

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



Mission Statement

The mission of Pampa Junior 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

Pampa Junior High School is the only junior high school located in Pampa, Texas. We are a 4A school district located in the Texas panhandle. Pampa is located 60 miles northeast from Amarillo, Texas. Pampa Junior High has approximately 794 students sixth through eighth graders based on PEIMS submission 17-18 and around 60 teachers. The population of students consists of 62% economically disadvantaged. Our students ethnic breakdown is as follows 47% Hispanic, 3.27% African American, and 46% white. We serve 14% of our students in Special Education and 15% of our kids are English language learners. 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.
- Attendance is consistently greater than 95.5%

Student Achievement

Student Achievement Summary

Pampa Junior High is a school that has met academic standard in the state's accountability system. However, in spite of this celebration, there is a clear need to focus our attention on reading, writing, and math skills 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. Our economically disadvantaged students are a group whose numbers are increasingly in need of our focused attention. Teachers administer frequent formative assessments that will guide instruction and will provide focused interventions to help all students achieve at a higher level.

Student Achievement Strengths

Student achievement strengths include:

- State assessment scores showed improvement and all .
- State assessment scores indicated gains in Sped and ELL progress as well as Math in 6th and 8th grades.
- The campus was in the 1st Quartile of students at Master's grade level in 8th grade Math performance.
- PJHS met state accountability measures.
- We have gone through the TAIS process in order to guide our academic focus.
- Our students have successfully competed in UIL athletic and academic competitions.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: PJHS had an average of 30% of students meet grade level standard on the reading STAAR. **Root Cause:** There is a lack of content and curriculum knowledge in balanced literacy.

Problem Statement 2: 10.1% of LEP students at PJHS (6-8) met grade level expectation on Reading and Math STAAR. **Root Cause:** Teachers lack support to adequately implement training (sheltered instruction & ELPS) with fidelity in the classroom.

Problem Statement 3: 20% of 8th grade Social Studies students met grade level expectation on STAAR. **Root Cause:** There is a gap in instructional content and application in the appropriate context.

School Culture and Climate

School Culture and Climate Summary

The district has adopted a set of vision and mission statements that is consistently used throughout the school. These statements have been shared with the campus and were well received. This campus has a culture and climate that is gaining strength 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 for learning and collaboration. The teachers work very diligently on a daily basis and are motivated to serve students. Students are given social-emotional guidance through a new curriculum called Second Steps. This curriculum is being integrated into the Character Education classes as well as Health, CCR, and Teach Application classes supported by the counselor. ELA and Math classes are also integrating a relational piece and a data piece into their work one time each week.

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.
- Integration of a character curriculum that will help support the social-emotional development of our students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In 2017-1018, 156 students spent 715 days in ISS. **Root Cause:** There is an underutilized discipline plan, creating inconsistencies in implementation.

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 with steady employment have declined. We are often limited to hire teachers who are straight out of college or who commute to our town for their job. Many of these employees get some experience and are then off to larger markets. Creating a place that teachers will choose to stay in is a great challenge but a necessary one. 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. This year we hired 15 new teachers and a total of 20 new staff members. Although the numbers are staggering, the quality of staff members that were hired are outstanding. Great strides will be taken this year to retain these new teachers.

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

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, Stemscores, Math Workshop, and ePLC. They also have knowledge of best practice instructional strategies. Teachers are well supported by an Instructional Specialist 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 and vertical content teams. The district sets opportunities for teachers to assess their instruction through Learning Checks and an additional data piece implemented this year is MAP progress monitoring. Data dives are a part of their PLC time and teachers are well-versed in looking at their data and making adjustments in their instruction. The CIA cycle is in continuous movement that teachers invest themselves in as they strive to make their students more successful.

Curriculum, Instruction, and Assessment Strengths

- 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 purposeful planning with grade level teams.
- Multiple data pieces including MAP progress monitoring
- Teachers use data to drive instruction
- Grade level teams vertical and grade level are meeting regularly to ensure alignment and authentic collaboration
- Lead4ward, Math Workshop, Stemscores, and ePLC (SS) - all support teachers create and design engaging lessons that follow the appropriate scope and sequence.

Parent and Community Engagement

Parent and Community Engagement 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 interactions between home, community, and school. Approximately 420 parents attended the Open House at the beginning of the school year to meet the teachers and tour the school. 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.

Parent and Community Engagement Strengths

Strengths in family and community involvement include:

- Parent support of UIL athletic and academic competitions.
- Community support for Academic Showcase.
- Parent support for band and choir concerts.
- Parent contacts through the Remind Apps and social media such as Facebook and Instagram.
- Hey! Day 6th grade orientation day consisted of parent sessions with administration, social worker, school resource officer, and counselors speaking on behalf of their roles with students.

School Context and Organization

School Context and Organization Summary

The communication on our campus has improved. The administration is in its third year on campus and we have 20 new teachers onboard. Decisions have been made through master scheduling to improve of the systems that have not been addressed recently including, interventions for struggling readers, core content interventions, special ed, and GT support services. A specific focus for Math and ELA to include extended periods was a master schedule priority this year. Core content teachers have a PLC period that allows for collaboration and professional development. An after school intervention/acceleration program called DELTA supports learners at all levels to become their best.

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 grade level meetings to discuss student needs.
- Strong instructional leaders working collaboratively with campus administrative team.
- Committees designed to collaborate for multiple purposes including attendance, safety and discipline, LPAC, and hospitality.
- Time has been built into master schedule to focus on areas of need such as reading, writing, and math.

Technology

Technology Summary

The campus has gone to classroom set of Chromebooks for all classrooms that choose to integrate technology into instruction - this year the Chromebooks are new. 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. Students are utilizing their technology for content specific work as all core content teachers have a Google Classroom. A structure is also set in place for all students to organize themselves and their work according to their Google calendars. The expectation rests on developing 21st century skills for time management for the students.

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 Achieve 3000.
- Classroom sets of new Chromebooks for each core content
- Graphing Calculators
- Utilization of social media as a mode of communication with parents

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
- Accountability Distinction Designations
- 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)

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
- 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.
- 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
- School safety data

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
- Evaluation(s) of professional development implementation and impact
- 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.

Evaluation Data Source(s) 1: Comparison of state assessments from 2018-2019

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) New Teachers will receive training and support in First Year Teacher Academy.</p> <p>Secondary Balanced Literacy Academy, and Math Workshop training will support first year teachers prior to school beginning so as to create a proactive academic support structure.</p>		Administrators, Instructional Team Leaders, Instructional Coaches	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) There will be an increase in writing across all content areas to increase literacy proficiency as well as internalize learning. This will be done through Instructional Coaching, Professional Development, and Lead4ward instructional support.</p>	2.4, 2.5, 2.6	Administrators, Instructional Team Leaders, Instructional Coordinator, Region 16.	Documentation from Lesson Plans, Learning Walks, PLC Minutes, and Classroom Observations				

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Professional Learning Communities will be held daily to support teacher's instructional planning and requirements. Lead by the Instructional Coordinators, teachers will be supported throughout their lesson cycle, learning instructional strategies, planning for assessments, as well as integration of technology. Vertical and horizontal alignment of curriculum will also 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.</p>		Administrators, Instructional Coordinator	Documentation from Lesson Plans, Walk-throughs, and Classroom Observations; Planning documentation for PLC's, Sign in Forms, and Teacher Products.				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) Instructional coordinators will be provided to support classroom instruction through PLCs for teacher training, coaching, lesson planning, model teaching, walkthroughs, and student monitoring. Instructional Coordinators will work with all core content areas.</p>		Principal, Deputy Superintendent	PLC Calendar, Agenda, Observations, and Feedback, Teacher Lesson Plans, learning walks, and Classroom Observations				
Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) The Science department will be provided with continued support to implement Stemscores. Each grade level has access to and is utilizing Stemscores to engage learners.</p>	2.4, 2.5	Administrators, Instructional Coordinators	Lesson Plans, Walkthroughs, Classroom Observations				
Funding Sources: 411-Instructional Materials Allotment (IMA) - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) All Math teachers will participate in training on the Math Workshop model for instruction. The purpose is to engage learners at a higher level through a new model for math instruction.</p>	2.4, 2.5	Principal; Instructional Coordinator	Classroom Observations, Lesson Plans, learning walks				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) All English Language Arts 6th -8th grade teachers will be trained on Lead4ward instructional strategies with a focus on Figure 19.</p>	2.4, 2.5	Instructional Coordinator; Instructional Team Leader; Principal	Classroom Observations, Lesson Plans, Learning walks, Secondary Balanced Literacy Academy				
Funding Sources: 199 - General Fund - 0.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Released STAAR tests will be given as benchmarks to assess student learning. Student scores will be monitored by objectives. Students will set personal goals in each core content area for benchmarks and for the STAAR test.</p>	2.4, 2.5	Principal, Instructional Coordinators, Instructional Team Leaders	Benchmark Scores; Students Goal Sheets				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>9) Grade level teams will meet on a regular basis to monitor students' progress reports, assessment scores, grades, discipline reports, and any other data. Teams will use academic data and other information sources to determine the needs of the students.</p>		Administrators, Grade Level Teams	Team Meeting Minutes				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>10) Students who need additional support for intervention or acceleration will be required to attend DELTA for an allotted time. Tutorials, work completion, access to computers, etc. will be offered during this time to ensure learners have the opportunity to be successful. A bus will be provided for those students who are staying after school for this time.</p>	2.4, 2.5	Administrators, Instructional Coordinators	Fewer number of students on failure list; Increase in grades; Increase in STAAR scores.				
Funding Sources: 199 - General Fund - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 2 CSF 3</p> <p>11) Develop a TAIS plan to guide campus improvement by June 2018 for the 2018-2019 school year.</p>		Principals, Leadership team	Materials used for meetings, Documentation of decisions made in meeting.				
<p>12) Social Studies (8th Grade) will follow the ePLC curriculum through Lead4ward to support learning for students and to better equip teachers to create engaging lessons.</p>		Principal, Instructional Coordinator					
Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							





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.

Evaluation Data Source(s) 2: Comparison of PBMAS reports and TAIS reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Special education teachers will collaborate weekly with general education teachers regarding student progress to provide best possible services for each identified student. SPED teachers will serve as resources for general education teachers to provide pre-identification support for struggling students.</p>	2.4, 2.5	Administrators, Special Education Instructional Team Leader, Core Content Instructional Team Leaders in ELA and Math	STAAR and Alternative Assessment Results; Students Grades; Meeting Minutes				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Grade level teams will meet to discuss struggling students. Grade level teams will monitor students' progress reports, assessment scores, grades, discipline reports, and all other pertinent data. Teams will use this documentation to determine the needs of the students.</p>		Administration	Documentation and meeting minutes.				
<p>Targeted Support Strategy Critical Success Factors CSF 1</p> <p>3) Provide training and monitor implementation of strategies that ensure students are receiving identified support as documented in the IEP through collaboration during the ARD.</p>	2.4, 2.5, 2.6	Principal, Special Education teachers, Diagnostician	IEPs, Schedule of services provided for students, Sped staffing, Students' grades, STAAR and STAAR A scores				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Continue providing extended year (summer school) opportunities for students needing state assessment instruction.</p>	2.5	Administrators, Counselors	numbers of students passing 3rd attempt state assessments, numbers of students passing summer school, numbers receiving credit recovery				
Funding Sources: 199 - General Fund - 0.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) 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. Teachers will be trained with Sheltered Instruction.</p>	2.5	Administrators, Instructional Coach, Instructional Team Leaders	Learning walks, Classroom Observations, Lesson Plans				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Each ELL student will be monitored each six weeks by the LPAC team led by the ELL Campus coordinator and general education core content teachers to assess progress. Assessment data will be used to set goals with the students, develop intervention plans, and adjust instruction as needed to support optimum learning.</p>	2.6	Administrators, Instructional Coach, Instructional Team Leaders, ELL Campus coordinator	Assessments; Progress Notebooks				
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Teachers are provided access and training on Ellevation a program to track our ELL students. The information contained in Ellevation includes language proficiency level, interventions, accommodations, suggested instructional strategies, and any special notes or information concerning the individual students.</p> <p>(Central Office training, Achieve training)</p>	2.6	Administrators	Increased understanding of ELL students and how best to serve their needs.				
<p>8) ELL Campus Coordinator will ensure ELL students will be monitored each week and will provide information and instructional strategies to teachers during PLC and/or DELTA time to further knowledge and understanding of students who are English Language Learners.</p>	2.5, 2.6	Administration, ELL Campus Coordinator	Creating a structure to provide additional support for teachers and students of ELL students for their overall success.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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.

Evaluation Data Source(s) 3: Analysis and comparison of annual Brite Byte surveys.

Summative Evaluation 3:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>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.</p>	2.5	Administration, Counselors	Integration of technology in classrooms, lesson plans, learning walks.				
<p>Critical Success Factors CSF 1</p> <p>2) A classroom set of Chromebooks in each core content class allows for integration of technology into the instruction.</p>	2.5	Principal, technology department for the district.	Integration of technology into instruction to increase 21st Century skills for students and an increased level of engagement.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Wireless laptops are provided to each teacher for instructional use in the classroom.</p>		Principal, Central Administration	Training, Sign In Sheets, Laptop Checkout Sheets				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Online programs and content books will be accessible to the students as well as other online learning applications for the classroom and at home.</p>	2.5	Administrators, Instructional Coach, Instructional Team Leaders	Learning walks, Classroom Observations, Lesson Plans, Assessments				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) Project Lead the Way course is provided to promote opportunities for students to have STEM engineering focus.</p>	2.5	Principal, Instruction Technology Curriculum director, Assoc. Supt.	Course Roster; Lesson Plans; Classroom Observations and Learning Walks				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide students with online tools such as Google calendar, classroom, and docs to help organize their assignments and accomplish their homework. Teach and monitor student organization.</p>	2.6	Administrators; Instructional Team Leaders	Improved daily use of 21st Century skills among students by using online calendar, classrooms, and other Google apps.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Focus on 6th grade transition will begin with Hey! Day and allow students to set goals, engage in meaningful character development, and acclimate them to the JH prior to school beginning.</p>	2.5	Principal	Focus on the 6th grade transition year so student adapt to the new school seamlessly.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) A character education program will be implemented called Second Steps for 6th grade Character Ed/Tech Apps classrooms. Guidance lessons will be provided through the counselors utilizing Second Steps in 7th and 8th grade elective classrooms in order to strengthen the student's social-emotional learning.</p>	2.5	Administration, Counselors, Character Education teachers.					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



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.

Evaluation Data Source(s) 1: T-TESS and T-PSS documentation
Turnover rate of employees

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Collaborate with curriculum and support services to ensure that teachers are receiving high quality, research based professional development in core subject areas.</p>	2.5	Deputy Supt. of Curriculum and Instruction, Administration, Department Heads, Instructional Coordinators	Walkthroughs, Classroom Observations, Lesson Plans, Assessments, Professional Development Calendar, Agenda, Sign in Sheets, Evaluations				
<p>Critical Success Factors CSF 7</p> <p>2) Provide support for first year teachers through First Year Teacher Academy, which meets six times a year and will focus on district initiatives.</p>		District curriculum/instruction staff, Administrators, Campus Mentors, Instructional Coach	Sign in sheets from FYTA trainings, Teacher Feedback				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2 CSF 3</p> <p>3) Instructional Leaders will meet at least once every 6 weeks to monitor progress of the learning and programs on campus.</p>		Principal	Sign-in Sheets, PLC Agenda, Learning walks, Common Assessments, Lesson Plans, Minutes				
<p>Critical Success Factors CSF 3</p> <p>4) Individual conferences between principal and teacher leaders will occur every 6 weeks period.</p>		Principal	Feedback forms; Calendar of Meetings				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) 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 campus procedures that addresses concerns common to new teachers. Observations will also occur every 6 weeks between mentors and mentees and vice versa to help model and guide new teachers.</p>	2.5	Principal, Instructional Coach	Agendas, Sign in, Feedback, Reflections				
<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, PJHS will provide ongoing support to help ensure all PJHS personnel are working toward proper certification in the assignment they are instructing.</p>		Principal, HR Director					









 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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.

Evaluation Data Source(s) 2: Teacher retention, Campus surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>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.</p>		Principal, Assistant principals	High teacher morale Teachers willing to take risks and who are open to learning.				
<p>Critical Success Factors CSF 6</p> <p>2) Celebrations will occur when teachers meet goals that they have set.</p>		Principals, Assistant Principals	Celebrations at faculty meetings Opportunities to acknowledge growth and risks in learning taken in lesson plans. Celebrations during PLC planning periods.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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-P ESS evaluation systems, as well as teacher and principal standards to ensure that all educators understand their job expectations and to monitor and encourage individual educator growth through T-TESS and T-P ESS goal setting professional development.

Evaluation Data Source(s) 3: T-TESS and T-P ESS documentation

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>1) T-TESS updates will be held at the beginning of the school year with all parties involved. The T-TESS calendar will be followed for goal-setting, pre-conference, observation, and post-conference. Conversations will involve growth and high expectations.</p>		Principal, Assistant Principal, and other evaluators.	Focused teacher growth with goal setting and evaluations that show instructional strength.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							










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.

Evaluation Data Source(s) 4:

Copies of summer professional development certificates
Eduphoria reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 1) To increase leadership effectiveness Campus Instructional Leaders will participate in leadership training.		Administration	Meetings with District Administration				
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.		Principal, Instructional Coach	Sign in sheets and agendas from Principal meetings, Leadership Meetings, and trainings				
Critical Success Factors CSF 1 CSF 7 3) A personalized Professional Development plan for teachers will meet their needs as indicated in their goals.		T-TESS evaluator, administration	Teachers growing in the areas that they specifically need to rather than a one-size fits all PD plan.				
 = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 1: Student and teacher focus groups and student, teacher, and parent surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>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 sessions with administration, the school resource officer, counselors, and the district social worker in order to introduce them to campus.</p>	3.2	Administrators	Date on Calendar, Letters home to parents, Student and Parent Feedback				
Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) We will solicit useful feedback from parent surveys and student focus groups to improve the learning environment at PJHS.</p>	3.1	Parent Involvement Team; Principal	results of surveys and focus groups				
<p>Critical Success Factors CSF 5</p> <p>3) Utilize social media to communicate with parents and community leaders. (Website, Facebook, Instagram, Twitter, Remind App. etc.)</p>		Administrators	Monitoring Website, Facebook, Twitter, etc.; Surveys				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) We will celebrate academic, athletic, and cultural successes of our students in the newspaper with full-page coverage during the months of December and April.</p>		Principal, Counselors, Yearbook teacher	Newspaper article				









<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Translation provided for all written documents so Spanish speaking parents can understand school to home correspondence; district translator provided for ARD meetings, 504 meetings, parent conferences, etc where translation is necessary</p>	3.2	District Translators, Administrators	Documentation of how often translators were used; Evidence of translated documents				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) The Title 1 Parent - Teacher - Student Compact will be given to families to clarify the roles of stakeholders in a Title One school.</p>	3.2	Principal	Documentation of opportunities that the compact was shared.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Provide a welcome for all parents and students through the first Open House at the beginning of the year. Students will meet their teachers, set up the buses, turn in documents and talk to the nurses, clarify information with the coaches, and pay/fill out paperwork with the cafeteria ladies.</p>	3.2	Principal	Sign in sheets; feedback from parents; number in attendance; feedback from teachers				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 2: Student and Parent Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 CSF 7 1) Teachers will make positive parent contacts each week on different students each time to ensure parents hear about the great things their students are doing.	3.2	Principal	Parent Communication Log				
Critical Success Factors CSF 5 CSF 6 CSF 7 2) 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	3.2	Principal and Counselors	Calendar; Sign in Sheet; Powerpoint; Agenda				
 = Accomplished  = Continue/Modify  = 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.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Implement and communicate comprehensive emergency plan including fire, tornado, lock-down, bomb threat, hazardous material, catastrophic events, and natural disasters. Ensure that the campus Crisis Plan that is published and in the hands of all staff.</p>		Administrators, District Safety Coordinator	PJHS Safety Plan, Documentation of drills				
<p>Critical Success Factors CSF 6</p> <p>2) Provide awareness and training for teachers and students on: Suicide and Violence/Conflict Resolution Prevention, David's Law, Bullying Prevention and Intervention, and Drug and Tobacco Use Awareness and Prevention.</p>		Counselors, District Leadership, District Social Worker	Documentation of trainings				
<p>Critical Success Factors CSF 5</p> <p>3) Continue the use of TxEIS-Parent notification system for emergencies, special events, attendance, etc - In Touch is the system for parent notifications.</p>		Campus Secretaries, Technology Director, Attendance Officer	Increased number of announcements made with TxEIS parent notification system				
<p>Critical Success Factors CSF 6</p> <p>4) Implement a campus check-in system that will prevent unauthorized access to campus. Utilize a safety door system allows control of who enters the building.</p>		Principal, District Safety Director	Campus Visitor "Check In" Reports				

<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Provide training for staff and support for students in the area of sexual abuse and other maltreatment of students. Along with the Child and Sexual Abuse training, the staff will complete required compliance training in the areas of bullying, migrant, etc. to ensure they understand their responsibilities.</p>		Administrators	Certificates of completion of training prior to school starting August 2018				
<p>Critical Success Factors CSF 6 CSF 7</p> <p>6) Bring staff current on Handle with Care training through the refresher course offered by the district. Train additional staff members on the HWC protocol to ensure safety for all.</p>		Principal, Trainer of HWC	Certificate of Training				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

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

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

Evaluation Data Source(s) 1: Documentation of all safety drills

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 1) Create a campus wide behavior management plan based on needs assessments, research and positive behavior support, and restorative practices.		Administrators, Leadership team,	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 2) Teach lessons the first 3 days of school to establish routines, procedures, and positive social behaviors. Reinforce those lessons the first four weeks of school and again following the Christmas break.		Administrators; Instructional Coach, Instructional Team Leaders;	Reduced number of serious disruptions; Reduced number of office referrals/ISS, suspensions, and DAEP placements				
Critical Success Factors CSF 6 3) 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.		Principal	Schoolwide Discipline Management Plan				
Critical Success Factors CSF 6 CSF 7 4) New teachers will review best practices for classroom management including the JH behavior plan during professional development. Teachers will also be introduced to PBIS, yellow and red cards, and the Teacher Encyclopedia for behavioral support.		Principal	Agenda, Sign In, Evaluation, Evidence of consistency in walkthroughs				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							








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

Performance Objective 2: Students in PJH 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:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>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 as applies to David's Law. Training on the new Stop It app for all students will be held.</p>		Principal and Assistant Principals	Fewer reports of bullying from students Appropriate protocols utilized for reporting bullying				
<p>Critical Success Factors CSF 6</p> <p>2) Focus on positive character qualities with student body through student council, administration meetings, student ambassador program, and through beginning of the year lessons.</p>	2.5	Administration, Counselors, Student council sponsors	Increased awareness of the value of having good character.				
<p>Critical Success Factors CSF 6</p> <p>3) Celebrations of positive student academic growth, good decision making, and other student success will be acknowledge once every six weeks.</p>		Principal, Assistant Principals	End of 6 week reward celebration implemented.				
<p>Critical Success Factors CSF 6</p> <p>4) All 6th graders will take Character Education coursework. Big Decisions curriculum is taught to all 7th grade students. These courses each focus on social-emotional development of students.</p>	2.5	Principal	Students who are socially-emotionally more grounded.				








<p>Critical Success Factors CSF 6</p> <p>5) Counselors will do guidance lessons in each grade level once a six weeks through their elective classes. Focus will be on Social-Emotional Learning for students.</p>		Principals Counselors	Increased self-awareness				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: PJH 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Opportunities for students to participate in extra-curricular programs will increase. Academic UIL, fine arts, and athletic opportunities will be available for students to participate in.	2.5	Principal; Fine Arts Teachers	Programs; Increased Student Participation				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 2: PJH 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Students will be recognized each six weeks throughout the year for good attendance, academic success, and behavior by participating in school designated rewards.</p>		Principal; Asst. Principals; Counselors	Calendar, Awards, Lists of students receiving awards, Feedback from Parents and Students				
<p>2) 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.</p>		Administrators, Counselors, District Food-service Director	Reports of student data. Dates on the calendar.				
Funding Sources: 211 - ESSA, Title I, Part A, Imp Basic Prog - 0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Pampa Junior High 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.

Evaluation Data Source(s) 3: Social Media posts, examples of QUALITY work displayed

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) QUALITY Student Work will be displayed throughout the campus.		Administrators	Student Work is Visible				
Critical Success Factors CSF 6 2) Implement a "#pampaproud incentive program where staff can celebrate and show appreciation for each other through social media.		Principal, Technology Representative	Staff Meeting Agenda; Social media posts				
3) Campus newsletter will be distributed to parents sharing with them the great things going on in the district and on the campus.	3.2	Principal, Social Media Representative.					
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Instructional Leaders will meet at least once every 6 weeks to monitor progress of the learning and programs on campus.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abby Hancock	Instructional Coordinator	Instruction	80% Title One
Sachio Petit	Instructional Coordinator	Instruction	50% Title One

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	10			\$0.00
1	2	4			\$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	4			\$0.00
1	1	12			\$0.00
3	1	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
411-Instructional Materials Allotment (IMA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00