

Pampa Independent School District
Pampa High School
2018-2019 Campus Improvement Plan



Purpose. Passion. Pride.

Mission Statement

The mission of Pampa High School 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>	46.07%
White	51.13%	<u>LEP</u>	9.80%
Hispanic	41.01%	<u>Homeless</u>	1.18%
African American	3.88%	<u>SPED</u>	12.49%
American Indian	0.32%		
Asian	0.43%		
2 or more	3.23%		

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>STAAR Math</u>		<u>STARR Science</u>		<u>STARR Soc. Studies</u>	
Hispanic	87%	Hispanic	83%	Hispanic	92%
Eco Dis	83%	Eco. Disadv.	83%	Eco. Disadv.	89%
EL	82%			EL	84%

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Pampa High School had a 95.21% attendance rate for the 2017-18 school year. **Root Cause:** There is a lack of specific supports for

the 10% of students with chronic absenteeism.

Problem Statement 2: The LEP student group achieved the "meets grade level" standard on the Spring 2018 EOC's as follows: US History 38%, Alg. 1 27%, Biology 10%, Eng. II 3%, and Eng. I 2%. **Root Cause:** There is a lack of language development and reading skills needed to achieve success on EOC's.

Problem Statement 3: 21% of Spring 2018 English I retesting students and 18% of the English II retesting students met the "approaching grade level" standard on EOC's. **Root Cause:** There is a lack of specific criteria for placement of students in the retesters program and intense supports for non-English certified teachers.

Problem Statement 4: 32% of the 2018 graduates met the College, Career, and Military Readiness standard. **Root Cause:** There is a lack of urgency to plan and enforce systems to motivate students to achieve success on college readiness exams or by obtaining an industry certification.

Student Achievement

Student Achievement Summary

A focus for the campus will be on ELAR in all subgroups across the campus, along with College, Career, and Military Readiness.

Component Score	Scaled Score	Rating
Overall	80	Met Standard
Student Achievement	81	Met Standard
STAAR Performance	45	73
College, Career and Military Readiness	52	83
Graduation Rate	99	95
School Progress	80	Met Standard
Academic Growth	70	80
Relative Performance (Eco Dis: 46.1%)	49	76
Closing the Gaps	62	78

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

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

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Almost all staff meet federal and state highly qualified requirements.

6 CTE staff members have not yet completed full state certification. 4 of the 6 have local permits based on experience in the industry and/or profession. 2 of the 6 are teaching one section outside of their field and are approved through the local District of Innovation plan.

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Core Curriculum is through the TEKS Resource System for all core areas except ELA. ELA uses the Lead4Ward scope and sequence. All departments study and design instruction using the district lesson planning expectations and the TEKS. A local assessment software program will be used to monitor progress in meeting the standards within the curriculum through learning checks and benchmarks.

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.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 10% of PLC and TIPS meetings provided evidence of agendas being aligned to the Targeted Improvement Plan. **Root Cause:** Lack of a process and support with accountability for procedures of PLC's and TIPS.

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.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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.














Evaluation Data Source(s) 1: EOC assessment results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) 90% of PLC & TIPS Meetings will provide agendas and minutes, which provide evidence to support implementation of defined processes and procedures.</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 - 0.00, 199 - High School Allotment - 0.00						
<p>Comprehensive Support 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. EOC core tested areas utilize TIP time. All teachers utilize 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 - ESSA, Title I, Part A, Imp Basic Prog - 0.00, 199 - General Fund - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>3) Administer and analyze 2 benchmarks in EOC tested areas and Learning Checks each 3 weeks in EOC tested areas. Use data analysis to inform instruction and interventions. (System Safeguard and PBM Activity)</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads Tested Core Subject Teachers</p>	<p>Common Assessment Results Benchmark Results Learning Check data EOC Results System Safeguard and PBM Results</p>				
Funding Sources: 199 - General Fund - 0.00						

<p>Comprehensive Support Strategy 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 Odysseyware for intervention, support, and 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>				
<p>Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00, 210 - ESSA, Title II, Part B - 0.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>5) Morning tutorials 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>Campus Principals Secondary Instructional Specialists RTI Team Department Heads</p>	<p>Passing Rates EOC results Completion Rates Course Credit Acquisition System Safeguard and PBM Results</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 1</p> <p>6) Promote participation and improve performance in ACT, SAT, PreACT, and PSAT. Encourage all Juniors and Seniors to participate. All Sophomores will take the PreACT free of charge. All PreAP 9th and 10th grade students will take the PSAT, along with top performing 11th graders. Students will utilize 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 ACT & SAT Prep Teachers</p>	<p>ACT, SAT, PreACT, and PSAT results College and Career (Post Secondary) readiness results</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Comprehensive Support Strategy</p> <p>7) Implement flexible scheduling through ACI Curriculum and/or Online Learning Software--Odysseyware, for credit recovery, intervention, and credit acquisition.</p>	<p>Odysseyware Lab Administrator Counselors RTI Teams ACI Teachers Campus Principals</p>	<p>Credits Earned Passing Rates Completion Rates</p>				
<p>Funding Sources: 199 - High School Allotment - 0.00</p>						
<p>Comprehensive Support Strategy 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, African American, Special Education, Economically Disadvantaged, and English Language Learners(Systems Safeguard and PBM Activity). LEP Students will achieve "Meets Grade Level" on the Spring 2019 EOC US History 40%, Alg 1 30%, Biology 13% & English I 5% & English 2 5%.</p>	<p>Campus Principals Secondary Instructional Specialists Department Heads Core Teachers</p>	<p>System Safeguards EOC Results Completion Rates</p>				
<p>Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00, 210 - ESSA, Title II, Part B - 0.00</p>						

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>9) Continue to support Instructional leaders, TEKS and EOC content teachers utilizing Get Better Faster & Teach Like a Champion.</p>	<p>Campus Principals Department Heads Core Teachers</p>	<p>EOC Results Passing Rates Completion Rates</p>				
<p>Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00</p>						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>10) Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education. Provide support in other settings, as needed, 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, benchmarks, learning check & EOC assessments.</p>				
<p>Funding Sources: 224 - IDEA B, Formula - 0.00</p>						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>11) Provide effective instructional strategies and support for identified ELL/LEP students through newcomer classes, sheltered instruction, tutorials, and RTI.</p>	<p>Campus Principals Secondary Instructional Coaches Classroom Teachers Campus ELL Coordinator</p>	<p>Passing rates on local and state courses. Passing rates on EOC's.</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>12) Provide coherent sequence of courses for students in CTE. Provide career and technology program information for students in 9-12 during the registration process. We will research & implement industry based certifications in all CTE programs.</p>	<p>Campus Principals CTE College & Career Readiness Director Counselors CTE teachers</p>	<p>Coherent sequence course takers indicated in TxEIS/PEIMS Graduation 4 year Plans</p>				
<p>Funding Sources: 244 - Carl Perkins, Career & Tech - 0.00, 199 - General Fund - 0.00</p>						
<p align="center">Critical Success Factors CSF 1</p> <p>13) Evaluate and improve post-secondary partnerships including College and Financial Aid Night, Career Fair, and partner with Clarendon College & Texas Tech along with other area colleges to provide dual credit, On Ramps and work force courses and vocational certifications.</p>	<p>Campus Principals Counselors College & Career Readiness Director Clarendon College Staff</p>	<p>Number of courses provided and completed</p>				
<p>Funding Sources: 199 - High School Allotment - 0.00, 199 - General Fund - 0.00</p>						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6</p> <p>14) 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 - 0.00, 199 - General Fund - 0.00</p>				
<p>15) 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 - 0.00</p>				
<p>Comprehensive Support Strategy</p> <p>16) Develop and provide summer opportunities for recovery and EOC preparation.</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 - 0.00</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>17) Focus efforts to improve at the fall and spring administrations of English I & II EOCs, 50% of Retesting students will meet the "approaching grade level" standard." Students needing to retake an English EOC assessment, will be in an intervention class as needed.</p>	<p>Campus Principal Department Heads Classroom Teachers Instructional Coach</p>	<p>Walkthroughs Lesson Plans Benchmarks Learning Checks EOC results</p>				
<p>Targeted Support Strategy</p> <p>18) ELA Teachers will use research based strategies for additional targeted support for African American students to achieve "meets standard" on EOC exams.</p>	<p>Campus Principals ELA Teachers ELA Department Head Counselors Instructional Coach</p>	<p>Improvement, growth and mastery on EOC scores and progress measures. Walkthroughs Benchmarks Lesson Plans Learning Checks EOC Results</p>				
<p>  = Accomplished  = Continue/Modify  = 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, 504, at-risk, economically disadvantaged, and English language learners.

Evaluation Data Source(s) 2: TAIS documentation and evaluation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Work with PHS Instructional Coach, external coaches, and Special Education staff during PLC time, TIPS time, and Professional Development opportunities to become proficient in researched based instructional strategies to improve student performance of all students, with a focus on Special Populations.</p>	<p>Campus principals Secondary Instructional Coach Department Heads External coaches</p>	TAPR data				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>2) ELA teachers will continue to use Lead4ward Instructional Strategies.</p>	<p>Campus Principals External Coaches ELA Department Head ELA teachers</p>	Increased performance on benchmarks and EOC scores.				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>3) Continue Scholastic Read 180 Program for students who are in SFS and more than two years below grade level reading lexile score.</p>	<p>Read 180 teachers Campus Principals SpEd Department Head SFS Teachers Campus Leadership Team</p>	Improvement and growth on lexile levels, EOC scores and progress measure.				









<p>Comprehensive Support Strategy 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>	Campus Principals Special Education Department Head Department Heads Secondary Instructional Coach District Special Education Director Region 16 Special Education staff or other external coaches	Improvement, growth, and mastery on specialized plan goals, EOC scores, progress measures, grades, and campus level assessments.				
<p>Targeted Support Strategy</p> <p>5) ELA & Math Teachers will use research based strategies for additional target support for Special Education students to achieve "meets standard" on EOC exams.</p>	Campus Principals Special Education Teachers ELA Teachers Math Teachers	Improvement, growth and mastery on EOC scores and progress measures. Walkthroughs Benchmarks Lesson Plans Learning Checks EOC Results				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 3: Lesson plans & walk through data.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support 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 Coach Departments Heads External coaches</p>	<p>TAPR data Lesson Plans Walkthroughs</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) All teachers will be trained in technology integration strategies like Nearpod, Google Classroom, Kahoot 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>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 4: TAPR Report & Index 4 of Accountability Rating.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) AP teachers will utilize the PSAT AP potential report to actively recruit students into AP classes.	AP teachers Department Heads Campus Principals	AP Class rosters AP score reports				
2) 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, Campus Principals	Increased AP scores on AP subject tests.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) All seniors will be provided an opportunity and encouraged to take the TSI on the PHS Campus or at Clarendon College to determine college readiness. Juniors in Alg 2 & Eng 3 will take the TSI in class and Sophomores in PreAP ELA and others who choose to can take the TSI in class. Boot camps will be provided to assist students who are not successful on one or more sections of the TSI.</p>	Campus Principals Counselors CTE Department Head CCMR Coordinator	Increased numbers of students taking and passing the TSI.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Provide ACT Boot Camps for students to prepare and improve their skills and scores.</p>	Campus Principals Counselors CTE Department Head ELA Department Head CCMR Coordinator	Increased participation in SAT & ACT testing opportunities. Increased scores on SAT & ACT for students participating in the preparation classes.				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide opportunities for students to take CTE courses leading to advanced vocational certifications, coherent sequence of courses, on-line Dual Credit courses, and Concurrent Enrollment courses using partnerships with post-secondary institutions to get 70% of graduating senior to be College, Career or Military Ready.</p>	Campus Principals Counselors CTE Department Head CCMR Coordinator Campus Department Heads/leaders	Increased enrollment in dual credit courses, concurrent enrollment courses, and/or advanced certification programs of study.				




6) Students will be able to utilize the College Career Military Readiness Center to research future plans regarding college, career or military options.	Campus Principals Counselors CCMR Coordinator	Increase numbers in graduating seniors CCMR ready.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










Goal 1: PHS will achieve excellence in academics.

Performance Objective 5: PHS will work to increase attendance.

Evaluation Data Source(s) 5: 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.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <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%.</p>	<p>Campus Principals Attendance Clerk Classroom Teachers Coaches (Athletic, Academic, Extra-curricular, etc.) Department Heads</p>	<p>Increased attendance rate. Daily reports</p>				
<p>Comprehensive Support Strategy</p> <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>	<p>Attendance Clerks Social Worker Classroom Teachers Department Heads Campus Principals</p>	<p>Increased attendance rate. Phone calls logged.</p>				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Students living within a 2 mile radius of PHS will be provided bus transportation to school in order to increase attendance to 96%. Students and parents will be notified of the bus routes and procedures.</p>	<p>Principals Attendance clerk Department Heads/leaders Social Worker Attendance Committee</p>	<p>Increased attendance rate. Weekly attendance reports</p>				








<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>	<p>Campus Principals Counselors Social Worker Department Heads Attendance Improvement Committee Members Teachers</p>	<p>Increased attendance rate. Increased academic performance. Increased community involvement and understanding of the importance and value of school attendance.</p>				
<p>5) PHS Faculty will understand why student attendance is important. PLCs will focus on engaging lessons to improve attendance.</p>	<p>Campus Principals Counselors Social Worker Department Heads Teachers Attendance Improvement Committee Members</p>	<p>Increased attendance rate. Increased academic performance.</p>				
<p>Comprehensive Support Strategy</p> <p>6) PHS Faculty will understand the value of positive relationships with students and how it correlates to attendance.</p>	<p>Campus Principals Counselors Social Worker Department Heads Teachers Attendance Improvement Committee Members</p>	<p>Increased attendance rate. Increased academic performance.</p>				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 6: We will use the Start on Time program and student kiosks to collect and analyze data on a weekly basis.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










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.

Evaluation Data Source(s) 1: TTESS, TPESS, Teacher Retention Rate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Sustain ongoing training and programming including including the 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, Foundation Plan, Modifications and Accommodations.</p>	<p>Campus Principals Secondary Instructional Specialists Counselors Executive Director of Personnel Special Education Director Bilingual/ ELL/Migrant Director Homeless Liaison Dyslexia Teacher</p>	All staff trained on local, state, and federal required training.				
Funding Sources: 199 - General Fund - 0.00, 224 - IDEA B, Formula - 0.00, 263 - ESSA, Title III, LEP - 0.00						
<p>Comprehensive Support Strategy</p> <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 Executive Director of Personnel Deputy Superintendent</p>	<p>Highly Qualified Report Number of staff recruited and sustained</p>				
Funding Sources: 199 - General Fund - 0.00						
<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. New staff attend teachers academies and are 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 - 0.00						








<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Train staff on local tools and programs including TxEIS, Tx Gradebook, TEKS Resource System, Eduphoria, Vision, Odysseyware, Nearpod, Classlink, and 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 - 0.00</p>						
<p>Comprehensive Support Strategy</p> <p>5) Sustain ongoing training and programming including coaching on effective high yield instructional strategies to be utilized during classroom instruction and interventions.</p>	<p>Campus Principals Department Heads Classroom Teachers Instructional Specialist</p>	<p>Attendance Rates EOC results Walkthroughs</p>				
<p>Critical Success Factors CSF 7</p> <p>6) PISD's District of Innovation plan allows teachers to teach outside of content field and/or hold an out of state credential. Additionally, PHS will provide ongoing support to help ensure all personnel are working toward proper certification in the assignment they are instructing.</p>	<p>PHS Principal, HR Director</p>	<p>Local Permits Principles of Education Teacher Agriculture Auto Tech Culinary Arts</p>				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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, PLC discussions, walk through data.</p>				
<p>  = Accomplished  = Continue/Modify  = 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-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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>1) Provide training and professional development during teacher in-Service, PLCs, TIPS, and on-line for teachers and administrators directly relating to the T-TESS/T-PESS evaluation and growth model along with new Student Learning Objective dimension.</p>	<p>Campus Principals District level Administrators Department Heads/leaders Secondary Instructional Coaches</p>	<p>Evidence of improvement using T-TESS/T-PESS evaluation data.</p>				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Curriculum Newsletter published monthly.</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>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Fundamental Five, Get Better Faster & Teach Like A Champion 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>Ongoing professional development activities Walkthroughs Lesson Plans</p>				
<p>  = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue the 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, 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 Open House & Educational Showcase 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  = Continue/Modify  = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) PHS Staff will make contact with parents/guardians and other stakeholders to inform of student activities and progress, both positive and negative, through Harvester Happenings, PHS marquee, Remind Messages, InTouch Phone messages/emails and PHS Family Newsletter.</p>	<p>Campus Administrators Teachers Department Heads/leaders</p>	<p>Increased attendance and participation in campus based events and performances.</p>				
<p>  = Accomplished  = Continue/Modify  = 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 a campus environment where students and staff are physically and emotionally safe.

Evaluation Data Source(s) 1: End of year survey for students and staff.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7 1) Train 100% of staff on CHAMPS culture and classroom management system.	Campus Principals 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 - 0.00					
2) Implement and sustain an effective campus discipline plan including ISS and DAEP programs.	Campus Principals DAEP Hearing Officer ISS staff Classroom Teachers Counselors	Decrease in referrals and placements in ISS and DAEP				
	Funding Sources: 199 - General Fund - 0.00					
Critical Success Factors CSF 6 3) Implement and communicate comprehensive emergency plan including fire, tornado, unwanted visitor, bomb threat, hazardous material, catastrophic events, and natural disasters.	Campus Principals Emergency Team Counselors Campus Staff District Safety Coordinator	Posted and Practiced plans and drills				
	Funding Sources: 199 - General Fund - 0.00					
4) PHS will move to a single entry campus. All exterior doors will be secured with alarms. The front office will require guest to be buzzed into the building. CTE will have secured entrance with cameras and a door to be buzzed into the building.	Principal Emergency Team Counselors District Safety Coordinator	Improved campus safety.				
	 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue					

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.

Evaluation Data Source(s) 2: All surveys and reports will indicate a culture of safety and security.

Incident Reports will indicate a safe and secure environment.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Youth Connections</p>	<p>Campus Principals Social Worker Counselors</p>	<p>Surveys indicate a decrease in at risk behaviors</p>				
<p>Funding Sources: 199 - General Fund - 0.00</p>						
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) 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 = Continue/Modify = 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.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 student is interested and/or excels.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	Increase number of students participating in extra-curricular/co-curricular activities.				
<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-curricular activities in order to enhance their high school experience.</p>	<p>Campus Administrators Coaches Teachers Counselors Organizational sponsors</p>	Increase number of student participating in at least 2 extra-curricular/co-curricular activities.				
<p> = Accomplished = Continue/Modify = 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.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 utilize maximum time allotted to ensure success of the students. Program success and/or growth</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Coaches and sponsors will 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 banquets to celebrate success of all participants.</p>				
<p> = Accomplished = Continue/Modify = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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>Sponsors will communicate with the campus social media representative for their activity and post information weekly during contest season.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	90% of PLC & TIPS Meetings will provide agendas and minutes, which provide evidence to support implementation of defined processes and procedures.
1	1	2	Implement and monitor viable curriculum for all major content areas. EOC core tested areas utilize TIP time. All teachers utilize lesson design, planning, assessment, and grading.
1	1	3	Administer and analyze 2 benchmarks in EOC tested areas and Learning Checks each 3 weeks in EOC tested areas. 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 Odysseyware for intervention, support, and tutorials. (System Safeguard and PBM Activity)
1	1	5	Morning tutorials 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	7	Implement flexible scheduling through ACI Curriculum and/or Online Learning Software--Odysseyware, for credit recovery, intervention, and credit acquisition.
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, African American, Special Education, Economically Disadvantaged, and English Language Learners(Systems Safeguard and PBM Activity). LEP Students will achieve "Meets Grade Level" on the Spring 2019 EOC US History 40%, Alg 1 30%, Biology 13% & English I 5% & English 2 5%.
1	1	9	Continue to support Instructional leaders, TEKS and EOC content teachers utilizing Get Better Faster & Teach Like a Champion.
1	1	10	Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education. Provide support in other settings, as needed, for students whose IEP requires that setting.
1	1	11	Provide effective instructional strategies and support for identified ELL/LEP students through newcomer classes, sheltered instruction, tutorials, and RTI.
1	1	14	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.
1	1	16	Develop and provide summer opportunities for recovery and EOC preparation.
1	1	17	Focus efforts to improve at the fall and spring administrations of English I & II EOCs, 50% of Retesting students will meet the "approaching grade level" standard." Students needing to retake an English EOC assessment, will be in an intervention class as needed.

Goal	Objective	Strategy	Description
1	2	1	Work with PHS Instructional Coach, external coaches, and Special Education staff during PLC time, TIPS time, and Professional Development opportunities to become proficient in researched based instructional strategies to improve student performance of all students, with a focus on Special Populations.
1	2	2	ELA teachers will continue to use Lead4ward Instructional Strategies.
1	2	3	Continue Scholastic Read 180 Program for students who are in SFS and more than two years below grade level reading lexile score.
1	2	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.
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.
1	3	2	All teachers will be trained in technology integration strategies like Nearpod, Google Classroom, Kahoot that will increase student engagement and performance in all subjects.
1	5	1	We will monitor daily attendance using reports generated by the attendance clerk to attain an attendance rate of 96%.
1	5	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.
1	5	3	Students living within a 2 mile radius of PHS will be provided bus transportation to school in order to increase attendance to 96%. Students and parents will be notified of the bus routes and procedures.
1	5	6	PHS Faculty will understand the value of positive relationships with students and how it correlates to attendance.
2	1	1	Sustain ongoing training and programming including including the 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, Foundation Plan, Modifications and Accommodations.
2	1	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.
2	1	5	Sustain ongoing training and programming including coaching on effective high yield instructional strategies to be utilized during classroom instruction and interventions.
2	3	1	Provide training and professional development during teacher in-Service, PLCs, TIPS, and on-line for teachers and administrators directly relating to the T-TESS/T-PESS evaluation and growth model along with new Student Learning Objective dimension.

Goal	Objective	Strategy	Description
2	4	2	Fundamental Five, Get Better Faster & Teach Like A Champion book studies and professional development targeted toward researched based instructional strategies to improve student success.
4	1	1	Train 100% of staff on CHAMPS culture and classroom management system.

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	6			\$0.00
1	1	11			\$0.00
1	1	12			\$0.00
1	1	13			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	1	15			\$0.00
1	1	16			\$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	2	1			\$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	13			\$0.00
1	1	14			\$0.00
Sub-Total					\$0.00
210 - ESSA, 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 - ESSA, 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	10			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
244 - Carl Perkins, Career & Tech					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$0.00
Sub-Total					\$0.00
263 - ESSA, Title III, LEP					

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