

Pampa Independent School District
Pampa High School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard



Purpose. Passion. Pride.

Mission Statement

The mission of Pampa Independent School District is to produce learners who are compassionate, competent, confident, and future-ready!

Vision

Pampa Independent School District will become the premier destination school district in the Panhandle!

Core Beliefs

P Purposefulness - We believe that the core business of schools is to ensure that every student every day is provided challenging, engaging, and meaningful work; therefore, we will purposefully prepare ourselves and our students for authentic experiences that ensure they are future-ready.

A Authentic Engagement - 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 that develop an attitude of being a life-long learner.

M Mindset for Growth - We believe that all students are capable of high achievement and that intelligence is developed and that achievement results from consistent and effective effort; therefore, we will support and encourage students and staff to have a growth mindset in order to meet expectations of excellence.

P Preparedness- We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, to be challenged, and to use technology as a significant tool for learning.

A Assurances - We believe we have a collective responsibility to create and sustain a safe environment that is respectful, caring, engaging, vibrant, and culturally responsive. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication and seek authentic, trusting relationships.

PISD's Guiding Question:

What's Your Plan???

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Comprehensive Needs Assessment

Demographics

Demographics Summary

<u>Ethnicity</u>	100%	<u>Eco. Disadvantaged</u>	38.05%
White	54.82%	<u>LEP</u>	4.82%
Hispanic	39.25%	<u>Homeless</u>	1.75%
African American	3.51%	<u>SPED</u>	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

<u>STARR Science</u>		<u>STARR Soc. Studies</u>	
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

<u>STARR English</u>		-	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 discipline 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 organizations.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Almost all 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

Almost all staff meet federal and state highly qualified requirements.

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 integration 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
- PDAS and/or T-TESS

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: PHS will achieve excellence in academics.






Performance Objective 1: We will close academic performance gaps between PHS and our accountability cohort and state.

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			
			Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Build and Consistently improve effectiveness of Professional Learning Communities and TIPS groups.</p>	<p>Principal Assistant Principals Secondary Instructional Specialists Instructional Department Leaders and lead teachers</p>	<p>Observations, surveys, products and minutes from PLC's and TIPS groups show focus on student learning, lesson design, data disaggregation, best practice instructional strategies, and intervention.</p>				
Funding Sources: 199 - General Fund, 199 - High School Allotment						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>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.</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads Lead Teachers</p>	<p>Common Assessment Results Benchmark Results EOC Results</p>				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 199 - General Fund, 211 - ESEA, Title I, Part A, Imp Basic Prog						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) Administer and analyze 2 benchmarks in EOC tested areas and Learning Checks in each core area. Use data analysis to inform instruction and interventions. (System Safeguard and PBM Activity)</p>	<p>Campus Assessment Coordinator Campus Principals Secondary Instructional Specialists Department Heads Core Subject Teachers</p>	<p>Common Assessment Results Benchmark Results EOC Results System Safeguard and PBM Results</p>				
Funding Sources: 199 - General Fund						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>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)</p>	<p>Campus Principals Campus RTI Teams Secondary Instructional Specialists Department Leaders</p>	<p>Number of students served Passing rates Completion rates EOC passing rates System Safeguard and PBM Results</p>				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 210 - ESEA, Title II, Part B						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>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)</p>	<p>Administrators HELP Center Coordinator Secondary Instructional Specialists RTI Team Department Heads</p>	<p>Passing Rates EOC results Completion Rates Course Credit Acquisition System Safeguard and PBM Results</p>				
Funding Sources: 199 - General Fund						
<p align="center">Critical Success Factors CSF 1</p> <p>6) Promote participation and improve performance in ACT, SAT, and PSAT. Encourage all Juniors and Seniors to participate. All Sophomores and Juniors will take the PSAT in 16-17. Students will utilize Study Island, Odysseyware, and ACT/SAT preparation classes as a tool to prepare for ACT and SAT tests.</p>	<p>Counselors Campus Principals ELA Department Head Departmental leaders Secondary Instructional Specialists</p>	<p>ACT, SAT, PSAT results College and Career (Post Secondary) readiness results</p>				
<p>7) Implement flexible scheduling through Online Learning Software--Odysseyware, for credit recovery, intervention, and credit acquisition.</p>	<p>Odysseyware Lab Administrator Counselors RTI Teams Campus Principals</p>	<p>Credits Earned Passing Rates Completion Rates</p>				
Funding Sources: 199 - High School Allotment						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Instructional Coaching and TEKS/EOC support including Differentiation and Sheltered Instruction through instructional 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). Hispanic and Economically Disadvantaged students will attain an average of 67% on English I and English II EOC's.</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads Core Teachers External Coaches</p>	<p>System Safeguards EOC Results Completion Rates</p>				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 210 - ESEA, Title II, Part B						

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Continue to support Instructional leaders, TEKS and EOC content teachers in math and science utilizing instructional coach</p>	<p>Campus Principals Math/Science Instructional Specialist Department Heads Core Teachers External Coaches</p>	<p>EOC Results Passing Rates Completion Rates</p>				
<p>Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog, 211 - ESEA, Title I, Part A, Imp Basic Prog</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>10) Continue and monitor Algebra I Intensified course through support with Agile Minds (Dana Center).</p>	<p>Campus Principal Math/Science Instructional Specialist Math Department Head Intensified Algebra Teacher</p>	<p>Passing rates Algebra I EOC results</p>				
<p>Funding Sources: 199 - High School Allotment, 199 - High School Allotment</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>11) Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education. Provide support in other settings such as a resource setting for students whose IEP requires that setting.</p>	<p>Campus Principals Classroom Teachers Secondary Instructional Specialists Special Education Teachers Special Education Dept. Head District Director of Special Ed</p>	<p>Goals met in IEP's of individual students</p>				
<p>Funding Sources: 224 - IDEA B, Formula</p>						
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>12) Provide effective instructional strategies and support for identified ELL/LEP students through newcomer classes, sheltered instruction, HELP Center, RTI, and Bilingual Tutoring (System Safeguard and PBM strategy)</p>	<p>Campus Principals Secondary Instructional Specialists Classroom Teachers Campus ELL Coordinator</p>	<p>Passing rates on local and state courses Passing rates on EOC's System Safeguard and PBM Reports</p>				
<p>Funding Sources: 199 - General Fund</p>						






<p>13) Provide coherent sequence of courses for students in CTE. Provide career and technology program clinics/expo for students in 9-12</p>	<p>Campus Principals CTE Department Chair CTE College & Career Readiness Director Counselors CTE teachers</p>	<p>Coherent sequence course takers indicated in Skyward/PEIMS Number of Participants at clinic/expo Graduation 4 year Plans</p>				
<p>Funding Sources: 244 - Carl Perkins, Career & Tech, 199 - General Fund</p>						
<p>Critical Success Factors CSF 1</p> <p>14) Evaluate and improve post-secondary partnerships including College and Financial Aid Night and partner with Clarendon College and other area colleges to provide dual credit and work force courses and vocational certifications.</p>	<p>Campus Principals Counselors College & Career Readiness Director Executive Director CTE Dept. Head Clarendon College Staff</p>	<p>Number of courses provided and completed</p>				
<p>Funding Sources: 199 - High School Allotment, 199 - General Fund</p>						
<p>Critical Success Factors CSF 1 CSF 6</p> <p>15) Continue Chromebook initiative for students and staff by providing classroom sets of chromebooks for teachers requesting one as well as providing COWS (Chromebooks on Wheels carts) for other teachers.</p>	<p>Campus Principal Tech Center Aide Classroom Teachers IT Dept staff</p>	<p>Walkthroughs indicating increased use of devices IT reports of usage on campus</p>				
<p>Funding Sources: 199 - High School Allotment, 199 - General Fund</p>						
<p>16) Complete and update 4 year graduation plans and senior certification. Communicate those plans to parents.</p>	<p>Campus Principals CTE Staff Counselors</p>	<p>Completion rates number of DAP and RAP graduates</p>				
<p>Funding Sources: 199 - General Fund, 199 - General Fund</p>						
<p>17) Develop and provide summer opportunities for recovery and investigate possibilities for acceleration.</p>	<p>Campus Principals Counselors Department Heads Classroom Teachers Secondary Instructional Specialists</p>	<p>Number of courses recovered and completed</p>				
<p>Funding Sources: 199 - General Fund</p>						
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>18) Focus efforts to improve Alg. 1 EOC Advaced Level III to 12% and Eng. I and Eng. II to 8%.</p>	<p>Campus Principal Department Heads Classroom Teachers Instructional Coaches</p>	<p>Walkthroughs Lesson Plans Benchmarks Learning Checks EOC results</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: PHS will achieve excellence in academics.

Performance Objective 2: PHS will develop and incorporate a comprehensive system to successfully serve special student populations such as special education, at-risk, economically disadvantaged, and English language learners.






Summative Evaluation: TAIS documentation and evaluation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Work with PHS Instructional Specialists, external coaches, and Special Education staff during PLC time, TIPS time, and Professional Development opportunities to become proficient in Hattie's researched based instructional strategies to improve student performance of all students, with a focus on Special Populations.</p>	<p>Campus principals Secondary Instructional Specialists Department Heads External coaches</p>	TAPR data				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) ELA teachers will be trained in PEG writing strategies.</p>	<p>Campus Principals External Coaches ELA Department Head</p>	Increased performance on benchmarks and EOC scores.				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>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.</p>	<p>Read 180 teachers Campus Principals SpEd Department Head ELA Department Head Campus Leadership Team Secondary Instructional Specialists</p>	Improvement and growth on lexile levels, EOC scores and progress measure.				

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Provide a variety of learning environments for identified students through general education, newcomers, co-teaching, inclusion support, resource, and self-contained settings, according to each student's IEP, IAP, LAP, or other individualized intervention plan.</p>	<p>Campus Principals Special Education Department Head Department Heads Secondary Instructional Specialists District Special Education Director Region 16 Special Education staff or other external coaches</p>	<p>Improvement, growth, and mastery on specialized plan goals, EOC scores, progress measures, grades, and campus level assessments.</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 1: PHS will achieve excellence in academics.

Performance Objective 3: PHS will continue systematically integrating technology into its classrooms that reflects the development of 21st Century Skills in lesson design.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Work with secondary instructional specialists, external coaches, and campus administrators during PLC time on instructional strategies to improve student performance using varied forms of 21st century technology.</p>	<p>Campus principals Secondary Instructional Specialists Departments Heads/leaders External coaches</p>	<p>TAPR data Lesson Plans Walkthroughs</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) All teachers will be trained in technology integration strategies that will increase student engagement and performance in all subjects.</p>	<p>Campus Principals Secondary Instructional Specialists External Coaches Department Heads/leaders</p>	<p>Increased performance on benchmarks and EOC scores. Lesson Plans Walkthroughs</p>				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>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, and are more than two years below grade level reading lexile score.</p>	<p>Read 180 teachers Campus Principals Secondary Instructional Specialists SpEd Department Head ELA Department Head Campus Leadership Team</p>	<p>Improvement and growth on lexile levels, EOC scores and progress measure.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: PHS will achieve excellence in academics.






Performance Objective 4: PHS will develop and implement a plan to ensure that our students are college and career ready upon graduation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	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.				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> 4) All students will be provided an opportunity and encouraged to take the TSI on the PHS Campus or at Clarendon College to determine college readiness.	Principals Counselors CTE Department Head CTE College & Career Readiness Dir.	Increased numbers of students taking the TSI.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> 5) Provide SAT and ACT preparation classes during the scheduled school day and outside of the scheduled school day.	Principals Counselors CTE College & Career Readiness Dir. ELA Department Head	Increased participation in SAT & ACT testing opportunities. Increased scores on SAT & ACT for students participating in the preparation classes.				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> 6) Provide opportunities for students to take CTE courses leading to advanced vocational certifications, on-line Dual Credit courses, and Concurrent Enrollment courses using partnerships with post-secondary institutions.	Principals Counselors CTE College & Career Readiness Dir. Campus Department Heads/leaders	Increased enrollment in dual credit courses, concurrent enrollment courses, and/or advanced certification programs of study.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: PHS will achieve excellence in academics.

Performance Objective 5: PHS will work to increase attendance.


Summative Evaluation: Individual and grade level attendance will be monitored and assessed at 3 week and 6 week progress reporting dates, as well as at the end of each semester.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) We will monitor daily attendance using reports generated by the attendance clerk to attain an attendance rate of 96.2%.</p>	Principals Attendance Clerk Classroom Teachers Coaches (Athletic, Academic, Extra-curricular, etc.) Department Heads/leaders	Increased attendance rate. Daily reports				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) We will make personal phone calls to parents/guardians of students who are absent on a daily basis. Administrators, Social Worker, School Resource Officer, and other staff will contact parents and make home visits as necessary.</p>	Attendance Clerks Social Worker Classroom Teachers Department Heads/Leadership Team Principals	Increased attendance rate. Sign in sheets				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Students with perfect attendance will be honored each 6 week grading period with recognition, efforts, and rewards. Incentives will be provided to the class with the highest attendance each 3 weeks, if they surpass 96.2%. Individual teacher classes will be rewarded for 100% weekly attendance.</p>	Principals Attendance clerk Department Heads/leaders Social Worker Attendance Committee	Increased attendance rate. Weekly attendance reports				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) A Campus Attendance Improvement Committee will be formed to provide incentives and education for students, families, community members, and other stakeholders. The incentives and education provided will be focused on the importance of and value in school attendance.</p>	Principals Counselors Social Worker Department Heads/leaders Attendance Improvement Committee Members	Increased attendance rate. Increased academic performance. Increased community involvement and understanding of the importance and value of school attendance.				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: PHS will achieve excellence in academics.

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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
1) Students who are tardy to class will be escorted to a tardy station and receive a printed pass to class. Teachers will escort students to class.	Teachers Administrators Administrative Assistants	Tardy reports				
						

Goal 2: PHS will build a quality teaching staff with high teacher morale.






Performance Objective 1: PHS will recruit and retain a quality teaching and administrative staff by providing a system of support and professional development to assist teachers and administrators in reaching their individual performance goals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>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</p>	<p>Campus Principals Secondary Instructional Specialists Counselors Design Team Executive Director Special Education Director Bilingual/ ELL/Migrant Director Homeless Liaison Dyslexia Teacher</p>	<p>Number of staff trained on local, state, and federal required trainings. Number of staff trained on instructional strategies</p>				
Funding Sources: 199 - General Fund, 224 - IDEA B, Formula, 263 - Title III, LEP						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>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.</p>	<p>Campus Principals District Recruiting Officer Executive Director Deputy Superintendent</p>	<p>Highly Qualified Report Number of staff recruited and sustained</p>				
Funding Sources: 199 - General Fund						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Support and mentor new staff on campus to ensure highly qualified and effective performance. Staff attend teachers academies and assigned mentors.</p>	<p>Campus Principals Secondary Instructional Specialists Curriculum Team Mentors</p>	<p>Number of staff staying in Pampa schools. Highly qualified report</p>				
Funding Sources: 199 - General Fund						

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Train staff on local tools and programs including Skyward, TEKS Resource System, Eduphoria, CHAMPS</p>	<p>Campus Principals Secondary Instructional Specialists Counselors Department Heads Executive Director Instructional Technology</p>	<p>All staff trained on appropriate programs and tools</p>				
<p>Funding Sources: 199 - General Fund</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: PHS will build a quality teaching staff with high teacher morale.

Performance Objective 2: PHS will ensure high teacher morale through district and campus systems that promote and model a growth mindset.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Growth Mindset book studies and professional development targeted toward growth mindset.</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads</p>	<p>Evidence of increasing teacher morale through: information from T-Tess pre-conferences and post-conferences, and pre and post surveys during book study and ongoing professional development activities.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: PHS will build a quality teaching staff with high teacher morale.

Performance Objective 3: PHS will use the T-TESS/T-P ESS evaluation systems, as well as teacher and principal standards, to ensure that all educators understand their job expectations and to monitor and encourage individual educator growth.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Provide on-going training and professional development during teacher in-Service, PLCs, TIPS, and Edivate on-line for teachers and administrators directly relating to the T-TESS/T-P ESS evaluation and growth model.</p>	<p>Campus Principals District level Administrators Department Heads/leaders Secondary Instructional Specialists</p>	<p>Evidence of improvement using T-TESS/T-P ESS evaluation data.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: PHS will build a quality teaching staff with high teacher morale.

Performance Objective 4: PHS will ensure the development of a comprehensive professional development plan that will provide each educator with timely, quality, and individualized learning that will help them reach individual professional goals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Provide on-going professional development related to campus goals and specifically targeted for individual teachers based on goals set in their individual T-TESS plans for professional development. This will be provided through targeted faculty learning times, PLCs, TIPs, and the Edivate on-line professional development program.</p>	<p>Campus Principals District level Administrators Department Heads/leaders Secondary Instructional Specialists</p>	<p>Increased teacher capacity as evidenced through ongoing observations, conferences, and T-TESS data.</p>				
<p>State System Safeguard Strategy Critical Success Factors CSF 1</p> <p>2) Fundamental Five book studies and professional development targeted toward researched based instructional strategies to improve student success.</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads</p>	<p>Pre and post surveys during book study and ongoing professional development activities. Walkthroughs Lesson Plans</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 3: PHS will have increased support of the community.

Performance Objective 1: PHS will provide various opportunities for community members/stakeholders to understand, evaluate, and promote the PISD vision and goals.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Build a campus improvement team consisting of PHS staff, community members, and parents to help develop and monitor the progress of the Campus Improvement Plan.</p>	<p>Campus Principals Department Heads Counselors District Social Worker Parental Involvement staff</p>	<p>Input from pre and post surveys completed by community members provide positive input and responses to a school climate survey.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Use a variety of communication tools, including newsletters, social media, newspaper, radio, television, and others, to disseminate information concerning the PISD and PHS mission, vision, and goals.</p>	<p>District personnel Campus Administrators Counselors Department Heads/leaders District Social Worker PHS Staff</p>	<p>Positive, reflective, and evaluative feedback from stakeholders concerning PISD vision and goals.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Meet and collaborate with the Campus Improvement Team a minimum of 4 times per school year with the purpose of understanding, evaluating, and promoting the PISD and PHS vision and goals.</p>	<p>Campus Administrators District Administrators Department Heads/leaders Counselors District Social Worker</p>	<p>Number of meetings held with agendas, notes, and action plans.</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Hold school-wide and subject specific Open House type activities to inform parents and community members of the activities, actions, and successes of PHS students, staff, UIL events, teams, clubs, and other extra-curricular and student centered programs.</p>	<p>Campus Administrators District Administration Counselors Department Heads/leaders</p>	<p>Increased attendance at Open House and other parental involvement opportunities.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: PHS will have increased support of the community.






Performance Objective 2: PHS will provide and encourage meaningful, quality, and two-way communication using various means in order to inform parents/community members/stakeholders of events and opportunities involving students and the community.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) PHS Staff will make contacts with parents/guardians and other stakeholders to inform of student activities and progress, both positive and negative.</p>	<p>Campus Administrators Teachers Department Heads/leaders</p>	<p>Communication log of at least 10 contacts will be turned in to department heads every six week grading period.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: PHS will provide a healthy and safe school climate for all students and staff.

Performance Objective 1: PHS will provide campus environments where students and staff are physically and emotionally safe.

Summative Evaluation: End of year survey for students and staff.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Train 100% of staff on CHAMPS culture and classroom management system.</p>	Campus Principals Instructional Coaches	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						
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 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.</p>	Campus Principals Counselors Advisors	Surveys indicate satisfaction with advisory support systems. Reduce failure rate Increased participation in school events.				
Funding Sources: 199 - General Fund						
<p>3) Implement and sustain an effective campus discipline plan including ISS and DAEP programs.</p>	Campus Principals DAPE Hearing Officer ISS staff Classroom Teachers Counselors	Decrease in referrals and placements in ISS and DAEP				
Funding Sources: 199 - General Fund						
<p>Critical Success Factors CSF 6</p> <p>4) Implement and Communicate comprehensive emergency plan including fire, tornado, unwanted visitor, bomb threat, hazardous material, catastrophic events, and natural disasters.</p>	Campus Principals Emergency Team Counselors Campus Staff	Posted and Practiced plans and drills				
Funding Sources: 199 - General Fund						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: PHS will provide a healthy and safe school climate for all students and staff.

Performance Objective 2: PHS will ensure a climate in which students and staff will exhibit an appropriate level of physical, emotional, and social health that will allow for a happy and healthy school experience.






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			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) 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</p>	<p>Campus Principals Social Worker Counselors</p>	<p>Surveys indicate a decrease in at risk behaviors</p>				
<p>Funding Sources: 199 - General Fund</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) 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.</p>	<p>Campus Principals Counselors Advisors</p>	<p>Surveys indicate satisfaction with advisory support systems. Reduce failure rate Increased participation in school events.</p>				
<p>Funding Sources: 199 - General Fund</p>						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) All students in grades 9-12 who are involved in any extracurricular activity or represent Pampa High School in our community, will be drug tested according to the PISD Random Drug Testing Policy and Procedures.</p>	<p>Campus Administration Counselors Coaches Sponsors</p>	<p>Results of drug tests Climate survey</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: PHS will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 1: PHS student participation in extra-curricular activities (such as athletics, band, choir, fine arts, UIL academics and other special student organizations) will increase each school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) PHS Staff will actively recruit and encourage students to participate in extra-curricular/co-curricular activities in which the is interested in and/or excels in.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	<p>Increase number of students participating in extra-curricular/ci-curricular activities.</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) PHS Staff will actively recruit and encourage students to participate in multiple extra-curricular/co-curriculum activities in order to enhance their high school experience.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	<p>Increase number of student participating in at least 3 extra-curricular/co-curricular activities.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 5: PHS will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 2: PHS will improve performance and maintain excellence in all extra-curricular and academic activities by providing students with purposeful practice, coaching support, and by celebrating successes.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Coaches and sponsors will work collaboratively with relevant staff members to provide purposeful practice and coaching support for all extra-curricular/co-curricular activities.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	<p>Staff meetings to plan practice to utilized maximum time allotted to ensure success of the students. Sign in logs</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Coaches and sponsor with work collaboratively with staff members, stakeholders, and administration to celebrate successes of extra-curricular/co-curricular activities.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	<p>Comparing attendance from previous contests to demonstrate growth of programs and success. End of year banquet for each activity to celebrate success.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: PHS will promote school pride by encouraging and celebrating student participation in extracurricular activities.

Performance Objective 3: PHS will promote school pride and success through campus and district media campaigns.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) PHS Staff will create social media outlets to communicate with stakeholders concerning contests and success with their extra-curricular/co-curricular programs.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	<p>Each activity sponsor will generate their own social media outlet for their activity and post information weekly during contest season.</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State System Safeguard Strategies

Goal	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 in EOC tested areas and Learning Checks in each core area. Use data 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 instructional 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). Hispanic and Economically Disadvantaged students will attain an average of 67% on English I and English II EOC's.
1	1	9	Continue to support Instructional leaders, TEKS and EOC content teachers in math and science utizling instructional coach
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. Provide support in other settings such as a resource setting for students whose IEP requires that setting.
1	1	12	Provide effective instructional strategies and support for identified ELL/LEP students through newcomer classes, sheltered instruction, HELP Center, RTI, and Bilingual Tutoring (System Safeguard and PBM strategy)
1	1	18	Focus efforts to improve Alg. 1 EOC Advaced Level III to 12% and Eng. I and Eng. II to 8%.
1	2	1	Work with PHS Instructional Specialists, external coaches, and Special Education staff during PLC time, TIPS time, and Professional Development opportunities to become proficient in Hattie's researched based instructional strategies to improve student performance of all students, with a focus on Special Populations.
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 secondary instructional specialists, external coaches, and campus administrators during PLC time on instructional strategies to improve student performance using varied forms of 21st century technology.

Goal	Objective	Strategy	Description
1	3	2	All teachers will be trained in technology integration strategies that will increase student engagement and performance in all subjects.
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, and are more than two years below grade level reading lexile score.
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
2	4	2	Fundamental Five book studies and professional development targeted toward researched based instructional strategies to improve student success.
4	1	2	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	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
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	2	1			\$0.00
4	2	2			\$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	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
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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

Addendums

TARGETED Improvement Plan/Pampa High School

Goal #1: Attendance

- **Problem Statement:** PHS had 95.2% attendance rate in 2015-16 school year
- **Annual Goal:** By May 2017, PHS will attain an attendance rate of 96.2%
- **Strategies:** Attendance Incentive Plan

Goal #2: English I and II Advanced Level III

- **Problem Statement:** PHS achieved an average of 3% Advanced Level III in English I and II EOC
- **Annual Goal:** By May 2017, English I and II first-time EOC test takers will attain 8% Advanced Level III
- **Strategies:** Improve enrichment interventions for the advanced students at PHS.

Goal #3: English I and II: ECD and Hispanic

- **Problem Statement:** PHS ECD students achieved an average of 56% and PHS Hispanic students achieved an average of 58% on English I and II EOC
- **Annual Goal:** By May 2017, English I and II EOC first time test takers will attain an average of 67% by ECD and Hispanic students
- **Strategies:** Quality implementation of ELPS and Sheltered Instruction

Goal #4: Algebra: Advanced Level III

- **Problem Statement:** PHS students achieved an average of 3% advanced on Algebra I EOC
- **Annual Goal:** By May 2017, Algebra I first time EOC Algebra I test takers will attain 12% Advanced Level III
- **Strategies:** Data talks and goal setting for the advanced student group.

