Pampa Independent School District

Pampa Junior High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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

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 833 sixth through eighth graders, and around 60 teachers. The population of students consists of 57.1% economically disadvantaged. Our students ethnic breakdown is as follows 42.54% Hispanic, 4.47% African American, and 49.30% white. Female students make up 54.32% of our population while 45.68% are males. We had 79 students served in our Gifted and Talented program and 127 Special Education students. Our campus is a 6th grade through 8th grade school and our student population feeds in from 4 elementary schools located throughout our town.

Demographics Strengths

The strengths of our demographics include:

* Students are ethnically and economically diverse.
* Our student population is large enough for students to have choices for athletics, academics, fine arts, and involvement in clubs.
* The community of Pampa supports its schools.
* Enrollment is holding steady even after an economic decline in our community.
* 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.
* The increasing Hispanic population has brought to light a need for greater support of our ELL students
* Spanish translator needs to be available at all times to translate information home and speak to better communicate with parents.

Student Achievement

Student Achievement Summary

Pampa Junior High is a school that has met academic standard in the states accountability system. However, in spite of this celebration, there is a clear need to focus our attention on reading and writing for our students. Needs also exist to support our Special Education and ELL populations as well as to challenge at a greater level our advanced students who are in our Pre-Ap courses. 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 1,2,3,& 4.
- State assessment scores indicated great improvement in Science.
- School is no longer a campus in Improvement Required.
- The TAIS process was beneficial in giving us goals to work on to continue improvement.
- Our students have successfully competed in UIL athletic and academic competitions.

Student Achievement Needs

Student achievement needs include:

- Professional development for all ELA teachers in writing instruction and Figure 19.
- Teachers need to be trained across content areas to help develop writing skills campus wide.
- 8th grade Social Studies needs to be supported vertically and teachers need to have specific training to guide their focus in the classroom.
- The Science team will continue to understand and utilize Stemscopes in the classroom to increase engagement.
- Technology should be integrated more purposefully into instruction at PJHS.
- The Math team will continue to acquire understanding of the Math TEKS with support from a Math Instructional coach.
- ELL and SPED programs need to have a vision and systems built to ensure success for all -this will require support from multiple angles in order for students see results as we work to bridge their gaps in learning.

School Culture and Climate

School Culture and Climate Summary

The district has adopted a set of vision and mission statements that will consistently be used throughout each school. These statements have been shared with the campus and were well received. This campus has struggled with its culture and climate and it is a focus of this administration to give the students and staff members a place that they enjoy coming to every single day to be learners and to collaborate. The teachers work very hard on a daily basis, the students are investing in their education and we hope to continue this trend.

School Culture and Climate Strengths

School Culture and Climate Strengths include:

- A quality staff that cares about its students
- A community of learners that are invested in developing themselves and growing - this community includes both students and staff members.
- A city that overall supports its schools and education of its youth.

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School Culture and Climate Needs

School culture and climate needs include:

- Celebrate growth and success (academics, athletics, and other accomplishments)
- Better communication between school and home.
- Teachers more aware of student challenges.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Pampa, Texas is a small community. Over the years the businesses that brought in families are certainly not as prevalent. We often hire teachers who are straight out of college or who commute to our town for their job. This creates short term employees as once they get some experience they are off to larger markets. Creating a place that teachers will choose to stay in is a great challenge but one that is necessary. The loss of training and acquired experience is invaluable. The district has several programs to help support new teachers because their adjustment is critical to their longevity in this career.

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
- Mentors
- A master schedule that supports collaborative teacher planning and professional development for core teachers 4x/week

Staff Quality, Recruitment, and Retention Needs

Needs in Staff quality, recruitment, and retention include:

- Positive recruiting experiences
- School culture that is collaborative and supportive to retain teachers
- Community investment in educators through incentives and other unique perks that only a small town can provide.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pampa ISD utilizes the TEKS Resource System to ensure that curriculum is aligned to the grade-level TEKS. Teachers also use other instructional supports such as Lead4ward, Stemscopes. They also have knowledge of best practice instructional strategies. Teachers are well supported by Instructional Specialists for Science, Math, ELA, and Social Studies. Core content teachers are also afforded a PLC time that allows them to gain professional development as well as have planning among grade level teams. The district also sets opportunities for teachers to assess their instruction through Learning Checks every 3 weeks. Data dives are a part of their PLC time and teachers are comfortable looking at their data and making adjustments in their instruction.

Curriculum, Instruction, and Assessment Strengths

There is good grade-level collaboration.

- Instructional Focus documents and Year-at-a-Glance documents guide instruction.
- Professional development is provided regularly.
- PLC time for core content teachers provides professional development and planning with grade level teams.
- Teachers use data to drive instruction

Curriculum, Instruction, and Assessment Needs

- 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, Stemscopes, analysis of TEKS.
- Technology is available but is not integrated into instruction as it should be.

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's community involvement team works to provide occasion for interaction between home, community, and school. Approximately 1420 parents attended the Open House for schedule pick-up at the beginning of the school year. This is an area that is critical to our students success and we will work to find ways to positively interact with all stakeholders utilizing social media, face to face meetings, and opportunities for parents to be involved in their student's education.

Family and Community Involvement Strengths

Strengths in family and community involvement include:

- Parent support of UIL athletic and academic competitions.
- Community support for Academic Showcase.
- Parent support for science fair, band and choir concerts.
- Parent contacts through the Remind Apps and social media such as Facebook and Instagram.

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.
- Create a bridge between the Hispanic community and the school through increased communication and opportunities for them to be involved in their student's education.
- Community businesses invested in the students future through possible career exploration, grants, and/or PBL "judges".

School Context and Organization

School Context and Organization Summary

The communication on our campus has improved. Two-thirds of the administrative staff is new to the campus as well as 10 teachers. Decisions have been made through master scheduling to improve some of the systems that have not been addressed recently including RTI, interventions for struggling readers, math interventions, special ed and GT support services. Core content teachers have a PLC period that allows for collaboration and professional development. System design is a primary goal of this administration.

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.

School Context and Organization Needs

School context and organization needs include:

- Mentoring program for students
- Cross curricular opportunities to design lessons together
- Re-establish an RTI program on the campus
- Establish a system for professional development for all teachers - not just core content.

Technology

Technology Summary

Although technology is available for individual students, the campus has gone to classroom sets for all core content classrooms. The decision to do this was based on students not coming to school prepared with their devices and the cost and delay of having damaged Chromebooks. Teachers need additional training for authentic integration of technology into their instruction. The technology is available - it is our intent to make sure that we are using it with purpose.

Technology Strengths

Strengths in technology include:

- Technology infrastructure in place for integration
- Tech Application classes in 6th and 7th grade to assist teachers with knowing apps and programs students can use to design lessons around.
- Programs that support learning including Read 180 and Odyssey.
- Classroom sets of Chromebooks for each core content
- Graphing Calculators
- Utilization of social media as a mode of communication with parents

Technology Needs

Weaknesses in technology include:

- Training on Eduphoria (AWARE, Forethought).
- Chromebook training.
- Integration of technology into instruction.
- Professional development on how to engage students with technology
- Further development of Technology Applications classes

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
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- PDAS and/or T-TESS

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 will achieve excellence in academics.

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

Summative Evaluation: Comparison of state assessments from 2016 to 2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Core Content teachers will review Fundamental Five in PLC's. New Teachers will receive training in new teacher training.	2, 3, 4	Administrators, Instructional Team Leaders, Instructional Coaches	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations				
	Funding Sources: 285 - Title I, Part A, ARRA						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 2) Instructional Specialist for Math and Science will conduct regularly scheduled professional development for math and science core teachers regarding strategies to support instruction in these two content areas.	3, 4	Administrators, Math Instructional Team Leader, Instructional Coaches	Common Assessments, Benchmarks, Walkthroughs, and Classroom Observations				
	Funding Sources: Title 1, Part A						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 3) There will be an increase in writing across all content areas to support the campus instructional goal of increased literacy as well as internalize learning. This will be done through a Write for Texas grant through Region 16, Instructional Coaching, and Professional Development opportunities throughout the year.	2, 3	Administrators, Instructional Team Leaders, Instructional Coaches, Region 16.	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations				
Critical Success Factors CSF 1 CSF 7 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 TEKS aligned lessons and assessments, 'learning checks' for formative assessments, and reviewing data will also be a part of this process.	1, 2, 4, 8	Administrators, Instructional Coaches,	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						

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7	2, 3, 5, 8, 9, 10	Principal	PLC Calendar, Agenda, Observations, and Feedback, Teacher Lesson Plans, Walkthroughs, and Classroom Observations				
5) Instructional specialists will be provided to support classroom instruction through PLCs for teacher training, lesson planning, model teaching, walkthroughs, and student monitoring. Instructional Specialists will work with Math and Science as well as ELA and Social Studies.	Funding Sources: Title 1, Part A						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2	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				
6) Math teachers and Social Studies teachers will receive continued training with McGraw Hill 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.							
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 7	2, 3, 8	Administrators, Instructional Coaches	Lesson Plans, Walkthroughs, Classroom Observations				
7) The Science Dept. will be provided with continued professional development to implement Stemscopes. Each grade level has access to and is utilizing Stemscopes to engage their learners.	Funding Sources: Title 1, Part A						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	3, 4	Administrators, Instructional Coaches, and Instructional Team Leader	Certificates from Training; Classroom Observations; Walkthroughs; Lesson Plans				
8) 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 CAST, and other trainings. Further, teachers have attended the Lead4ward, and district provided professional development. New Teacher Academy is provided by the district.	Funding Sources: 199 - General Fund						
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7	2, 4	Instructional Coaches; Principal	Classroom Observations, Lesson Plans, Walkthroughs				
9) All English Language Arts 6th, 7th, and 8th grade teachers will be trained through the PEG Writing Grant called Write for Texas using 6 Traits + 1 to teach writing to our students using the same writing process in preparation for the Writing STAAR assessment. Additionally, Write for Texas will be training cross content teachers to incorporate writing strategies into their instruction as well.	Funding Sources: 199 - General Fund						

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 10) All English Language Arts 6th -8th grade teachers will be trained on the Reading Figure 19 through Lead4ward.	2, 4	Instructional Coach; Instructional Team Leader; Principal	Classroom Observations, Lesson Plans, Walkthroughs
	Funding Sources: 199 - General Fund		
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 11) Bell-ringers/warm-ups and homework will be used in all core content areas. These are TEKS/STAAR aligned.	2	Instructional Coach; Principal	Increase in Grades, Increase in Scores on STAAR
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 12) Practice STAAR Release will be given. Students' scores will be monitored by objectives. Students will set personal goals in each core content area. Students will set goals for next benchmarks. (see Motivation performance objective)	2, 8, 9	Principal, Instructional Coaches, Instructional Team Leaders	Benchmark Scores; Students Goal Sheets
Critical Success Factors CSF 1 13) Conference Periods are aligned allowing for teacher teams to meet for RTI to discuss struggling students. 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.	3, 9	Administrators, RTI Teams	RTI Documentation and Meeting Minutes
Critical Success Factors CSF 1 CSF 6 14) Teachers will implement goal setting with their students. Teachers will teach their students to set goals and monitor their own learning	2, 8, 9	Principal	Increase in student success on assessments; Increase in student ownership of their own learning
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 15) 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.	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		

Critical Success Factors CSF 1 CSF 2 16) 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 grade level Enrichment conversations with the administrators.	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.
Critical Success Factors CSF 1 CSF 2 CSF 7 17) Posters charting student progress toward benchmark goals will be hanging in each content tested classroom.	2, 8	Principal, Instructional Coach	Posters on Walls
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 6 18) Goal setting opportunities will occur in the classroom as students test over specific TEKS they need to master.	2, 8	Principal; Instructional Coach	Goal Setting forms aligned to assessments
Critical Success Factors CSF 4 CSF 6 CSF 7 19) Implement "Prime Time" procedures for the first 20 minutes of class period to remove all class interruptions and ensure no students leave the classroom during prime instructional time.	2	Administrators	Reduction of class disruptions; Increased instructional time, Reduction of office referrals; Improved grades; STAAR scores
Critical Success Factors CSF 2 CSF 3 20) Conduct a Comprehensive Needs Assessment by March 31, using data to assist the planning team in developing the campus improvement plan for 2017-2018 school year.	1, 2, 10	Principal	Materials used for meetings, Documentation of decisions made in meeting.

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue

Goal 1: Pampa Junior High will achieve excellence in academics.

Performance Objective 2: PJHS 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: Comparison of PBMAS reports and TAIS reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 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 students.	2, 3	Administrators, Special Education Instructional Team Leader, Core Content Instructional Team Leaders	STAAR and Alternative Assessment Results; Students Grades; Meeting Minutes				
Critical Success Factors CSF 1 2) PLC periods are designed to allow grade level teams to meet for RTI to discuss struggling students once a week. 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.	3, 9	Administrators and counselors	RTI Documentation and meeting minutes.				
State System Safeguard Strategy **Critical Success Factors** CSF 4 3) A 35 minute Enrichment period will be established to ensure that GT students are being served, special ed students have additional support, and math students that need it will have a time of intervention.	9	Administration, Instructional Team Leaders, Instructional Coach	Grade reports, Common Unit Assessments, Benchmark scores, Walk-throughs, Classroom Observations				
State System Safeguard Strategy **Critical Success Factors** CSF 1 4) Implement strategies from the special education audit to ensure students are receiving identified services as documented in the IEP through collaboration during the ARD.	3, 8, 9	Principal, Special Education teachers, Diagnostician	IEPs, Schedule of services provided for students, Sped staffing, Students' grades, STAAR and STAAR A scores				

State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4	9	counselors, teachers, administrators	numbers of students passing 3rd attempt state assessments, numbers of students passing summer school, numbers receiving credit recovery
5) Continue providing extended year (summer school) opportunities for students needing state assessment instruction.		Funding Sources: 199 - General Fund	
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 6) 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.	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 7) 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.	2, 3, 9	Administrators, Instructional Coach, Instructional Team Leaders	Assessments; Progress Notebooks
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 8) 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, 2, 9	Administrators	Folders in hands of teachers; improved scores on STAAR

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Goal 1: Pampa Junior High will achieve excellence in academics.

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

Summative Evaluation: Analysis and comparison of annual Brite Byte surveys.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Technology Applications classes in 6th and 7th grade will teach students apps and programs that will assist the teachers in designing engaging lessons that integrate technology without having to teach the students the technology aspect of the assignment.	3	Administration, Instructional Coaches	Integration of technology in classrooms, lesson plans, walk-throughs.				
2) Classroom sets of Chromebook in each core content class allows for integration of technology into the instruction.		Principal, technology department for the district.					
Critical Success Factors CSF 1 CSF 7 3) Wireless laptops will be provided to each teacher for instructional use in the classroom.	2, 3	Principal	Training, Sign In Sheets, Laptop Checkout Sheets				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 4 4) 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, 8	Administrators, Instructional Coach, Instructional Team Leaders	Walkthroughs, Classroom Observations, Lesson Plans, Assessments				
Critical Success Factors CSF 1 CSF 7 5) Project Lead the Way implemented a Robotics class last year and this year another class focusing on Energy has begun. These classes have a STEM engineering focus.	2	Principal, Instruction Technology Curriculum director, Assoc. Supt.	Course Roster; Lesson Plans; Classroom Observations and Walkthroughs				
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Goal 1: Pampa Junior High will achieve excellence in academics.

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

Strategy Description	**Title I**	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**Formative Reviews**			
				Oct	**Jan**	**Mar**	**June**
State System Safeguard Strategy **Critical Success Factors** CSF 1	2, 3, 9	Administrators; Instructional Team Leaders	Binder Checks, presence of students utilizing planners.				
1) Provide students with 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).		Funding Sources: Title 1, Part A					
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue							

Goal 1: Pampa Junior High will achieve excellence in academics.

Performance Objective 5: PJHS will work to increase attendance.

Summative Evaluation: Attendance reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Phone calls will be made home to all students who are absent or tardy for one or more periods in a day.	2	Attendance Clerk	Documentation of Calls				
2) Meetings will be held with parents, students, and administrators for students who frequently miss school. Contracts will be implemented to increase student attendance.	6	Attendance clerk, Administration	Increased student attendance Attendance contracts				
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Goal 2: Pampa Junior High will build a quality staff with high morale.

Performance Objective 1: PJHS 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.

Summative Evaluation: T-TESS and T-PESS documentation
Turnover rate of employees

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 7 1) Collaborate with curriculum and support services to ensure that teachers are receiving high quality, research based professional development in core subject areas.	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				
Critical Success Factors CSF 7 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.	4	District curriculum/instruction staff, Administrators, Campus Mentors, Instructional Coach	Sign in sheets from FYTA trainings, Teacher Feedback				
Critical Success Factors CSF 7 3) 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.	10	Administrators	Certificates of completion of the training due in August 2015 prior to the start of school				
State System Safeguard Strategy **Critical Success Factors** CSF 2 CSF 3 4) Instructional Leaders will meet every 6 weeks to monitor progress of the learning and programs on campus.	1, 10	Principal	Sign-in Sheets, PLC Agenda, Walk-throughs, Common Assessments, Lesson Plans.				
Critical Success Factors CSF 3 5) Individual conferences between principal and teacher leaders will occur every 6 weeks period.	4	Principal	Feedback forms; Calendar of Meetings				

Critical Success Factors CSF 1 CSF 7 6) An interview team will be used to hire teachers. All new hires will be qualified.	5	Principal	Calendar of interviews; Percentage of minority staff is reflective of student demographics.					
Critical Success Factors CSF 6 CSF 7 7) A mentor teacher program will be utilized. The program will pair teachers new to PJHS with experienced teachers for mentoring. Meetings will be held to orient and discuss with new staff to campus procedures to address concerns common to new teachers.	2, 3, 4	Principal, Instructional Coach	Agendas, Sign in, Feedback, Reflections					

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Goal 2: Pampa Junior High will build a quality staff with high morale.

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

Summative Evaluation: Teacher retention, Campus surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Administration will model a growth mindset and will encourage staff members through various forms of communication to be open to learning with a growth mindset.		Principal. Assistant principals	High teacher morale Teachers willing to take risks and who are open to learning.				
2) Celebrations will occur when teachers meet goals that they have set and when they display a mindset of growth.		Principals, Assistant Principals	Celebrations at faculty meetings Opportunities to acknowledge growth and risks in learning taken in lesson plans. Celebrations during PLC planning periods.				
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue							

Goal 2: Pampa Junior High will build a quality staff with high morale.

Performance Objective 3: Pampa Junior High will use the T-TESS/T-PESS 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 through T-TESS and T-PESS goal setting professional development.

Summative Evaluation: T-TESS and T-PESS documentation
Signatures of, as well as copies of job descriptions
Copies of teacher and administrator state standards
T-TESS and T-PESS goals in Eduphoria's Appraise
Teacher/Administrator self evaluations

Goal 2: Pampa Junior High will build a quality staff with high morale.

Performance Objective 4: Pampa Junior High will ensure that each educator is provided with timely, quality, and individualized professional development to help them reach individual professional goals. Edivate is a personalized, online, Professional Development learning system that is available to teachers to help them reach their goals.

Summative Evaluation: Edivate Online Professional Development reports
Copies of summer professional development certificates
Eduphoria reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 1) To increase leadership effectiveness Campus Instructional Leaders will participate in leadership training.	1	Administration	Meetings with District Administration				
State System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 2) Campus administrators will receive ongoing training on leadership skills, instructional knowledge, and campus improvement strategies.	2, 4, 10	Principal, Instructional Coach	Sign in sheets and agendas from Principal meetings, ILT Meetings, and trainings				
3) A personalized Professional Development							
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ⬤ = No Progress ✖ = Discontinue							

Goal 3: Pampa Junior High will have increased support of the community.

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

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			
				Oct	Jan	Mar	June
1) Hey! Day 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. Parents also attended a meet with the principal.		Administrators, Reaper Camp Committee	Date on Calendar, Letters home to parents, Student and Parent Feedback				
		Funding Sources: Title 1, Part A - $2500.00					
Critical Success Factors CSF 5 2) We will solicit useful feedback from parent surveys and student focus groups to improve the learning environment at PJHS.	6, 10	Parent Involvement Team; Principal	results of surveys and focus groups				
Critical Success Factors CSF 5 3) Use social media to communicate with parents and community leaders. (Website, Facebook, Instagram, Remind App. etc.)	6	Administrators	Monitoring Website, Facebook, Twitter, etc.; Surveys				
Critical Success Factors CSF 5 CSF 6 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.	2, 6	Principal, Counselors, Yearbook teacher	Newspaper article				
Critical Success Factors CSF 5 CSF 6 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	1, 6, 10	District Translators, Administrators	Documentation of how often translators were used; Evidence of translated documents				
Critical Success Factors CSF 5 CSF 6	6, 10	Principal; Teacher	Signed Compacts in English or Spanish from each student is on file				
6) The Title 1 Parent - Teacher - Student Compact will be signed by all to clarify the goals for academic success for the student.		Funding Sources: Title 1, Part A					

Critical Success Factors CSF 5 CSF 6 7) Provide a welcome for all parents and students through the first Open House of the year in August prior to the start of school. Students can pick up their schedules, set up their buses, turn in documents and talk to the nurses, clarify information with the coaches, and pay/fill out paperwork with the cafeteria ladies.	6	Principal, Teachers	Sign in sheets; feedback from parents; number in attendance; feedback from teachers			

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

Goal 3: Pampa Junior High will have increased support of the community.

Performance Objective 2: PJHS 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.

Summative Evaluation: Student and Parent Surveys

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Post on PJHS's Facebook page up and coming events.	6	Principal; Parent Involvement Committee	Newsletter				
Critical Success Factors CSF 5 CSF 6 CSF 7 2) 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.	2, 6	Principal	Parent Contact Forms				
Critical Success Factors CSF 5 CSF 6 CSF 7 3) Grade level orientations will be held in the Spring to introduce students and parents to the opportunities for the following year: 5th graders moving to 6th 6th and 7th graders moving to 7th and 8th grade Teachers will set up tables with their information about their core content classes and elective classes offered.	2, 6	Principal and Counselors	Calendar; Sign in Sheet; Powerpoint; Agenda				
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Goal 3: Pampa Junior High will have increased support of the community.

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			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 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.	1, 10	Administrators, District Safety Coordinator	PJHS Safety Plan, Documentation of drills				
Critical Success Factors CSF 6 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.	2	Counselors	Documentation of trainings				
Critical Success Factors CSF 5 3) Continue the use of Skylert-Parent notification system for emergencies, special events, attendance, etc	1, 6, 10	Campus Secretaries, Technology Director, Attendance Officer	Increased number of announcements made with Skylert; increase in attendance % due to parent notification system				
Critical Success Factors CSF 6 4) Implement a campus check-in system that will prevent unauthorized access to campus	10	Principal, District Safety Director	Campus Visitor "Check In" Reports				
Critical Success Factors CSF 6 CSF 7 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, etc. to ensure they understand their responsibilities.	3, 10	Administrators	Certificates of completion of training				
Critical Success Factors CSF 6 CSF 7 6) Bring staff current on their CPI training through the refresher course offered by the district. Research training more staff using CPI.	2, 3	Principal	Certificate of Training				

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

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

Performance Objective 1: PISD will provide campus environments where students and staff are physically safe

Summative Evaluation: Documentation of all safety drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Develop written and posted campus expectations on procedures in all common areas	2	Administrators; Reaper Lessons Committee	Posters on walls, Decreased problem behaviors				
Critical Success Factors CSF 4 CSF 6 2) Create a campus wide behavior management plan based on needs assessments, research and positive behavior support and CHAMPS training.	2	Administrators, Reaper Lesson Committee	Reduced number of serious disruptions; Reduced number of office referrals/ISS, suspensions, and DAEP placements; Campus Behavior Management Plan				
Critical Success Factors CSF 4 CSF 6 3) Teach the Reaper Lessons the first two days of school to establish routines, procedures, and positive social behaviors. Reinforce the lessons the first four weeks of school and again following the Christmas break.	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				
Critical Success Factors CSF 6 4) 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.	2	Principal	Schoolwide Discipline Management Plan				
Critical Success Factors CSF 6 CSF 7 5) Implement the tardy policy where students are swept at the end of each passing period and taken to a tardy kiosk. Information is mailed home to parents for multiple offenses and discipline is assigned.	2	Administrators	Documented Consequences; Tardy Kiosks on Skyward with data from tardies show a decrease since last year, communication mailed home to parents.				
Critical Success Factors CSF 6 CSF 7 6) New teachers will review Randy Sprick's Safe and Civil Schools (CHAMPS) student management system, as well as Harry Wong's Classroom Management Strategies with teachers during professional development. Establish a school wide discipline plan.	2, 4	Principal	Agenda, Sign In, Evaluation, Evidence of consistency in walkthroughs				

✔ = Accomplished   🟠 = Considerable   🟠 = Some Progress   ⚪ = No Progress   ✖ = Discontinue

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

Performance Objective 2: Students in PISD 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Students and staff members will be educated about bullying. Principal and Assistant Principals will hold meetings with students and staff to ensure understanding and protocols for reports of bullying.		Principal and Assistant Principals	Fewer reports of bullying from students Appropriate protocols utilized for reporting bullying				
2) Focus on positive character qualities with student body through student council, administration meetings, and through Reaper Lessons. Students will focus on who they will "Be".		Administration, Counselors, Student council sponsors	Student's "Be" notecards on display Reaper lesson plans Student council projects				
3) Celebrations of positive student academic growth, good decision making, and other student success will be acknowledge with Reaper Rewards and during Principals Chats once every six weeks.		Principal, Assistant Principals	Reaper Rewards Celebrations during Principal Chats				
4) All 6th graders will take Character Education coursework and Big Decisions curriculum is taught to all 7th grade students. These courses both focus on the social development of students.		Principal					

✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = Discontinue

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

Performance Objective 1: PISD 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Opportunities for students to participate in extra-curricular programs will increase. Dinner Theaters and Drama productions will occur, and Art Show will provide ways to allow students to participate.	2	Principal; Fine Arts Teachers	Programs; Increased Student Participation				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

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

Performance Objective 2: PISD 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) 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.	2, 8	Principal; Asst. Principals, Instructional Coach	Improved performance on benchmarks; grades; Goals will be met on banners				
Critical Success Factors CSF 5 CSF 6 2) Students will be recognized throughout the year in the following ways: Each 6 weeks: A Honor Roll AB Honor Roll Perfect Attendance Last 6 weeks 92 and above 8th grade promotion	2, 6	Principal; Asst. Principals; Counselors	Calendar, Awards, Lists of students receiving awards, Feedback from Parents and Students				
3) 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.	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 4) Develop and implement an incentive plan to reward students with Reaper Rewards for doing the right thing!	2	Administrators	Reaper Rewards, Numbers of prizes given out each week when names drawn				
		Funding Sources: 461 - Campus Activity Fund					
✔ = Accomplished 🥧 = Considerable 🥧 = Some Progress ⚪ = No Progress ❌ = Discontinue							

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

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

Summative Evaluation: Social Media posts, examples of QUALITY work displayed

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) QUALITY Student Work will be displayed throughout the campus.	2	Administrators	Student Work is Visible				
Critical Success Factors CSF 4 CSF 6 2) 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.	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				
Critical Success Factors CSF 6 3) Implement a "#pampaproud incentive program where staff can celebrate and show appreciation for each other through social media.	2	Principal, Technology Representative	Staff Meeting Agenda; Social media posts				
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Core Content teachers will review Fundamental Five in PLC's. New Teachers will receive training in new teacher training.
1	1	2	Instructional Specialist for Math and Science will conduct regularly scheduled professional development for math and science core teachers regarding strategies to support instruction in these two content areas.
1	1	3	There will be an increase in writing across all content areas to support the campus instructional goal of increased literacy as well as internalize learning. This will be done through a Write for Texas grant through Region 16, Instructional Coaching, and Professional Development opportunities throughout the year.
1	1	5	Instructional specialists will be provided to support classroom instruction through PLCs for teacher training, lesson planning, model teaching, walkthroughs, and student monitoring. Instructional Specialists will work with Math and Science as well as ELA and Social Studies.
1	1	6	Math teachers and Social Studies teachers will receive continued training with McGraw Hill 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	The Science Dept. will be provided with continued professional development to implement Stemscopes. Each grade level has access to and is utilizing Stemscopes to engage their learners.
1	1	8	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 CAST, and other trainings. Further, teachers have attended the Lead4ward, and district provided professional development. New Teacher Academy is provided by the district.
1	1	9	All English Language Arts 6th, 7th, and 8th grade teachers will be trained through the PEG Writing Grant called Write for Texas using 6 Traits + 1 to teach writing to our students using the same writing process in preparation for the Writing STAAR assessment. Additionally, Write for Texas will be training cross content teachers to incorporate writing strategies into their instruction as well.
1	1	10	All English Language Arts 6th -8th grade teachers will be trained on the Reading Figure 19 through Lead4ward.
1	1	11	Bell-ringers/warm-ups and homework will be used in all core content areas. These are TEKS/STAAR aligned.
1	1	12	Practice STAAR Release will be given. Students' scores will be monitored by objectives. Students will set personal goals in each core content area. Students will set goals for next benchmarks. (see Motivation performance objective)
1	1	15	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	1	18	Goal setting opportunities will occur in the classroom as students test over specific TEKS they need to master.

Goal	Objective	Strategy	Description
1	2	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 students.
1	2	3	A 35 minute Enrichment period will be established to ensure that GT students are being served, special ed students have additional support, and math students that need it will have a time of intervention.
1	2	4	Implement strategies from the special education audit to ensure students are receiving identified services as documented in the IEP through collaboration during the ARD.
1	2	5	Continue providing extended year (summer school) opportunities for students needing state assessment instruction.
1	2	6	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.
1	2	7	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	2	8	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	3	4	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.
1	4	1	Provide students with 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).
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	1	4	Instructional Leaders will meet every 6 weeks to monitor progress of the learning and programs on campus.
2	4	2	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
- Use of Grade Level PLC's along with RTI
- Intervention during Enrichment - 35 minutes/day
- Technology Integration with classroom sets of Chromebooks
- 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
- Hey! Day 6th grade orientation
- Organizational Skills for all students - to includes a 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.

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.

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Courtney Blackmon	Assistant Principal
Administrator	Byron May	Assistant Principal
Business Representative	John Bilyeu	Clements Cleaners
Business Representative	Miles Cook	T-Shirts and More
Classroom Teacher	Jason Burklow	Coach/PE Teacher
Classroom Teacher	Megan Horn	ELA Teacher
Classroom Teacher	Robin McCracken	SpEd Teacher
Classroom Teacher	Stacy Pepper	Fine Arts Teacher
Classroom Teacher	Brandy Peterson	Math Teacher
Classroom Teacher	Shelby Poyner	Science Teacher
Community Representative	Sarah Carmichael	Retired Teacher
Community Representative	Suzanne Wood	Retired Teacher
Counselor	Cheryl Wisdom	Non-Instructional Professional
Counselor	Dana Wright	Non-Teaching Professional
Instructional Coach	Abby Hancock	Non-Teaching Professional
Parent		
Parent	Jerri Erickson	Parent Representative
Parent	Kayla Parnell	Parent Representative
Parent	Shanna Stribling	Parent Representative
Principal	Jennifer Studebaker	Administration
Secretary	Erica Anguiano	Administrative Assistant

Campus Funding Summary

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$0.00
1	1	9	Grant		$0.00
1	1	10	Grant		$0.00
1	2	5			$0.00
				Sub-Total	$0.00

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

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3			$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
5	2	4	Student Activity Budget		$0.00
				Sub-Total	$0.00

Title 1, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	7			$0.00
1	1	15			$0.00

1	4	1			$0.00
3	1	1			$2,500.00
3	1	6			$0.00
				Sub-Total	$2,500.00
				Grand Total	$2,500.00

Addendums

TARGETED Improvement Plan/Pampa Jr. High School

Goal #1: Writing

- **Problem Statement:** 52% of PJHS 7th grade students met state standard on the written composition

- **Annual Goal:** By May 2017, 69% of PJHS 7th grade students will meet state standard on the written composition

- **Strategies:** Develop a plan to clarify misunderstandings regarding writing resources and expectations

Goal #2: Social Studies

- **Problem Statement:** 48% of PJHS 8th grade students met state standard in social studies

- **Annual Goal:** By May 2017, 61% of PJHS 8th grade students will meet state standard in social studies

- **Strategies:** Implement and monitor engaging lessons guided by the Social Studies vertical vocabulary and TEKS alignment documents

Goal #3: Reading/Special Education and LEP students

- **Problem Statement:** 36% of PJHS LEP students and 21% of SPED students met the state standard in reading

- **Annual Goal:** By May 2017, 90% of PJHS LEP and SPED students will make one year's growth in reading

- **Strategies:** Provide sustained professional development and support for the implementation of differentiation strategies

Goal #4: Advanced Level III-Math

- **Problem Statement:** 8% of PJHS math students scored at the Advanced Level III state standard

- **Annual Goal:** By May 2017, 15% of PJHS students will score at the Advanced Level III state standard in math

- **Strategies:** Develop a deeper understanding of the math process standards through PD and PLC's