Pampa Independent School District

Pampa High School

2021-2022 Campus Improvement Plan

Purpose. Passion. Pride.

Mission Statement

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

PHS Motto: Cultivating Relationships, Planting Knowledge, Nurturing Integrity, and Harvesting Success!

Vision

Pampa ISD students are courageous innovators utilizing their own unique abilities to invest in their world.

Core Beliefs

We believe ...

- Each student deserves a classroom with high-quality instruction where they learn how to learn in a way that sets them up for lifelong success.
- Early childhood education provides a strong foundation for future success.
- All students deserve experiences that spart their unique interests and passions in order to define their successful futures.
- Strong relationships between all members of the community are critical to student success.
- In the value of learning from failure and overcoming struggles in order to become perseverant.
- The community that takes radical responsibility for developing, supporting, and encouraging students creates an environment for continued success.
- In educating the whole child.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

Demographics

Demographics Summary

Ethnicity	100%	Eco. Disadvantaged	49.3%
White	47.5%	LEP	13.80%
Hispanic	43.5%	Homeless	2.2%
African American	4.4%	SPED	12.5%
American Indian	0.7%	At-Risk	46.1%
Asian	1.0%		
2 or more	3.0%		

Hispanic, Economically Disadvantaged, and LEP student groups are growing on the campus and in the district. The number of identified special education students entering high school is also increasing.

Demographics Strengths

STAAR Math		STARR Science		STARR Soc. Studies	
Hispanic	89%	White	91%	Hispanic	95%
Eco Dis	84%	Eco. Disadv.	**85%**	Eco. Disadv.	93%
EL	91%			EL	94%

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

Student Achievement

Student Achievement Summary

	ALL STUDENTS	APPROACHES Grade Level				MEETS Grade Level				MASTERS Grade Level			
		2017	**2018**	**2019**	**2021**	**5**	**2018**	**2019**	**2021**	**2017**	**2018**	**2019**	**2021**
HIGH SCHOOL	English I EOC	47	54	59	**57**	30	36	42	**36**	2	3	5	**3**
	English II EOC	36	59	61	**58**	19	43	42	**45**	1	3	3	**4**
	Algebra I EOC	78	86	86	**82**	37	52	67	**48**	13	23	39	**22**
	Biology EOC	82	86	85	**79**	49	52	58	**41**	14	17	17	**15**
	US History EOC	87	95	95	**90**	60	77	72	**65**	27	46	42	**32**
	No testing took place in 2020 due to Covid-19 pandemic.												

When comparing passing percentages at Pampa ISD at approaches, meets, and masters performance levels between 2019-2021, all grades and subject scores declined except English II approaches level. **Red** indictaes decline; **green** indicates increase. No STAAR-EOC testing occured during spring 2020 because of the Covid-19 pandemic.

PHS EOC	% at Approaches & Above			% at Meets & Above			% at Masters		
	PHS	**R16**	**State**	**PHS**	**R16**	**State**	**PHS**	**R16**	**State**
English I	**57%**	68%	66%	**36%**	51%	50%	**3%**	10%	22%
English II	**58%**	72%	70%	**45%**	59%	57%	**4%**	8%	11%
Algebra I	**82%**	84%	72%	**48%**	54%	41%	**22%**	30%	23%
Biology	**79%**	86%	81%	**51%**	59%	54%	**15%**	22%	12%
US History	**90%**	91%	88%	**65%**	74%	69%	**32%**	45%	43%

When comparing PISD scores and State scores at Approaches, Meets, and Masters performance levels, PISD surpassed state average % in four categories while performing lower than state average % in 11 categories.

Student Achievement Strengths

PHS EOC English II scores at meets grade levels increased from 2019 scores by 3% points.

PHS EOC Algebra I scores at approaches grade level exceeds the state average score percentage by 10 points (82%, 72%) and at meets performance level by 7 % points (48%, 41%).

PHS EOC Biology scores at masters performance level exceeds state average by 3 percentage points (15%, 12%).

PHS EOC US History at approaches performance level exceeds state average by 2 percentage points (88%, 90%)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): PHS EOC scores at at approaches and meets performance levels declined in five of five subject areas (ENG I, ENG II, ALG I, BIO, US HIST). ECO scores at the meets performance level declined in 4 of the five subject areas (ENG I, ALG I, BIO, US HIST). PHS EOC scores were lower than state average in 11 of 14 areas. PHS EOC scores were lower than Region 16 scores in 15 of 15 score levels/subjects. **Root Cause:** There is a lack of clear written and communicated expectations of all staff to ensure rigorous student learning in all classes.

Problem Statement 2: Special Education students decreased or stayed the same in 12/15 EOC performance categories. **Root Cause:** There is a lack of communication and clarity in understanding students' individual learning needs and teacher's responsibility to implement appropriate instructional support.

Problem Statement 3: 3 of the 5 LEP EOC subject areas did not achieve their Meets performance target (English I, English II, US History). **Root Cause:** Lack of a system to clearly communicate EL student abilities and teacher expectations of the use of LEP strategies in the classroom.

School Culture and Climate

School Culture and Climate Summary

Climate and Culture at PHS are healthy and positive. Past surveys indicate an overwhelming satisfaction among staff, students, and parents.

School Culture and Climate Strengths

Particular strengths on campus include safety and security and staff and student morale.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The PHS vision/motto that focuses on high expectations is present but not integrated in the daily life of the campus. **Root Cause:** The PHS motto that is built on the core beliefs of the faculty, students, community, and parents is not referred to our utilized enough to become know by all stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Almost all staff meet federal and state highly qualified requirements.

Of 23 new teacher hires at PHS, all are certified (including alt-cert programs). Two are certified but are teaching some classes outside their certification areas.

Staff Quality, Recruitment, and Retention Strengths

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

Coaching support is provided through Engage2Learn, First Year Teachers Academy, and/or Content/pedagogy coaches.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): There is a need for targeted support in content and pedagogy for 8 first-year teachers who are teaching under one-year alternative certifications. 23 of 52 EOC content sections are taught by Alt-Cert, First or Second year teachers. **Root Cause:** Teacher shortages require schools to hire teachers who have not been trained in content or pedagogy.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

All staff are provided training and support in studying, designing, and implementing a reliable and viable curriculum through the TEKS Resource System, Instructional Coaching, and TIPS planning teams, and Professional Learning Communities.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

School Context and Organization

School Context and Organization Summary

Pampa High School Systems are implemented and evaluated multiple times a year. These systems include: Knowledge and Transmission, Recruiting and Induction, Evaluation, Professional Learning Communities, Response to Intervention, and Safety and Security.

School Context and Organization Strengths

PHS has a strong Campus Leadership Design Team with a successful plan for building capacity and sharing information and resources.

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

We are a 1:1 Chrome book campus for all students and staff. All staff also have a laptop and an iPad. The campus is completely wireless with plenty of bandwidth to support the technology.

Technology Strengths

Commitment by district for student access to technology.

Commitment to continually increase bandwidth and access throughout campus.

3 year plan to upgrade teacher computers.

Priority Problem Statements

Problem Statement 1: PHS EOC scores at at approaches and meets performance levels declined in five of five subject areas (ENG I, ENG II, ALG I, BIO, US HIST). ECO scores at the meets performance level declined in 4 of the five subject areas (ENG I, ALG I, BIO, US HIST). PHS EOC scores were lower than state average in 11 of 14 areas. PHS EOC scores were lower than Region 16 scores in 15 of 15 score levels/subjects.

Root Cause 1: There is a lack of clear written and communicated expectations of all staff to ensure rigorous student learning in all classes.

Problem Statement 1 Areas: Student Achievement

Problem Statement 3: The PHS vision/motto that focuses on high expectations is present but not integrated in the daily life of the campus.

Root Cause 3: The PHS motto that is built on the core beliefs of the faculty, students, community, and parents is not referred to our utilized enough to become know by all stakeholders.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: There is a need for targeted support in content and pedagogy for 8 first-year teachers who are teaching under one-year alternative certifications. 23 of 52 EOC content sections are taught by Alt-Cert, First or Second year teachers.

Root Cause 4: Teacher shortages require schools to hire teachers who have not been trained in content or pedagogy.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 2: 10% of PLC and TIPS meetings provided evidence of agendas being aligned to the Targeted Improvement Plan.

Root Cause 2: Lack of a process and support with accountability for procedures of PLC's and TIPS.

Problem Statement 2 Areas: School Context and Organization

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: June 15, 2021

Goal 1: PHS will achieve excellence in academics.

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

Evaluation Data Sources: EOC assessment results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 90% of PLC & TIPS Meetings will provide agendas and minutes, which provide evidence to support implementation of defined processes and procedures. **Strategy's Expected Result/Impact:** Observations, surveys, products and minutes from PLC's and TIPS groups show focus on student learning, lesson design, data disaggregation, best practice instructional strategies, and intervention. **Staff Responsible for Monitoring:** Principal Assistant Principals Secondary Instructional Specialists Instructional Department Leaders and lead teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** Training - 199 - General Fund, Training - 255 - ESSA, Title II, Part A,				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement and monitor viable curriculum for all major content areas. EOC core tested areas utilize TIP time. All teachers utilize lesson design, planning, assessment, and grading. **Strategy's Expected Result/Impact:** Common Assessment Results Benchmark Results EOC Results **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Department Heads Lead Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** ESC Instructional Coaches - 255 - ESSA, Title II, Part A,, - 199 - General Fund, - 211 - ESSA, Title I, Part A, Imp Basic Prog				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Administer and analyze 2 benchmarks in EOC tested areas and Common Formative Assessments each 3 weeks in EOC tested areas. Use data analysis to inform instruction and interventions. **Strategy's Expected Result/Impact:** Common Assessment Results Benchmark Results EOC Results System Safeguard and PBM Results **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Department Heads Tested Core Subject Teachers **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** Aware component of Eduphoria - 199 - General Fund				

<table>
<tr><th>Strategy 4 Details</th><th colspan="4">Reviews</th></tr>
<tr><td rowspan="3">Strategy 4: Replace the implementation of RtI with the Multi-Tiered System of Support (MTSS) System as managed through Branching Minds software.
Including the use of Eduphoria and ACI for intervention, support, and tutorials.
Strategy's Expected Result/Impact: Number of students served
Passing rates
Completion rates
EOC passing rates
System Safeguard and PBM Results
Staff Responsible for Monitoring: Campus Principals
Campus MTSS Teams
Secondary Instructional Specialists
Department Leaders

TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy
Funding Sources: e2: - evidence based coaching; content/pedagogy coaching. - 255 - ESSA, Title II, Part A,, Edgenuity, Branching Minds, - 282 - ESSER III</td><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>June</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><th>Strategy 5 Details</th><th colspan="4">Reviews</th></tr>
<tr><td rowspan="3">Strategy 5: Morning tutorials and virtual tutorials, as scheduled, for all students to provide support for campus interventions and struggling students, both face-to-face and virtual, in order to help prevent dropouts.
Strategy's Expected Result/Impact: Passing Rates
EOC results
Completion Rates
Course Credit Acquisition
System Safeguard and PBM Results
Staff Responsible for Monitoring: Campus Principals
Secondary Instructional Specialists
RTI Team
Department Heads

TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability
Funding Sources: Targeted classes for remediation - 199 - General Fund - SCE</td><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>June</th></tr>
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Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Promote participation and improve performance in ACT, SAT, PreACT, and PSAT. Encourage all Juniors and Seniors to participate. All Sophomores will take the PreACT free of charge. All PreAP 9th and 10th grade students will take the PSAT, along with top performing 11th graders. Students will utilize Odysseyware, ACT/SAT/TSIA bell ringers and ACT boot camps as a tool to prepare for ACT and SAT tests. **Strategy's Expected Result/Impact:** ACT, SAT, PreACT, and PSAT results College and Career (Post Secondary) readiness results **Staff Responsible for Monitoring:** Counselors Campus Principals ELA Department Head Departmental leaders Secondary Instructional Specialists ACT & SAT Prep Teachers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** - 199 - General Fund				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Implement flexible scheduling through ACI Curriculum and/or Online Learning Software--Edgenuity, for credit recovery, intervention, and credit acquisition. **Strategy's Expected Result/Impact:** Credits Earned Passing Rates Completion Rates **Staff Responsible for Monitoring:** Edgenuity Lab Administrator Counselors MTSS Teams ACI Teachers Campus Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** **Problem Statements:** Student Achievement 1 - School Culture and Climate 1 **Funding Sources:** Edgenuity Curriculum - 282 - ESSER III				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Instructional Coaching and TEKS/EOC support including Differentiation and Sheltered Instruction through instructional coaches in Reading and Writing (ELA) and Social Studies with specific target groups including Hispanic, African American, Special Education, Economically Disadvantaged, and English Language Learners(Systems Safeguard and PBM Activity). **Strategy's Expected Result/Impact:** System Safeguards EOC Results Completion Rates **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Department Heads Core Teachers **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** External Coaches - 255 - ESSA, Title II, Part A,, Seidlitz Sheltered Instruction training - 263 - ESSA, Title III, LEP				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Continue to support Instructional leaders, TEKS and EOC content teachers utilizing Engage2Learn, Get Better Faster, Leverage Leadership, & Teach Like a Champion. **Strategy's Expected Result/Impact:** EOC Results Passing Rates Completion Rates **Staff Responsible for Monitoring:** Campus Principals Department Heads Core Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Funding Sources:** External Coaches - 211 - ESSA, Title I, Part A, Imp Basic Prog, External Coaches - 211 - ESSA, Title I, Part A, Imp Basic Prog				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Continue to provide and improve Inclusion, Co-teaching, and Self Contained services for identified students in Special Education. Provide support in other settings, as needed, for students whose IEP requires that setting. **Strategy's Expected Result/Impact:** Goals met in IEP's of individual students, benchmarks, learning check & EOC assessments. **Staff Responsible for Monitoring:** Campus Principals Classroom Teachers Secondary Instructional Specialists Special Education Teachers Special Education Dept. Head District Director of Special Ed **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** - 224 - IDEA B, Formula				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: Provide effective instructional strategies and support for identified EL/LEP students through newcomer classes, sheltered instruction, tutorials, and MTSS. **Strategy's Expected Result/Impact:** Passing rates on local and state courses. Passing rates on EOC's. **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Coaches Classroom Teachers Campus ELL Coordinator **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: Provide coherent sequence of courses for students in CTE. Provide career and technology program information for students in 9-12 during the registration process. Industry based certifications or AP exams in all CTE programs. Our desired outcome is to increase the number of industry based certifications each year. **Strategy's Expected Result/Impact:** Coherent sequence course takers indicated in TxEIS/PEIMS Graduation 4 year Plans **Staff Responsible for Monitoring:** Campus Principals CTE College & Career Readiness Director Counselors CTE teachers **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 244 - Perkins V, - 199 - General Fund				

Strategy 13 Details	Reviews			
	Formative			Summative
Strategy 13: Evaluate and improve post-secondary partnerships including College and Financial Aid Night, Career Fair, and partnerships with Clarendon College, along with other area colleges and businesses to provide dual credit courses and internships for college and career advancement. **Strategy's Expected Result/Impact:** Number of courses provided and completed Internships for Career advancement **Staff Responsible for Monitoring:** Campus Principals Counselors College & Career Readiness Director Clarendon College Staff **TEA Priorities:** Connect high school to career and college **Funding Sources:** , - 199 - General Fund	Oct	Jan	Mar	June

Strategy 14 Details	Reviews			
	Formative			Summative
Strategy 14: Continue Chromebook initiative for students and staff by providing all students with Chromebooks and providing teachers with a few loaners, to assist with students who need to charge their Chromebook. **Strategy's Expected Result/Impact:** Walkthroughs indicating increased use of devices IT reports of usage on campus **Staff Responsible for Monitoring:** Campus Principal Tech Center Aide Classroom Teachers IT Dept staff **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** , - 199 - General Fund	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			
	Formative			Summative
Strategy 15: Complete and update 4 year graduation plans and senior certification. Communicate those plans to parents. Maintain database for all students for CCMR and graduation plans. **Strategy's Expected Result/Impact:** Completion rates Number of DAP and RAP graduates **Staff Responsible for Monitoring:** Campus Principals CTE Staff Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199 - General Fund, - 199 - General Fund	Oct	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: Develop and provide summer opportunities for recovery and EOC preparation. **Strategy's Expected Result/Impact:** Number of courses recovered and completed **Staff Responsible for Monitoring:** Campus Principals Counselors Department Heads Classroom Teachers Secondary Instructional Specialists **Comprehensive Support Strategy** - **Results Driven Accountability** **Funding Sources:** - 199 - General Fund	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 17 Details	Reviews			
Strategy 17: Pampa Learning Center is a program within PHS used to meet the needs of students who need credit recovery, struggle with the traditional learning environment, or need additional support/resources to graduate. Because of the self-pacing, some students are able to accelerate the completion of courses. **Strategy's Expected Result/Impact:** PHS will maintain a 98% graduation rate. (See addendum to PHS Plan) **Staff Responsible for Monitoring:** Campus Principal PLC Director **TEA Priorities:** Connect high school to career and college **Funding Sources:** - 199 - State Compensatory (SCE)	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 18 Details	Reviews			
Strategy 18: Utilize external consultant to provide professional development with the Essential School Framework, Leverage Leadership, Get Better Faster, and school improvement. **Strategy's Expected Result/Impact:** Continuous improvement of PHS with our comparative cohort. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Consultant - 255 - ESSA, Title II, Part A,	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 19 Details	Reviews			
Strategy 19: ELA teachers will utilize HMH with students to provide instant feedback on their writing in order to improve the quality of student writing. **Strategy's Expected Result/Impact:** Improve student writing on STAAR EOC assessments.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Staff Responsible for Monitoring: ELA teachers Campus Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Results Driven Accountability**				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: PHS EOC scores at at approaches and meets performance levels declined in five of five subject areas (ENG I, ENG II, ALG I, BIO, US HIST). ECO scores at the meets performance level declined in 4 of the five subject areas (ENG I, ALG I, BIO, US HIST). PHS EOC scores were lower than state average in 11 of 14 areas. PHS EOC scores were lower than Region 16 scores in 15 of 15 score levels/subjects. **Root Cause**: There is a lack of clear written and communicated expectations of all staff to ensure rigorous student learning in all classes.

School Culture and Climate
Problem Statement 1: The PHS vision/motto that focuses on high expectations is present but not integrated in the daily life of the campus. **Root Cause**: The PHS motto that is built on the core beliefs of the faculty, students, community, and parents is not referred to our utilized enough to become know by all stakeholders.

Goal 1: PHS will achieve excellence in academics.

Performance Objective 2: PHS will develop and incorporate a comprehensive system to successfully serve special student populations such as special education, 504, at-risk, economically disadvantaged, and English learners.

Evaluation Data Sources: Disaggregated STAAR-EOC scores for all sub-populations; 2018-19 Targeted Improvement Plan documentation and evaluation of Goal#1 and Goal #2 Improve EL passing rates.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with PHS Instructional Coach, external coaches, and Special Education staff during PLC time, TIPS time, and Professional Development opportunities to become proficient in researched based instructional strategies to improve student performance of all students, with a focus on Special Populations. **Strategy's Expected Result/Impact:** TAPR data **Staff Responsible for Monitoring:** Campus principals Secondary Instructional Coach Department Heads External coaches **Comprehensive Support Strategy** **Funding Sources:** Coaching support - 255 - ESSA, Title II, Part A,				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: ELA teachers will continue to use Lead4ward Instructional Strategies. **Strategy's Expected Result/Impact:** Increased performance on benchmarks and EOC scores. **Staff Responsible for Monitoring:** Campus Principals External Coaches ELA Department Head ELA teachers **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Provide a variety of learning environments for identified students through general education, newcomers, co-teaching, inclusion support, resource, and self-contained settings, according to each student's IEP, IAP, LAP, or other individualized intervention plan. **Strategy's Expected Result/Impact:** Improvement, growth, and mastery on specialized plan goals, EOC scores, progress measures, grades, and campus level assessments. **Staff Responsible for Monitoring:** Campus Principals Special Education Department Head Department Heads Secondary Instructional Coach District Special Education Director Region 16 Special Education staff or other external coaches **Comprehensive Support Strategy**	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: ELA & Math Teachers will use research based strategies for additional target support for Special Education students to achieve "meets standard" on EOC exams. **Strategy's Expected Result/Impact:** Improvement, growth and mastery on EOC scores and progress measures. Walkthroughs Benchmarks Lesson Plans Learning Checks EOC Results **Staff Responsible for Monitoring:** Campus Principals Special Education Teachers ELA Teachers Math Teachers **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** - **Results Driven Accountability**	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: PHS will achieve excellence in academics.

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

Evaluation Data Sources: Lesson plans & walk through data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Work with secondary instructional specialists, external coaches, and campus administrators during PLC time on instructional strategies to improve student performance using varied forms of 21st century technology. **Strategy's Expected Result/Impact:** TAPR data Lesson Plans Walkthroughs **Staff Responsible for Monitoring:** Campus principals Secondary Instructional Coach Departments Heads External coaches **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All teachers will be trained in technology integration strategies like Nearpod, Google Classroom, Kahoot, etc., as allowable with COVID-19 protocol, that will increase student engagement and performance in all subjects. **Strategy's Expected Result/Impact:** Increased performance on benchmarks and EOC scores. Lesson Plans Walkthroughs **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists External Coaches Department Heads/leaders **Comprehensive Support Strategy**				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: PHS will achieve excellence in academics.

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

Evaluation Data Sources: TAPR Report & Index 4 of Accountability Rating.

Strategy 1 Details	Reviews			
Strategy 1: AP teachers will utilize the PSAT AP potential report to actively recruit students into AP classes. **Strategy's Expected Result/Impact:** AP Class rosters AP score reports **Staff Responsible for Monitoring:** AP teachers Department Heads Campus Principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: AP teachers will attend Summer AP training and Region 16 training in order to stay current with best practices and relevant instructional strategies. **Strategy's Expected Result/Impact:** Increased AP scores on AP subject tests. **Staff Responsible for Monitoring:** AP teachers, Department Heads, Campus Principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All seniors will be provided an opportunity and encouraged to take the TSIA on the PHS Campus to determine college readiness. Seniors in College Prep English and College Prep Math classes will utilize the Pearson TSIA study materials to prep for the TSIA. Juniors in Alg 2 will take the TSIA in class and Sophomores in PreAP ELA and others who choose to can take the TSIA in class. Boot camps will be provided to assist students who are not successful on one or more sections of the TSIA. **Strategy's Expected Result/Impact:** Increased numbers of students taking and passing the TSIA. **Staff Responsible for Monitoring:** Campus Principals Counselors CTE Department Head CCMR Coordinator	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide ACT Boot Camps for students to prepare and improve their skills and scores. **Strategy's Expected Result/Impact:** Increased participation in SAT & ACT testing opportunities. Increased scores on SAT & ACT for students participating in the preparation classes. **Staff Responsible for Monitoring:** Campus Principals Counselors CTE Department Head ELA Department Head CCMR Coordinator				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide opportunities for students to take CTE courses leading to industry based certifications, coherent sequence of courses, on-line Dual Credit courses, and Concurrent Enrollment courses using partnerships with post-secondary institutions to get 75% of graduating senior to be College, Career or Military Ready. **Strategy's Expected Result/Impact:** Increased enrollment in dual credit courses, concurrent enrollment courses, and/or advanced certification programs of study. **Staff Responsible for Monitoring:** Campus Principals Counselors CTE Department Head CCMR Coordinator Campus Department Heads/leaders				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Students will be able to utilize the College Career Military Readiness Center to research future plans regarding college, career or military options. **Strategy's Expected Result/Impact:** Increase numbers in graduating seniors CCMR ready. **Staff Responsible for Monitoring:** Campus Principals Counselors CCMR Coordinator				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: PHS will achieve excellence in academics.

Performance Objective 5: PHS will work to increase attendance.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: We will make personal phone calls to parents/guardians of students who are absent on a daily basis. Administrators, Social Worker, School Resource Officer, and other staff will contact parents and make home visits as necessary. **Strategy's Expected Result/Impact:** Increased attendance rate. Phone calls logged. **Staff Responsible for Monitoring:** Attendance Clerks Social Worker Classroom Teachers Department Heads Campus Principals **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Students living within a 2 mile radius of PHS will be provided bus transportation to school in order to increase attendance to 96%. Students and parents will be notified of the bus routes and procedures. **Strategy's Expected Result/Impact:** Increased attendance rate. Weekly attendance reports **Staff Responsible for Monitoring:** Principals Attendance clerk Department Heads/leaders Social Worker Attendance Committee **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: PHS Faculty will understand why student attendance is important. PLCs will focus on engaging lessons to improve attendance. **Strategy's Expected Result/Impact:** Increased attendance rate. Increased academic performance. **Staff Responsible for Monitoring:** Campus Principals Counselors Social Worker Department Heads Teachers Attendance Improvement Committee Members	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: PHS Faculty will understand the value of positive relationships with students and how it correlates to attendance. **Strategy's Expected Result/Impact:** Increased attendance rate. Increased academic performance. **Staff Responsible for Monitoring:** Campus Principals Counselors Social Worker Department Heads Teachers Attendance Improvement Committee Members **Comprehensive Support Strategy**	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 1: PHS will achieve excellence in academics.

Performance Objective 6: We will increase time in class for students by decreasing tardies each class period.

Evaluation Data Sources: We will use the Start on Time program and student kiosks to collect and analyze data on a weekly basis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students who are tardy to class will be escorted to a tardy station and receive a printed pass to class. Teachers will escort students to class. **Strategy's Expected Result/Impact:** Tardy reports **Staff Responsible for Monitoring:** Teachers Administrators Administrative Assistants				

0% No Progress · 100% Accomplished · Continue/Modify · Discontinue

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

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

Evaluation Data Sources: TTESS, TPESS, Teacher Retention Rate

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Sustain ongoing training and programming including including the State and Federal Assessment and Accountability Systems, Migrant Policies and Expectations, Dyslexia, English Language Proficiency Standards, Sexual Harassment, Blood Borne Pathogens, Homeless Programs, At risk students, College and Career Readiness standards, Foundation Plan, Modifications and Accommodations. **Strategy's Expected Result/Impact:** All staff trained on local, state, and federal required training. **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Counselors Executive Director of Personnel Special Education Director Bilingual/ ELL/Migrant Director Homeless Liaison Dyslexia Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Comprehensive Support Strategy** **Funding Sources:** - 199 - General Fund, - 224 - IDEA B, Formula, - 263 - ESSA, Title III, LEP				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure Highly Qualified Staff through providing opportunities for training for those seeking certification. Provide research based professional development to all staff. Communicate with local Recruiting officer areas of need for the campus. **Strategy's Expected Result/Impact:** Highly Qualified Report Number of staff recruited and sustained **Staff Responsible for Monitoring:** Campus Principals Executive Director of Personnel Deputy Superintendent **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Support and mentor new staff on campus to ensure highly qualified and effective performance. New staff attend teachers academies and are assigned mentors. **Strategy's Expected Result/Impact:** Number of staff staying in Pampa schools. Highly qualified report **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Curriculum Team Mentors **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - 199 - General Fund	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Train staff on local tools and programs including TxEIS, Canvas, Ascender, TEKS Resource System, Eduphoria, Vision, Eduphoria, Nearpod, Classlink, Conscious Discipline and CHAMPS. **Strategy's Expected Result/Impact:** All staff trained on appropriate programs and tools **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Counselors Department Heads Executive Director Instructional Technology **ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - 199 - General Fund	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Sustain ongoing training and programming including coaching on effective high yield instructional strategies to be utilized during classroom instruction and interventions. **Strategy's Expected Result/Impact:** Attendance Rates EOC results Walkthroughs **Staff Responsible for Monitoring:** Campus Principals Department Heads Classroom Teachers Instructional Specialist **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**	Oct	Jan	Mar	June

<table>
<tr><th rowspan="3">Strategy 6 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>June</th></tr>
<tr><td>Strategy 6: PISD's District of Innovation plan allows teachers to teach outside of content field and/or hold an out of state credential. Additionally, PHS will provide ongoing support to help ensure all personnel are working toward proper certification in the assignment they are instructing.
Strategy's Expected Result/Impact: Local Permits
Principles of Education Teacher
Agriculture
Auto Tech
Culinary Arts

Staff Responsible for Monitoring: PHS Principal, HR Director

TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue</td></tr>
</table>

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Emotional Poverty book studies and professional development targeted toward growth mindset. **Strategy's Expected Result/Impact:** Evidence of increasing teacher morale through: information from T-Tess pre-conferences and post-conferences, PLC discussions, walk through data. **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Department Heads				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide training and professional development during teacher in-Service, PLCs, TIPS, and on-line for teachers and administrators directly relating to the T-TESS/T-PESS evaluation and growth model along with the Student Learning Objective dimension. **Strategy's Expected Result/Impact:** Evidence of improvement using T-TESS/T-PESS evaluation data. **Staff Responsible for Monitoring:** Campus Principals District level Administrators Department Heads/leaders Secondary Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide on-going professional development related to campus goals and specifically targeted for individual teachers based on goals set in their individual T-TESS plans for professional development. This will be provided through targeted faculty learning times, PLCs, TIPs, and the Curriculum Newsletter published monthly. **Strategy's Expected Result/Impact:** Increased teacher capacity as evidenced through ongoing observations, conferences, and T-TESS data. **Staff Responsible for Monitoring:** Campus Principals District level Administrators Department Heads/leaders Secondary Instructional Specialists **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
Strategy 2 Details	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy 2: Get Better Faster, Teach Like A Champion, and Leverage Leadership book studies and professional development targeted toward researched based instructional strategies to improve student success. **Strategy's Expected Result/Impact:** Ongoing professional development activities Walkthroughs Lesson Plans **Staff Responsible for Monitoring:** Campus Principals Secondary Instructional Specialists Department Heads **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continue the campus improvement team consisting of PHS staff, community members, and parents to help develop and monitor the progress of the Campus Improvement Plan. **Strategy's Expected Result/Impact:** Input from pre and post surveys completed by community members provide positive input and responses to a school climate survey. **Staff Responsible for Monitoring:** Campus Principals Department Heads Counselors District Social Worker Parental Involvement staff	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Use a variety of communication tools, including newsletters, social media, newspaper, radio, television, and others, to disseminate information concerning the PISD and PHS vision, mission, goals, and motto. **Strategy's Expected Result/Impact:** Positive, reflective, and evaluative feedback from stakeholders concerning PISD vision and goals. **Staff Responsible for Monitoring:** District personnel Campus Administrators Counselors Department Heads/leaders District Social Worker PHS Staff **ESF Levers:** Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Meet and collaborate with the Campus Improvement Team, with the purpose of understanding, evaluating, and promoting the PISD and PHS vision and goals. **Strategy's Expected Result/Impact:** Number of meetings held with agendas, notes, and action plans. **Staff Responsible for Monitoring:** Campus Administrators District Administrators Department Heads/leaders Counselors District Social Worker **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Hold a virtual Educational Showcase to inform parents and community members of the activities, actions, and successes of PHS students, staff, UIL events, teams, clubs, and other extra-curricular and student centered programs. **Strategy's Expected Result/Impact:** Increased attendance at Open House and other parental involvement opportunities. **Staff Responsible for Monitoring:** Campus Administrators District Administration Counselors Department Heads/leaders **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PHS Staff will make contact with parents/guardians and other stakeholders to inform of student activities and progress, both positive and negative, through Harvester Happenings, PHS marquee, Remind messages/emails, Canvas, and PHS Facebook and Twitter. **Strategy's Expected Result/Impact:** Increased attendance and participation in campus based events and performances. **Staff Responsible for Monitoring:** Campus Administrators Teachers Department Heads/leaders **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: PHS will provide a campus environment where students and staff are physically and emotionally safe. COVID-19 protocols will be in place including for all students, staff, and visitors to campus, including wearing facial coverings and social distancing.

Evaluation Data Sources: End of year survey for students and staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Train 100% of staff on CHAMPS culture and classroom management system. **Strategy's Expected Result/Impact:** Number of Staff trained Incident reports show a decrease in referrals and placement in ISS and DAEP Surveys indicate satisfaction with culture and climate and safety and security **Staff Responsible for Monitoring:** Campus Principals Instructional Coaches **Comprehensive Support Strategy** **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Implement and sustain an effective campus discipline plan including ISS and DAEP programs. **Strategy's Expected Result/Impact:** Decrease in referrals and placements in ISS and DAEP **Staff Responsible for Monitoring:** Campus Principals DAEP Hearing Officer ISS staff Classroom Teachers Counselors **Funding Sources:** - 199 - General Fund				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement and communicate comprehensive emergency plan including fire, tornado, unwanted visitor, bomb threat, hazardous material, catastrophic events, and natural disasters. **Strategy's Expected Result/Impact:** Posted and Practiced plans and drills **Staff Responsible for Monitoring:** Campus Principals Emergency Team Counselors Campus Staff District Safety Coordinator **Funding Sources:** - 199 - General Fund				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: PHS will move to a single entry campus. All exterior doors will be secured with alarms. The front office will require guest to be buzzed into the building. CTE will have secured entrance with cameras and a door to be buzzed into the building. **Strategy's Expected Result/Impact:** Improved campus safety. **Staff Responsible for Monitoring:** Principal Emergency Team Counselors District Safety Coordinator				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: All surveys and reports will indicate a culture of safety and security.

Incident Reports will indicate a safe and secure environment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide awareness and training on: Suicide and Violence and Conflict Resolution Prevention. Bullying Prevention and Intervention Drug and Tobacco Use Awareness and Prevention Big Decisions (Sexual abstinence and relationship courses) SHAC Counseling for individuals and groups Pregnancy Related Services Dating Violence Sexual Abuse Youth Connections **Strategy's Expected Result/Impact:** Surveys indicate a decrease in at risk behaviors **Staff Responsible for Monitoring:** Campus Principals Social Worker Counselors **Funding Sources:** - 199 - General Fund				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All students in grades 9-12 who are involved in any extracurricular activity or represent Pampa High School in our community, will be drug tested according to the PISD Random Drug Testing Policy and Procedures. **Strategy's Expected Result/Impact:** Results of drug tests Climate survey **Staff Responsible for Monitoring:** Campus Administration Counselors Coaches Sponsors				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PHS Staff will actively recruit and encourage students to participate in extra-curricular/co-curricular activities in which the student is interested and/or excels. **Strategy's Expected Result/Impact:** Increase number of students participating in extra-curricular/co-curricular activities. **Staff Responsible for Monitoring:** Campus Administrators Coaches Teachers Counselors Organizational sponsors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: PHS Staff will actively recruit and encourage students to participate in multiple extra-curricular/co-curricular activities in order to enhance their high school experience. **Strategy's Expected Result/Impact:** Increase number of student participating in at least 2 extra-curricular/co-curricular activities. **Staff Responsible for Monitoring:** Campus Administrators Coaches Teachers Counselors Organizational sponsors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Coaches and sponsors will work collaboratively with relevant staff members to provide purposeful practice and coaching support for all extra-curricular/co-curricular activities. **Strategy's Expected Result/Impact:** Staff meetings to plan practice to utilize maximum time allotted to ensure success of the students. Program success and/or growth **Staff Responsible for Monitoring:** Campus Administrators Coaches Teachers Counselors Organizational sponsors **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Coaches and sponsors will work collaboratively with staff members, stakeholders, and administration to celebrate successes of extra-curricular/co-curricular activities. **Strategy's Expected Result/Impact:** Comparing attendance from previous contests to demonstrate growth of programs and success. End of year banquets to celebrate success of all participants. **Staff Responsible for Monitoring:** Campus Administrators Coaches Teachers Counselors Organizational sponsors **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

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

<table>
<tr><th rowspan="3">Strategy 1 Details</th><th colspan="4">Reviews</th></tr>
<tr><th colspan="3">Formative</th><th>Summative</th></tr>
<tr><th>Oct</th><th>Jan</th><th>Mar</th><th>June</th></tr>
<tr><td>Strategy 1: PHS Staff will create social media outlets to communicate with stakeholders concerning contests and success with their extra-curricular/co-curricular programs.
Strategy's Expected Result/Impact: Sponsors will communicate with the campus social media representative for their activity and post information weekly during contest season.
Staff Responsible for Monitoring: Campus Administrators
Coaches
Teachers
Counselors
Organizational sponsors

ESF Levers: Lever 3: Positive School Culture</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">0% No Progress   100% Accomplished   Continue/Modify   Discontinue</td></tr>
</table>

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Training		$0.00
1	1	2			$0.00
1	1	3	Aware component of Eduphoria		$0.00
1	1	5	Targeted classes for remediation	SCE	$0.00
1	1	6			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00
1	1	15			$0.00
1	1	16			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	2	1			$0.00
				Sub-Total	$0.00

199 - State Compensatory (SCE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17			$0.00
				Sub-Total	$0.00

211 - ESSA, Title I, Part A, Imp Basic Prog					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	9	External Coaches		$0.00
1	1	9	External Coaches		$0.00
				Sub-Total	$0.00

224 - IDEA B, Formula					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$0.00
2	1	1			$0.00
				Sub-Total	$0.00

244 - Perkins V					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12			$0.00
				Sub-Total	$0.00

255 - ESSA, Title II, Part A,					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Training		$0.00
1	1	2	ESC Instructional Coaches		$0.00
1	1	4	e2: - evidence based coaching; content/pedagogy coaching.		$0.00
1	1	8	External Coaches		$0.00
1	1	18	Consultant		$0.00
1	2	1	Coaching support		$0.00
				Sub-Total	$0.00

263 - ESSA, Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	Seidlitz Sheltered Instruction training		$0.00
2	1	1			$0.00
				Sub-Total	$0.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Edgenuity, Branching Minds,		$0.00

282 - ESSER III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Edgenuity Curriculum		$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums