

Palestine High School 2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Palestine High School 2018-2019

Committee Members - Planning and Decision Making

| Name | Title | Campus / District | Term Ends |
|--------------------|---------------------------|-----------------------|-----------|
| Kiser, Chris | Assistant Superintendent | Palestine ISD | |
| Cooksey, Stephen | Principal | Palestine High School | |
| Galicia, Aracely | Teacher | Palestine High School | 5-2019 |
| Lawson, Colleen | Teacher | Palestine High School | 5-2019 |
| Tyler, Scott | Teacher | Palestine High School | 5-2019 |
| Luce, Linda | Special Programs | Palestine High School | 5-2019 |
| Mack, Tobin | Non-Teaching Professional | Palestine High School | 5-2019 |
| Wheat, Wendy | Teacher | Palestine High School | 5-2020 |
| Camacho, Stephanie | Teacher | Palestine High School | 5-2020 |
| Covington, Lisa | Teacher | Palestine High School | 5-2019 |
| Mason, Michelle | Teacher | Palestine High School | 5-2019 |
| Matthews, Kandice | Special Education Teacher | Palestine High School | 5-2019 |
| Fletcher, Pamela | Parent | Palestine High School | |
| Hughes, Tracy | Parent | Palestine High School | |
| Mitchell, Allison | Business Representative | Palestine High School | |
| Rhone, Keri | Business Representative | Palestine High School | |
| Merryman, Michelle | Community Representative | Palestine High School | |
| Johnson, Scott | Community Representative | Palestine High School | |

Campus Improvement Plan
Palestine High School 2018-2019

Names of People Responsible For Implementation

| Name | Title | Campus / District |
|------------------|----------------|-----------------------|
| Cooksey, Stephen | Principal | Palestine High School |
| Johnson, Sarah | Lead Counselor | Palestine High School |
| Hudson, Cinda | Counselor | Palestine High School |
| Tobin, Mack | Head Nurse | Palestine ISD |

About Palestine High School

Mission Statement: Palestine High School stakeholders have resolved to prepare students for college and career by working together to improve academic performance, increase teacher quality, improve school climate, increase leadership effectiveness, use quality data to drive instruction, increase parent and community involvement, and increase learning time.

Vision Statement: Palestine High School will transform educational practices to create and sustain a community of learning where all students achieve success by being college and career ready upon graduation.

Grade Span:
9 – 12

Enrollment:
947

2018 State Accountability Summary:
Met Standard

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Components

Palestine High School conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

- Goal #1: Campus Performance Objectives Strategy
- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CIP).

- Goal #1: Accelerated Instruction Strategy
- Goal #2: Professional Development Program Strategy
- Goal #2: Recruitment and Retention Initiatives Strategy
- Goal #3: Safe Schools Initiatives Strategy
- Goal #3: Counseling Responsive Services Strategy
- Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)

- Goal #4: Parent and Family Engagement Strategy
- Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #4: Building Capacity for Involvement Strategy

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|---|---|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Palestine High School SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>Palestine High School will adopt performance objectives reflective of their students' unique needs.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Committee Members | Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks. | The campus performance objectives will support the needs of the district and the immediate needs of the campus. | Criterion-Referenced Test :STAAR EOC Exams- 05/19: PHS students will score at least 90% - 95% overall in all core areas and receive a minimum of 20% score at Masters Level. |
| <p>Strategy:</p> <p>Federal and State Mandated Testing Program - Palestine High School participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments. The STAAR EOC assessments will be administered to students in grades 9 through 12.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p> | 1/2019 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Assessment Resources | | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams- 05/19: PHS students will score at least 90% - 95% overall in all core areas and receive a minimum of 20% score at Masters Level. |

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| Strategy: Foundation Program - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Foundation Staff | Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams- 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

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| Activity: Math activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Math. These will include: * Double blocked Algebra I classes for low performing math students * Utilize Cat Connections to provide additional learning opportunities for students during the school day * Provide resources for hands-on problem solving and logical thinking math strategies * Provide before/after learning opportunities through tutorials and enrichment * Provide math instruction for incoming freshmen that did not pass STAAR Math in 8th grade in labs and 9th grade Transitions class * Math labs will be utilized for students that failed to meet state requirements on EOC testing the previous year. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local - Time Contribution of Math Teachers | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% overall in Math and receive a minimum of 20% score at Masters Level. |

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| Activity: Reading activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Reading. These will include: * Utilize Cat Connections to provide additional learning opportunities for students during the school day * Provide before/after school learning opportunities through tutorials and enrichment * Provide early intervention strategies for identified at-risk RtI students * Provide ELAR instruction for incoming freshmen that did not pass STAAR ELAR in 8th grade in 9th grade Transitions class * Provide a Reading class for students that did not pass STAAR ELAR in the previous year * Provide double block English I for all students not meeting satisfactory State Standards | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of ELAR Teachers | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 80% overall in ELAR and receive a minimum of 20% score at Masters Level. |

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| Activity: Science activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Science. These will include: <ul style="list-style-type: none"> * Provide before/after school learning opportunities through tutorials and enrichment * Provide teachers with science curriculum materials and science lab settings with consumables to learn the scientific processes * Provide early intervention strategies for identified at-risk RtI students * Provide science instruction for incoming freshmen that did not pass STAAR Science in 8th grade in 9th grade Transition class * Continue Science Labs for ongoing interventions | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Science Teachers | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% overall in science and receive a minimum of 20% score at Masters Level. |
| Activity: Social Studies activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Social Studies. These will include: <ul style="list-style-type: none"> * Provide before/after school learning opportunities through tutorials and enrichment * Provide teachers with social studies curriculum materials * Provide early intervention strategies for identified at-risk RtI students * Provide social studies instruction for incoming freshmen that did not pass STAAR social Studies in 8th grade in 9th grade Transition class | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Social Studies Teachers | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 95% overall in social studies and receive a minimum of 20% score at Masters Level. |

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| <p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Palestine ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff and Faculty Federal - Title I, Part A - Assessment Resources \$2,093.00 | | Increased student achievement. | Documents :School Records- 05/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented. |

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|--|------------------------|------------------------------------|---|--|---------------------------------------|--|
| Objective(s): | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Activity:</p> <p>- Palestine High School provides several supplemental activities to support students who are at risk.</p> <p>Supplemental assistance is available in various forms in core subject areas for students who either are considered at-risk or who have not met the Approaches Grade Level standard on the STAAR EOC exams.</p> <p>Supplemental Pullout classes are available daily for 30 minutes as well as computer assisted instruction using the PLATO system.</p> <p>STAAR support classes focusing on students who have not met the standards on any of the STAAR EOC tests also meet daily for 30 minutes.</p> <p>Tutorials are available both before and after school daily for an hour.</p> <p>Activity:</p> <p>Supplemental Core Subject Area Classes - Supplemental classes are available to students in 9th – 12th grade in ELA, Math, Science and History who need to retest in one of STAAR EOC exams. The classes meet daily for 45 minutes.</p> | <p>8/2018 - 5/2019</p> | <p>Principal - Stephen Cooksey</p> | <p>Federal - Title I, Part A - Extra-Duty Pay for Tutorials \$2,235.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.</p> | <p>Increased student achievement.</p> | <p>Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all core areas and receive a minimum of 20% score at Masters Level.</p> |
| <p>Supplemental Core Subject Area Classes - Supplemental classes are available to students in 9th – 12th grade in ELA, Math, Science and History who need to retest in one of STAAR EOC exams. The classes meet daily for 45 minutes.</p> | <p>8/2018 - 5/2019</p> | <p>Principal - Stephen Cooksey</p> | <p>Federal - Title I, Part A - Time Contributions of English Specialist FTE: 1.00 \$46,743.42</p> <p>Federal - Title I, Part A - Supplemental Resources \$13,475.00</p> | <p>Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.</p> | <p>Increased student achievement.</p> | <p>Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all core areas and receive a minimum of 20% score at Masters Level.</p> |

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| Activity: Summer Program - Summer school is available in core subject areas for 9th – 12th grade students who either did not meet the standard on a STAAR EOC exam, or failed to receive course credit. The Summer session is eight weeks long and will provide individualized instructional assistance to students, making every effort to ensure that students fulfill requirements for advancement. The staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Summer School Staff | | Increased student achievement. | Informal Assessment :Classroom Assessments -- 06/19: Successful completion of 8 week summer session. |
| Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA). | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Special Education Block Grant - Time contributions of Special Education Staff | Documents :School Records- 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs. | Students with disabilities have every opportunity to meet their full educational potential. | Documents :School Records- 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year. |

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| <p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is an English Language Learner, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Assessment Instruments | | Increased student achievement. | Documents :School Records -- 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules. |

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| Activity: Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 9 - 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR b) STAAR Alternate 2- an alternate measurement for students with significant cognitive disabilities who meet participation requirements. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Special Education Block Grant - Time Contributions of Special Education Staff | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

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| Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Speech Therapy, and Visually Impaired Service. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Special Education Block Grant - Time Contributions of Related Services Staff | | Increased student achievement. | Documents :School Records -- 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs. |

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| Activity: Transition Services - Palestine High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of ARD Committee | | Increased student achievement. | Documents :School Records -- 05/19: Transition activities are 100% in line with students' IEPs. |

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| Strategy: English Language Learner Program - Palestine High School offers an ESL program whose goal whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | See activities below. | Increased student achievement. | See activities below. |

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|--|-----------------|------------------------------|------------------------------------|--|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs. The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 9 to 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments. Other assessment instruments include Woodcock Munoz and EOC exams. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Assessment Resources | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Significant increase in ELLs' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate ESL placement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|--|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Modifications for ELL students - Palestine High School offers a content-based ESL program, a Sheltered English Instruction program and ESL inclusion support in ELA. Low performing students will receive addition support through a 45 minute daily class. The LPAC prescribes the academic achievement test that will be administered to each LEP student: * STAAR * STAAR Spanish * STAAR Alternate 2. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Federal - Title III, Part A - ELA - Supplemental ESL Resources \$2,639.00 | Informal Assessment :School Records - - 12/18: Increased academic achievement on Benchmarks. | Students exiting ELL designation by LPAC. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Activity:</p> <p>Exit from Program - Exit criteria are applicable to students in grades 9-12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program. Assessment Instruments used include TELPAS Writing with a performance level of Fluent; and Approaches Grade Level on STAAR EOC English I and English II exams.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of ESL Staff and LPAC | Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks. | Students exiting ELL designation by LPAC. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
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| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. Strategy: Dyslexia Program - Palestine ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | See activities below. | Increased student achievement. | See activities below. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|--|-----------------|------------------------------|------------------------------------|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Assessment for Dyslexia - The district Dyslexia Coordinator coordinates the identification of students with dyslexia with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. Assessments used include * Comprehensive Test of Phonological Processing (CTOPP-2) * Gray Oral Reading Test * Woodcock Reading Mastery Test III * Test of Written Spelling - 5 The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include any modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Assessment Resources | Documents :School Records -- 12/18: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams -- 05/19: PHS students will score at least 80% overall in ELAR and receive a minimum of 20% score at Masters Level. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|--|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Modifications for Dyslexia - At Palestine High School, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed. The program that is used is the Multisensory Teaching Approach (MTA). It is a sequential program designed specifically for student to develop their language skills. Identified students in grades 9 – 12 participate in a daily 45 minute Pullout Program. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | Documents :School Records -- 12/18: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams -- 05/19: PHS students will score at least 80% overall in ELAR and receive a minimum of 20% score at Masters Level. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|--|-----------------|------------------------------|--|-----------------------------|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| <p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. These include STAAR EOC English and algebra exams, parent input, teacher input, and medical diagnosis.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating test materials, supplemental aides, oral/signed administration, extra time, large print, Wildcat Alley for small group and oral administration and other accommodation per Section 504 Committee decisions.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, early release from class, adapt environment to avoid distractions, alter supplies for easier access, pass to Nurse as needed, Wildcat Alley for de-escalation period and Behavior Intervention Plan.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Knowledge and Skills.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | | Increased student achievement. | Documents :Counseling Records- 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records. |

| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|--|--------------------------------|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Gifted and Talented Program - Palestine ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Gifted and Talented Block Grant - Time Contributions of Staff | Documents :School Records- 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records. | Increased student achievement. | Informal Assessment :Classroom Assessments- 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year. |
| Activity: Modifications for G/T Students - Students are eligible to participate in Advanced Placement (AP) classes in English III and IV for 11th and 12th grades, Economics for 12th grade, Spanish IV and V for 11th and 12th grades, Chemistry and Environmental Science for 10th – 12th grades, and European History for 11th and 12th grades. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Gifted and Talented Block Grant - Time Contributions of Staff | Documents :School Records - - 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records. | Increased student achievement. | Informal Assessment :Classroom Assessments - - 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year. |
| Strategy: Ancillary Services - Palestine ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Ancillary Staff | Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams- 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

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| Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP) Objective(s): | | | | | | |
|---|-----------------|--|---|--|--------------------------------|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Activity: Counseling Services - The School Counselors provide the following services: * 1:1 and small group counseling sessions, * Focused informal groups- -behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning. | 8/2018 - 5/2019 | Lead Counselor - Sarah Johnson Counselor - Cinda Hudson | Federal - Title I, Part A - Time Contributions of Counselors FTE: 0.50 \$37,679.07 | Documents :Counseling Records - - 12/18: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams - - 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |
| Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. Palestine ISD will be in compliance with federal Homeless regulations. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Federal - Title I, Part A - Homeless Resources \$500.00 | Documents :School Records - - 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students. | Increased student achievement | Documents :School Records - - 05/19: 100% of the homeless students identified received appropriate services based on their needs assessment. |

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Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]

Objective(s):

| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
|---|------------------------|------------------------------------|---|--|--|--|
| <p>Strategy:</p> <p>Professional Development Program [SWP CNA, CIP] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. | <p>8/2018 - 5/2019</p> | <p>Principal - Stephen Cooksey</p> | <p>Federal - Title I, Part A - Professional Development Travel and Registration</p> <p style="text-align: right;">\$3,179.96</p> | <p>Documents :Agenda Minutes, Sign-in Sheets- 08/18: The SBDMC will have designed a PD program that meets the needs of the Palestine High School faculty and is coordinated with the Palestine ISD PD program.</p> | <p>Palestine High School staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.</p> | <p>Documents :Professional Development Records- 04/19: All Palestine High School staff will participate in a professional learning community which develops their professional skills, increases their communication with stakeholders, and maximizes student success.</p> |

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| Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|-----------------------------|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Recruitment and Retention Initiatives (SWP CIP) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. An interview committee will be used to select candidates who best fit the needs of the campus and new teacher meetings will be coordinated with the principal. Recruiting activities will ensure that Palestine High School has 100% fully certified faculty in each teaching position, as defined by ESSA. Retention activities will include * Providing support groups for new teachers with ongoing mentoring and new teacher training; * Improving teacher morale by providing teacher recognition, feedback and social opportunities * Weekly departmental meetings with the principal Stipends for high need areas are also provided. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Federal - Title II, Part A - Supporting Effective Instruction - Stipends and Signing Bonuses \$23,467.00 | | 100% Fully Certified and Effective Staff. | Documents :School Records- 05/19: 100% Fully Certified Faculty. |

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| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): 9th-12th The number of discipline referrals will be reduced by 20% from the previous year. | | | | | | |
|---|-----------------|------------------------------|--|---|---|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>An Academic Award Ceremony will award students with perfect attendance.</p> <p>Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. Truant officers will be contacted when necessary and the TACE program will be used to make up unexcused absences.</p> <p>The Principal will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Faculty and Staff | <p>Documents :School Records-08/18: All Parents will be provided with attendance requirements.</p> <p>Documents :School Records-12/18: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p> | Decrease in unexcused absences and chronic absenteeism. | Documents :School Records- 05/19: Attendance Records reflect an attendance rate at 97% or above. |
| <p>Strategy:</p> <p>Dropout Prevention Program - Dropout prevention and intervention efforts begin in the early grades in Palestine ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students who are at risk of dropping out of school will be identified and provided with early intervention strategies for academic, social, and emotional needs. The PLATO program is used for credit recovery.</p> <p>Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Faculty and Staff | Documents :Attendance Records-12/18: Attendance Records reflect an attendance rate at 97% or above. | Increased student achievement. | Documents :School Records- 05/19: 100% of students will be promoted to the next grade level. |

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| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): 9th-12th The number of discipline referrals will be reduced by 20% from the previous year. | | | | | | |
|--|-----------------|------------------------------|--|---|--|--|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health. | 8/2018 - 5/2019 | Head Nurse - Mack Tobin | Local Funds - Time Contributions of Staff | Documents :School Records-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Discipline Referrals- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health. |

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| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): 9th-12th The number of discipline referrals will be reduced by 20% from the previous year. | | | | | | |
|---|-----------------|------------------------------|--|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Palestine High School will promote special initiatives and activities that support the Safe School environment. Activities may include:</p> <ul style="list-style-type: none"> * Develop, maintain, and improve procedures and rules for common areas and classrooms as well as student incentives through the use of PBIS * Develop, incorporate, and practice Emergency response protocols for evacuation, fire, tornado, and lock down. * Continue 6 weeks presentations to students to address academic and behavioral expectation, attendance, goal setting, etc. * The campus has cameras, alarms, and will continue the use of the Raptor safety system for visitor check-ins/badges. * Utilize a 9th grade Student Leadership class to address social skills, academic needs, and career guidance. <p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - Palestine High School students who have violated the district code of conduct will be placed in the in-district DAEP. An instructional program will be provided for students in grades 9 - 12 and counseling services will be provided for any student who is at risk of dropping out of school.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Faculty and Staff | | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Discipline Referrals- 05/19: Campus percent of discipline referrals will decrease by 20% from the previous year. |
| | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Compensatory Education (SCE) - Time Contributions of DAEP Staff | Documents :School Records -- 12/18: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement. | A safe and disciplined school environment for all students, staff, and community members. | Informal Assessment :Classroom Assessments - - 05/19: Final report card grades and STAAR assessments will indicate program's success. |

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| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): 9th-12th The number of discipline referrals will be reduced by 20% from the previous year. | | | | | | |
|--|-----------------|------------------------------|--|---|--------------------------------------|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (SWP CIP) - The staff of Palestine High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. Activities include, but are not limited to: * Adopt and implement an anti-bully curriculum during Cat Connections * Provide on-campus training of symptoms/prevention of child abuse and reporting procedures. * Provide PHS discipline procedures within the Student Handbook for parent signature of receipt upon enrollment. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff and Faculty | Documents :Agenda Minutes, Sign-in Sheets - - 08/18: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year. | Safe, orderly, nurturing environment | Documents :Discipline Referrals - - 05/19: Campus percentage of discipline referrals will decrease by 20% from the previous year. |

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| Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)] Objective(s): 9th-12th The number of discipline referrals will be reduced by 20% from the previous year. | | | | | | |
|--|-----------------|--|---|---|--|---|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| Strategy: Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior | 8/2018 - 5/2019 | Lead Counselor - Sarah Johnson Counselor - Cinda Hudson | Local Funds - Time Contributions of Counselors | Documents :School Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention. | Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. | Documents :Counseling Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year. |

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|--|-----------------------------|---|--|
| Objective(s): 9th-12th By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored academic activity for/with their student. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine High School will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy will be available on the campus, on the website, and in the Student Handbook. It is distributed in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs, and the campus will actively recruit the participation of a diverse population of parents.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students. |

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|---|-----------------------------|---|---|
| Objective(s): 9th-12th By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored academic activity for/with their student. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand. The compact is discussed, at least annually, at Parent-Teacher conferences. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Federal - Title I, Part A - Parental Involvement Resources <p style="text-align: right;">\$1,505.00</p> | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact. |

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| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|---|-----------------------------|---|---|
| Objective(s): 9th-12th By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored academic activity for/with their student. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Activity: Events, Programs and Committees - The campus communicates with parents and the community through PHS orientation, report cards and progress reports mailed home, Academic Open House, ARD process, Parent/Teacher conference, and monthly newsletter. Both emails and phone calls are used to contact parents. Various events are held throughout the year to encourage attendance by parents and community members. These may include: * UIL activities * Texas Public Schools Week * Field trips * Open house * PHS Orientations * Class projects * Math, Science, ELAR, and Social Studies Study nights * Fall Family Science Night * Cinco de Mayo event and * Scheduled monthly events for parents and community Parent training is provided to include training for strategies in reading, math, and homework and English classes for adults. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff and Volunteers | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :School Records -- 05/19: 90% of parents will be engaged their student's academics in a variety of opportunities, as measured by sign-in sheets/end of year surveys. |

| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|---|-----------------|----------------------------------|--|-----------------------------|---|--|
| Objective(s): 9th-12th By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored academic activity for/with their student. | | | | | | |
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback. The district and the campuses will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school. Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Staff | | Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. | Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in parent participation in campus events from 2017-2018. |

Campus Improvement Plan
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| Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)] | | | | | | |
|--|-----------------|----------------------------------|--|---|--------------------------------|---|
| Objective(s): 9th-12th By May 2019, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored academic activity for/with their student. | | | | | | |
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| <p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Palestine High School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p> | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Time Contributions of Committee Members | Documents :Agenda Minutes, Sign-in Sheets- 12/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed. | Increased student achievement. | Documents :Agenda Minutes, Sign-in Sheets- 05/19: A current CIP has been approved by the Palestine ISD Board of Trustees. |

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| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|---|---|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Technology Integrated Curriculum - Palestine High School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs, such as Bridges and Study Island to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Federal - Title I, Part A - Time Contributions of Instructional Technology Aide FTE: 0.18 <p style="text-align: right;">\$3,777.34</p> Federal - Title I, Part A - Supplemental Technology Site Licences <p style="text-align: right;">\$36,719.70</p> | Documents :Teacher Lesson Plans- 12/18: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week. | Increased student achievement. | Criterion-Referenced Test :STAAR EOC Exams- 05/19: PHS students will score at least 90% - 95% overall in all Core areas and receive a minimum of 20% score at Masters Level. |

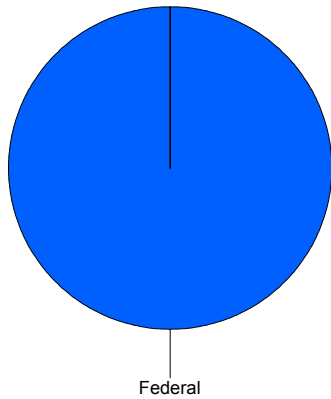
| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): | | | | | | |
|--|-----------------|------------------------------|-------------------------------------|--|---|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Technology Acceptable Use Policy - Every Palestine High School faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Palestine High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Palestine High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local). | 8/2018 - 5/2019 | Principal - Stephen Cooksey | Local Funds - Acceptable Use Policy | Documents :School Records- 08/18: 100% of the faculty, students and parents at Palestine High School that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP. | Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement. | Documents :School Records- 05/19: No incidents of students, faculty or parents breaking the Acceptable Use Policy. |

| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|---|-----------------------------|--------------------------------|--|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Career and Technology Education -Palestine ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level. Additional career pathways in the CTE program will be provided to support student career aspirations. CTE teachers will integrate English, Math, Science, and Social Studies TEKS into their course curriculum to provide hands-on opportunities for students to master objectives. Students will be provided opportunities to work in the community in their career related fields. (Job Shadowing) | 8/2018 - 5/2019 | Principal - Stephen Cooksey | State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff and Faculty | | Increased student achievement. | Informal Assessment :Classroom Assessments- 05/19: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades. Documents :School Records - 05/19: Students will earn 5% more industry certifications than the previous year. |

| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): | | | | | | |
|---|-----------------|--|--|-----------------------------|---|---|
| <i>Implementation: Reform Methodologies, Strategies and Activities</i> | <i>TimeLine</i> | <i>Person(s) Responsible</i> | <i>Resources / Allocation</i> | <i>Formative Evaluation</i> | <i>Expected Outcome</i> | <i>Summative Evaluation</i> |
| Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits. The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a | 8/2018 - 5/2019 | Lead Counselor - Sarah Johnson Counselor - Cinda Hudson | Local Funds - Time Contributions of Staff | | Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. | Documents :School Records- 05/19: All students complete High School with ideas of potential careers and goals to prepare themselves with successful post-secondary studies. |

| Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s): | | | | | | |
|---|-----------------|------------------------------|-------------------------------|-----------------------------|-------------------------|-----------------------------|
| Implementation: Reform Methodologies, Strategies and Activities | TimeLine | Person(s) Responsible | Resources / Allocation | Formative Evaluation | Expected Outcome | Summative Evaluation |
| variety of exciting careers, as well as, to visit technical or academic institutions of higher learning through College and Career Day activities. Students will have opportunities available to prepare for post-secondary education and employment. These will include: * 9th – 11th grade students will be given the opportunity to take the PSAT exam * All 11th grade students will be provided information and assistance on registering for the ACT and SAT exams * Provide extended learning opportunities for all students outside of the regular school day * All 11th and 12th students will be given the opportunity to take the ASVAB test | | | | | | |

Funding Values By Program



| | |
|---------------|--------|
| ■ Federal | 100.0% |
| ■ Other | 0.0% |
| ■ State | 0.0% |
| Total: 100.0% | |

Campus Improvement Plan
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Funding Values By Program

| Federal | FTE | DollarValue |
|--|------------|--------------------|
| Title I, Part A | | |
| Parental Involvement Resources | 0.00 | \$1505.00 |
| Time Contributions of Instructional Technology Aide | 0.18 | \$3777.34 |
| Supplemental Technology Site Licences | 0.00 | \$36719.70 |
| Professional Development Travel and Registration | 0.00 | \$3179.96 |
| Assessment Resources | 0.00 | \$2093.00 |
| Time Contributions of Counselors | 0.50 | \$37679.07 |
| Homeless Resources | 0.00 | \$500.00 |
| Extra-Duty Pay for Tutorials | 0.00 | \$2235.00 |
| Time Contributions of English Specialist | 1.00 | \$46743.42 |
| Supplemental Resources | 0.00 | \$13475.00 |
| Title II, Part A - Supporting Effective Instruction | | |
| Stipends and Signing Bonuses | 0.00 | \$23467.00 |

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Funding Values By Program

| Federal | <u>FTE</u> | <u>DollarValue</u> |
|---|------------|---------------------|
| Title III, Part A - ELA | | |
| Supplemental ESL Resources | 0.00 | \$2639.00 |
| | | \$174,013.49 |
| | | |
| Other | <u>FTE</u> | <u>DollarValue</u> |
| Local | | |
| Time Contribution of Math Teachers | 0.00 | \$0.00 |
| | | |
| Local Funds | | |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Assessment Resources | 0.00 | \$0.00 |
| Time Contributions of Foundation Staff | 0.00 | \$0.00 |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Faculty and Staff | 0.00 | \$0.00 |
| Time Contributions of Counselors | 0.00 | \$0.00 |
| Acceptable Use Policy | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Committee Members | 0.00 | \$0.00 |
| Time Contributions of Ancillary Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |

Campus Improvement Plan
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Funding Values By Program

| Other | <u>FTE</u> | <u>DollarValue</u> |
|--|------------|--------------------|
| Local Funds | | |
| Time Contributions of Staff and Faculty | 0.00 | \$0.00 |
| Assessment Resources | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Assessment Resources | 0.00 | \$0.00 |
| Time Contributions of ESL Staff and LPAC | 0.00 | \$0.00 |
| Assessment Instruments | 0.00 | \$0.00 |
| Time Contributions of Staff and Volunteers | 0.00 | \$0.00 |
| Time Contributions of ARD Committee | 0.00 | \$0.00 |
| Time Contributions of ELAR Teachers | 0.00 | \$0.00 |
| Time Contributions of Science Teachers | 0.00 | \$0.00 |
| Time Contributions of Social Studies Teachers | 0.00 | \$0.00 |
| Time Contributions of Summer School Staff | 0.00 | \$0.00 |
| | | \$0.00 |
| State | | |
| | <u>FTE</u> | <u>DollarValue</u> |
| State Career and Technology Education Block Grant | | |
| Time Contributions of CTE Staff and Faculty | 0.00 | \$0.00 |
| State Compensatory Education (SCE) | | |
| Time Contributions of DAEP Staff | 0.00 | \$0.00 |
| State Gifted and Talented Block Grant | | |
| Time Contributions of Staff | 0.00 | \$0.00 |
| Time Contributions of Staff | 0.00 | \$0.00 |
| State Special Education Block Grant | | |

Campus Improvement Plan
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Funding Values By Program

| State | <u>FTE</u> | <u>DollarValue</u> |
|---|---------------------|---------------------------|
| State Special Education | | |
| Block Grant | | |
| Time contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of Special Education Staff | 0.00 | \$0.00 |
| Time Contributions of Related Services Staff | 0.00 | \$0.00 |
| | | <hr/> |
| | | \$0.00 |
| | | <hr/> |
| | Grand Total: | \$174,013.49 |