instructional Coach, Instructional Team Leader	Lesson Plans, Walkthroughs, Classroom Observations				
Funding Sources: Title 1, Part A							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>11) Professional Development during the summer and throughout the school year will be made available to the teachers through the Math Collaborative and Science Collaborative, opening the door to CAMT, CAST, and other trainings. Further, teachers have attended the Whole Brain conference, Lead4ward, and district provided professional development. New Teacher Academy is provided by the district.</p>	3, 4	Administrators, Instructional Coach, and Instructional Team Leader	Certificates from Training; Classroom Observations; Walkthroughs; Lesson Plans				
Funding Sources: 199 - General Fund							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>12) All English Language Arts 6th and 7th grade teachers will be trained through the PEG Writing Grant program using 6 Traits + 1 to be able to teach writing to our students using the same writing process in preparation for the Writing STAAR assessment.</p>	2, 4	Instructional Coach; Instructional Team Leader; Principal	Classroom Observations, Lesson Plans, Walkthroughs				
Funding Sources: 199 - General Fund							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 7</p> <p>13) All English Language Arts 6th -8th grade teachers will be trained on the Reading Figure 19 through Lead4ward.</p>	2, 4	Instructional Coach; Instructional Team Leader; Principal	Classroom Observations, Lesson Plans, Walkthroughs				
Funding Sources: 199 - General Fund							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 2</p> <p>14) Unified bell-ringers/warm-ups and homework will be used in all core content areas. These are TEKS/STAAR aligned.</p>	2	Instructional Team Leader, Instructional Coach	Interactive Notebooks, Increase in Grades, Increase in Scores on STAAR				








<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 7</p> <p>15) Teachers will integrate the 6 step vocabulary instruction according to the book study "Marzano's Building Academic Language: Teacher's Manual". A word wall is in the classroom to add to as students learn new words.</p>	<p>2, 3, 4</p>	<p>Administrators, Instructional Team Leaders, Instructional Coach</p>	<p>Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Pampa Junior High School will provide a guaranteed and viable curriculum to improve and sustain growth in student achievement across all grade levels and in every sub-population group as is measured by state assessments.

Performance Objective 2: Advanced and Final Recommended ratings will increase by 10%. Hispanic ratings and Economic Disadvantaged ratings will increase by 20%.

Summative Evaluation: Comparison of 2015 STAAR scores to 2016 STAAR scores.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>1) Cornell Notetaking will be implemented in all classes to ensure writing across the curriculum as well as the use of higher level thinking and summarizing. Teach students the Cornell Notetaking method to ensure they understand how to take notes for all classrooms. Teachers will model the method for the students during instruction and continue this way of notetaking in all classrooms.</p>	2, 9	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs; Classroom Observations; Interactive Notebooks; Writing Journals				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Practice STAAR Release will be given. Students' scores will be monitored by objectives. Students will plot scores on classroom charts created as posters and mounted on classroom walls and personal goal setting charts. Students will set goals for next benchmarks. (see Motivation performance objective)</p>	2, 8, 9	Principal, Instructional Coach, Instructional Team Leaders	Benchmark Scores; Posters on walls; Students Goal Sheets				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Teachers will ensure student mastery on STAAR by providing the opportunity for students to show mastery of the skill in the STAAR format. This will be integrated throughout the week and concluded through common unit assessments.</p>	1, 2, 9	Administrators, Instructional Coach, Instructional Team Leader	Mastery of Common Unit Assessments or Benchmarks; STAAR scores				








<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Increase the level of student engagement in learning by providing teachers with professional development on active participation strategies to use with their students.</p>	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leader	Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>5) Professional Development during PLC's will focus on Marzano's 9 instructional strategies to build into the Fundamental Five Framework.</p>	2, 4	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Pampa Junior High School will provide a guaranteed and viable curriculum to improve and sustain growth in student achievement across all grade levels and in every sub-population group as is measured by state assessments.







Performance Objective 3: Pampa Junior High will provide intervention for all students at point and time of need.

Summative Evaluation: Student grades and scores on common assessments and benchmarks as well as discipline data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Special education teachers will collaborate weekly with general education teachers regarding student progress to provide best possible services for each identified student. SPED teachers will serve as resources for general education teachers to provide pre-identification support for struggling support.</p>	2, 3	Administrators, Special Education Instructional Team Leader, Core Content Instructional Team Leaders	STAAR and Alternative Assessment Results; Students Grades; Meeting Minutes				
<p>Critical Success Factors CSF 1</p> <p>2) Conference Periods are aligned allowing for teacher teams to meet for RTI to discuss struggling students.</p> <p>Grade level teams will monitor students' progress reports, assessment scores, grades, discipline reports, and any other data. Teams will use documentation to determine the needs of the students.</p>	3, 9	Administrators, RTI Teams	RTI Documentation and Meeting Minutes				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 4</p> <p>3) A 30-minute daily intervention time (iTime) will be implemented to focus on literacy, specifically reading instruction.</p>	9	Administration, Instructional Team Leaders, Instructional Coach	Grade reports, Common Unit Assessments, Benchmark scores, Walk-throughs, Classroom Observations				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>4) Conduct an audit of the special education program to ensure students are receiving identified services as documented in the IEP through collaboration during the ARD.</p>	3, 8, 9	Principal, Instructional Coach	IEPs, Schedule of services provided for students, Sped staffing, Students' grades, STAAR and STAAR A scores				

<p align="center">Critical Success Factors CSF 1</p> <p>5) Monitor failure rate every 3 and 6 weeks</p>	9	Administrators, Instructional Team Leaders, Instructional Coach, Counselors	increase in student intervention and decrease in student failures				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) Implement "Teacher Data Talks" and "Student Data Talks" with teachers to teach students to set goals and monitor their own learning</p>	2, 8, 9	Principal	Increase in student success on assessments; Increase in student ownership of their own learning				
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>7) Continue providing extended year (summer school) opportunities for students needing credit recovery and state or assessment accelerated instruction.</p>	9	counselors, teachers, administrators	numbers of students passing 3rd attempt state assessments, numbers of students passing summer school, numbers receiving credit recovery				
Funding Sources: 199 - General Fund							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>8) Students not completing daily work or homework assignments will be required to attend Work Completion. Work Completion will be offered after school until 5:00pm and a bus will transport students home. Certified teachers will be paid to work with these students who have to stay after school.</p>	2, 3, 8, 9	Administrators	Less number of students on failure list; Increase in grades; Increase in STAAR scores.				
Funding Sources: Title 1, Part A							
<p align="center">Critical Success Factors CSF 6</p> <p>9) Counseling services will be provided to all students. 7th graders will also receive Character Counts lessons in their classrooms.</p>	2, 3, 10	Principal	Schedule of services provided				
Funding Sources: 199 - General Fund							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 1</p> <p>10) Provide students with binders, dividers, and planners to help organize their assignments and accomplish their homework. Teach and monitor student organization. Planners are used to ensure communication between parent and teacher and to remind students of goals (as well as homework).</p>	2, 3, 9	Administrators; Instructional Team Leaders	Binder Checks during iTime; Binders, planner, Divider;				
Funding Sources: Title 1, Part A							
<p align="center">System Safeguard Strategies Critical Success Factors CSF 2</p> <p>11) All students will be assessed on iStation during the second week of school to determine who will need reading instruction on iStation during iTime. This will be done during the ELA classes.</p>	9	ELA Teachers; ELA Instructional Team Leader	Reports from iStation				

<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) General Education and ELL teachers will incorporate instructional strategies that promote academic and procedural vocabulary development. Teachers will utilize the use of language objectives, word walls, graphic organizers and brainstorming techniques to promote academic and social language development.</p>	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans				
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1</p> <p>13) Sheltered Instruction Training using SIOPS strategies will be provided to teachers in order that it is provided to ELL students in the core content areas.</p>	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations				
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>14) Each ELL student will be monitored each six weeks by the ELL team and general education core content teachers to assess progress. Assessment data will be used to set goals with the students, develop intervention plans for the students, and adjust instruction.</p>	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leaders	Assessments; Progress Notebooks				
<p align="center">System Safeguard Strategies</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>15) Teachers will be provided a folder containing their ELL student's name, language proficiency level, interventions, accommodations, suggested instructional strategies, and any special notes or information concerning the individual students. Feedback will be provided to the ELL teachers through the folders.</p>	1, 2, 9	Administrators	Folders in hands of teachers; improved scores on STAAR				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>16) Develop a transition plan for students who return to PJHS from DAEP. The plan will consist of goals, expectations, a tracking folder, and rewards. Teachers will be involved to serve as an advocate for the returning student.</p>	3	Administrators	Transition Plan				
<p align="center">Critical Success Factors CSF 2</p> <p>17) Breakdown the discipline data from the last five years by ethnicity/grade/commons area per monthly comparisons.</p>	1	Administrators	Data Disaggregation and Reports to study				

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>18) Staff members will select at risk students to mentor.</p>	2, 9	Administrators, Counselors, Instructional Coach	Increase in grades, scores on STAAR,				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Pampa Junior High School will provide a guaranteed and viable curriculum to improve and sustain growth in student achievement across all grade levels and in every sub-population group as is measured by state assessments.

Performance Objective 4: Student Motivation strategies will be used to challenge students to set goals for success on their assessments.

Summative Evaluation: Goal setting will reveal students showing improvement on their assessments.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Banners will be hung in the cafeteria showing bar graphs and setting goals for the students as they accomplish each benchmark. They will be referred to during the lunch chats with the administrators.</p>	2, 8	Principal; Instructional Coach	Banners; Lower discipline referrals; Improved performance on benchmarks; Grades improve; Goals will be met that are set on the banners.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Posters charting student progress toward benchmark goals will be hanging in each content tested classroom.</p>	2, 8	Principal, Instructional Coach	Posters on Walls				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Goal setting opportunities will occur in the classroom as students test over specific TEKS they need to master.</p>	2, 8	Principal; Instructional Coach	Goal Setting forms aligned to assessments				
<p>Critical Success Factors CSF 6</p> <p>4) Opportunities for students to participate in extra-curricular programs will increase. Dinner Theaters and Drama productions will occur, a Fine Arts Festival, Art Show will provide ways to allow students to participate.</p>	2	Principal; Fine Arts Teachers	Programs; Increased Student Participation				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) Grade Level Assemblies will be held at the beginning of the year, January, and just before STAAR to remind students that their job is to learn and be successful with that learning. The assemblies will include specific strategies for students to implement to be successful.</p>	2, 8	Principal; Asst. Principals, Instructional Coach	Improved performance on benchmarks; grades; Goals will be met on banners				

<p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>6) QUALITY Student Work will be displayed throughout the campus.</p>	2	Administrators	Student Work is Visible				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 1: Pampa Junior High School will provide a guaranteed and viable curriculum to improve and sustain growth in student achievement across all grade levels and in every sub-population group as is measured by state assessments.

Performance Objective 5: The implementation of technology at Pampa Junior High School will have a positive impact on student achievement.













Summative Evaluation: Student grades and scores on common assessments and benchmarks; lower failure rate.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Wireless laptops will be provided to each teacher for instructional use in the classroom.</p>	2, 3	Principal	Training, Sign In Sheets, Laptop Checkout Sheets				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Each student will receive a Chromebook as 1-1 Laptop Program is implemented for the second year. Extensive training will occur prior to roll-out.</p>	2	Administrators; Technology Aide	Training; Sign in Sheets; Laptop Checkout Sheets; Student Contracts; Insurance \$ Documentation				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Project Lead the Way will be implemented as a new class this year with the engineering focus.</p>	2	Assoc. Supt.; Principal	Course Roster; Lesson Plans; Classroom Observations and Walkthroughs				
<p>Critical Success Factors CSF 6</p> <p>4) Implement a Help Desk staffed with a technology aide to support the 1-1 laptop implementation.</p>	2	Administrators	Help Desk; Documentation of Chromebook repairs.				
<p>System Safeguard Strategies Critical Success Factors CSF 1 CSF 4</p> <p>5) Study Island, Odyssey, iStation, Compass Learning, and Imagine Learning will be accessible to the students as well as other online learning tools for the classroom and at home.</p>	2, 8	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans, Assessments				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							

Goal 2: Pampa Junior High School will build a highly qualified staff, focused on collegiality and professionalism, driven by challenging goals and effective feedback, and will work towards a common goal to improve student achievement.

Performance Objective 1: Coaching and support will be provided to staff members for professional development during the implementation of new initiatives.

Summative Evaluation: The professional development attended by staff will be implemented in the classroom as is evidenced by walkthroughs.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Collaborate with curriculum and support services to ensure that teachers are receiving high quality, research based professional development in core subject areas.</p>	2, 4	Assoc. Supt. of Curriculum and Instruction, Administration, instructional Team Leaders, Instructional Coach	Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations				
<p>Critical Success Factors CSF 7</p> <p>2) Continue providing support for first year teachers through First Year Teacher Academy, which meets six times a year and will focus on district initiatives.</p>	4	District curriculum/instruction staff, Administrators, Campus Mentors, Instructional Coach	Sign in sheets from FYTA trainings, Teacher Feedback				
<p>Critical Success Factors CSF 7</p> <p>3) Continue providing support for second year teachers through Second Year Teacher Academy, which meets 2 times a year and will focus on district initiatives</p>	4	District curriculum/instruction staff, Administrators, Instructional Coach	Sign in sheets from SYTA trainings, Teacher feedback documentation				
<p>Critical Success Factors CSF 7</p> <p>4) Continue to provide training for staff and support for students in the area of sexual abuse and other maltreatment of students through Child and Sexual Abuse training, Bullying, and other required Compliance Training as provided and required by PISD.</p>	10	Adminisgrators	Certificates of completion of the training due in August 2015 prior to the start of school				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Pampa Junior High School will build a highly qualified staff, focused on collegiality and professionalism, driven by challenging goals and effective feedback, and will work towards a common goal to improve student achievement.

Performance Objective 2: The Campus Leadership Team will continue to have their leadership skills and theory developed to provide support for their colleagues throughout the year.

Summative Evaluation: The Campus Leadership Teams will model their understanding of leading meetings, holding crucial conversations, and model teaching.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Instructional Leaders will meet during August to finalize priorities and plan for the campus.	1	Principal	Sign-in Sheets, PLC Agenda, Exit Ticket Evaluation				
<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 2 CSF 3</p> 2) Instructional Leaders will meet monthly to monitor progress of the learning and programs on campus.	1, 10	Principal	Sign-in Sheets, PLC Agenda, Walk-throughs, Common Assessments, Lesson Plans.				
<p>Critical Success Factors CSF 2 CSF 3</p> 3) Conduct a Comprehensive Needs Assessment by March 31, using data to assist the planning team in developing the campus improvement plan for 2016-2017 school year.	1, 2, 10	Principal	Materials used for meetings, Documentation of decisions made in meeting.				
<p>Critical Success Factors CSF 3</p> 4) To increase leadership effectiveness Campus Instructional Leaders will participate in coaching and leadership training.	1	Administration	Meetings with District Administration				
<p>Critical Success Factors CSF 3</p> 5) Increase teacher leadership capacity by involvement in a book study on "Crucial Conversations".	4	Principal	Completion of Book Study; Evaluation				
	Funding Sources: Title 1, Part A						
<p>Critical Success Factors CSF 3</p> 6) Individual conferences between principal and teacher leaders.	4	Principal	Feedback forms; Calendar of Meetings				











<p>System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>7) Campus administrators will receive ongoing training on leadership skills, instructional knowledge, and campus improvement strategies.</p>	2, 4, 10	Principal, Instructional Coach	Sign in sheets and agendas from Principal meetings, ILT Meetings, and trainings				
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= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 2: Pampa Junior High School will build a highly qualified staff, focused on collegiality and professionalism, driven by challenging goals and effective feedback, and will work towards a common goal to improve student achievement.

Performance Objective 3: Professional Staff Members to mirror the demographics of Pampa Junior High School will be actively recruited and hired to join the school staff.






Summative Evaluation: Staff demographics will mirror student demographics.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) An interview team will be used to hire teachers. All new hires will be highly qualified.</p>	5	Principal	Calendar of interviews; Percentage of minority staff is reflective of student demographics.				
<p>Critical Success Factors CSF 7</p> <p>2) Employ "Highly Qualified Teachers" at PJH. (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.)</p>	10	Principal, PISD personnel staff	Principal attestation, HQ reports				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: Pampa Junior High School will build a highly qualified staff, focused on collegiality and professionalism, driven by challenging goals and effective feedback, and will work towards a common goal to improve student achievement.

Performance Objective 4: Collegiality and professionalism will be evidenced throughout the campus by all staff in their interactions with students, parents, and their colleagues.

Summative Evaluation: Improved school climate will be noticeable through improved student achievement, retention of staff, and classroom instruction.







Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Schedule an off campus activity each semester where staff are invited to participate (ie., a movie, bowling, etc.) for a PJHS Family Fun Night.</p>	5	School Climate Committee, Principal	Event on Calendar; Number of Participants				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) The fellow teacher program will be created and implemented. The program will pair teachers new to PJHS with veteran teachers for informal mentoring. Weekly meetings will be held to orient and discuss with new staff to campus procedures to address concerns common to new teachers.</p>	2, 3, 4	Principal, Instructional Coach	Agendas, Sign in, Feedback, Reflections				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>3) Hold "Principal Chats" throughout the year in the library during lunches to address concerns and problem solve as a campus team.</p>	2, 3	Principal	Sign In; Campus Calendar				
<p>Critical Success Factors CSF 6</p> <p>4) Implement Teacher of the Week and Teacher of the Month Program. Teachers are nominated by peers and selected by administrators. Winning teachers are recognized on a bulletin board and receive prizes.</p>	2	Principal; Instructional Team Leaders; Instructional Coach	Recognitions on Bulletin Board; Submissions to Stowers and Culberson				
<p>Critical Success Factors CSF 6</p> <p>5) Implement a "Drop in Your Bucket" program where staff can celebrate and show appreciation for each other.</p>	2	Principal	Staff Meeting Agenda; Drops				















<p align="center">Critical Success Factors CSF 6</p> <p>6) All staff members will participate in the creation of a Staff Social Contract that outlines how the staff wants to communicate with each other, expectations they have of each other, and how they wish to solve problems. Staff members will vote on each contract item and will sign the contract.</p>	2	Principal	Completed Contract hanging in office by mailboxes; Professional Development Agenda	✓	✓	✓	✓
<p align="center">Critical Success Factors CSF 2 CSF 6</p> <p>7) Prior to the start of the 2015-2016 school year, the principal will meet with each staff member for 30 minutes to have an Anticipations and Reflections conference and discuss their previous year and desired goals for this new year. Information will be used to plan for the 2015 school year.</p>	2, 3	Principal	Notes from meetings; Anticipations and Reflections forms filled out by staff	✓	✓	✓	✓
<p align="center">Critical Success Factors CSF 7</p> <p>8) Provide new staff with a "Survival Bag" of goodies as a welcome to PJHS.</p>	2, 5	Principal, Instructional Coach	Invoices of Purchase; Event on Calendar; Feedback from new teachers	✓	✓	✓	✓
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Pampa Junior High School will provide a healthy, safe school environment for students and staff.

Performance Objective 1: Improve school culture and student behavior using a schoolwide behavior management plan that is consistently implemented by all staff.

Summative Evaluation: Student and teacher focus groups and student, teacher, and parent surveys.


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) All staff will monitor and issue immediate consequences and rewards for hallway behavior of students. Reaper tickets will be used for hallway behavior infractions, dress code, ID issues, etc.</p>	2	Administrators	Reaper Tickets; Reduced number of serious hall disruptions; Reduced number of office referrals and ISS/DAEP placements; Documentation of d-halls and rewards issued for hallway behavior				
<p>Critical Success Factors CSF 6</p> <p>2) Develop written and posted campus expectations on procedures in all common areas</p>	2	Administrators; Reaper Lessons Committee	Posters on walls, Decreased problem behaviors				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Introduce the Campus Belief Statements for Students and Their Behaviors.</p>	2	Principal	Campus Belief Statements; Reduced number of serious disruptions; Reduced number of office referrals/ISS, suspensions, and DAEP placements				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) Create a campus wide behavior management plan based on needs assessments, research and Positive Behavior Support and CHAMPS training.</p>	2	Administrators, Reaper Lesson Committee	Reduced number of serious disruptions; Reduced number of office referrals/ISS, suspensions, and DAEP placements; Campus Behavior Management Plan				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>5) Teach the Reaper Lessons the first four days of school to establish routines, procedures, and positive social behaviors. Reinforce the lessons the first four weeks of school intermittently from that time forward.</p>	2	Administrators; Instructional Coach, Instructional Team Leaders; Reaper Lesson Committee	Reduced number of serious disruptions; Reduced number of office referrals/ISS, suspensions, and DAEP placements				
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>6) Implement "Prime Time" procedures for the first 20 minutes of class period to remove all class interruptions and ensures no students leave the classroom during prime instructional time.</p>	2	Administrators	Reduction of class disruptions; Increased instructional time, Reduction of office referrals; Improved grades; STAAR scores				

<p align="center">Critical Success Factors CSF 6</p> <p>7) Assistant Principals will share with staff the consistent administrative consequences implemented when students receive an office referral and how it is aligned to the student code of conduct.</p>	2	Principal	Schoolwide Discipline Management Plan				
<p align="center">Critical Success Factors CSF 6</p> <p>8) Social Skills will be taught daily to students through announcements using the Girls and Boys Town Social Skills model.</p>	2	Principal	Shared on announcement				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>9) Implement the tardy policy where students are swept at the end of each passing period and taken to a tardy kiosk. Postcards are mailed home and consequences issued.</p>	2	Administrators	Documented Consequences; Postcards; Tardy Kiosks on Skyward with data from tardies show a decrease since last year.				
<p align="center">Critical Success Factors CSF 6</p> <p>10) Phone calls will be made home to all students who are absent or tardy for one or more periods in a day.</p>	2	Attendance Clerk	Documentation of Calls				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>11) Review Randy Sprick's Safe and Civil Schools (CHAMPS) student management system, as well as Harry Wong's Classroom Management Strategies with all teachers during professional development.</p>	2, 4	Principal	Agenda, Sign In, Evaluation, Evidence of consistency in walkthroughs				
<p>12) Reaper Camp will be implemented to support the transition of students from 5th to 6th grade to ease their anxiety. During the day they met staff, played game and became familiarized with the campus.</p>		Administrators, Reaper Camp Committee	Date on Calendar, Letters home to parents, Student and Parent Feedback				
Funding Sources: Title 1, Part A - \$2500.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Pampa Junior High School will provide a healthy, safe school environment for students and staff.

Performance Objective 2: Student successes will be encouraged and celebrated.

Summative Evaluation: Student and Parent Surveys

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Three "open food days" will be used to celebrate success campus-wide. Those days are before Christmas, at Valentine's day, and at the end of school. The Days chosen were December 14, February 12, and May 27.	9	Administrators, Counselors, District Food-service Director	Reports of student data. Dates on the calendar.	✓	✓	✓	✓
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog							
Critical Success Factors CSF 6	2	Administrators	Reaper Rewards, Numbers of prizes given out each week when names drawn	✓	✓	✓	✓
2) Develop and implement an incentive plan to reward students with Reaper Rewards aligned to the Character Counts program. Funding Sources: 461 - Campus Activity Fund							
							

Goal 3: Pampa Junior High School will provide a healthy, safe school environment for students and staff.

Performance Objective 3: Emergency Operations Plan will be in place and practiced to ensure students/teachers physical safety.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement and communicate comprehensive emergency plan including fire, tornado, lock-down, bomb threat, hazardous material, catastrophic events, and natural disasters. Create a campus Crisis Plan that is published and in the hands of all staff.</p>	1, 10	Administrators, District Safety Coordinator	PJHS Safety Plan, Documentation of drills				
<p>Critical Success Factors CSF 6</p> <p>2) Provide awareness and training for teachers and students on: Suicide and Violence/Conflict Resolution Prevention, Bullying Prevention and Intervention, and Drug and Tobacco Use Awareness and Prevention.</p>	2	Counselors	Documentation of trainings				
<p>Critical Success Factors CSF 5</p> <p>3) Continue the use of Skylert-Parent notification system for emergencies, special events, attendance, etc</p>	1, 6, 10	Campus Secretaries, Technology Director, Attendance Officer	Increased number of announcements made with Skylert; increase in attendance % due to parent notification system				
<p>Critical Success Factors CSF 6</p> <p>4) Implement a campus check-in system that will prevent unauthorized access to campus</p>	10	Principal, District Safety Director	Campus Visitor "Check In" Reports				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Provide training for staff and support for students in the area of sexual abuse and other maltreatment of students. Along with the Child and Sexual Abuse training, the staff will complete required Compliance training in the areas of bullying, migrant, PDAS, etc. to ensure they understand their responsibilities.</p>	3, 10	Administrators	Certificates of completion of training				
<p>Critical Success Factors CSF 6</p> <p>6) Implement the ID system on campus for students. The ID will also be used on the bus with the transportation swipe services, the cafeteria to purchase meals, and to check out books from the library.</p>	2	Principal	ID machine purchased; all students wearing IDs				











<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>7) Bring staff current on their CPI training through the refresher course offered by the district. Research training more staff using CPI.</p>	2, 3	Principal	Certificate of Training				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 4: Pampa Junior High School stakeholders including students, parents, staff, and community will work together to positively affect the education our students.

Performance Objective 1: Communicate our common belief system to all stakeholders by our words and actions.

Summative Evaluation: Parent, Student, Staff, and Community surveys.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) We will solicit useful feedback from parent surveys and student focus groups to improve the learning environment at PJHS.</p>	6, 10	Parent Involvement Team; Principal	results of surveys and focus groups				
<p>Critical Success Factors CSF 5</p> <p>2) Use social media to communicate with parents and community leaders. (Website, Facebook, etc.)</p>	6	Administrators	Monitoring Website, Facebook, Twitter, etc.; Surveys				
<p>Critical Success Factors CSF 5</p> <p>3) Host Parent Nights: Reaper Schedule Pick-Up - August Open House - September Family Fun Night (ELA/SS) - October Educational Showcase - November Christmas Mural Painting- December Family Fun Night (Math/Sci) - February</p>	6, 10	Principal, Administrators, Counselors, Teachers, Parental Involvement Team	sign-in sheets, agenda				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) We will celebrate academic, athletic, and cultural successes of our students in the newspaper with full-page coverage during the months of December and April.</p>	2, 6	Principal, Counselors, Yearbook teacher	Newspaper article				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) 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</p>	1, 6, 10	District Translators, Administrators	Documentation of how often translators were used; Evidence of translated documents				







<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) The Title 1 Parent - Teacher - Student Compact will be signed by all to clarify the goals for academic success for the student.</p>	6, 10	Principal; Teacher	Signed Compacts in English or Spanish from each student is on file				
Funding Sources: Title 1, Part A							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide a welcome for all parents and students through the first Reaper Night of the year in August prior to the start of school. Students can pick up their schedules, set up their buses, pick up their previous year's yearbook, turn in documents and talk to the nurses, clarify information with the coaches, and pay/fill out paperwork with the cafeteria ladies. Teachers decorated their doors to tell about themselves and were helping with handing out schedules, touring, and checking in. Students received a phone call welcoming them to this event and a postcard mailed from their first period teachers. A few weeks prior, the Principal mailed out a letter as well. All information was translated.</p>	6	Principal, Teachers	Sign in sheets; feedback from parents; number in attendance; feedback from teachers				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Pampa Junior High School stakeholders including students, parents, staff, and community will work together to positively affect the education our students.

Performance Objective 2: Parent Involvement and Community Involvement are beneficial to running the school defined through communication, participation, and governance.

Summative Evaluation: Measure the involvement by keeping track of the numbers of parents in attendance from one year to the next.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase parental involvement in SBDM meetings by holding meetings in conjunction with student activities.</p>	6	Principal	Agenda, Sign in, Minutes				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide a campus parent newsletter once a 6 weeks sharing student activities from the 6 weeks as well as the up and coming events.</p>	6	Principal; Parent Involvement Committee	Newsletter				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>3) Teachers will make 3 positive parent contacts a week concerning 3 different students each time to ensure parents hear about the great things their students are doing.</p>	2, 6	Principal	Parent Contact Forms				
<p>Critical Success Factors CSF 5 CSF 6 CSF 7</p> <p>4) Grade level orientations will be held in the Spring to introduce students and parents to the opportunities for the following year:</p> <p>5th graders moving to 6th 6th and 7th graders moving to 7th and 8th grade</p> <p>Teachers will set up tables with their information about their core content classes and elective classes offered.</p>	2, 6	Principal and Counselors	Calendar; Sign in Sheet; Powerpoint; Agenda				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Students will be recognized throughout the year in the following ways:</p> <p>Each 6 weeks: A Honor Roll AB Honor Roll Perfect Attendance</p> <p>Last 6 weeks 92 and above</p> <p>8th grade promotion</p> <p>Top 10% Banquet</p>	2, 6	Principal; Asst. Principals; Counselors	Calendar, Awards, Lists of students receiving awards, Feedback from Parents and Students				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Core Content teachers will review Fundamental Five training. New Teachers and Elective Teachers will receive training in August and September on the Fundamental Five.
1	1	2	Region 16 Math Support Specialist will conduct regularly scheduled professional development for math core teachers regarding strategies to support math instruction regarding new math TEKS.
1	1	3	Through the understanding of the Fundamental Five Critical Writing study and in class coaching as well as professional development support from Region 16 Writing Support Specialists, there will be an increase in writing across all content areas to support instructional goal to increase literacy as well as internalize learning.
1	1	5	A full-time Instructional Coach will be provided to support classroom instruction through PLCs for teacher training, lesson planning, model teaching, walkthroughs, and student monitoring.
1	1	6	Math teachers and Social Studies teachers will receive training with McGraw Hill prior to the start of school to implement the technology portion of the textbook adoption with the students. The goal is to have this part of the adoption available to students while at home or at school and to monitor their progress.
1	1	7	Spanish-English Math and Science study dictionaries and glossaries will be purchased and used in daily instruction to support the ELL students as they learn content.
1	1	8	English Language Arts and Social Studies Department Teachers will all participate in Interactive Notebook training at the start of school to assist with students learning academic language, using critical writing skills, to remember what they are learning, and to share with their parents.
1	1	9	Sustained Silent Reading will be implemented schoolwide during iTime. (see iTime) SSR will be time for students to read or be read too without interruption.
1	1	10	The Science Dept. will be provided with professional development in August to implement Stemscores as a new initiative this year. All materials will be ordered during the summer for the three grade levels.
1	1	11	Professional Development during the summer and throughout the school year will be made available to the teachers through the Math Collaborative and Science Collaborative, opening the door to CAMT, CAST, and other trainings. Further, teachers have attended the Whole Brain conference, Lead4ward, and district provided professional development. New Teacher Academy is provided by the district.
1	1	12	All English Language Arts 6th and 7th grade teachers will be trained through the PEG Writing Grant program using 6 Traits + 1 to be able to teach writing to our students using the same writing process in preparation for the Writing STAAR assessment.
1	1	13	All English Language Arts 6th -8th grade teachers will be trained on the Reading Figure 19 through Lead4ward.

Goal	Performance Objective	Strategy	Description
1	1	14	Unified bell-ringers/warm-ups and homework will be used in all core content areas. These are TEKS/STAAR aligned.
1	1	15	Teachers will integrate the 6 step vocabulary instruction according to the book study "Marzano's Building Academic Language: Teacher's Manual". A word wall is in the classroom to add to as students learn new words.
1	2	1	Cornell Notetaking will be implemented in all classes to ensure writing across the curriculum as well as the use of higher level thinking and summarizing. Teach students the Cornell Notetaking method to ensure they understand how to take notes for all classrooms. Teachers will model the method for the students during instruction and continue this way of notetaking in all classrooms.
1	2	2	Practice STAAR Release will be given. Students' scores will be monitored by objectives. Students will plot scores on classroom charts created as posters and mounted on classroom walls and personal goal setting charts. Students will set goals for next benchmarks. (see Motivation performance objective)
1	2	3	Teachers will ensure student mastery on STAAR by providing the opportunity for students to show mastery of the skill in the STAAR format. This will be integrated throughout the week and concluded through common unit assessments.
1	3	1	Special education teachers will collaborate weekly with general education teachers regarding student progress to provide best possible services for each identified student. SPED teachers will serve as resources for general education teachers to provide pre-identification support for struggling support.
1	3	3	A 30-minute daily intervention time (iTime) will be implemented to focus on literacy, specifically reading instruction.
1	3	4	Conduct an audit of the special education program to ensure students are receiving identified services as documented in the IEP through collaboration during the ARD.
1	3	7	Continue providing extended year (summer school) opportunities for students needing credit recovery and state or assessment accelerated instruction.
1	3	8	Students not completing daily work or homework assignments will be required to attend Work Completion. Work Completion will be offered after school until 5:00pm and a bus will transport students home. Certified teachers will be paid to work with these students who have to stay after school.
1	3	10	Provide students with binders, dividers, and planners to help organize their assignments and accomplish their homework. Teach and monitor student organization. Planners are used to ensure communication between parent and teacher and to remind students of goals (as well as homework).
1	3	11	All students will be assessed on iStation during the second week of school to determine who will need reading instruction on iStation during iTime. This will be done during the ELA classes.
1	3	12	General Education and ELL teachers will incorporate instructional strategies that promote academic and procedural vocabulary development. Teachers will utilize the use of language objectives, word walls, graphic organizers and brainstorming techniques to promote academic and social language development.

Goal	Performance Objective	Strategy	Description
1	3	13	Sheltered Instruction Training using SIOPS strategies will be provided to teachers in order that it is provided to ELL students in the core content areas.
1	3	14	Each ELL student will be monitored each six weeks by the ELL team and general education core content teachers to assess progress. Assessment data will be used to set goals with the students, develop intervention plans for the students, and adjust instruction.
1	3	15	Teachers will be provided a folder containing their ELL student's name, language proficiency level, interventions, accommodations, suggested instructional strategies, and any special notes or information concerning the individual students. Feedback will be provided to the ELL teachers through the folders.
1	4	3	Goal setting opportunities will occur in the classroom as students test over specific TEKS they need to master.
1	5	5	Study Island, Odyssey, iStation, Compass Learning, and Imagine Learning will be accessible to the students as well as other online learning tools for the classroom and at home.
2	1	1	Collaborate with curriculum and support services to ensure that teachers are receiving high quality, research based professional development in core subject areas.
2	2	2	Instructional Leaders will meet monthly to monitor progress of the learning and programs on campus.
2	2	7	Campus administrators will receive ongoing training on leadership skills, instructional knowledge, and campus improvement strategies.

Title I

Schoolwide Program Plan

Our Campus Schoolwide Title 1 Program is developed through a planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the needs assessment 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. Student academic performance information 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. The results are analyzed by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing our and where efforts should be concentrated for the new school year.

The five steps for this process include:

1. Establishing and training the campus planning team
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources, gathering and analyzing the data;
5. Reporting data findings to the entire Campus and Community Leadership Team and collecting reflections and feedback.

Throughout the planning process, 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 planning process is used as a strategy to guide program development, implementation, and evaluation.

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 of our campus. After the needs are identified, they are prioritized and reported to the Campus and Community Leadership Team. The C&CLT is given time to reflect on the data and ask clarifying questions. When the C&CLT feels comfortable that all appropriate data has been disaggregated and analyzed, a comprehensive plan is 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 the campus planning processes. The Comprehensive Needs Assessment brings focus and coherence to student achievement strategies and helps ensure unity of purpose, alignment, and clear accountability for the campus.

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 on this campus. Examples of some of the interventions used in the district include:

- Wilson Reading Program (for students with Dyslexia)
- Read 180
- I-Station
- Odyssey Learning through Compass Learning
- Think Through Math
- Use of Grade Level Teaming along with RTI
- Intervention during iTime (25 minutes during the school day)
- Technology Integration with 1:1 Chrome books
- Provide small-group and after school tutorials to address gaps in learning
- StemScopes for the Science Department
- Interactive Notebooks for the Social Studies Department and English Language Arts Department
- Reaper Lessons
- Reaper Camp
- Cornell Notetaking Method
- Organizational Skills for all students - to include a Binder, Dividers, Planner

3: Instruction by highly qualified professional teachers

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

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 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 attract highly qualified teachers are addressed in the Comprehensive Needs Assessment.

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

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 daily 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 would best fit student needs.

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

Grade level teams and RTI teams meet weekly. Student data is reviewed. Progress monitoring is done regularly, and students are given

many opportunities for academic support.

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

Campus leadership teams make sure Title 1 rules and regulations are being followed. The campus principal makes sure state and local policies are followed. Student success is the focus of campus programs.

2015-2016 Campus Planning and Decision Making Committee

Committee Role	Name	Position
Assistant Principal	Byron May	
Assistant Principal	Jamie Winborne	
Business Representative		
Classroom Teacher	Kelly Aderholt	ELA Teacher
Classroom Teacher	Brittin East	PE Teacher
Classroom Teacher	Robin McCracken	SpEd Teacher
Classroom Teacher	Stacy Pepper	Fine Arts Teacher
Classroom Teacher	Brandy Peterson	Math Teacher
Classroom Teacher	Kelsie Robbins	Science Teacher
Classroom Teacher	Kandra Rodriguez	Technology Teacher
Classroom Teacher	Sharon Thomas	History Teacher
Counselor	Dana Wright	Non-Teaching
Paraprofessional	Robyn Prather	Secretary
Parent		Parent
Parent		Parent
Principal	Diana Werner	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	1	12	Grant		\$0.00
1	1	13	Grant		\$0.00
1	3	7			\$0.00
1	3	9			\$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			\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00
285 - Title I, Part A, ARRA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Student Activity Budget		\$0.00
Sub-Total					\$0.00
Title 1, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00
1	1	5			\$0.00
1	1	7			\$0.00

1	1	8			\$0.00
1	1	10			\$0.00
1	3	8			\$0.00
1	3	10			\$0.00
2	2	5			\$0.00
3	1	12			\$2,500.00
4	1	6			\$0.00
Sub-Total					\$2,500.00
Grand Total					\$2,500.00