

**Palestine Junior High School**  
**2018-2019**

*Campus Improvement Plan*

**2018-2019 School Year**

Campus Improvement Plan  
Palestine Junior High School 2018-2019

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Mason, Joseph	Principal	Palestine Junior High School	
Pridgen, Traci	Assistant Principal	Palestine Junior High School	
Coker, James	Assistant Principal	Palestine Junior High School	
Herring, Carol	Community Liaison	Palestine Junior High School	
Gray, Lauren	Counselor	Palestine Junior High School	
Boyd, Keesa	Teacher	Palestine Junior High School	9-2020
Hickman, Laci	Teacher	Palestine Junior High School	9-2020
Hernandez, Luis	Teacher	Palestine Junior High School	9-2020
Burgess, Patricia	Teacher	Palestine Junior High School	9-2020
White, Norris	Teacher	Palestine Junior High School	9-2020
Calhoun, Heather	Teacher	Palestine Junior High School	9-2020
Giron, Luis	Teacher	Palestine Junior High School	9-2018
Templin, Samantha	Teacher	Palestine Junior High School	9-2018
Foster, Sydney	Teacher	Palestine Junior High School	9-2018

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Pridgen, Traci	Assistant Principal	Palestine Junior High School
Mason, Joseph	Principal	Palestine Junior High School
Coker, James	Assistant Principal	Palestine Junior High School
Gray, Lauren	Counselor	Palestine Junior High School
Ashford, Veronica	Nurse	Palestine Junior High School
Dietz, Dee	Special Education Director	Palestine ISD
Jackson, Melanie	Dyslexia Director	Palestine ISD

### **About Palestine Junior High**

Mission Statement: The mission of PISD is to foster relationships that Excite, Engage, and Empower our students and community to achieve Excellence.

Grade Span:  
7 - 8

Enrollment:  
503

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 Junior High 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: Foundation Program 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

## Needs Assessment Summary

### Comprehensive Needs Assessment Process

#### Areas of Concern:

##### 1. Demographics

###### a. Data Sources Reviewed: Bi-annually by Campus Action Team, District Action Team

- \* Enrollment
- \* Daily attendance
- \* Special Program Participation
- \* Socioeconomic status

##### 2. Parent and Community Involvement

###### a. Data Sources Reviewed: Biannually by Campus Action Team

- \* Volunteering opportunities
- \* Involvement of parents and community in school decisions
- \* Types of community partnerships

##### 3. Curriculum, Instruction and Assessment

###### a. Data Sources Reviewed monthly by Principal, Interventionist and Department Chairs; Bi-weekly at PLC meetings

- \* Academic performance – Report Card grades, Student work, Benchmarks, STAAR tests
- \* Completion rates –Promotion/graduation rates, Retention rates, Dropout rates
- \* Post-secondary – Number of students attending/completing post-secondary schools; number of students accepted in the armed forces
- \* Instructional programs/activities – monitoring, evaluating and modifying programs; maximize student engagement and learning
- \* Instructional materials – Amount/quality of textbooks, Supplemental resources
- \* Support personnel – Available professional and paraprofessional staff

##### 4. Staff Quality, Professional Development, Recruitment and Retention

###### a. Data Sources Reviewed bi-annually by Principal

- \* Qualified and highly effective status of personnel –counselors
- \* Professional development opportunities and resources
- \* Number of administrators
- \* Recruitment and retention strategies

##### 5. Technology

###### a. Data Sources Reviewed annually by Technology Specialist and Campus Administration

- \* Amount, quality and availability of equipment, software
- \* Extent to which teachers integrate technology into instruction
- \* Barriers preventing effective use of technology
- \* Technology professional development opportunities

###### b. Summary of Weaknesses/Needs

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\* Technology setbacks due to lack of basic training on small repairs

6. School Context and Organization

a. Data Sources Reviewed quarterly by Administrators, Teachers and Counselors and at PLC meetings

- \* Average class size
- \* School Climate - Quality of student-teacher relationships, student attitudes toward school, teacher job satisfaction
- \* Discipline referrals, Suspensions, Attendance and Tardiness
- \* Classroom management and organization
- \* Extracurricular activities and clubs
- \* Student, teacher, parents and community perceptions of the school –meetings through TACE



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Palestine Junior High 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 Junior High will adopt performance objectives reflective of their students' unique needs.</p>	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments-12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Palestine Junior High 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) tests will measure Math and Reading (grades 7, 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</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 - Joseph Mason Counselor - Lauren Gray	Federal - Title I, Part A - Assessment Resources <b>\$2,093.00</b>	Informal Assessment :Classroom Assessments-12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.

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Strategy: Foundation Program (SWP CNA) - 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 - Joseph Mason	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments-12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.
Activity: Local Assessments Instruments (SWP CNA) - Students in 7th and 8th grade are given pre-assessments to determine if they are performing on grade level. These include STAR Reading and Math with performance levels below 50% and Fluency test.  Throughout the year, formative assessments are given to students. These include Benchmark tests given twice a year with a performance level of 60% or above, STAR Reading and Math given once a year and classroom assessments given every six weeks with a performance level of 60% and above.	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	Local Funds - Assessment Resources	Informal Assessment :Classroom Assessments - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.

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Activity: Math activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Math.  Math lab time will be extended to increase knowledge and fluency of basic skills. Flexible grouping and cooperative learning groups will be provided, along with resources for hands-on problem solving and logical thinking math strategies. Identified at-risk students will be provided with early intervention strategies through extended time and Khan Academy.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR Math test will equal or exceed an 80% passing rate.
Activity: Reading Activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Reading.  Performance indicators will be used such as demonstrations, portfolios, projects, writing samples and standard assessments. A common planning time for all core departments will facilitate implementing reading materials for social studies, science and math. A novel-based reading program will be implemented in 7th and 8th grade and weekly current events will be incorporated into the curriculum.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR Reading test will equal or exceed an 80% passing rate.

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Activity: Science Activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Science.  STAAR formatted materials will be used to prepare students for standardized testing. Curriculum based assessments and benchmarks will be used to measure student progress. STEM-scopes will be used and PLTW STEM labs will help extend science time. Each grade level will also participate in one science related field trip.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - -12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR Science test will equal or exceed a 75% passing rate.
Activity: Social Studies Activities - Various instructional strategies are used to increase learning time and promote accelerated instruction in Social Studies.  Social studies will collaborate with ELA to incorporate more historical documents and media into the ELA instruction. Class sizes will be decreased to insure students have multiple opportunities for questioning, restating, and applying information.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - -12/18: Increase academic achievement on benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: Student achievement on the Social Studies CBA's will equal or exceed a 70% passing rate.

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<p>Strategy:</p> <p>Accelerated Instruction (SWP 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 - Joseph Mason	Local Funds - Time Contributions of Faculty and Staff		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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Activity: Supplemental Activities - Palestine Junior High provides several supplemental activities to support students who are at risk.  These include daily 30 minute supplemental pullout classes for 8th grade students in Math and Reading. These classes are for students who are borderline passing the STAAR tests. They will continue to receive services until they show progress.  Supplemental STAAR support classes are available in Math for students in 8th grade who have failed a STAAR test. These classes will meet daily for 45 minutes and provide individualized instruction to students who are experiencing difficulty and need supplemental assistance prior to the administration of the STAAR tests.	8/2018 - 5/2019	Principal - Joseph Mason	Federal - Title I, Part A - Supplemental Instructional Resources  <b>\$9,726.00</b>	Informal Assessment :Classroom Assessments - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.
Activity: Tutorial Assistance - A Tutorial program is available to students in grades 7 and 8 who are performing below grade level. Tutorials are available to students during the school day for 30 minutes in the core subject areas – Math, Science, Reading and History.	8/2018 - 5/2019	Principal - Joseph Mason	Federal - Title I, Part A - Time Contributions of Tutorial Staff  <b>\$24,585.00</b>	Informal Assessment :Classroom Assessments - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.

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Activity: Summer Program - Summer school is available in Reading and Math for 8th grade students who have failed the second administration of the STAAR Reading or Math test. The Summer session is six weeks long and will provide Individualized instructional assistance to students, making every effort to ensure that students fulfill requirements for advancement to the next grade level. The staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Summer School Staff		Increased student achievement.	Informal Assessment :Classroom Assessments -- 06/19: Successful completion of 6 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	Special Education Director - Dee Dietz	State - State Special Education Block Grant - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments 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.	Informal Assessment :Classroom Assessments- 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. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Evaluations include:</p> <ul style="list-style-type: none"> <li>* Wechsler Intelligence Scale for Children (WISC V)</li> <li>* Kaufman Test of Educational Achievement, Third Edition (KTEA-3)</li> <li>* Wechsler individual Achievement Test Third Edition (WIAT-III)</li> <li>* Woodcock Johnson IV Cognitive, Oral Language, Achievement Tests</li> <li>* Kaufman Brief Intelligence Test (KBIT)</li> <li>* Adaptive Behavior Assessment System Third Edition (ABAS-3)</li> <li>* Autism Diagnostic Observation Schedule Second Edition</li> </ul>	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State Special Education Block Grant - Assessment Resources		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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Objective(s): 7th-8th Increase student achievement.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>(ADOS-2) * Comprehensive Assessment of Spoken Language (CASL) * Clinical Evaluation of Language Fundamentals (CELF) * Goldman-Fristoe Test of Articulation (GFTA) * Wechsler Nonverbal Scale of Ability (WNV)</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>						

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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.  Life Skills classes and Resource classes are available for students. Mainstreamed students are monitored by the Special Education teachers. There is also an Alternative Behavior Unit available for students whose behavior impedes their learning, and a more restrictive environment is appropriate. 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 7, 8 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 - Joseph Mason Special Education Director - Dee Dietz	State - State Special Education Block Grant - Time Contributions of Special Education Staff	Informal Assessment :School Records - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :School Records - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.

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Objective(s): 7th-8th Increase student achievement.

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<p>Activity:</p> <p>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.</p> <p>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.</p>	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State Special Education Block Grant - Time Contributions of Related Services Personnel		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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Objective(s): 7th-8th Increase student achievement.						
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<p>Activity:</p> <p>Transition Services - Palestine Junior High provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>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).</p> <p>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.</p> <p>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.</p>	8/2018 - 5/2019	Special Education Director - Dee Dietz	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :School Records -- 05/19: Transition activities are 100% in line with students' IEPs.

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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>
Strategy: English Language Learner Program - Palestine Junior High 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	Assistant Principal - Traci Pridgen	Local Funds - Time Contributions of Staff	See Activities Below	Increased student achievement.	See Activities Below

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Objective(s): 7th-8th Increase student achievement.						
<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>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.</p> <p>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.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 7 and 8. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>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.</p>	8/2018 - 5/2019	Assistant Principal - Traci Pridgen	Local Funds - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments -- 12/18: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Increased student achievement.	Informal Assessment :Classroom Assessments -- 05/19: 70% of students passing formal and informal assessment instruments.

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<b>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)</b> Objective(s): 7th-8th Increase student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Modifications for ELL students - Palestine Junior High offers a content-based ESL program, which is an English program that serves ELLs in English only by providing full-time ESL certified teachers to provide supplementary instruction for all content area instruction.  Low performing students will receive addition support through a 45 minute pullout class twice a week.  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	Assistant Principal - Traci Pridgen	Federal - Title III, Part A - ELA - Supplemental Instructional Resources <p style="text-align: right;"><b>\$2,639.00</b></p>	Informal Assessment :Classroom Assessments - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Students exiting ELL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Exit from Program - Exit criteria are applicable to students in grades 7 and 8 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 Advanced High; and passing scores on STAAR Reading and STAAR Writing.</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"> <li>* 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</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <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	Assistant Principal - Traci Pridgen	Local Funds - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/18: All students will have 70% mastery on TEKS-based assessments.	Students exiting ELL designation by LPAC.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.



<b>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)</b> Objective(s): 7th-8th Increase student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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	Dyslexia Director - Melanie Jackson	Local Funds - Time Contributions of Staff	See Activities Below.	Increased student achievement.	See Activities Below.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Dyslexia Assessment - 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.  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	Dyslexia Director - Melanie Jackson	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 Tests -- 05/19: Student achievement on the STAAR Reading test will equal or exceed an 80% passing rate.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Modifications for Dyslexia - At Palestine Junior High, 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.</p> <p>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.</p> <p>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.</p> <p>Identified students in grades 7 and 8 participate in a daily 45 minute Pullout Program.</p>	8/2018 - 5/2019	Dyslexia Director - Melanie Jackson	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 Tests -- 05/19: Student achievement on the STAAR Reading test will equal or exceed an 80% passing rate.

<b>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)</b> Objective(s): 7th-8th Increase student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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.</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, manipulating test materials, supplemental aides, Oral/signed administration, extra time, large print 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, restroom/breaks as needed , other accommodations per Section 504 Committee decisions.</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	Counselor - Lauren Gray	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :Counselor's 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.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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.  Activity: G/T Program - New students are identified when enrolling, while current students were identified at the elementary campuses. Transfer students will also be identified while enrolling. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).  Criteria include teacher recommendations, and STAAR tests.  Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.  Students who have been identified are eligible to participate in Pre-Advanced Placement (AP) in Math, History, Science and PLTW-STEM.	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	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.
G/T Program - New students are identified when enrolling, while current students were identified at the elementary campuses. Transfer students will also be identified while enrolling. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).  Criteria include teacher recommendations, and STAAR tests.  Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.  Students who have been identified are eligible to participate in Pre-Advanced Placement (AP) in Math, History, Science and PLTW-STEM.	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	State - State Gifted and Talented Block Grant - Time contributions of Staff	Documents :Counselor's 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.

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Objective(s): 7th-8th Increase student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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 - Joseph Mason	Local Funds - Time Contributions of Ancillary Staff	Informal Assessment :Classroom Assessments-12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.
Activity: Counseling Services - The School Counselor provides 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	Counselor - Lauren Gray	Local Funds - Time Contributions of Counselor	Informal Assessment :Classroom Assessments - -12/18: All students will have 70% mastery on TEKS-based assessments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: Student achievement on the STAAR assessments will meet or exceed a 70% passing rate.
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 - Joseph Mason	Federal - Title I, Part A - Homeless Resources  <b>\$500.00</b>	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.

**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):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Professional Development Program [SWP Can, 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"> <li>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</li> <li>* will be intense and sustained;</li> <li>* are tied to the TEKS and STAAR;</li> <li>* 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</li> <li>* 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.</li> </ul> <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> <li>* Smart Technology Training for all campus staff through Webinars, Conferences, and Technology Assistance</li> <li>* Mental health Training for all Teachers through in-service, Webinars, and Eduphoria</li> <li>* Math and Reading Staff Development through campus staff and ESCs</li> <li>* G/T training, TEKS training and Pre-AP training through Webinars, conferences and ESCs</li> </ul>	<p>8/2018 - 5/2019</p>	<p>Principal - Joseph Mason</p>	<p>Federal - Title I, Part A - Professional Development Travel</p> <p style="text-align: right;"><b>\$429.60</b></p>	<p>Documents :School Records-08/18: The SBDMC will have designed a PD program that meets the needs of the Palestine Junior High faculty and is coordinated with the Palestine ISD PD program.</p>	<p>Palestine Junior High 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 Junior High 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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<b>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)]</b> 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: Professional development programs - To facilitate and enhance the professional development training, activities include: * Use of Teambuilding activities for faculty to grow staff culture and create a positive environment * Professional Learning communities will be sustained for each grade level * Common planning time for content areas daily in each grade level with an extended planning time on flex days * Coordinate Math/Reading Staff Development Training Days * Implement weekly staff announcement through email indicating school events and important information for staff  The Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :Professional Development Records - - 04/19: All Palestine Junior High staff will participate in a professional learning community which develops their professional skills, increases their communication with stakeholders, and maximizes student success.



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<b>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)]</b> 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 Junior High has 100% fully certified faculty in each teaching position, as defined by ESSA.  Retention activities will include improving teacher morale by giving more incentives and resources and implementing staff appreciation on a weekly, monthly and yearly basis. Stipends for high need areas are also provided.	8/2018 - 5/2019	Principal - Joseph Mason	Federal - Title II, Part A - Supporting Effective Instruction - Retention Stipends  <p style="text-align: right;"><b>\$5,587.50</b></p>		100% Fully Certified and Effective Staff.	Documents :School Records- 05/19: 100% Fully Certified Faculty.

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<b>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)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): 7th-8th Students will increase their amount of classroom counseling lessons and use of small group lessons, employees will consistently comply with campus safety and discipline expectations, then staff and students may thrive in a secure and nurturing environment.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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> <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 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 - Joseph Mason	Local Funds - Time Contributions of Staff	<p>Documents :Parent Contact Logs-08/18: All Parents will be provided with attendance requirements.</p> <p>Documents :Parent Contact Logs - 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 :Attendance Records- 05/19: Attendance records will reflect and attendance rate of 97% or above.
	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	Local Funds - Time Contributions of Staff	Documents :Attendance Records-12/18: Attendance Records reflect an attendance rate at 97% or above.	Increased student achievement.	Documents :School Records - 05/19: 90% of students will be promoted to the next grade level.

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<b>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)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): 7th-8th Students will increase their amount of classroom counseling lessons and use of small group lessons, employees will consistently comply with campus safety and discipline expectations, then staff and students may thrive in a secure and nurturing environment.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments-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 Records- 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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<b>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)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): 7th-8th Students will increase their amount of classroom counseling lessons and use of small group lessons, employees will consistently comply with campus safety and discipline expectations, then staff and students may thrive in a secure and nurturing environment.						
<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>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Palestine Junior High will promote special initiatives and activities that support the Safe School environment. Activities may include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules, Dress code and Discipline code.</li> <li>* Medical services are provided through a clinic that adequately meets health and emergency needs</li> <li>* Emergency Response Protocol</li> <li>* School-wide assembly to address violence, drugs, and use of alcohol and tobacco</li> <li>* The campus has cameras, alarms, and will continue the use of the Raptor safety system for visitor check-ins/badges.</li> <li>* Drug dogs, random drug checks, Bomb dogs, and access door readers are also employed at this campus.</li> </ul> <p>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - Palestine Junior High 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 7, 8 as well as a computer assisted instructional program. Counseling services will be provided for any student who is at risk of dropping out of school.</p>	<p>8/2018 - 5/2019</p>	<p>Principal - Joseph Mason Assistant Principal - James Coker Assistant Principal - Traci Pridgen</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle</p>	<p>Documents :Discipline Records- 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.</p>
	<p>8/2018 - 5/2019</p>	<p>Principal - Joseph Mason</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/18: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	<p>A safe and disciplined school environment for all students, staff, and community members.</p>	<p>Informal Assessment :Classroom Assessments - - 05/19: Final report card grades and STAAR assessments will indicate program's success.</p>

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<b>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)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): 7th-8th Students will increase their amount of classroom counseling lessons and use of small group lessons, employees will consistently comply with campus safety and discipline expectations, then staff and students may thrive in a secure and nurturing environment.						
<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 Junior High 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: * Red Ribbon Week which address drug and alcohol abuse through classroom lessons, assemblies and through the PE and athletics programs.  * A character education program targeting Sex trafficking prevention called "For the Silent" provided through an assembly.  * A bullying prevention and character education program called "Stop It" provided through elective classes and assemblies for all students.  * A character education, positive behavior program and college readiness program provided to at risk 8th graders called Mi Futuro.  Every six weeks, students will be recognized and offered incentives for appropriate behavior.	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	Local Funds - Time Contributions of Staff	Documents :School Records - - 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 Records - - 05/19: Campus percentage of discipline referrals will decrease by 5% from the previous year.

<b>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)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): 7th-8th Students will increase their amount of classroom counseling lessons and use of small group lessons, employees will consistently comply with campus safety and discipline expectations, then staff and students may thrive in a secure and nurturing environment.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2018 - 5/2019	Principal - Joseph Mason Counselor - Lauren Gray	Local Funds - Time Contributions of Counselor	Documents :Counselor's 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 :Counselor's Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

<b>Goal: 4      Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): 7th-8th      Palestine Junior High staff will use all means for timely and effective communication with all stakeholders to develop a strong relationship for collectively having a positive impact on the community.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine Junior High 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. The campus will actively recruit the participation of a diverse population of parents. The meetings was scheduled on Tuesdays, Wednesdays and Thursdays in the afternoon after school and in the evening at the campus and at a district site. The Family Engagement Policy was last approved on November 27, 2017.</p>	8/2018 - 5/2019	Principal - Joseph Mason	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.

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<b>Goal: 4      Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): 7th-8th      Palestine Junior High staff will use all means for timely and effective communication with all stakeholders to develop a strong relationship for collectively having a positive impact on the community.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
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	Assistant Principal - Traci Pridgen	Local Funds - Time Contributions of Parents and Staff		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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<b>Goal: 4      Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): 7th-8th      Palestine Junior High staff will use all means for timely and effective communication with all stakeholders to develop a strong relationship for collectively having a positive impact on the community.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Events, Programs and Committees - The campus communicates with parents and the community through the website, newsletters, folders sent home with student, and Facebook. Both emails and phone calls are used to contact parents. The Remind App and Messenger callouts are also used to notify parents of school events and opportunities to become involved with the school.  Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Open house, Conferences * Student Orientations * Mentoring Opportunities * Award Assemblies and Student Programs  Volunteer opportunities are also available to assist with Teacher Appreciation Week activities, Red Ribbon Week activities, and Parent Involvement Meetings.	8/2018 - 5/2019	Principal - Joseph Mason	Federal - Title I, Part A - Parent Involvement Resources and Expenses  <b>\$1,505.00</b>		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 the percentage of parents and community members who are participating in school activities when compared to the previous school year.

<b>Goal: 4      Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): 7th-8th      Palestine Junior High staff will use all means for timely and effective communication with all stakeholders to develop a strong relationship for collectively having a positive impact on the community.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>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.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement</li> <li>- literacy training</li> </ul> <p>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.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology,</li> <li>* School Choice Options.</li> </ul>	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Time Contributions of Staff and Faculty		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.

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<b>Goal: 4      Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): 7th-8th      Palestine Junior High staff will use all means for timely and effective communication with all stakeholders to develop a strong relationship for collectively having a positive impact on the community.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Campus Action Team (CAT) - 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 CAT will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The CAT will play an integral role in the planning, development and evaluation of the educational system of Palestine Junior High. Through the activities of the CAT, 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 - Joseph Mason	Local Funds - Time Contributions of Committee Members	Documents :Agenda Minutes, Sign-in Sheets- 12/18: CAT 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.

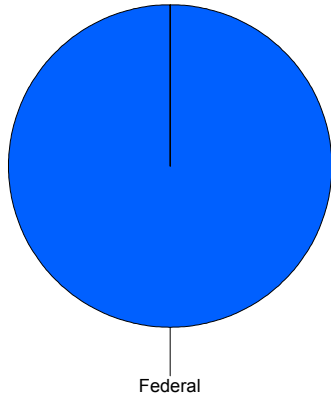
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<b>Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)</b> <b>[TEC §4.001(b)(5)(10)(11)]</b> Objective(s): 7th-8th Federal/State/Local programs will be coordinated to improve student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Technology Integrated Curriculum - Palestine Junior High staff will be proficient in the use of available technology. Staff will be trained on how to use Smart Boards, laptops, and Computers on Wheels (COWs). There will be 1 to 1 iPads for all staff and students, with Mac books for each department head for curriculum development.</p> <p>Staff will also be trained on how to implement technology into instruction and how to request technical support and help.</p> <p>Activities include: * Creating activities for learners to improve basic skills through technology, using educational software such as Scientific Minds, Bridges, STEMScopes, and Project Lead the Way.</p>	8/2018 - 5/2019	Principal - Joseph Mason	Federal - Title I, Part A - Technology Resources <b>\$4,946.00</b>	Documents :School Records-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 Tests- 05/19: 80% of students will achieve passing rates on STAAR tests.
<p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Palestine Junior High 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.</p> <p>Palestine Junior High is in compliance with the Children`s Internet Protections Act (CIPA). Under the CIPA, Palestine Junior High 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).</p>	8/2018 - 5/2019	Principal - Joseph Mason	Local Funds - Acceptable Use Policy	Documents :School Records-08/18: 100% of the faculty, students and parents at Palestine Junior High 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.

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<b>Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)</b> <b>[TEC §4.001(b)(5)(10)(11)]</b> Objective(s): 7th-8th Federal/State/Local programs will be coordinated to improve student achievement.						
<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.	8/2018 - 5/2019	Counselor - Lauren Gray	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 leave Palestine Junior High with ideas of potential careers and goals to prepare themselves with successful high school studies.

# Funding Values By Program



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

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## Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
<b>Federal</b>		
<b>Title I, Part A</b>		
Technology Resources	0.00	\$4946.00
Professional Development Travel	0.00	\$429.60
Assessment Resources	0.00	\$2093.00
Parent Involvement Resources and Expenses	0.00	\$1505.00
Supplemental Instructional Resources	0.00	\$9726.00
Time Contributions of Tutorial Staff	0.00	\$24585.00
Homeless Resources	0.00	\$500.00
<b>Title II, Part A - Supporting Effective Instruction</b>		
Retention Stipends	0.00	\$5587.50
<b>Title III, Part A - ELA</b>		
Supplemental Instructional Resources	0.00	\$2639.00

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**Funding Values By Program**

		<b>\$52,011.10</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
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 Committee Members	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Foundation 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 Parents and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Committee Members	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 Staff	0.00	\$0.00
Time Contributions of Counselor	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
Assessment Resources	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 Faculty and Staff	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Local Funds</b>		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Summer School Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
		<hr style="width: 100%; border: 0.5px solid black;"/> <b>\$0.00</b> <hr style="width: 100%; border: 0.5px solid black;"/>
 <b>State</b>		
	<u>FTE</u>	<u>DollarValue</u>
<b>State Compensatory Education (SCE)</b>		
Time Contributions of Staff	0.00	\$0.00
 <b>State Gifted and Talented Block Grant</b>		
Time Contributions of Staff	0.00	\$0.00
Time contributions of Staff	0.00	\$0.00
 <b>State Special Education Block Grant</b>		
Assessment Resources	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Related Services Personnel	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
		<hr style="width: 100%; border: 0.5px solid black;"/> <b>\$0.00</b> <hr style="width: 100%; border: 0.5px solid black;"/>
<b>Grand Total:</b>		<b>\$52,011.10</b>