

# **Pampa Independent School District**

## **District Improvement Plan**

### **2016-2017**

**Accountability Rating: Met Standard**



**Purpose. Passion. Pride.**

## Mission Statement

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

## Vision

***Pampa Independent School District will become the premier destination school district in the Panhandle!***

# Core Beliefs

**P Purposefulness** - We believe that the core business of schools is to ensure that every student every day is provided challenging, engaging, and meaningful work; therefore, we will purposefully prepare ourselves and our students for authentic experiences that ensure they are future-ready.

**A Authentic Engagement** - We believe that students and adults learn best when they are actively involved in the learning process; therefore, we will promote engaging and active learning opportunities to staff and students that develop an attitude of being a life-long learner.

**M Mindset for Growth** - We believe that all students are capable of high achievement and that intelligence is developed and that achievement results from consistent and effective effort; therefore, we will support and encourage students and staff to have a growth mindset in order to meet expectations of excellence.

**P Preparedness**- We believe that students must be prepared for a future of rapid change; therefore, we will foster the abilities to reason, to solve problems, to be challenged, and to use technology as a significant tool for learning.

**A Assurances** - We believe we have a collective responsibility to create and sustain a safe environment that is respectful, caring, engaging, vibrant, and culturally responsive. We believe the alliance of home, school, and community promotes both school and student success; therefore, we will promote ongoing stakeholder communication and seek authentic, trusting relationships.

# PISD's Guiding Question

*What's Your Plan???*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pampa ISD is located in Gray County, Texas. According to <http://www.texas-demographics.com/pampa-demographics>, the population in 2015 was 18,177, which places Pampa as the 157th most populated cities in Texas out of 1,711 cities. The largest racial/ethnic group was White (65.8%) followed by Hispanic (28.4%) and African American (2.4%). The median household income of Pampa residents was \$44,237. In Pampa, 14.6% of residents live in poverty. The median age for Pampa residents is 36.4 years old.

The citizens of Pampa are served by Pampa Independent School District, which consists of four elementary campuses, (Lamar, Wilson, Austin, and Travis) Pampa Jr. High, Pampa High School, and Pampa Learning Center. It is also served by the Pampa branch of Clarendon Junior College. Clarendon Junior College partners with Pampa High School and Pampa Learning Center to offer a variety of dual credit and work force courses for high school students.

Pampa ISD has a diverse group of 3,674 students compared to the year before of 3,734 students. Our largest group of students is our 2nd grade group, with 310 students. The smallest group is the junior class, with 224 students.

The demographic makeup of the students in PISD changes yearly. Our demographic numbers for the 2015-16 school year (based on the fall selection/PEIMS data) indicated that we had 48% white, 45% hispanic, 3% African American, and 2% two or more races. We had 244, or 6.6% bilingual students, 413, or 11.2% ESL students, and 3 migrant students. There were 2,295, or 62% students who were eligible for free or reduced lunches. There were 282, or 7.7% students who qualified for the gifted and talented program.

In comparison, during the 2014-15 school year (based on Fall Selection/PEIMS), the student population consisted of 48% White, 44% Hispanic, and 2.9% African American. We had 288, or 7.3% bilingual students, 373 or 9.7% ESL students, and 5 migrant students. There were 2,149 students, or 55.9%, who were eligible for free or reduced lunches. There were 256 students, or 6.6%, who qualified for the Gifted and Talented program. There were 374 students, or 9.7%, who qualified for Special Education services (including speech only students).

## **Demographics Strengths**

- Our district is conscious of our class size and is dedicated to keeping class sizes at or below state requirements.
- Due to the difficulty in getting HQ bilingual teachers, PISD has made some logistical changes to better serve the needs of our bilingual students. Beginning with the 14-15 school year, PISD moved to a co-teach model. Kindergarten through second grade bilingual is housed on one campus and third through fifth bilingual is housed on another campus. That model was continued for the 15-16 school year and the 16-17 school year.

## **Demographics Needs**

- Special education numbers are increasing (special education students are continuing to move into the district as well as our own being identified through the RTI process). During the 2014-15 school year, the STAAR Modified test was no longer offered to special education students, and this change proved to be a difficult transition for PISD students. The STAAR scores for the 2015-16 school year indicates that this continues to be a problem.
- The ethnicity of Pampa ISD's staff does not fully mirror the ethnicity of PISD's students so it is important that all staff be able to recognize and understand cultural differences and eliminate biases.
- Registration information reveals that the number of homeless, economically disadvantaged, or otherwise displaced students is rising and the staff needs to know the best ways to eliminate barriers for attendance and success in school.

## **Student Achievement**

### **Student Achievement Summary**

Based on the results of the 2016 state assessments, PISD received an accountability rating of: MET STANDARD in all 4(four) of the Index Criteria.

Index 1 Student Achievement: PISD made a score of 67 index points. The criteria for meeting the standard was 60 index points.

Index 2 Student Progress: PISD made a score of 36 index points. The criteria for meeting the standard was 22 index points.

Index 3 Closing Performance Gaps: PISD made a score of 35 index points. The criteria for meeting the standard was 28 index points.

Index 4 Postsecondary Readiness: PISD made a score of 67 index points. The criteria for meeting the standard was 60 index points.

In comparison, following is the 2015 Accountability Summary:

According to the Texas Education Agency system, PISD received an accountability rating of: MET STANDARD in all 4(four) of the Index criteria in 2015.

Index 1: Student Achievement: PISD made a score of 70 index points. The criteria for meeting this standard was 60 index points.

Index 2: Student Progress: PISD made a score of 28 index points. The criteria for meeting this standard was 20 index points.

Index 3: Closing Performance Gaps: PISD made a score of 33 index points. The criteria for meeting this standard was 28 index points.

Index 4: Postsecondary Readiness: PISD made a score of 67 index points. The criteria for meeting this standard was 57 index points.



PBM indicators target the following as areas of concern with a performance indicator of 2 or 3:

ESL students in Math, Reading, Science, Social Studies, Writing

Special Education students in Reading, Science, Social Studies, Writing, and Math

No Child Left Behind students in Social Studies and Writing

Career and Technology LEP and Special Education students in ELA, Math, and Science

### **Student Achievement Strengths**

All campuses received a "MET STANDARD" score.

PBM indicators show the following areas of performance as strengths: (Performance Indicators of 0 or 1)

Bilingual students scored well in Math (0) and Science (1)

No Child Left Behind students scored well in Math (1), Reading (1), and Science (0)

Overall, CTE students scored well in Math (0), Science (0), Social Studies (0), and ELA (1)

## **Student Achievement Needs**

Overall, student achievement gaps in reading and writing are a concern and require more study and professional development for the instructional staff in order to increase the effectiveness of instruction in these areas (Pre-K - 12).

Closing the gaps in performance in groups such as Bilingual/ELL and Special Education are challenging and will require an increase in the ability of our instructional staff to shelter and differentiate instruction. The fact that there are no longer STAAR Modified tests has proven to be a difficult transition for our Special Education students.

The PISD district focuses for the 2016-17 school year are in the area of writing (all subgroups) and Special Education (all subjects).

PISD offered numerous staff development opportunities for instructional staff during the summer. Many PISD teachers took advantage of these opportunities to increase effectiveness and use of best practices in the classroom. Our district will continually be monitoring student performance to look for increases in achievement.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Our goal in Pampa ISD is to have a 100% highly qualified staff. However, this is a difficult goal to reach; therefore, there are several recruitment strategies in place. Teachers are recruited through job fairs at area universities. Job vacancies are advertised on local, regional, and state job boards. Our school board works hard to make the salary schedule competitive with area districts so prospective teachers and administrators will be drawn to PISD. We have a strong "First Year Teacher Academy" in place to support staff members new to the profession. These first year teachers also have mentors on their campus. These mentors have been trained to provide support, feedback, and assistance to the first year teachers as needed. Teachers who are "new to Pampa" have training in August (before school starts) that familiarizes them with the district website and software programs, district initiatives, and the TEKS Resource curriculum. The new to Pampa employees also take a bus tour of the town, driving by each campus in the district and through each neighborhood. This gives these new Pampa teachers an idea about the various neighborhoods from which our students come.

### **Staff Quality, Recruitment, and Retention Strengths**

#### **PLC Meetings:**

Each campus provides times for teachers to collaborate during the school day. Most meet once a week for an hour. A few campuses have aligned planning periods so teachers have the opportunity to collaborate multiple times each week. The structure of the PLC meetings has been clearly defined to reduce the amount of time that teachers spend with administrivia and increase the amount of time that they are focusing on current student performance and how they will design or modify instruction in order to produce higher results.

#### **Teacher Academies:**

First year teachers meet six times throughout the year to receive training and to collaborate with one another.

### **Professional Development Plan:**

With the implementation of the TTESS teacher evaluation system, every teacher writes goals for improvement. They will plan their professional development to help them reach their goals. Quality professional development can come from various sources, but PISD has recently purchased the Edivate Professional Development software, and teachers can utilize that without ever missing a day of instruction.

### **Staff Quality, Recruitment, and Retention Needs**

Continue training instructional campus leaders to ensure student success. Also, with 38 new teachers in the district and well over fifty five new support staff and educators overall, foundation trainings need to be re-established for these employees. Instructional and leadership support systems need to be developed to build capacity of new staff and then later used as induction tools.

Difficult to fill positions (such as bilingual, math and science, world languages, technology, along with support staff including counselors and speech pathologists) need to be recruited throughout the school year through colleges, universities, alternative certification and preparation programs.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

PISD is dedicated to a guaranteed and viable curriculum. The TEKS based curriculum helps our teachers stay on pace to teach all grade level TEKS. All PISD teachers understand they are responsible for the Instructional Focus Documents in the adopted curriculum. Through team development, they are expected to use engaging lessons that provide differentiated instruction for their various types of learners. Teachers at all levels and core content areas are expected to give Learning Checks, which check for understanding of TEKS. Common formative assessments are used across the district as the tools used to generate data. After the assessments are given, the teachers use the data to make changes to instruction. They also use the data to provide information about which students need intervention.

Continuous and focused data analysis is recognized as an essential process in Pampa ISD. PLC groups and PEPC groups are data driven and continuously strive to improve. The district is increasingly seeing more progress in this area. Principals and Instructional Specialists are continually receiving training on the district's adopted TEKS based curriculum and are monitoring the classrooms closely. Full implementation of the district's curriculum is expected in every classroom. Teachers experiencing difficulty with this district expectation are identified and provided with corrective support. With the implementation of the new teacher evaluation system (TTESS), staff development will be personalized to meet the needs of every teacher. This will have a positive effect on Tier 1 instruction throughout the district.

### **Curriculum, Instruction, and Assessment Strengths**

The implementation of the district's curriculum is becoming more consistent. Teachers are better understanding the value of providing a guaranteed and viable curriculum.

The use of functional PLCs and Horizontal Alignment groups is becoming more common throughout the district. Teachers are using these meeting times to look at assessment data and then using that information to make changes to instruction and to make intervention decisions for students.

The use of PISD's new professional development program, Edviate, will mean that professional development will be personalized for each teacher.

### **Curriculum, Instruction, and Assessment Needs**

Much progress is being made in our RTI systems. We will continue to improve in this area and expand our work to include more behavioral issues.

Our Eduphoria system is fully implemented and staff are using Forethought and Aware with more success.

Tier 1 instruction is not meeting the needs of at least 80% of the students and more effective instructional strategies must be developed and implemented.

More Vertical Alignment is needed to ensure all TEKS are covered.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Pampa is one of the largest cities in the Texas Panhandle and is the county seat of Gray County. The citizens in Pampa and Gray County are very interested in Pampa ISD. They have high expectations of the students and staff and enjoy hearing about the accomplishments of the children at all grade levels. The Pampa newspaper provides great coverage of school events and the local radio station allows many opportunities for school personnel to talk about upcoming events. Each month, student success is celebrated at the beginning of each meeting of the Pampa Board of Trustees. With the beginning of the 2016-17 school year, PISD is implementing a "Positive Media" campaign to better get the word out about all the great things going on in our district's classrooms, as well as with extra-curricular events. In addition, Mrs. Larkin has worked with the various community and business leaders to implement a program called the VIPs...Volunteers in Pampa schools. This new program will provide various opportunities for our community to work hand in hand with our students to help them achieve success.

The PISD understands the importance of parental and community involvement in our schools; therefore, we provide and encourage many opportunities for participation throughout the school year. The PISD community and family involvement team works hard to include parents in school events. The campuses and the district offer monthly events in which parents are invited to participate. These events are provided to assist parents in becoming more educated on what is happening with their children. Also, the bilingual/ESL coordinator works to provide many opportunities for our Spanish speaking families to come together and learn about their child's school and to get to know other parents.

One of the annual events that PISD is proud to offer is the Education Showcase. This is a huge event where students at every grade level and every content area come together to show parents and community members what they are learning! They show off their work and eagerly describe what all they are learning in their classrooms. There are also choir concerts, band concerts, art shows, science projects, technology projects, etc that our students proudly show off on this exciting evening.

Our parent and community surveys provide feedback to the district on ways we can better serve all stakeholders. We welcome comments and suggestions on these annual surveys. Also, on the district website, there is a place where anyone can make a comment or suggestion and email those to a district inbox. All comments are read and suggestions are considered.

## **Family and Community Involvement Strengths**

- All correspondence is translated into Spanish before being sent home
- Parents have the ability to view students' grades through Skyward Family Access
- Monthly opportunities to be involved in activities at campuses as well as district events
- Pampa ISD's annual Education Showcase
- Campus parent organizations
- Campus and District websites
- Excellent newspaper coverage of school events
- Parent and Community Involvement team
- Student successes at all levels and areas are celebrated at monthly school board meetings
- VIPs program implementation
- Positive Media campaign



# Technology

## Technology Summary

One of the main instructional focuses of PISD is that of 21st century learning. Our superintendent and school board fully support technology and its benefit to students. The last several school years have brought many updates to the technology used throughout PISD.

Every teacher (K-12) has a windows 10 laptop computer and an iPad, which are used for administrative tasks, lesson planning, communicating with colleagues and parents, and lesson presentation. In addition, each K-8 classroom has a bank of 4 to 8 computers for student use. Most of the teachers allow students to use these computers during designated center time. All campuses have several computer labs for student use, along with 6 student ipads per classroom. Also, there is an ipad cart with 30 ipads at each grade level, at each elementary campus. The elementary labs and ipads are used to instruct the students in the Technology Applications TEKS, Digital Citizenship, and for interventions. The secondary labs are used for instruction during Technology Applications classes or for distance learning, as well as for interventions.

Pampa High School will continue providing one to one devices (Chromebooks) for each student. The Junior High campus has class sets of Chromebooks so every student has access to a device in each class period. Also, PJHS has several ipad carts that teachers can check out for use in the classroom. Every campus has a wireless network that allows students and staff to connect to the Internet in any location on the campus. PISD has upgraded the wireless capabilities as well as the infrastructure, allowing for increased usage. Each elementary campus now has telephones in each classroom, which will increase safety and confidentiality.

The district expectations for the use of technology are that students will receive instruction in the Technology Applications TEKS and will use technology on a regular basis to enhance the learning and the development of 21<sup>st</sup>-century skills.

## Technology Strengths

Technology proficiencies and implementation are evaluated with teachers completing the Clarity Bright Bytes survey. The 2014-15 school year was the first year to use this new evaluation system. This data is much more comprehensive than the STaR Chart survey which was used in previous years, and the survey data from these previous two school years shows increases in the use of instructional technology. The data also gives clarity to problem areas in the district and helps in evaluation of our 5 and 10 year technology plans.

The Pampa ISD Technology Department provides technical support for students and teachers. It is staffed by 5 trained technicians and a Network Specialist.

Pampa ISD has an Instructional Technology Director that provides assistance to teachers in planning technology integrated lessons and is available to facilitate and assist during those lessons if teachers feel they need the support for instructing the students in a new technology or program.

Classes are offered throughout the year, including the summer months, to provide professional development on new technology tools. Also, the Instructional Technology Director and the Director of 21st Century Learning are available to meet with teachers during planning times or PLC's to provide professional development, as needed.

### **Technology Needs**

- Continue to support implementation of new technology.
- Continue to support teachers with the implementation of instructional technology in the classroom.
- Continue to update technology as needed, based on the five year technology plan.
- Device purchase and replacement plan needed.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

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

# Goals

## Goal 1: Pampa ISD will achieve excellence in academics.

**Performance Objective 1:** We will close the academic gaps between PISD and our accountability cohort, our region, and our state.

**Summative Evaluation:** Comparison of state assessments, ACT/SAT/AP from 2016 to 2017.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Continue effective use of professional learning communities to analyze data and improve instructional practices.</p>	8	Campus Principals, Department Heads, Instructional Coaches	Learning Check results, benchmark results, student data, weekly scheduled meetings at each grade level/department at each campus				
<p><b>State System Safeguard Strategy</b></p> <p>2) Continue campus intervention teams (RTI) as required by TEA ( PBM Activity)</p>	1, 2	Curriculum Director, campus administration, campus RTI teams,	analyze student data from TEKS Resource assessments, benchmarks, STAAR and EOC data, compare numbers of students needing Tier 2 and Tier 3 interventions				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Dana Center/Agile Minds programs targeting Algebra 1-high school math students who need extra help (expanded for 16-17 school year)</p>	1, 4, 8	Campus Administration, Associate Superintendent for Curriculum,	EOC Algebra 1 results				
Funding Sources: 199 - High School Allotment - \$5000.00							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 7</p> <p>4) Sheltered Instruction training provides teachers with strategies based on research-based best practices for English Language Learners. ( PBM Strategy)</p>	2, 4, 10	Bilingual/ESL Director, Curriculum Director, Region 16 Personnel	List of teachers receiving training in the Sheltered Instruction model. Sheltered Instruction strategies are part of the documented walkthrough templates.				
Funding Sources: 263 - Title III, LEP - \$7000.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Continue to support devices in the elementary classrooms (each elementary teacher has six classroom ipads for student use and each elementary campus has an ipad cart with 30 ipads for every grade level)</p>	1, 2, 4, 10	Campus Administrators, Technology Director, Instructional Technology Director, Director of 21st Century Learning	Lesson plans showing increased instructional technology, use of ipads during intervention , check out calendar of ipad cart at every campus				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>6) Instructional Coaching on all campuses to support Tier 1 Instruction in the areas of math, writing, reading, science, and social studies (including best practices, differentiation, and shelter) (PBM activity)</p>	2, 9	Associate Superintendent for Curriculum Campus Principals Instructional Coaches	Decrease in Tier 2 and Tier 3 students Increases in Index 1, 2, and 3				
Funding Sources: 199 - General Fund - \$200000.00, Title 1, Part A - \$156000.00, 210 - ESEA, Title II, Part B - \$56000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Continue to support teachers in implementation of One to One Devices supplied to students at PHS; Continue to support PJHS teachers in using classroom sets of Chromebooks to increase engagement in lessons</p>	1, 2	Campus Administration, Technology Staff, Instructional Technology Specialist, Campus Leadership Team	Increased use of technology in classroom instruction by students and teachers, increase in technology usage on Brite Byte surveys				
Funding Sources: ERate Year 14 - Universal Service Fund - \$10000.00							
8) Enroll, monitor, and support Migrant Students with academic and social supports including tutorials and family services.	9, 10	Bilingual/ESL/Migrant Director Campus Principal Counselor Teachers	Migrant students success in attendance rates, course work and STAAR assessments.				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) Number of students scoring Academically Advanced on STAAR and EOC state assessments will increase through more rigorous, high-level Tier 1 instruction.</p>	2	Campus Principals Instructional Specialists and Coaches Teachers	Number of students who receive Academically Advanced on assessments will improve each year.				
Funding Sources: 199 - General Fund							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Continue UIL academics at every campus.</p>	2, 9, 10	Associate Superintendent for Curriculum, Principals, UIL Coordinators	Results from UIL events				
Funding Sources: 199 - General Fund							
11) Evaluate and implement improved Gifted and Talented Programs K-12	1	Associate Superintendent for Curriculum GT Coordinators Campus Principals	Appropriately identified students in GT and increase in targeted activities for students identified.				
Funding Sources: 255 - ESEA, Title II, Part A,							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Continue implementation of PEPC teams at the elementary levels.</p>	2, 4, 8	Associate Superintendent of Curriculum, Campus administrators, Instructional Specialists	Improved lesson design, improved levels of rigor based on lesson plan design, more consistence of levels of instruction between elementary campuses				

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>13) Continue the district expectation that district and campus leadership will get 10 documented walk-throughs each week, with a focus on the district initiative of improving Special Education student performance on all state assessments and writing performance at all levels on state assessments.</p>	1, 4	Superintendent, Associate Superintendent of Curriculum, Campus Administrators	Increased number of documented walk-throughs, increased accountability to teach the planned activities				
Funding Sources: 210 - ESEA, Title II, Part B							
<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Continue with Lead4Ward training for all Reading and Writing teachers in grades 3-7.</p>	1, 4, 8	Associate Superintendent of Curriculum, Campus Administrators, Teachers	Improved scores in reading and writing by all students				
Funding Sources: Title 1, Part A - \$25000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>15) Each campus will go through the TAIS process to determine problem statements/annual goals/improvement plan.</p>	1, 2, 9	Campus administrators, Professional Service Provider, district administrators, leadership teams	Sign in sheets from the two day training on each campus, list of problems statements for each campus, list of goals for each campus.				
Funding Sources: 210 - ESEA, Title II, Part B - \$30000.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) Share the district non-negotiable instructional strategies for all classrooms by providing teachers with the walk-through form that will be used by all administrators.</p>	1	Campus administrators, teachers, instructional coaches	Walk-through data, T-TESS reports				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) Increased participation in numbers of students taking SAT, ACT exams and increased scores on those exams.</p>	2, 9	Campus administration, CTE director, teachers, counselors	Numbers of students taking an exam and scores on the exams in comparison to the 2016 numbers.				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>18) All campus and district administrators will attend the Advancement in Educational Leadership (AEL) training for the purpose of increasing instructional leadership capacity.</p>	4	Superintendent, District and campus administrators	Attendance records for the three day training				
Funding Sources: 255 - ESEA, Title II, Part A, - \$14000.00							
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>19) Leadership mentoring and training by the district Professional Service Provider, Nena Mankin.</p>	4	Superintendent, Associate Superintendent, PSP, administrators	Sign in sheets on mentoring days.				



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) Continue with Phase II and III of the curriculum audit for the purpose of validating vertical and horizontal alignment, determining if we are teaching what needs to be taught, meeting the needs of all learners, and prioritize instructional strategies and materials.</p>	2	Superintendent, Associate Superintendent	Summary of findings from the curriculum audit				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>21) PISD will develop a comprehensive assessment system to ensure that all campuses/teachers are aware of the learning checks and benchmarks and can plan their instruction around those assessments.</p>	8	Superintendent, Associate Superintendent, District Leadership Team, Administrators, Instructional Coaches, Teachers	Assessment Calendar and the data reports reflecting the dates of assessments				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>22) Continue use of Observation Protocol and IStation reports for all K-2 students to track early reading progress and to determine the need for reading interventions.</p>	8	Elementary Dean of Instruction, Instructional Specialists, Kindergarten through second grade teachers	Observation Protocol reports; IStation reports; lists of students needing reading interventions				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>23) Create and implement a PISD "Writing Plan" to ensure writing instruction alignment between campuses.</p>	1	Elementary Dean of Instruction; Campus Administrators; Classroom Teachers	Improved scores on writing on state assessments				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Pampa ISD will achieve excellence in academics.

**Performance Objective 2:** PISD will develop and incorporate a comprehensive system to successfully serve special student populations such as special education, at-risk, economically disadvantaged, English language learners, gifted and talented, etc.






**Summative Evaluation:** Comparison of PBMAS reports and TAPR reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p>1) Each campus will articulate and utilize a systematic RTI process of meeting the academic and behavioral needs of all students (PBM Activity)</p>	1, 2, 9, 10	Curriculum Director, Campus Administration, teachers	District-Wide Intervention Options as noted on District Pyramid, fluid transfer of RTI documents from campus to campus for students in the RTI process				
Funding Sources: 199 - General Fund							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Continued use of TEKS aligned curriculum, the "TEKS Resource System".</p>	1, 2, 4, 8	Curriculum Director, Campus Administrators, Core Subject teachers,	Lesson Plans, Classroom Walkthroughs, Unit Assessments				
Funding Sources: 199 - General Fund							
<p><b>State System Safeguard Strategy</b></p> <p>3) Continue the K-2 Literacy Initiative; Systematic TEKS implementation, iStation, systematic phonics (K-3) program implementation, RTI follow up (PBM Activity)</p>	1, 2, 8, 9	Campus Administration, Instructional Specialists, k-2 Teachers, Associate Superintendent for Curriculum	Improved iStation and OS assessment results, fewer students needing interventions				
Funding Sources: Title 1, Part A - \$10000.00, 411-Instructional Materials Allotment - \$15000.00							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 2</p> <p>4) Continue use of learning checks/benchmarks (grades 2-12) to disaggregate TEKS data through Eduphoria system that will serve to drive instructional changes (PBM Activity)</p>	8, 9	Associate Superintendent for Curriculum, Campus Administration, Instructional Specialists, Teachers	Use of Eduphoria reports to inform teachers/campus leaders of weak TEKS instructional areas as indicated on PLC and PEPC notes and minutes				
Funding Sources: Title 1, Part A - \$15000.00							
<p><b>State System Safeguard Strategy</b></p> <p>5) Campus-based interventions for students demonstrating academic or behavioral difficulties (including built-in tutorial times) (PBM Activity)</p>	1, 2, 9	RTI Team, Teachers, Interventionists	Improved student performance as evidenced by progress monitoring, intervention reports, tutorial documentation, improved assessment results				
Funding Sources: 199 - General Fund							

6) Continue providing Wilson Reading program for students who have been identified as having dyslexia	2, 9	Curriculum Director, Campus Administrators, Director of Special Education, Dyslexia Teachers	Improved results on Report Cards, STAAR and EOC assessment results, benchmark results, Go Phonics/Beginning of Year screening results				
Funding Sources: 199 - General Fund - \$10000.00							
7) Continue providing Early education programs including PPCD, Head Start, Pre-K, Tots-n-Training for the purpose of giving our youngest students a strong foundation	1, 7, 9	Curriculum Director, Special Education Director, Campus Administration, Instructional Specialists	Region 16 Evaluation - June				
Funding Sources: Title 1, Part A - \$4000.00							
8) Identify homeless students and other at-risk students; provide support as necessary	9	District Social Worker, Campus Administrators, Counselors	Monitor lists of at-risk and homeless students for possible behavioral, academic, or attendance difficulties				
Funding Sources: Title 1, Part A - \$1600.00							
9) Implementation of Imagine Learning software literacy intervention programs for ESL and Bilingual students.	1, 2, 9, 10	Curriculum Director, ESL/Bilingual Director, Teachers, Campus Administrators	Fewer ESL/Bilingual students struggling with literacy, increased scores on unit assessments, benchmarks, STAAR, and EOC assessments				
Funding Sources: 263 - Title III, LEP - \$16000.00							
10) Continue providing extended year (summer school) opportunities for students requiring state assessment accelerated instruction.(PBM Activity)	9	Curriculum Director, Campus Administrators	numbers of students passing 3rd attempt state assessments, numbers of students passing summer school, numbers receiving credit recovery				
Funding Sources: 199 - General Fund - \$40000.00							
11) Continue Reading interventions such as Reading Recovery, System 44, Read 180, Next Generation, Wilson Reading	2, 9	Campus Administration, Curriculum Director	Increase in student lexile levels, increase in Observation Survey scores, improvement in fluency scores				
Funding Sources: Title 1, Part A - \$50000.00, 199 - General Fund - \$50000.00							
12) Advanced Placement-aligning pre-AP and AP courses across grade levels according to the district curriculum plan timelines	1	Curriculum Director, Campus Administrators	Annual % gains in students taking and passing AP exams at the high school level				
13) Continue providing instructional specialists, instructional coaches, and reading specialists at the elementary level. (PBM Activity)	1, 9	Superintendent, Curriculum Director	Increased coaching of teachers by instructional specialists; increased numbers of students getting quality intervention by highly trained reading teachers (interventionists)				
Funding Sources: 199 - General Fund - \$260000.00							

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Continue with position of Elementary Dean of Instruction to focus on additional leadership support for instructional programs.</p>	2, 4	Superintendent, Associate Superintendent of Curriculum, Campus Administrator	Increased student success on Istation reports, local reading assessments, state assessments				
Funding Sources: 199 - General Fund - \$58000.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 4</p> <p>15) Continue providing Bilingual and ESL summer school to Kindergarten and First Grade ELL students to provide language-rich activities with a focus on academic vocabulary.</p>	2, 8	Director of Bilingual/ESL Services, Bilingual/ESL teachers	Lower retention numbers, increased student performance				
Funding Sources: 263 - Title III, LEP - \$6000.00, 199 - General Fund - \$26000.00							
<p>16) Continue summer accelerated bilingual academies for 2nd -5th grade ESL students.</p>	1, 10	Director of Bilingual/ESL Teachers Summer School Lead Teacher	Increased success on STAAR exams and increase in academic performance on local report cards				
Funding Sources: 263 - Title III, LEP - \$20000.00							
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>17) Continuation of newly amended PISD grading policy which was adopted during the 2015-16 school year. This policy ensures that grading across the PISD will be more consistent, with a renewed focus on what will best help students achieve success.</p>	1, 2	Associate Superintendent for Curriculum, PISD Grading Committee, Campus Administrators	More consistent grading across the district				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>18) Continue with a secondary ELA/Social Studies Instructional Coach for grades 6-12. Adding the position of 6-12 Instructional Coach for Math/Science.</p>	1	Associate Superintendent, Campus Administrators	Improved lesson planning, as evidenced by lesson plans in Forethought. Increased student engagement. Improved local and state assessment scores.				
Funding Sources: Title 1, Part A - \$125000.00							
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>19) Poverty training for all staff members during the 2016-17 school year for the purpose of relating to and understanding the special needs of economically disadvantaged students. This can be achieved through the use of the Edivate PD program.</p>	2	Superintendent, Associate Superintendent, Campus Principals, Teachers	Higher numbers of economically disadvantaged students excelling academically.				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>20) Use the newly acquired Special Education audit information to development an action plan that will ensure improvement of SPED scores on all state assessments.</p>	1	Region 16 Service Center, Special Education Director, Associate Superintendent	Increased number of special education students being successful on state assessments.				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>21) Use the newly acquired ELL/Bilingual audit information to development an action plan that will help our ELL students be more successful in the classroom and on state assessments.</p>	1	Region 16 Service Center, ELL/Bilingual Director, Associate Superintendent	Increased number of ELL and Bilingual students being successful on state assessments.				
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>22) Provide "Jump Start" school for students who struggled in kindergarten at each elementary school. This two-week school will give these students a positive academic and procedural review so they will be more prepared for 1st grade when the fall semester begins.</p>	1, 9	Principals, teachers,	data showing pre-test and post-test				
	Funding Sources: 199 - General Fund - \$11000.00						
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>23) Special Education/Special Populations Training for all teachers in August, 2016. The training will cover IEP's, differentiation, confidentiality, behavioral issues, and other educational concerns for these students.</p>	2	Special Education Director, Associate Superintendent, Campus administrators	Sign in sheets from the trainings, Increased understanding of IEP's and BIP's.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>24) Provide PHS and PJHS students with Odysseyware software for credit recovery, interventions and EOC/ACT/SAT/TSI test prep</p>		Campus administrators, Teachers, Instructional Technology	% of students who have completed a course, improvements on state and local assessments, Odysseyware reports				
	Funding Sources: 199 - High School Allotment - \$25000.00						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>25) Continue with position of Bilingual Reading Recovery Teacher (PBM Activity)</p>	1	Campus Principal, Associate Superintendent , RR Teachers	Fewer ELL students being unsuccessful with early literacy.				
	Funding Sources: 199 - General Fund - \$55000.00						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>26) Continue the use of PIPO software for bilingual Pre-K and Kindergarten students to assist these students with their content knowledge in literacy and numeracy.</p>	1, 7, 9	Bilingual Director, Campus administrators, and bilingual teachers	Bilingual student success at Pre-K and Kindergarten levels				
	Funding Sources: 263 - Title III, LEP - \$2800.00						






<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>27) Continue use of Think Through Math (grades 3-8) and Reasoning Minds (grades 2-6) to assist students who are struggling with math.</p>	9	Campus administrators, classroom teachers	Improved scores on math state assessments				
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 1:** Pampa ISD will achieve excellence in academics.

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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Continue with position of a district Instructional Technology Specialist who will work with teachers on every campus to increase integration of instructional technology and also ensure student mastery of technology TEKS in each grade level</p>	1	Curriculum Director, Instructional Technology Specialist, Campus Administrators	Reports indicating student mastery of technology TEKS; lesson plans indicating instructional use of technology				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>2) Continue offering a variety of trainings in PISD (Google Classroom, iPads, Chrome Books, Web pages, etc.) that will help teachers better understand how to implement technology into their lesson design.</p>	1, 4	Technology Department, District Administrators, Campus Administrators, Instructional Coaches	Increased use of technology while teaching, as evidenced by lesson plans in Forethought.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Provide all secondary students with classroom sets of Chrome Book (devices) to use in each class period every day.</p>	1	Technology Department, Instructional Technology Specialist, Campus Technology Aides, Teachers	Decreased numbers of broken Chrome Books, increased number of instructional activities using the chromebooks				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Continue to support devices in the elementary classrooms (each elementary teacher has six ipads for student use and each elementary campus has an ipad cart with 30 ipads for each grade level) During the 2016-17 school year, each 2nd through 5th grade classroom will have four chromebooks added for student use.</p>	1, 2, 4, 10	Campus Administrators, Technology Director, Instructional Technology Director, Director of 21st Century Learning	Lesson plans showing increased instructional technology, use of ipads during intervention , check out calendar of ipad cart at every campus				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Interactive Projectors with smartboard software are available in each elementary library. These are mobile and can be checked out by classroom teachers.</p>	1	Technology Department, Instructional Technology Director, District Librarian, Campus Administrators, Teachers	Lesson plans showing how interactive projectors are being used in instruction				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>6) All elementary teachers have been updated to a Windows 10 laptop for classroom use, professional development and data management.</p>	1	Technology Department, Classroom Teachers	Edivate reports, Eduphoria reports (Aware)				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



**Goal 1:** Pampa ISD will achieve excellence in academics.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Clarendon College-parent meetings regarding CC/PHS Partnership for grades 9-12.	2, 6, 10	Curriculum Director, HS Administrators,	Increased enrollment in dual credit and college coursework, sign-in sheet of parent meeting, increase in number of graduates who enroll in higher education classes				
Funding Sources: 199 - General Fund							
2) Continue with PHS "College Night".	6	Campus Administrators, Counselors	Number of students and parents in attendance				
Funding Sources: 285 - Title I, Part A, ARRA							
<b>Critical Success Factors</b> CSF 1	2	CTE Director, HS Principal, Curriculum Director	Numbers of students obtaining certifications upon graduation				
3) Investigate and implement new course offerings for CTE which could lead to student certification (i.e. welding, cosmetology)	Funding Sources: 244 - Carl Perkins, Career & Tech						
<b>Critical Success Factors</b> CSF 1	1, 4	CTE Director, Associate Superintendent for Curriculum, Campus Administrators, Project Lead the Way Teachers at PJH and PHS	Numbers of students enrolled in these courses will increase from the 2015-16 year forward				
4) Continue with implementation of new CTE Engineering Preparation Program (second year). The Project Lead the Way courses are for 8th through 12th grade students interested in a career in engineering. This project will have a 5 year implementation process, with PISD adding classes each year.	Funding Sources: 199 - General Fund - \$85420.00, 255 - ESEA, Title II, Part A, - \$23000.00, Nona Payne Grant - \$28473.00, MK Brown Grant - \$60000.00						
5) Continue Clarendon College partnership. Annual parent meetings regarding CC course offerings and activities.	1, 2, 3, 6	Campus Administration, Clarendon College Personnel, Counselors, PHS Leadership Team	Analyze PHS student enrollment in Clarendon College courses				


<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Continue the Altrusa "Lunch with Dignitaries" program, which promotes strong work ethic, respect, and cooperation with others. This program recognizes 4th graders at each campus once a month when 12 students are rewarded with visits to various businesses and opportunities to meet with city and business leaders.</p>	10	Campus administrators, 4th grade teachers	Lists of students who were selected each month and the monthly itinerary of where that group visited.				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Promote the "What's Your Plan" guiding question throughout the district with every student and every grade level. This will help students focus on the future and begin preparing a plan for how to achieve their goals.</p>	2	Superintendent, Campus administrators, teachers, parents, students	Students who are working to develop a plan for their future by being able to articulate the goal and what it will take to achieve it.				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>8) Implementation of the superintendent's "Student Ambassador" group. These 4th -12th grade students will develop leadership, communication, and collaborative skills that will aide in ensuring academic success.</p>	2	Superintendent	Documentation of meetings, student involvement in various events				

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 1:** Pampa ISD will achieve excellence in academics.

**Performance Objective 5:** PISD will work to increase student and educator attendance.






**Summative Evaluation:** Attendance reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4</p> <p>1) Continue monitoring attendance at each campus and entire district and sharing that information with principals and board members after each six weeks period. This monitoring is done through the district attendance office.</p>	2, 9	District Attendance Office, Campus Administrators	Increase in overall attendance from 2015-16 to 2016-17.				
<p><b>Critical Success Factors</b> CSF 4</p> <p>2) Continue sending attendance letters to parents after students miss more than 5 days or parts of days within a time period. Also, continue meeting with parents of students with excessive absences.</p>	2	District Attendance Office, Campus Principals	Increased attendance during the 2016-17 school year.				
<p>3) Continue with campus incentives to improve attendance.</p>	2	Campus administrators, teachers	Improved attendance for the 2016-17 school year.				
<p>4) Continue campus recognition of students with perfect attendance per six weeks period.</p>	2	Campus administration, teachers	Increased attendance during the 2016-17 school year. Lists of students who got perfect attendance and were recognized at six weeks awards assemblies.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>5) Implementation of "Employee Attendance Incentive" program. This program rewards employees with perfect and almost-perfect attendance for the school year by providing financial incentives.</p>	2	Business department, administrators	Payroll reports				
Funding Sources: 199 - General Fund - \$40000.00							
							

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

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






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Recruit new teachers at job fairs at area universities and colleges. Build relationships with college career centers to help find candidates.	3, 5	Superintendent, Associate Supt, Federal Programs Director, Campus Administrators	All instructional staff will meet Highly Qualified requirements.				
2) In accordance with Section 1119 of P.L. 107-110, NCLB Act of 2001, when possible, Pampa ISD employs only teachers and paraprofessionals who meet the criteria for being "highly qualified" as fully defined in Section 200.55.34 of CFR Part 200.	3, 4, 5, 10	Superintendent, Personnel Director, Campus Administrators	Highly Qualified Report				
Funding Sources: Title 1, Part A, 199 - General Fund							
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3	4	Associate Supt for Curriculum, Beginning Administrators	Administrator feedback, administrator evaluations,				
3) Training and support for campus principals with less than 5 years experience (PBM Activity)	Funding Sources: 199 - General Fund - \$12000.00						
<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3	4	Superintendent, Associate Superintendent of Curriculum	Feedback from administrators, evaluation reports,				
4) Administrative Retreat focusing on district initiatives and administrative leadership skills	Funding Sources: 199 - General Fund - \$5000.00						
5) Mentor teachers will be provided a day of training each year so they will be ready for the challenge of mentoring and supporting new teachers.	4, 5	Curriculum Department	Feedback from mentor teachers as well as first year teachers; increased retention of first year teachers				
Funding Sources: 255 - ESEA, Title II, Part A, - \$7000.00							
<b>Critical Success Factors</b> CSF 3	4	Superintendent, District and campus administrators	Attendance records for the three day training				
6) All campus and district administrators will attend the Advancement in Educational Leadership (AEL) training this summer for the purpose of increasing instructional leadership capacity.	Funding Sources: 255 - ESEA, Title II, Part A, - \$14000.00						

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>7) Principals and teachers will all receive training on the new teacher evaluation system (T-TESS). Principals will attend a three-day training and teachers will attend 1 1/2 days training. The purpose of T-TESS is to help teachers grow in their instructional practices.</p>	4	Superintendent, Associate Superintendent, Region 16 personnel, teachers	Implementation of the new T-TESS evaluation system. Records of pre and post conferences and goal setting meetings				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>8) Superintendent, Associate Superintendent, and Principals will receive training in the new principal evaluation system (T-PESS) for the purpose of helping administrators continue to grow as campus leaders.</p>	4	Superintendent, Associate Superintendent, Principals	Records of goal setting meetings and principal evaluations.				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>9) Implementation of an on-line professional development system called Edivate, which will allow teachers to get specific, timely professional development that will be unique to each teacher's professional goals.</p>	4	Associate Superintendent, Campus Administrators, Teachers	Reports for Edivate that show the amount of professional development being delivered.				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) Through the T-TESS and T-PSS process, all professional staff will recognize their own growth.</p>	4	Superintendent, Associate Superintendent, Campus Administrators, Teachers	Reports of all the training that principals and teachers have had in order to help them meet their own goals.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Increased community engagement through the "What's Your Plan?" campaign. As community engagement increases, teacher morale increases.</p>	2, 6	Superintendent, Associate Superintendent, Campus Administrators, Teachers	Increased numbers of parents and community members attending school events. Fewer parent complaints regarding the school district.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Continue with the PISD "Wellness" program, which encourages school personnel to pay attention to their physical and emotional well being. Healthy employees have better mindsets.</p>	2	Well Coordinator, district administration, teachers	Increased number of PISD employees taking part in the wellness activities.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Increase staff morale by implementing a "Teacher of the Month" program at each campus. Each campus staff will nominate and vote on a teacher who represents the "growth mindset" at their campus. These teachers will be recognized at the monthly PISD school board meetings.</p>	2	Superintendent, Campus Administrators	Lists of the various "Teachers of the Month" along with their picture from the board meeting. This information will go on the district website each month.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Campus principals will continually discuss "growth mindset" with their staff and will model that mindset in their work. They will recognize staff members who also model the growth mindset.</p>	2	Campus administrators					
<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Provide the opportunity for the entire PISD staff to hear motivational speaker Arik Bostick, who is highly effective at "firing up" educators by modeling ways to bring joy into the workplace/classrooms.</p>	4	Superintendent, Curriculum department	Sign in sheets for the event				
Funding Sources: 199 - General Fund - \$10000.00							






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

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

**Summative Evaluation:** T-TESS and T-P ESS documentation

- Signatures of, as well as copies of job descriptions
- Copies of teacher and administrator state standards
- Teacher/Administrator self evaluations






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Create clarity for all PISD personnel by training administrators and teachers on the new evaluation system. The training will provide understanding of the rubric by which all staff will be evaluated. PISD will provide various opportunities for training and clarification.</p>	4	Superintendent, Associate Superintendent, Curriculum Team, Teachers	Sign in sheets for various trainings				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) All district and campus administrators will attend a three day "Advancement in Education Leadership" which builds capacity in campus administrators to lead teachers in improving instruction.</p>	4	Superintendent, Region 16 personnel	sign in sheets that shows attendance by all campus and district administrators				
Funding Sources: 255 - ESEA, Title II, Part A, - \$15000.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>3) Provide "Lesson Plan" training for PISD employees, which shows attendees how to use the updated lesson plan template and correlate that with the new T-TESS expectations.</p>	4	Associate Superintendent, Curriculum team	Sign in sheets for trainings, Improved lesson plans in Forethought				
<p><b>Critical Success Factors</b> CSF 7</p> <p>4) Provide 1/2 day training for professional staff in goal setting. Staff members will receive information on how to set SMART goals and then write goals for administrator review.</p>	4	Associate Superintendent, Curriculum Team, Administrators, Teachers	Sign in sheets for training, Copy of goals written by teachers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



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






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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Continue providing support for first year teachers through First Year Teacher Academy, which meets six times a year and will focus on district initiatives.</p>	3, 4	Curriculum Team	Feedback from first year teachers and campus administrators				
Funding Sources: 199 - General Fund - \$10000.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>2) Lead 4ward Training - preparing teachers for STAAR and EOC by analyzing TEKS</p>	2, 4	Campus Administrators, Instructional Specialists, Teachers	Teacher/Principal disaggregation of Teks Assessments, improved student performance on state assessment				
Funding Sources: 255 - ESEA, Title II, Part A, - \$1200.00							
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Provide CHAMPS training (the PISD behavior program) for any new to district instructional staff</p>	2, 4	Curriculum Director, district CHAMPS trainers	Decrease in numbers of student discipline referrals, decrease in numbers of students in ISS and DAEP				
Funding Sources: Title 1, Part A							
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 7</p> <p>4) Continue using PLC meeting times to reinforce teacher understanding of Best Practice Instructional Strategies Training (Marzano, Fundamental 5, High-Order Questioning)</p>	4	Associate Superintendent of Curriculum, ESC personnel, Instructional Specialists, Campus Administrators	Improved rigor of student work, improved understanding of best practices as evidenced by walk-through documentation				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide Edivate training to every professional staff member. This on-line professional development program provides individualized staff development which will assist teachers and staff in reaching their personal instructional improvement goals.</p>	4	Principals, teachers, curriculum staff	Edivate reports showing each teacher's professional development				
Funding Sources: 210 - ESEA, Title II, Part B - \$25000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Provide technology training for all new to PISD teachers. This training will be grade level specific and will cover all software, student management, and intervention programs used by the district.</p>		Curriculum Team	Sign in sheets, Plugged In document that all new teachers received as a resource				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

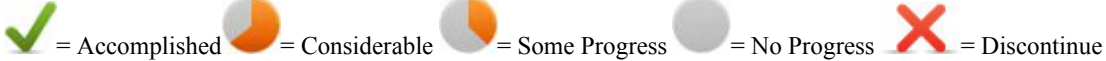
### Goal 3: Pampa ISD will have increased support of the community.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) All stakeholders were provided with an opportunity to complete an anonymous monkey survey for the purpose of providing feedback on satisfaction of the "State of PISD".</p>	1	Superintendent	Report from Monkey Survey	✓			
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Implementation of "Community and Family Engagement" team. This team will work with all stakeholders to provide opportunities for the community and parents to be involved with the students at PISD campuses.</p>	2	Superintendent, Executive Director for Personnel, Community and Family Engagement Team	Sign in sheets of all Community and Family Engagement Events				
Funding Sources: Title 1, Part A - \$94000.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Implementation of Student Ambassador group. This student group will be involved in various events including civic clubs, teacher recruitment, and community events.</p>	2, 6, 10	Superintendent, Student Ambassadors	Pictures showing the Student Ambassadors involved in various events				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Implementation of VIPs (Volunteers In Pampa schools). These volunteers will consist of churches, civic organizations, and businesses. These various stakeholders will be involved with mentoring students, job shadowing, college and career readiness, and promoting the "What's Your Plan?" guiding question.</p>	2	Superintendent, Community and Family Engagement Team	Lists of various VIPs Pictures showing the VIPs involved with students at various events				
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Monthly parent classes will be offered, covering important topics such as digital citizenship, FAFSA completion, etc.</p>	6	Community and Family Engagement Team	Sign in sheets from the monthly events, pictures of families at various events				
Funding Sources: Title 1, Part A - \$14000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Pampa ISD will have increased support of the community.






**Performance Objective 2:** PISD 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 Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) PISD will continue to use School Messenger System to send out district-wide texts and emails to parents in regards to emergency weather or other situations which could affect the safety of their children.		Superintendent's office	Generated message log				
<p><b>Critical Success Factors</b> CSF 5</p> 2) PISD is implementing a "Positive Media" campaign for the 2016-17 school year for the purpose of getting the word out about all the great things going on in our district. Each campus has a representative that will encourage and help teachers use Facebook and Twitter to share positive experiences from their campuses.	1, 6	Superintendent, Members of "Positive Media" Team, Teachers	Facebook posts, Tweets, etc.				
<p><b>Critical Success Factors</b> CSF 5</p> 3) Continue with event calendar on PISD website. This calendar shows events for every campus in the district. It is updated weekly.	6	District Website Coordinator	Copies of the calendar showing all the various events/activities going on in the district				
<p><b>Critical Success Factors</b> CSF 5</p> 4) Continue with the campus "Go Green" newsletters. These digital newsletters give specific campus events, as well as upcoming community events. Parents can sign up to receive specific campus newsletters.	6	Community and Family Engagement Team	Copies of the weekly newsletters				
							

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

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






**Summative Evaluation:** documentation of all safety drills

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Campus check-in systems will continue to be utilized to prevent unauthorized access to campuses		Campus Principals, Maintenance Departments, Campus Receptionists	Campus check-in generated reports				
2) Campuses do monthly fire drills and annual fire safety education; other safety drills are practiced according to state law	10	Campus Principal, Campus Leadership Teams	Documentation of fire, tornado, and shelter in place drills				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 3) Continue to provide training for staff and support for students in the area of sexual abuse and other maltreatment of students. Child and Sexual Abuse training by entire PISD staff is completed before the first day of school.	4, 10	Campus Principals Counselors Teachers Social Worker	Number of referrals and surveys on safety and wellbeing, certificates of all PISD personnel of Child Sexual Abuse Training				
Funding Sources: 199 - General Fund							
4) Continue to educate staff and parents on suicide prevention and mental health concerns. Suicide Prevention training for students and staff is now mandated by new legislation	2, 10	Counselors, Social Worker, Associate Superintendent for Curriculum, School Health Advisory Committee	Number of referrals and incidents Number of parents attending training sessions.				
Funding Sources: 199 - General Fund							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> 5) Continue to utilize drills for various events such as tornados, lock-down, shelter-in-place, etc.	10	District Safety Coordinator, Campus Administrators, Teachers	Documentation of various safety drills				
<p align="center">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

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


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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) Continue use of district wide behavior program CHAMPS (Safe and Civil Schools) 100% of teachers trained and all auxiliary staff trained; Implementation of Harry Wong Classroom Management Procedures</p>	1, 2, 4, 10	Superintendent, Associate Superintendent for Curriculum, Campus Administration	Decrease in discipline referrals compared to prior year; Posters throughout the district stating the CHAMPS themes				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Continuation of six district employees as CHAMPS trainers of trainers. This will allow for immediate assistance for teachers needing help with classroom management strategies.</p>	4	Administrators, Curriculum Office	Fewer discipline referrals and discipline problems on campuses; increased learning time as evidenced by walk throughs; fewer teachers leaving the profession due to student behavior issues				
<p>3) Pampa ISD will continue to utilize a School Health Advisory Council (SHAC) for the purpose of evaluating the effectiveness of school health programs</p>	1, 2	Superintendent, Associate Superintendent for Curriculum, Head Nurse	Meeting Minutes, survey results				
Funding Sources: 199 - General Fund							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Bullying Program called "Rachel's Challenge" in February to make PHS students and staff aware of the effects of bullying</p>	1, 2, 6	Superintendent, Associate Superintendent, Parent Involvement Staff, Social Work and Homeless Liaison	Sign in sheets for the program; pictures of the event on PHS website				
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Bullying - Students will be made aware of bullying reporting tool on PISD website; bullying training will take place on all campuses; protocol for addressing bullying and peer conflict resolution reports is used by campus administration</p>	1, 2	District Social Worker, Counselors, Campus Administrators	Decrease in reports of bullying incidences on each campus;				

6) Big Decisions Health Curriculum in grades 7-12	2, 10	School Nurses, Campus Administration, Counselors	pre and post course surveys will be evaluated; decrease in numbers of teen pregnancies from the year before				
Funding Sources: 199 - General Fund							
7) Self-discipline, anger management, drug and alcohol counseling (if applicable) will be incorporated into the students' schedules.		DAEP counselor, Suzanne Pingel	Contact logs				
8) Teachers will provide DAEP students with instruction in the four core areas and the curriculum calendars for elective courses. DAEP has been moved back to PHS to make for an easier transition for students		Campus Principal, Teachers	Weekly progress checks through Skyward and 3-week progress reports				
9) Obtain, record, and monitor grades that long-term DAEP students are receiving from campus teachers while students are attending DAEP		Campus Principals	Students grades are assessed each week. Teachers will contact campus teachers if grades are falling. DAEP teachers will then use the grade information to target their instruction with individual students.				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6 CSF 7</p> 10) Pampa ISD staff members will continue to benefit from the district wellness program, which promotes healthy eating tips and exercise opportunities via email and newsletters	5	Santee Stokes, PISD Wellness Coordinator	emails to staff				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> 11) Telephones added to all elementary classrooms. These will be invaluable in all safety situations and will allow teachers easier access to parent phone calls.	2	Technology Department	Completion of installation of phones				
Funding Sources: 199 - General Fund							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> 12) Continue with the "Walk of Success" which provides an opportunity for PISD graduates to wear their caps and gowns and walk the halls of each elementary and Pampa Jr. High. This gives our younger students a chance to see the seniors as they finish their PISD school career.	2	Superintendent, Administrators	Pictures of the seniors as they walk each hallway				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> 13) Bullying program provided in April for surrounding schools. Guest speaker, Brian Housman provided various opportunities for staff, students, and community members to attend his sessions regarding cyber bullying and other technology issues our student face.	1	Administrators, Social Work and Homeless Liaison	Sign in sheets from the various sessions				
Funding Sources: 199 - General Fund - \$1500.00							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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






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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Campus campaigns to encourage increased student participation in academic contests, all athletics, band, choir, theater arts, and visual arts.</p>	2	Superintendent, Administrators, Coaches, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Use our "Positive Media" campaign to celebrate the increased numbers of participants, as well as all the results of all the various contests these students are in. This public praise of their hard work will encourage others to participate!</p>	2	Administrators, Coaches, Teachers	Comparison of numbers of participants from the 2015-16 school year to the 2016-17 school year.				
							








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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Implement opportunities for elementary students to begin working on fundamental skills in athletics, choir, and band. Have the PHS/PJHS coaches/directors work with the elementary students several times throughout the year.</p>	2	Administrators, Coaches, Teachers	Lesson plans showing visits by the coaches/directors				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Use the "Positive Media" Campaign to celebrate wins and "personal bests" in academics, athletics, band, choir, and arts.</p>		Administrators, Coaches, Teachers	FB posts, tweets, pictures on district website				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Increased training for athletic coaches, band and choir directors, visual arts teachers to better prepare our students for competition.</p>	2, 4	Administrators, Coaches, Teachers	Certificates showing increased training opportunities for coaches and directors, Increase in wins and participation in various competitions				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							


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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Use "Positive Media" campaign to give our students recognition for their hard work in various extra-curricular activities and competitions.</p>	2	Administrators, Coaches, Teachers, District Website Coordinator	FB posts, Tweets, Pictures on district website				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Increased focus at elementary and jr high level on the "Harvesters". Announce upcoming games and competitions and talk about the pride in growing up to be a "Harvester".</p>	2	Administrators, Coaches, Teachers	Pictures, posts, and tweets from campuses that encourage the Harvesters in various competitions. Show pictures of Harvesters visiting the campuses...such as football players, cheerleaders, band, choir groups, etc.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Have Student Ambassadors occasionally visit the elementary and jr high campuses during lunch periods to walk around the cafeteria and promote the "What's Your Plan?" district campaign.</p>	2	Superintendent, Administrators, Teachers, Student Ambassadors	FB posts, Tweets, and pictures on the district website showing the Student Ambassadors interacting with the students at various campuses				
<p style="text-align: center;">  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							






**Goal 6: PISD will provide appropriate facilities to meet the growing and changing needs of its students and staff.**

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) PISD will conduct a full facilities plant needs assessment through TASB during the 2016-17 school year.</p>	2	Superintendent, Facilities Director	copy of the report showing the results of the facilities needs assessment				
Funding Sources: 199 - General Fund - \$39000.00							
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) The Sledge Architecture and Engineering Firm will use the Needs Assessment information to develop a "PISD Long Range Action Plan" that will carry our district through the next 5 to 20 years.</p>		Superintendent, Facilities Director	copy of the "Long Range Action Plan" for facilities				
Funding Sources: 199 - General Fund - \$39000.00							
							

**Goal 6:** PISD will provide appropriate facilities to meet the growing and changing needs of its students and staff.

**Performance Objective 2:** PISD will continue to update current facilities to keep up with the growing demands of student and technology needs.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) The Sledge Architecture and Engineering Firm will use the facilities Needs Assessment information to develop a maintenance and operations plan for each campus to meet the immediate needs.</p>	2	Superintendent, Facilities Director	Copy of the maintenance and operations plan				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Continue campus intervention teams (RTI) as required by TEA ( PBM Activity)
1	1	4	Sheltered Instruction training provides teachers with strategies based on research-based best practices for English Language Learners. ( PBM Strategy)
1	1	6	Instructional Coaching on all campuses to support Tier 1 Instruction in the areas of math, writing, reading, science, and social studies (including best practices, differentiation, and shelter) (PBM activity)
1	1	13	Continue the district expectation that district and campus leadership will get 10 documented walk-throughs each week, with a focus on the district initiative of improving Special Education student performance on all state assessments and writing performance at all levels on state assessments.
1	1	14	Continue with Lead4Ward training for all Reading and Writing teachers in grades 3-7.
1	2	1	Each campus will articulate and utilize a systematic RTI process of meeting the academic and behavioral needs of all students (PBM Activity)
1	2	3	Continue the K-2 Literacy Initiative; Systematic TEKS implementation, iStation, systematic phonics (K-3) program implementation, RTI follow up (PBM Activity)
1	2	4	Continue use of learning checks/benchmarks (grades 2-12) to disaggregate TEKS data through Eduphoria system that will serve to drive instructional changes (PBM Activity)
1	2	5	Campus-based interventions for students demonstrating academic or behavioral difficulties (including built-in tutorial times) (PBM Activity)
1	2	9	Implementation of Imagine Learning software literacy intervention programs for ESL and Bilingual students.
1	2	10	Continue providing extended year (summer school) opportunities for students requiring state assessment accelerated instruction.(PBM Activity)
1	2	11	Continue Reading interventions such as Reading Recovery, System 44, Read 180, Next Generation, Wilson Reading
1	2	13	Continue providing instructional specialists, instructional coaches, and reading specialists at the elementary level. (PBM Activity)
1	2	14	Continue with position of Elementary Dean of Instruction to focus on additional leadership support for instructional programs.
1	2	15	Continue providing Bilingual and ESL summer school to Kindergarten and First Grade ELL students to provide language-rich activities with a focus on academic vocabulary.
1	2	19	Poverty training for all staff members during the 2016-17 school year for the purpose of relating to and understanding the special needs of economically disadvantaged students. This can be achieved through the use of the Edivate PD program.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
1	2	22	Provide "Jump Start" school for students who struggled in kindergarten at each elementary school. This two-week school will give these students a positive academic and procedural review so they will be more prepared for 1st grade when the fall semester begins.
2	1	3	Training and support for campus principals with less than 5 years experience (PBM Activity)
2	1	4	Administrative Retreat focusing on district initiatives and administrative leadership skills
2	1	9	Implementation of an on-line professional development system called Edivate, which will allow teachers to get specific, timely professional development that will be unique to each teacher's professional goals.
2	4	4	Continue using PLC meeting times to reinforce teacher understanding of Best Practice Instructional Strategies Training (Marzano, Fundamental 5, High-Order Questioning)

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	22	Provide "Jump Start" school for students who struggled in kindergarten at each elementary school. This two-week school will give these students a positive academic and procedural review so they will be more prepared for 1st grade when the fall semester begins.

# Title I

## Schoolwide Program Plan

Our District's Schoolwide Title 1 Program is developed through a district-wide planning process that begins with a lengthy Comprehensive Needs Assessment (CNA) process. Critical to developing our Title 1 program, the District CNA process reveals the priority areas for required focus, suggests benchmarks for the plan's evaluation and links all aspects of the schoolwide program's implementation. The academic performance information about all students in the District is analyzed in detail by student groups, including economically disadvantaged students; all ethnic groups; students with disabilities and special needs; limited English proficient students; homeless; and migrant students. Campuses analyze results by these same groups and even down to each individual student. This analysis helps personnel identify where needs are changing within our District and where efforts should be concentrated for the new school year.

The five steps that the District will be undertaking throughout this process will include:

1. Establishing and training the schoolwide planning team
2. Clarifying the vision for school reform;
3. Creating our school's profile;
4. Identifying data sources and gathering the data;
5. Analyzing the data
6. Reporting data findings to the entire District Leadership Team and collecting reflections and feedback.

Throughout the planning process, district administrators and teachers identify student needs and interventions that are currently in place. They assess the effectiveness of those interventions and make recommendations for revisions as needed. The DLT's planning process is used as a district organizational strategy to guide program development, implementation, and evaluation and the campuses also follow this same process. This systemic planning provides structure and a common language for school improvement. It also provides logical ways for school staff to think about current progress and the adjustments or changes that need to be made in the District to continually improve the effectiveness of our schoolwide program.

## Ten Schoolwide Components



## 1: Comprehensive Needs Assessment

The yearly schoolwide planning process contains several important steps throughout the year. At the end of last year, administrators and teachers began collecting and analyzing data and then identifying needs. After the needs were identified, they were prioritized and reported to District Leadership Team. The DLT was given time to reflect on the data and ask clarifying questions. When the DLT felt comfortable that all appropriate data had been disaggregated and analyzed, a comprehensive plan was developed to address the needs. Annually writing the Comprehensive Needs Assessment with a focus on the requirements of Title 1 is always an extremely important step in the overall school improvement process. It also serves as an essential component to consider during all other campus and district planning processes. The Comprehensive Needs Assessment brings focus and coherence to student achievement strategies and has helped to ensure unity of purpose, alignment, and clear accountability for the District.

## 2: Schoolwide Reform Strategies

One important step we have taken for the 2016-17 school year is having the Professional Service Provider (PSP) work with every campus in PISD. She is leading each campus leadership team through the TAIS process where four problem areas are identified and goals for improvement are set. The PSP will meet with the campus leadership teams throughout the school year to check for progress on goals.

The initiatives described in this improvement plan are in place in order to significantly impact student achievement and are based on scientifically-based research. Data indicates that they are strengthening the core academic program, increasing the quality and quantity of learning time, and addressing the learning needs of all students in the District. Examples of some of the interventions used in the district include:

### Reading Reform Strategies:

- Wilson Reading Program (for students with Dyslexia)
- System 44 (for students in 2-5 that are significantly behind grade level)
- Reading Recovery (1st grade students)
- Read 180 (3-12 grade students)
- I-Station ( for all students to improve reading performance)
- Think Through Math (for 2-8 grade students struggling in math)
- Reasoning Minds (elementary grades for struggling math students)
- Systematic Phonics program in grades K-3
- Odyssey Ware Software (credit recovery and intervention software for students 6-12)
- Increase the amount and quality of learning time by providing RTI small-group instruction during school and after-school tutorials

### **3: Instruction by highly qualified professional teachers**

The details for addressing instruction by highly qualified professional teachers are addressed in the Comprehensive Needs Assessment.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The plans for professional development are located in the body of this improvement plan under the appropriate goal and performance objective.

### **5: Strategies to attract highly qualified teachers**

The details for strategies to attract highly qualified teachers are addressed in the Comprehensive Needs Assessment.

### **6: Strategies to increase parental involvement**

Strategies to increase parental involvement are addressed in the Comprehensive Needs Assessment.

### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

PISD strives to help our youngest students have easy transitions from one campus to another. The following activities are in place to allow for easy transitions.

In Pampa ISD, all pre-kindergarten and Headstart programs are housed at Lamar Elementary. Each spring, the pre-k and Headstart teachers plan a visit to each elementary school and the students who will be attending kindergarten at each of the various campuses ride a school bus and visit the campus. They,

along with their teachers and parents, visit their future campus. They are given a tour of the campus by the campus principal. They then visit each of the kindergarten classrooms and meet the teachers. Each kindergarten teacher does a little activity with the visiting students, along with their current kindergarten students. Once the visiting students have visited each kindergarten classroom and toured the school, they get to play on the playground for a few minutes. Then, they go to the cafeteria and eat lunch with their parents and teachers before returning to Lamar. Each of the private pre-kindergartens in Pampa also schedule a visitation and the same schedule as above is followed.

If pre-k students are absent the day of their transition visit, principals allow those students to come up during the kindergarten conference period to meet the teachers and tour the school.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers use their weekly PLC time to look at assessment results for the purpose of improving instruction and for determining which students need further instruction. Teachers also use this data to determine which intervention students might need.

PEPC teams use assessment data to determine instructional strengths and weaknesses and use that information while designing new lessons.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

RTI teams meet at every campus and look at individual student data. These teams meet on individual students (that have shown academic difficulty) three to five times a year and compare the assessment and intervention data and look for progress. Progress monitoring is done on a weekly or bi-weekly basis and students are given many opportunities for academic support.

#### **10: Coordination and integration of federal, state and local services and programs**

Title 1 campuses meet with campus leadership teams and make sure that Title 1 rules and regulations are being followed. All schools are required to follow state and local policies. It is the job of the building administrator to make sure all programs mesh together and are focused on student success.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abby Hancock	Instructional Coach	PJHS/PHS	1.0
Cara Nunn	Intervention Coach	Wilson Reading Intervention	1.0
Ceeli Hunt	Reading Recovery	Lamar Reading Intervention	1.0
Jennifer Greer	Instructional Coach	PJHS/PHS	1.0
Jessica Milligan	Reading Specialist	Travis Reading Intervention	.8
Kelley Smith	Reading Recovery	Lamar Reading Intervention	1.0
Sabrina East	Community Involvement Coordinator	District Personnel	.9
Sharlene Gee	Community Involvement Para	District Personnel	.9
Stephanie Malone	Intervention Coach	Wilson Intervention	1.0

## 2016-2017 District Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Molly Brinkley	Director of Instructional Technology
Administrator	Jill Faubion	Director of Federal Programs
Administrator	Susan Furgason	Director of Special Education
Administrator	Tania Greer	Director of Bilingual/ESL
Administrator	Tanya Larkin	Superintendent
Administrator	Nathan Maxwell	Executive Director of HR and Admin Services
Administrator	Pam Mitchell	Associate Superintendent
Administrator	Tiffany Stadler	Dean of Elementary Instruction
Business Representative	John Lee	Pampa News
Business Representative	Brad Morse	Pampa Regional Medical Center
Classroom Teacher	Brittany Babcock	Wilson Elementary
Classroom Teacher	Jan Clark	Pampa Learning Center
Classroom Teacher	Alba Grajeda	Lamar Elementary
Classroom Teacher	Jon Kraemer	Pampa High School
Classroom Teacher	Stephanie Paronto	Travis Elementary
Classroom Teacher	Becky Snelgrooes	Austin Elementary
Classroom Teacher	Jarilyn Wichert	Pampa High School
Community Representative	Shane Stokes	City of Pampa
Community Representative	Byron Williamson	First Baptist Church
Non-classroom Professional	Suzanne Pingel	Social Work and Homeless Liaison
Non-classroom Professional	Dana Wright	Counselor - PJHS
Parent	Amber Arnzen	Parent - Wilson Elementary
Parent	Kayla Parnell	Parent - PHS/PJHS
Parent	Trudy Sprinkle	Parent - PHS/PJHS
Parent	Kristie Troxell	Parent-PHS and PJHS

# District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$200,000.00
1	1	9			\$0.00
1	1	10			\$0.00
1	2	1			\$0.00
1	2	2	TEKS Resources; Region 16 Personnel		\$0.00
1	2	5			\$0.00
1	2	6			\$10,000.00
1	2	10			\$40,000.00
1	2	11			\$50,000.00
1	2	13			\$260,000.00
1	2	14			\$58,000.00
1	2	15			\$26,000.00
1	2	22			\$11,000.00
1	2	25			\$55,000.00
1	4	1			\$0.00
1	4	4			\$85,420.00
1	5	5			\$40,000.00
2	1	2			\$0.00
2	1	3	Region 16 personnel		\$12,000.00
2	1	4			\$5,000.00
2	2	6			\$10,000.00
2	4	1			\$10,000.00
4	1	3			\$0.00
4	1	4			\$0.00

4	2	3			\$0.00
4	2	6			\$0.00
4	2	11			\$0.00
4	2	13			\$1,500.00
6	1	1			\$39,000.00
6	1	2			\$39,000.00
<b>Sub-Total</b>					\$951,920.00

**199 - High School Allotment**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$5,000.00
1	2	24			\$25,000.00
<b>Sub-Total</b>					\$30,000.00

**210 - ESEA, Title II, Part B**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$56,000.00
1	1	13			\$0.00
1	1	15			\$30,000.00
2	4	5			\$25,000.00
<b>Sub-Total</b>					\$111,000.00

**244 - Carl Perkins, Career & Tech**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$0.00
<b>Sub-Total</b>					\$0.00

**255 - ESEA, Title II, Part A,**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$0.00
1	1	18			\$14,000.00
1	4	4			\$23,000.00

2	1	5			\$7,000.00
2	1	6			\$14,000.00
2	3	2			\$15,000.00
2	4	2	Region 16		\$1,200.00
<b>Sub-Total</b>					\$74,200.00
<b>263 - Title III, LEP</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	4	Region 16 Personnel		\$7,000.00
1	2	9			\$16,000.00
1	2	15			\$6,000.00
1	2	16			\$20,000.00
1	2	26			\$2,800.00
<b>Sub-Total</b>					\$51,800.00
<b>285 - Title I, Part A, ARRA</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	2			\$0.00
<b>Sub-Total</b>					\$0.00
<b>ERate Year 14 - Universal Service Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	7			\$10,000.00
<b>Sub-Total</b>					\$10,000.00
<b>411-Instructional Materials Allotment</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	3			\$15,000.00
<b>Sub-Total</b>					\$15,000.00
<b>Title 1, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6			\$156,000.00



1	1	14			\$25,000.00
1	2	3			\$10,000.00
1	2	4			\$15,000.00
1	2	7	Region 16 Head Start Personnel		\$4,000.00
1	2	8	Texshep		\$1,600.00
1	2	11			\$50,000.00
1	2	18			\$125,000.00
2	1	2			\$0.00
2	4	3			\$0.00
3	1	2			\$94,000.00
3	1	5			\$14,000.00
<b>Sub-Total</b>					\$494,600.00
<b>Nona Payne Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	4			\$28,473.00
<b>Sub-Total</b>					\$28,473.00
<b>MK Brown Grant</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	4	4			\$60,000.00
<b>Sub-Total</b>					\$60,000.00
<b>Grand Total</b>					\$1,826,993.00

# Addendums

## TARGETED Improvement Plan/Pampa High School

### Goal #1: Attendance

- **Problem Statement:** PHS had 95.2% attendance rate in 2015-16 school year
- **Annual Goal:** By May 2017, PHS will attain an attendance rate of 96.2%
- **Strategies:** Attendance Incentive Plan

### Goal #2: English I and II Advanced Level III

- **Problem Statement:** PHS achieved an average of 3% Advanced Level III in English I and II EOC
- **Annual Goal:** By May 2017, English I and II first-time EOC test takers will attain 8% Advanced Level III
- **Strategies:** Improve enrichment interventions for the advanced students at PHS.

### Goal #3: English I and II: ECD and Hispanic

- **Problem Statement:** PHS ECD students achieved an average of 56% and PHS Hispanic students achieved an average of 58% on English I and II EOC
- **Annual Goal:** By May 2017, English I and II EOC first time test takers will attain an average of 67% by ECD and Hispanic students
- **Strategies:** Quality implementation of ELPS and Sheltered Instruction

### Goal #4: Algebra: Advanced Level III

- **Problem Statement:** PHS students achieved an average of 3% advanced on Algebra I EOC
- **Annual Goal:** By May 2017, Algebra I first time EOC Algebra I test takers will attain 12% Advanced Level III
- **Strategies:** Data talks and goal setting for the advanced student group.



## TARGETED Improvement Plan/Pampa Jr. High School

### Goal #1: Writing

- **Problem Statement:** 52% of PJHS 7<sup>th</sup> grade students met state standard on the written composition
- **Annual Goal:** By May 2017, 69% of PJHS 7<sup>th</sup> grade students will meet state standard on the written composition
- **Strategies:** Develop a plan to clarify misunderstandings regarding writing resources and expectations

### Goal #2: Social Studies

- **Problem Statement:** 48% of PJHS 8<sup>th</sup> grade students met state standard in social studies
- **Annual Goal:** By May 2017, 61% of PJHS 8<sup>th</sup> grade students will meet state standard in social studies
- **Strategies:** Implement and monitor engaging lessons guided by the Social Studies vertical vocabulary and TEKS alignment documents

### Goal #3: Reading/Special Education and LEP students

- **Problem Statement:** 36% of PJHS LEP students and 21% of SPED students met the state standard in reading
- **Annual Goal:** By May 2017, 90% of PJHS LEP and SPED students will make one year's growth in reading
- **Strategies:** Provide sustained professional development and support for the implementation of differentiation strategies

### Goal #4: Advanced Level III-Math

- **Problem Statement:** 8% of PJHS math students scored at the Advanced Level III state standard
- **Annual Goal:** By May 2017, 15% of PJHS students will score at the Advanced Level III state standard in math
- **Strategies:** Develop a deeper understanding of the math process standards through PD and PLC's

## TARGETED Improvement Plan/Austin Elementary

### Goal #1: Writing

- **Problem Statement:** Austin Elementary had a 3.6 average on the 4<sup>th</sup> grade STAAR Writing composition.
- **Annual Goal:** By May 25, 2017, Austin Elementary will achieve an average score of 5.0 on the 4<sup>th</sup> grade STAAR writing exam.
- **Strategies:** Develop a systematic approach to the writing process.

### Goal #2: Reading

- **Problem Statement:** 66% of ECD students in grades 3-5 met state standard in reading.
- **Annual Goal:** By May 25, 2017, 85% of ECD students 3-5 will meet state standard in reading.
- **Strategies:** Develop and implement effective, targeted interventions for reading.

### Goal #3: Index 4

- **Problem Statement:** Austin Elementary had an Index 4 score (Final level 2) of 34 which placed them in Quartile 4 within their campus group.
- **Annual Goal:** By May 25, 2017, Austin Elementary will achieve an Index 4 rating of 44 within their comparison group.
- **Strategies:** Develop interventions to support advanced learners. Professional development on differentiation.

### Goal #4: Discipline

- **Problem Statement:** Austin Elementary had a total of 388 office referrals for the 2015-2016 school year.
- **Annual Goal:** By May 25, 2017, discipline referrals will be below 50.
- **Strategies:** Develop a campus-wide discipline management system.

## TARGETED Improvement Plan/Lamar Elementary

### Goal #1: Writing

- **Problem Statement:** The Lamar 4<sup>th</sup> grade students had a 3.4 average on the compositions in STAAR writing
- **Annual Goal:** By May 2017, Lamar 4<sup>th</sup> grade students will average a 4.0 on the STAAR writing compositions
- **Strategies:** Develop, implement, and monitor a campus-wide writing plan

### Goal #2: Reading

- **Problem Statement:** 60% of Lamar Elementary 3<sup>rd</sup> grade students met the state standard in reading
- **Annual Goal:** By May 2017, 70% of Lamar 3<sup>rd</sup> grade students will meet state standard in reading
- **Strategies:** Develop a plan to ensure that all Lamar teachers understand the rigor of the 3<sup>rd</sup> grade STAAR reading test

### Goal #3: Level III Advanced

- **Problem Statement:** 9% of Lamar students scored at the Advanced III standard in reading
- **Annual Goal:** By May 2017, 12% of Lamar 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will meet Advanced Level III standard in reading
- **Strategies:** Develop a plan and schedule to support enrichment interventions for identified students

### Goal #4: Economically Disadvantaged/Science

- **Problem Statement:** 58% of Lamar ECD students met state standard in science
- **Annual Goal:** By May 2017, 70% of Lamar ECD students will meet state standard in science
- **Strategies:** Develop a schedule and monitor the implementation of science instruction at all grade levels

## TARGETED Improvement Plan/Travis Elementary

### Goal #1: Writing

- **Problem Statement:** 3.5 average composition score in 4<sup>th</sup> grade writing
- **Annual Goal:** By May 2017, Travis Elementary will achieve an average of 5.0 on the 4<sup>th</sup> grade STAAR writing composition
- **Strategies:** Develop a comprehensive professional development plan to support vertical understanding of the writing process and TEKS

### Goal #2: Reading

- **Problem Statement:** 69% of ECD students met state standard in reading
- **Annual Goal:** By May 2017, 80% of Travis ECD students will meet state standard in reading
- **Strategies:** Develop a plan to integrate Istation and classroom data to ensure students are placed in the appropriate tier of instruction

### Goal #3: Level III Advanced

- **Problem Statement:** 18% of Travis students scored at the Advanced III standard in reading and 14% of Travis students scored at Advanced III in math
- **Annual Goal:** By May 2017, 25% of Travis students will meet Advanced III standard in reading and 20% will meet Advanced III standard in math
- **Strategies:** Create a professional development plan at the campus level that develops teachers' skills in both differentiation and in raising the level of rigor in Tier 1 instruction

### Goal #4: Special Education

- **Problem Statement:** 37% of Travis special education students met state standard in reading
- **Annual Goal:** By May 2017, 50% of Travis special education students will meet state standard in reading
- **Strategies:** The special education teacher will meet with PLCs once a month to review student progress and data with regular education teachers



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## TARGETED Improvement Plan/Wilson Elementary

### Goal #1: Writing

- **Problem Statement:** 49% of Wilson 4<sup>th</sup> grade students met state standard in writing
- **Annual Goal:** By May 2017, 60% of Wilson 4<sup>th</sup> grade students will meet state standard in writing
- **Strategies:** Leadership will set writing expectations using the district-wide writing plan with accountability thresholds and support through PLCs

### Goal #2: Reading

- **Problem Statement:** 56% of Wilson 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students met state standard in reading
- **Annual Goal:** By May 2017, 72% of Wilson 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students will meet state standard in reading
- **Strategies:** Seek and develop continuity within the approaches to teaching reading in grades K-5

### Goal #3: Level III Advanced

- **Problem Statement:** 5% of Wilson students scored at the Advanced III standard in reading
- **Annual Goal:** By May 2017, 15% of Wilson students will meet Advanced III standard in reading
- **Strategies:** Provide PD to support instruction that will enhance potentially advanced students

### Goal #4: Special Education

- **Problem Statement:** 15% of Wilson special education students met state standard in reading and math
- **Annual Goal:** By May 2017, 25% of Wilson special education students will meet state standard in reading and math
- **Strategies:** Provide opportunities for general education and special education collaboration and communication.