

Pampa Independent School District
Pampa Learning Center
2018-2019 Campus Improvement Plan



Mission Statement

Our mission is to produce learners who are compassionate, competent, confident, and future-ready!

Vision

**Pampa ISD will become the premier destination 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 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.

Pampa ISD's Guiding Question:

What's Your Plan???

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pampa Learning Center is a "by choice" alternative learning self-paced campus. The demographics of Pampa Learning Center consist of 100% "at risk" students, male and female students ranging in age from 15-20. We have 5 teachers, one administrative assistant, and the Director of the Center. This campus functions as a team in every aspect with each member of the staff performing duties where needed. Demographics in regard to culture and ethnicity are constantly changing because students enter and complete coursework at different times during the school year.

Demographics Strengths

PLC has maintained a high number of graduates.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PLC attendance rate was 85.4% for the 2017-18 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

Problem Statement 2: PLC had 22% of students meet the "meets standard" and 5% "mastered the standard" on EOC STAAR in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Problem Statement 3: 47% of PLC students met Federal guidelines for College, Career, Military Readiness. **Root Cause:** There is a lack of system for ensuring readiness.

Problem Statement 4: 44% of PLC students met Federal guidelines for ELA/Reading. This was 15% from the target. **Root Cause:** EOC reviews/preparation are designed for group instruction, not based on individual needs.

Student Achievement

Student Achievement Summary

PLC is proud of its high graduation rate. These rates show successful student achievement. The completion rates for our teen mothers and fathers have increased. We feel that producing graduates will help break the cycle of poverty that is prevalent with teen parents.

Student Achievement Strengths

The following strengths have been identified as the student strengths:

- Individual instruction has proven to help our students achieve success in accumulating class credit.
- ELA, SS, and Science EOC scores remain at a fair passing rate.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

Problem Statement 2: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Problem Statement 3: 47% of PLC students met Federal guidelines (2 years past) for College, Career, and Military Readiness. **Root Cause:** There is a lack of system aligned with new guidelines for ensuring readiness.

Problem Statement 4: 44% of PLC students met Federal guidelines (2 years past) for ELA/Reading. This was 15% below target. **Root Cause:** EOC reviews/preparation are designed for group instruction, not based on individual needs.

School Culture and Climate

School Culture and Climate Summary

Pampa Learning Center students, staff, and families of students, take pride in the concept of an alternative campus. Parent conferences have proven time and time again that an alternative campus is the only option for some students to graduate and be successful.

School Culture and Climate Strengths

The students have the advantage of a positive school culture. We have a relaxed home-like setting with a positive staff, individualized instruction, clear expectations, low teacher-student ratio, interactive/supportive administration, and mutual respect between students and staff. These students develop strong relationships and feelings of belonging and ownership.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

Problem Statement 2: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

With the low rate of teacher turnover at PLC, students feel comfortable with the staff and do not have to adapt to new faces each year. This creates a feeling of stability and helps with a high graduation rate.

Staff Quality, Recruitment, and Retention Strengths

All teachers are certified and paraprofessionals are highly qualified. Low teacher turnover makes it easier for the students to develop relationships. The teachers on this campus have many years of experience and love the opportunity to teach.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 44% of PLC students met Federal guidelines (2 years past) for ELA/Reading. This was 15% below target. **Root Cause:** EOC reviews/preparation are designed for group instruction, not based on individual needs.

Problem Statement 2: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pampa Learning Center focuses its instruction around a self-paced schedule. With our student-teacher ratio being 6:1, student specific strategies are the core of our curriculum.

Curriculum, Instruction, and Assessment Strengths

The following strengths have been identified:

- Individualized instruction
- Relaxed atmosphere
- Positive relationship with students
- Consistent social/emotional support
- Positive staff
- EOC reviews/test preparation

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Problem Statement 2: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

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Parent and Community Engagement

Parent and Community Engagement Summary

Community involvement is important for the students to obtain information about technical career opportunities, as well as academic class opportunities. Our community and local junior college allow our students this opportunity.

Parent and Community Engagement Strengths

The following have been identified as strengths

- Community and family life skills
- Partner with Clarendon College for career possibilities
- Open communication with parents
- Open house and student progress meetings with parents
- Ability to interact one on one with students
- Community interaction to provide extra materials for day care
- Scholarships awarded to all graduates from Clarendon College
- Families of students are invited to attend the graduation and awards ceremony.
- Parents/Guardians are encouraged to take part in the interview required for the application process.
- Engaging and purposeful contact with CCR Director
- College/Certification preparation/opportunities.
- Pampa VIP's support

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

Problem Statement 2: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

School Context and Organization

School Context and Organization Summary

The overall atmosphere of PLC is very informal. Our students are more relaxed with the informality of our campus. All of the teachers are supportive of each other, which creates a family atmosphere.

School Context and Organization Strengths

The following areas have been defined as strengths.

- Positive reinforcement
- Individual instruction
- Strong decision-making team.
- Communication is informal and relaxed.
- Atmosphere of mutual respect.
- VIP's and community support.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Problem Statement 2: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

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Technology

Technology Summary

The staff of PLC is very willing to learn the new technology readily available to our campus. We don't always feel we have the funds available to replace the hardware as often as needed. PLC is joining in the move to increase uses of technology by implementing laptops/desktops for staff and Chrome Books for students. Teachers will attend professional development classes for instructional technology.

Technology Strengths

The following strengths have been defined:

- Computers are in every subject area with internet and WiFi accessibility
- All teachers have passed the technology proficiencies
- Staff is positive and open to new technology
- The district and ESC XVI provide professional development opportunities in the area of technology

Problem Statements Identifying Technology Needs

Problem Statement 1: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Problem Statement 2: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause:** There is a lack of mindset for educational priority, responsibility, and ownership.

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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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Tobacco, alcohol, and other drug-use 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results




Goals












Goal 1: Pampa Learning Center will achieve excellence in academics.

Performance Objective 1: PLC will close academic performance gaps between our accountability cohort, our region, and our state.

Evaluation Data Source(s) 1: All EOC assessment results will be at or above state average.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 1) Staff will continue to monitor and adjust student's work.	All Teachers	Daily collaboration with students and teachers.				
	Problem Statements: Demographics 1, 2 Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Parent Conferences with staff will be held two times during the school year.	Campus Principal and Teachers	95% of students represented with a parent/guardian/adult significant other will attend with them.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 3) All teachers provide tutorials on an individual basis. The tutorials are required as needed.	Teachers	Weekly assessment data and student work will define the success of the students.				
	Problem Statements: Student Achievement 1, 2 - Parent and Community Engagement 1 Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 5 CSF 6 4) Students and parents will attend an orientation for campus policies.	Campus Principal and Registrar	Documentation of rules with signatures of parent and student.				
	Problem Statements: Demographics 1, 2 - Parent and Community Engagement 1 Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 5) The concept of PLC is to meet the needs of students who need credit recovery. Because of the self-pacing, some students are able to accelerate the completion of courses.	Teachers Principal	All students will benefit from being able to accelerate through the specific subject matter.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					

Critical Success Factors CSF 1 CSF 2 CSF 6 6) Teachers will individualize instruction to challenge the gifted and talented students.	Teachers	Classroom walk-throughs and student assessments.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 7) Star student will be selected by teacher nominations based on attendance, attitude, and academics. Gift certificates are sponsored by VIP's.	Teachers and Campus principal	Our goal is for all students to want to achieve some recognition.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 6 8) Develop an individualized program to provide services to all students.	Campus Principal Teachers	Formative-check through assessments, learning walks, syllabi, curriculum audits, and progress meetings.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 9) Provide an enriched curriculum to insure academic success for all students in all subjects areas.	Admin, Paraprofessional and Teachers	Formative-check through assessments, learning walks, syllabi, curriculum audits, and progress meetings.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 10) Continue to provide opportunities for students not mastering required objectives to acquire needed skills. (System Safeguard Activity)	Teachers	Formative-Improve number of students mastering subjects before returning to high school.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 11) Professional Learning Communities meet weekly to review applications of prospective students, discuss student concerns, and staff professional development.	Campus Principal, Teachers	Positive class behavior, course completion, and attendance at parent conferences.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: PLC attendance rate was 85.4% for the 2017-18 school year. Root Cause 1: There is a lack of mindset for educational priority, responsibility, and ownership.
Problem Statement 2: PLC had 22% of students meet the "meets standard" and 5% "mastered the standard" on EOC STAAR in 2017-2018. Root Cause 2: There is a lack of rigorous learning based on individual student needs and academic gaps.
Student Achievement

Problem Statement 1: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause 1:** There is a lack of mindset for educational priority, responsibility, and ownership.

Problem Statement 2: PLC had 22% of students “meet standard” and 5% “master standard” on STAAR EOC in 2017-2018. **Root Cause 2:** There is a lack of rigorous learning based on individual student needs and academic gaps.

Parent and Community Engagement

Problem Statement 1: PLC attendance rates was 85.4% for the 2017-2018 school year. **Root Cause 1:** There is a lack of mindset for educational priority, responsibility, and ownership.











Goal 1: Pampa Learning Center will achieve excellence in academics.

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

Evaluation Data Source(s) 2: The needs of the ESL, homeless, special education, and migrant students will be addressed.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) PLC will include eligible special education students in general education programs. Teachers will individualize instruction to appropriately challenge special population students.</p>	Special Ed teachers, Teachers	Eligible special education students included in general education classrooms. Student progress and assessments will be monitored.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) PLC will address the needs of ESL, Homeless, and Migrant students through the use of self-paced programs. (System Safeguard Activity)</p>	Teachers Suzanne Pingel Campus Principal/Counselor	84.3% attendance rate, graduation rate, progress, and completion rates of ESL, Homeless and Migrant Students.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>3) The certified Compensatory Education Home Instruction teacher will maintain a log of home instruction during days or weeks the student receives home instruction. PHS teachers will provide the lessons for the home visits to PHS students.</p>	Registrar, Teacher	Instruction Log 100% of teen moms will be served in order for them to make a smooth transition back into school without missing school work.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>4) Instruction (inside and/or outside the classroom) relating to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.</p>	CCR Director, Teachers, Registrar, Teen Parent Coordinator, Principal	Student Enrollment in CTE CEHI Services Teen Parents				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						










Critical Success Factors CSF 1 CSF 5 5) Schedule modifications, case management, and service coordination (assistance in obtaining services from government agencies and community service organizations.)	Teachers, Principal	Needs of students addressed in a timely manner				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 6) Compensatory education allotment for PRS benefits will be available to the program and its students through educational opportunities and instructional knowledge related to parenting and life skills.	Teachers, Teen Parent Coordinator	Enrollment of students in parenting and life skills classes. Program audits				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 6 7) Provide programs/activities to serve identified At-Risk students.	Principal, Teachers	Formative-EOC local evaluation of program success				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 8) Continue services to identified Special Education Students. Procedures can be found in the PISD Board Policy.	Teachers, Principal	Summative - ARD's as indicated. Implementation of CAP and training on each strategy. Modifications made in classrooms.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Pampa Learning Center will achieve excellence in academics.

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

Evaluation Data Source(s) 3: Technology will be integrated for 21st Century skills.

Summative Evaluation 3:

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) Technology will be integrated into the curriculum via projectors, desktops, and the implementation of mobile devices such as iPads and Chromebooks.</p>	All Staff	Learning walks evidence, curriculum audit				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Technology will be enhanced in all core classes by using virtual reality devices.</p>	Teachers Principal	curriculum audit, student & teacher feedback				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Critical Success Factors CSF 1</p> <p>3) Business technology is a work skill implemented through our Business course offerings.</p>	Susan Bromlow, Principal	Business Curriculum Business English				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










Goal 1: Pampa Learning Center will achieve excellence in academics.

Performance Objective 4: PLC will develop and implement a plan to ensure that our students are college and career ready upon graduation. Requirements will be individualized utilizing TSI testing, coherence sequence of courses, campus interactions with military recruiters, etc.

Evaluation Data Source(s) 4: Students will be prepared for post-secondary success.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 1) Personal graduation plan will be formalized and used to direct student progress.	Principal	Graduation Plans All students will be on target for graduation.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Parents and students will be surveyed periodically to assess expectations and assist in planning student goals.	Principal Teachers	Feedback/Surveys from Teacher-Parent Conferences once per semester.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 3) Develop a plan and timeline (as needed) to meet high school completion needs.	Teachers	Formative - improved student success, attendance, and campus morale among students				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 4) PLC will inform seniors/parents of high school college night, financial aid offerings, and weekly career counseling.	Campus Principal(s), Debbie Brown, CCR Director David Hall	Documentation of mailings, posting of information, FB posts, weekly staff emails, etc.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 5 5) Parents and students will be provided with free Financial Aid packets.	Campus Principal(s), Lead Teacher	Documentation of distribution to students and parents.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5</p> <p>6) Counselor will provide appropriate guidance and individualized academic counseling for success beyond high school.</p>	<p>Campus Principal, Teachers</p>	<p>Documentation of counseling meetings.</p>				
		<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>				
<p>Critical Success Factors CSF 1 CSF 5</p> <p>7) Information on colleges and universities will be distributed.</p>	<p>Campus Principal(s), Teachers, CCR Director David Hall</p>	<p>Documentation of distribution</p>				
		<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>8) Pampa Learning Center staff will meet to discuss and implement transition services.</p>	<p>Campus Principal Debbie Brown CCR Director David Hall</p>	<p>The enrollment of graduates in a higher education setting will decide the success of the program with a goal of 80% of graduates enrolling either in a junior college or technical school.</p>				
		<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>				
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>9) Students will work with CCR Director on college requirements and opportunities such as dual credit, as well as college/training post graduation. Teachers will mentor all students regarding post graduation plans and give guidance for achieving goals.</p>	<p>David Hall, Principal, Teachers</p>	<p>Mentoring logs, college dual credit admissions, survey post graduation</p>				
		<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Pampa Learning Center will achieve excellence in academics.

Performance Objective 5: PLC will work to increase attendance.

Evaluation Data Source(s) 5: PLC's goal is an 87% daily attendance rate.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 1) Students will meet with teachers in daily advisories to read (RIP) and set goals to include attendance for reward points. (System Safeguard Activity)	Teachers	Reward Points Documentation Teachers will help students appreciate the value of reading on a daily basis.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 2) A reward point system initiated to help students become more responsible for their attendance, assist the staff to be more informed to help students progress, and to prevent student dropouts has been implemented. Students will meet in advisories to discuss attendance and progress with staff. Students who fail to contact school for tardiness or absences will be contacted via phone or home visit. Truancy procedures will be utilized for chronic absenteeism.	Principal Teachers	Reward Points Log Attendance Documentation Goal: Daily Attendance Rate will be 90% for the year.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
3) Child care for the student's child(ren).	Teachers, Registrar, Bright Beginnings Director, Teen Parent Coordinator	Teen Parent attendance rates				
4) The staff at Bright Beginnings will provide day care for the children of teen parents. Parenting classes will be available for pregnant and parenting students.	Teachers, Teen Parent Coordinator	Walk through visits Course offerings				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Pampa Learning Center will build a quality staff with high morale.

Performance Objective 1: PLC 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: Quality staff will be hired and supported.

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) PLC staff is 100% highly qualified.	Campus Principal and all staff. Funding Sources: 199 - State Compensatory (SCE) - 0.00	All teachers maintain their highly qualified status.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Staff will complete DOK and Instructional Technology training.	Campus Principal and staff Funding Sources: 199 - State Compensatory (SCE) - 0.00	Curriculum Audit focused on DOK and Instructional Technology.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 3) Staff will complete a book study, "Mindset The New Psychology of Success How We Can Learn to Fulfill our Potential". This knowledge will then be shared with students to establish growth mindsets on our campus.	Principal, Teachers Funding Sources: 199 - State Compensatory (SCE) - 0.00	Feedback from students & teachers, learning walks, student attendance and student progress.				

Goal 2: Pampa Learning Center will build a quality staff with high morale.

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

Evaluation Data Source(s) 2: PLC will become a growth mindset campus.

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 6 CSF 7</p> <p>1) Staff will complete a book study, "Mindset The New Psychology of Success How We Can Learn to Fulfill our Potential." This knowledge will then be shared with students to establish growth mindsets on our campus</p>	Principal, Teachers	Walkthroughs, Student Progress				
<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pampa Learning Center will build a quality staff with high morale.

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

Evaluation Data Source(s) 3: Teachers will be evaluated and supported through the T-TESS and T-PCESS systems.

Summative Evaluation 3:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All staff will be evaluated through the T-TESS and T-PCESS systems.</p>	Principal	Eduphoria Appraise documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Goals will be set for personal/professional growth.</p>	Principal, Teachers	Eduphoria Strive documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Instructional walkthroughs will be conducted throughout the school year in order to support teacher/principal goals and student success.</p>	Principals	Eduphoria Strive documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Pampa Learning Center will build a quality staff with high morale.

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

Evaluation Data Source(s) 4: Teacher goals will be supported through professional development offerings.

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 3 CSF 4 CSF 6 CSF 7</p> <p>1) Staff will complete the technology training needed for inclusion of instructional technology in planning.</p>	Campus Principal and staff	Teachers are proficient in planning instructional technology.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) Pampa Learning Center teachers will continue to learn techniques for working with ELL students.</p>	Campus Principal, Teachers	Teachers trained for working with ESL students.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) Staff will train in methods of addressing the special needs of our students.</p>	Campus Principal	Professional development documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

Evaluation Data Source(s) 1: Community stakeholders will be a part of the PLC program and enlighten the community of the PLC mission.

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) PLC will provide speakers for life skills and career days.</p>	<p>Parent Volunteers, Parental Involvement Coordinator, Teachers</p>	<p>Speakers will be available throughout the the school years to educate students on different life skills.</p>				
<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) PLC teachers will collaborate with business leaders of the community, when available, to provide mentoring opportunities with students.</p>	<p>Teachers</p>	<p>VIP's documentation Student research papers Life Skill documentation</p>				
<p>Funding Sources: 199 - State Compensatory (SCE) - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: PLC 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: PLC will use a variety of venues to apprise stakeholders of events and student opportunities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) PLC will utilize social media such as Facebook, Twitter, and the PLC Webpage to communicate with stakeholders and exhibit the positives of our campus.	Teachers, Principal	Social Media posts				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
Critical Success Factors CSF 5 CSF 6 2) A student-produced newsletter will be presented to stakeholders at PLC graduations.	Principal, Teachers, Students	Newsletters, walkthroughs				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
Critical Success Factors CSF 1 CSF 3 CSF 6 3) Students will be trained for two-way communication through the STOPIT app to anonymously report bullying or concerns to administration.	Principal Suzanne Pingel	Training documentation Posters around campus Student feedback STOPIT documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						

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

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

Evaluation Data Source(s) 1: Student safety will be a priority on the PLC campus.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Maintain building security w/fencing, security fobs, and staff ID's.	Campus principal	Presence of ID's, entrance and checkout procedures				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
Critical Success Factors CSF 6 2) Pampa Learning Center complies with all rules and regulations regarding exits, tornado drills, and fire drills.	Campus Principal	Documentation on file.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						


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

Performance Objective 2: PLC 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: PLC will maintain an atmosphere of mutual respect and support.

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 5 CSF 6</p> <p>1) Counseling will be provided to students for suicide prevention, conflict resolution, bullying, and violence prevention.</p>	Principal, Social Worker, Teachers	Scheduled counseling and presentations				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel. Documentation of student participation in PRS programs will be on file with the Teen Parent Coordinator and Central Office.</p>	Teen Parent Coordinator	Completion of documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) The staff at Bright Beginnings daycare will provide care for the children of teen parents. Parenting classes will be available for pregnant and parenting students.</p>	Teachers, Teen Parent Coordinator, Bright Beginnings	Walkthrough visits.				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Referrals will be made to outside agencies such as Tralee Crisis, CPS, Texas Dept. of Health, Pregnancy Crisis Center,, Catholic Family Services, Texas Aid for Needy Families, The Bridge, Child Care Management, Women Infants and Children, etc.</p>	Principal, Teachers	Documentation in student files				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						

Critical Success Factors CSF 1 CSF 4 CSF 6 5) An alternative setting will be provided in all classrooms to meet student/staff needs with a comfortable, home-like, and least restrictive environment.	Principal, Teachers	Walk-through documentation				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 6) Pampa Learning Center will refer homeless students to the social worker provided by the district.	Suzanne Pingel, Teachers, Principal	Students are apprised of available resources and provided necessities for school success.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 4 CSF 6 7) Will strive to improve social skills, impulse control, and decision making.	Suzanne Pingel, Teachers, Principal	Summative-to avoid recidivism				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 8) Counseling services, including the initial session when the student discloses the pregnancy.	Teachers, Principal, Registrar, Teen Parent Coordinator	100% female students will be counseled by the teen parent coordinator.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 4 9) Health Services are provided in the campus office.	Teachers, Registrar, Teen Parent Coordinator, School Nurse	Health services provided when needed.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 10) Families are invited to attend the graduation and awards ceremony held twice yearly.	All Staff	Graduates and students are celebrated for academic progress.				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
						

Goal 5: PLC will provide appropriate facilities to meet the growing and changing needs of its students and staff.

Performance Objective 1: PLC will develop a long-range facilities plan for future generations of students and staff.

Evaluation Data Source(s) 1: PLC will maintain good working order of our facility while supporting campus needs.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) Consistent monitoring of campus facilities and any needs will be reported to Maintenance and Facilities department.	Principal, Teachers, Custodian, Registrar	Eduphoria Help Desk documentation				
Funding Sources: 199 - State Compensatory (SCE) - 0.00						

Goal 5: PLC will provide appropriate facilities to meet the growing and changing needs of its students and staff.

Performance Objective 2: PLC will continue to update current facilities to keep up with the growing demands of students, instructional, and technology needs.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Technology upgrades will be systemic and not reactive.	Principal, Teachers	Technology Dept. documentation				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 4 CSF 6 2) Technology will include mobile access such as iPads and Chromebooks to enable students to work in multiple environments.	Principal, Teachers	Learning Walks, Student Progress				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					
Critical Success Factors CSF 1 CSF 4 3) Students will be able to access (with home Internet) programs such as Odysseyware in order to do additional lessons from home.	Teachers	Odysseyware progress monitoring				
	Funding Sources: 199 - State Compensatory (SCE) - 0.00					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	The concept of PLC is to meet the needs of students who need credit recovery. Because of the self-pacing, some students are able to accelerate the completion of courses.
1	1	10	Continue to provide opportunities for students not mastering required objectives to acquire needed skills. (System Safeguard Activity)
1	2	1	PLC will include eligible special education students in general education programs. Teachers will individualize instruction to appropriately challenge special population students.
1	2	2	PLC will address the needs of ESL, Homeless, and Migrant students through the use of self-paced programs. (System Safeguard Activity)
1	2	3	The certified Compensatory Education Home Instruction teacher will maintain a log of home instruction during days or weeks the student receives home instruction. PHS teachers will provide the lessons for the home visits to PHS students.
1	2	4	Instruction (inside and/or outside the classroom) relating to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
1	4	3	Develop a plan and timeline (as needed) to meet high school completion needs.
1	4	4	PLC will inform seniors/parents of high school college night, financial aid offerings, and weekly career counseling.
1	4	6	Counselor will provide appropriate guidance and individualized academic counseling for success beyond high school.
1	4	9	Students will work with CCR Director on college requirements and opportunities such as dual credit, as well as college/training post graduation. Teachers will mentor all students regarding post graduation plans and give guidance for achieving goals.
1	5	1	Students will meet with teachers in daily advisories to read (RIP) and set goals to include attendance for reward points. (System Safeguard Activity)
1	5	2	A reward point system initiated to help students become more responsible for their attendance, assist the staff to be more informed to help students progress, and to prevent student dropouts has been implemented. Students will meet in advisories to discuss attendance and progress with staff. Students who fail to contact school for tardiness or absences will be contacted via phone or home visit. Truancy procedures will be utilized for chronic absenteeism.
2	4	2	Pampa Learning Center teachers will continue to learn techniques for working with ELL students.
3	2	1	PLC will utilize social media such as Facebook, Twitter, and the PLC Webpage to communicate with stakeholders and exhibit the positives of our campus.

Goal	Objective	Strategy	Description
4	2	2	Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized district personnel. Documentation of student participation in PRS programs will be on file with the Teen Parent Coordinator and Central Office.
4	2	3	The staff at Bright Beginnings daycare will provide care for the children of teen parents. Parenting classes will be available for pregnant and parenting students.
4	2	4	Referrals will be made to outside agencies such as Tralee Crisis, CPS, Texas Dept. of Health, Pregnancy Crisis Center,, Catholic Family Services, Texas Aid for Needy Families, The Bridge, Child Care Management, Women Infants and Children, etc.
4	2	6	Pampa Learning Center will refer homeless students to the social worker provided by the district.

Campus Funding Summary

199 - State Compensatory (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
1	2	7			\$0.00
1	2	8			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00

1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00

4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
4	2	7			\$0.00
4	2	8			\$0.00
4	2	9			\$0.00
4	2	10			\$0.00
5	1	1			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00