

Palestine High School Campus Improvement Plan

2015-2016

Date of School Board Approval

10/19/15

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

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PALESTINE INDEPENDENT SCHOOL DISTRICT

...A World Class Academic Organization

**The Mission of
Palestine Independent School District**
is to foster
relationships that
**Excite,
Engage,
and Empower**
our students and community to achieve
Excellence.

CORE VALUES

- ◆ **Positive Attitudes**
- ◆ **Integrity**
- ◆ **Shared Responsibility**
- ◆ **Dedication to
Excellence**

STRATEGIC GOAL STATEMENTS: *Palestine ISD will...*

- ◆ 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/reading and cross curricular writing skills to increase state assessment measures.
- ◆ 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.
- ◆ Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.
- ◆ Increase positive attitude of School District throughout the Community by fostering Community Partnerships.
- ◆ Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

PALESTINE HIGH SCHOOL VISION STATEMENT AND MISSION STATEMENT

PHS Vision

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.

PHS Mission

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.

STRATEGIC GOAL STATEMENTS: *Palestine High School will...*

- 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/reading and cross curricular writing skills to increase state assessment measures.
- 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.
- Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.
- Increase positive attitude of School District throughout the Community by fostering Community Partnerships.
- Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

Campus Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term
Tammy Jones	District Level Representative	
William Stewart	Campus Level Administrator	
Daniel Curry	Regular Ed Teacher	2015-2017 +
Scott Tyler	Regular Ed Teacher	2015-2017 +
Colleen Lawson	Regular Ed Teacher	2015-2017 +
Linda Luce	Special Programs	2015-2017 +
Cinda Hudson	Non Teaching Professional	2015-2017 +
Janice Magee	Regular Ed Teacher	2014-2016 *
Kathleen Brown	Regular Ed Teacher	2014-2016 *
Leizel Nichols	Regular Ed Teacher	2015-2017 +
Tammy Armstrong	Regular Ed Teacher	2014-2016 *
Faithie Timms	Special Ed Teacher	2015-2017 +
Randy Gilbert	Community	2013-2015 +
Scott Johnson	Community	2013-2015 *
Adam Harding	Business	2013-2015 +
Michael Varnado	Business	2015-2017 +
Allesia Rogers	Parent	2014-2016 *
David Gray	Parent	2015-2017 +

+ - First Term on Committee

* - Second and Final Term

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 6-4-2015.

Participants in Attendance	Data Sources Examined
<i>William Stewart</i>	<div style="border: 1px solid black; padding: 10px;"> <p>TAPR</p> <p>Course offerings</p> <p>STAAR/EOC Data</p> <p>PBMAS reports</p> <p>Dropout and School Leaver data—disaggregated</p> <p>Discipline Data</p> <p>Parent, Community, Teacher, and /or Student surveys</p> <p>PBIS</p> <p>Teacher retention data</p> <p>Comprehensive Needs Assessment Survey</p> <p>Attendance Data</p> </div>
<i>Happy Fenton</i>	
<i>Lauren Gray</i>	
<i>Joseph Mason</i>	
<i>Rachel Nolan</i>	
<i>Sarah Johnson</i>	
<i>Janice Magee</i>	
<i>Kathleen Brown</i>	
<i>Tammy Armstrong</i>	
<i>Randall Reeves</i>	
<i>Iris Perry</i>	

PALESTINE HIGH SCHOOL
Campus Action Team Meeting
PHS Conference Room
June 4, 2015
1:00-3:00

- TAPR
- Course offerings
- STAAR/EOC Data
- PBMAS reports
- Dropout and School Leaver data—disaggregated
- Discipline Data
- Parent, Community, Teacher, and /or Student surveys
- PBIS
- Comprehensive Needs Assessment Survey
- Attendance Data
- Recommendations

PALESTINE HIGH SCHOOL

Campus Plan Meeting
PHS Conference Room

June 4, 2015

MINUTES

Campus Action Team met to discuss the following:

- Review and Approve Needs Assessment Data
- Each department on campus looked at TAKS/EOC results and targeted areas for the upcoming year. The team met and discussed specific goals that need to be addressed for the upcoming school year.
- Discussed our CTE Program and the courses that are currently offered. We discussed the possibilities of adding career clusters and additional staff.
- Discussed the need to celebrate successes of both students and staff through incentives, rewards, and recognition.
- Discussed campus needs based on student/staff surveys conducted during the 2015 Spring semester.
- Created data summary for CIP

We discussed the format and detailed information for the new CIP for the coming year. Each department representative took information to their areas for approval/changes and then resubmitted to Mr. Stewart for review.

Comprehensive Needs Assessment:
Summary of Findings

Palestine High School

2014-2015 Needs Assessment Summary

An evaluation of the 2014-2015 Campus Improvement Plan was conducted as part of a needs assessment for identifying objectives for 2015-2016. This evaluation reveals STAAR/TAKS scores for the campus to be at or above state standards. The 2014-2015 Accountability Rating System report indicates that Palestine High School earned a 2015 Accountability Rating of “Met Standard” and also earned Distinction Designation in Academic Achievement in Reading/ELA, Mathematics, Science, Top 25 Percent Student Progress, and Top 25 Percent Closing Performance Gaps.

Demographics – Palestine High School serves ninth thru twelfth grade students of Palestine ISD. TAPR student data for the 2013-2014 school year indicate student population at 801 students. Of this group, 27.2% are African American, 36.6% are Hispanic, 33.7% are Caucasian, and 0.9% Asian. There is a 9.7% special education population, 2.2% ELL, 64.8% At-Risk, and 63.2% are economically-disadvantaged.

We looked at the following sources of **Data** to determine our student and staff strengths and weaknesses. The information includes TAPR Federal Accountability Data for AYP, STAAR/EOC Data, PBMAS reports, Dropout and School Leaver data—disaggregated, District retention data, Parent, Community, Teacher, and /or Student surveys, discipline data, attendance data, CTE participation data, and Teacher retention data.

Based on all our data we have identified the needs for our campus for the 2015-2016 school year and included these as recommendations for implementation.

Staff Development

- Continue consultants for ELAR, and CTE as needed
- Staff development to meet the needs of a diverse population
- Staff development training to prepare teachers for the implementation of additional technology in the classroom.
- Staff development training to prepare teachers implement cross curricular writing/reading strategies.
- STEM teachers will receive specialized training through UT Tyler and Project Lead The Way.
- Ongoing TEKS Resources training for all core teachers and administrators
- Professional development for district initiatives includes Stetson. This training is funded by Title I, III, and Local 199 funds.
- Individual teachers identify in the Teacher Self-Report Part II individual professional development needs based on student data, student needs, and program initiatives. Professional Development training will include workshops, book studies, and cross training at staff meetings.

- Campus initiatives include weekly department meetings, PLC groups, book studies, college and career readiness awareness, and faculty meetings.
- Staff development training to improve overall classroom management
- Staff development training on lesson planning to increase the level of student engagement and higher order thinking skills.
- ELA/Transitions teachers will receive SIM training (writing strategies) from Region 13 ESC.
- In addition, teachers receive specialized training through the Region 7 ESC.
- Special Education:
 - Training and site visits for all teachers on best practices for inclusion (Stetson)
 - Technology in all Special Ed. classrooms
 - Training for Special Education paraprofessionals

Technology

- Smart boards in all classrooms, slates, active votes, visual streaming, science starters, calculators
- The 1:1 technology initiative will continue through the use of iPads for all students.
- Technology needed to support classroom instruction and assessment programs includes Study Island software, Edmentum software, Smart Board technology, ELMOs, projectors, IPAD's, graphing calculators, and laptops. These programs will support the use of laptops in the classrooms.
- Teachers will need ongoing professional development in the use of technology in the classroom through Tech Tuesdays.
- Campus Technology Integration Specialist will continue to provide technology training to teachers through Tech Tuesdays and additional opportunities.

Administration

- High school has two grants, the TACE grant, and the Priority Schools grant.
- Common planning period for ALL core departments
- Utilize PLC's to conduct campus wide book studies as well as peer observations
- Utilize a common lesson plan format to increase the use of higher order thinking skills in the classroom and improve classroom instruction
- Consistent discipline
- Utilize alternative school to meet the needs of At-Risk students in danger of dropping out by providing academic support.
- Utilize PBIS (Positive Behavior Interventions and Support) as a proactive approach to decreasing student behavior problems.
- Provide students with additional course selections.

- Increase the number of Teacher Walkthrough evaluations
- Utilize a Transitions/Leadership class for 9th graders to increase academic achievement, decrease discipline referrals, and help with the transition from junior high to high school.
- Provide students with on campus opportunities for SAT/ACT prep, SAT/ACT testing, and TSI testing.

Teachers/Departments

- Continue to hold teachers accountable: teach bell to bell, bell ringers, stated objective (board), justify answers, monitor students, challenge students through higher level questioning.
- ELAR lab classes will provide students with additional instruction in writing/reading
- Provide additional learning opportunities through the TACE program.
- Professional development for all staff will be provided for all staff in order to provide our students with highly skilled teachers.

Students

- Increase the number of CTE - post graduation certifications
- PSAT for all 10th and 11th grade students
- Decrease the number of discipline referrals
- Increase recognition of student success during the school year; attendance, honor roll, student of month, etc.
- Increase the number of students taking and passing Dual Credit and AP courses.
- Increase the number of students graduating “Core Complete”.
- Increase the number of students earning industry recognized certifications in CTE courses.
- Provide students with four year college and career plans.
- Increase writing skills and post graduate skills.

School-Wide Programs

- Invite parents and community to participate in school wide celebrations including Meet the Wildcats, pi Day, Cinco de Mayo, etc.
- Freshman Orientation: The PHS *Fish Camp* is a special night for incoming freshmen to learn PHS policies, get to know their counselors and teachers, and enjoy several community building activities in an effort to get high school started on the right foot.
- PBIS: Positive Behavior Intervention and Support is a District-wide initiative for positive behavior management. Students and teachers work together to build safe and civil schools.
- Stetson: The Stetson program is the method through which we provide training and support for inclusion practices at PHS.

- Wildcat School: Wildcat School is a credit recovery program allowing students to recover credit during the school day. Students work at his or her pace in the A+ Computer Learning System, or NovaNet. Wildcat School is funded by Title I funds.
- Night School: Night School is a credit recovery program allowing students to recover academic credit within the school day. Students work at his or her pace in the Edmentum/Plato online program. The night school program offers students flexible scheduling and individualized instruction.
- UIL: Through the statewide UIL program, students are able to compete with students at other schools in athletic, academic, and fine arts. UIL programs at PHS include boys' and girls' athletics, drama, choir, band, and academics.
- PHS Clubs and Organizations: PHS offers various clubs and organizations including Student Council, National Honor Society, Interact, HOSA, Skills USA, Robotics, FCCLA, National Technical Honor Society, Spanish Club, FCA, Chem Club, etc. These programs allow every student an opportunity to belong.
- Pre-AP/AP Programs: The Pre-AP/AP Program offers students advanced level instruction in all core classes. Pre-AP/AP classes prepare students for university level instruction by following the guidelines set forth by the College Board.
- CTE: Career and Technology Education is a vital part of Palestine High School. The CTE program allows students to gain skills in industrial and vocational technology. The following career clusters are available: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology and Communications; Business and Finance, Education Training; Golf Course Management; Health Science; Hospitality and Tourism; Human Services; Law, Public Safety, Corrections, and Security; Manufacturing; Science, Technology, Engineering and Math (STEM).
- Work-Based Learning: The WBL Program affords students an opportunity to earn high school credit while on the job. Students work in several local businesses and gain valuable experience for the work place.
- The TACE after school program will provide additional educational opportunities for students through tutorials and academic enrichment.
- STAAR/EOC Tutorials: Teachers are available throughout the year to tutor students in an effort to increase their STAAR/EOC performance. Tutorials are funded by the TACE grant and Priority Schools grant.
- Dual Credit: Wildcat University allows students to earn college credit while fulfilling high school course requirements. Students will have the opportunity to take courses on campus, through distance learning, and off campus, that will satisfy the requirements of the state recognized "Core Complete".

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District \$339,805.33

Total FTEs and PTEs funded through SCE at this District 8 FTEs and 2 PTEs

Total Title funds allotted to this Campus: \$79,371.94

Total FTEs and PTEs funded through SCE at this District 3 PTEs

The process we use to identify students at risk is governed by the state requirements.

At the beginning of each year, each student is reviewed using the following list:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At all schools, School State Compensatory Funds are used to support Title I initiatives.

**State Compensatory Education Program
Program Evaluation/Needs Assessment
Grades 9-11**

EOC	Algebra I % Met Standard		Biology % Met Standard		ELA I % Met Standard		ELA II % Met Standard		US History % Met Standard	
	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Students At-Risk	72%	72%	77%	95%	NA	59%	NA	58%	59%	91%

	Drop Out Data		Completion Data	
	2012	2013	2012	2013
Students At-Risk	1.4%	1.9%	89.7%	91.1%

The comprehensive, intensive, accelerated instruction program at this district...consists of after school tutorials for students at-risk, the purchase of additional technology, staff development to meet the needs of a diverse population, and consultants for ELAR.

Upon evaluation of the effectiveness of this program the committee finds that...data shows programs used were effective. We will continue with implementation of program with ongoing evaluations based on student needs.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	Program/Funding Source
Federal Programs	State Programs/Funding Source
Title 1, Part A	Student Success Initiative
Title I, Part C (Migrant) – Region VII	Career/Technology Education
Title II, Part A (TPTR)	State Compensatory Education
Title VI, Part B Rural/Low Income	Dyslexia
Special Education	Gifted/Talented
Carl Perkins	Special Education
	Bilingual/ESL Program
	Local Programs/Funding Source
	Grants
	TACE
	Priority Schools

Palatine High School Committees

<p><u>Student Success Teams Committee:</u></p> <p>Chris Kiser – Director of College and Career Readiness Sarah Johnson, Counselor Sharon Main, Teacher Stephanie Johnson, Assistant Principal Joseph Mason, Associate Principal</p>	<p><u>Safety/Emergency Team:</u></p> <p>William Stewart, Principal Robin Fitzpatrick, 21st Century Site Coordinator Joseph Mason, Associate Principal Linda Luce, Assistant Principal Stephanie Johnson, Assistant Principal Sarah Johnson, Counselor Cinda Hudson, Counselor Joe Tinsley, SRO</p>	<p><u>Attendance Committee:</u></p> <p>William Stewart, Principal Robin Fitzpatrick, 21st Century Site Coordinator Sarah Johnson, Counselor Sharon Main, Teacher Scott Tyler, Teacher Janice Magee, Teacher Linda Bowser, Nurse Michelle Carr, Attendance Clerk Lolita Shead, PHS Social Worker</p>
<p><u>SHAC Committee</u></p> <p>Stephanie Johnson, Assistant Principal Linda Bowser, School Nurse Sharon Main, Teacher Shelly Tinsley, Attendance Clerk Sandra Bristow, Health/Science Teacher Leann Nickerson, Teacher/Trainer Joe Tinsley, SRO</p> <p><u>LPAC Committee:</u></p> <p>William Stewart, Principal Linda Luce, Assistant Principal Flor Jordan, ESL Teacher PHS Teachers</p>	<p><u>(PBIS) Committee:</u></p> <p>William Stewart, Principal Joseph Mason, Associate Principal Sam Coker, Teacher Tammy Armstrong, Teacher Stephanie Camacho, Teacher Scott Catchot, Teacher Paul Carr, Teacher Wendy Wheat, Teacher Sharon Main, Teacher</p> <p><u>Academic Achievement Committee</u></p> <p>William Stewart - Principal Joseph Mason – Associate Principal Scott Tyler – ELA Department Head Janice Magee – Teacher Leader Kathleen Brown – Teacher Leader Tammy Armstrong – Teacher Leader Kendrick Harmon – Teacher Leader Tammy Jones – Central Office rep.</p>	<p><u>PHS Campus Action Team 2015-2016</u></p> <p>Tammy Jones - Non Teaching District Professional William Stewart – Administrator Daniel Curry - Teacher Scott Tyler - Teacher Colleen Lawson - Teacher Linda Luce – Special Programs Fathie Timms – Teacher Janice Magee – Teacher Leizel Nichols-Teacher Kathleen Brown-Teacher Tammy Armstrong-Teacher Allesia Rogers - Parent David Gray- Parent Randy Gilbert - Community Member Scott Johnson - Community Member Adam Harding – Business Member Michael Varnado– Business Member</p>

TITLE I District Parent Involvement Policy Parent Involvement

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in their children's lives. Parent involvement takes many forms, including parents' shared responsibilities in decisions about their children's education, health and well-being, as well as parents' participation in organizations that reflect the community's collaborative aspirations for all children.

Purpose:

Palestine Independent School District embraces parent involvement and understands its importance in providing a quality education to every child. The concept of educating children is understood to be a partnership that includes students, parents, teachers, administrators, and community members. All parents have a responsibility in the academic success of students.

Parent Participation in the Development and Yearly Review of the Policy:

The original policy was developed by a committee of parents representing all Title I campuses. This policy is reviewed each spring by the District Action Team, a community advisory board, and a parent organization. Members will be invited to give suggestions for revising and updating of the policy. The policy will be distributed to all parents of students in Title I schools in the student handbook at the beginning of each year.

Evaluation of the Parental Involvement Programs:

Surveys will be distributed to parents of all students on Title I campuses annually. Parents will be asked to give input on the parental involvement activities for the year as well as perceived barriers to parental participation. Campuses will also complete a campus level survey to determine effectiveness of the program. Survey results will be analyzed and considered during campus planning as part of the comprehensive needs assessment and will be used to strengthen campus and/or district programs for student achievement.

Desired Outcomes:

1. Parents and the community develop a better understanding of, and support for, what the school is doing.
2. Schools better understand the needs and concerns of parents and the community.
3. Self-esteem of children increases.
4. Student academic performance improves.
5. School programs are adjusted to meet the needs of children and adults more fully.
6. Parent-child relationships improve.
7. The community is strengthened through newly developed relationships between parents.
8. The community feels more connected to the school.
9. There is more support for public schools.
10. Parents play a vital role in decision-making processes.
11. Remove any barriers to parent involvement.
12. Coordinate parent involvement activities with Head Start.

Title I Schoolwide Components

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at-risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early children programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and Local services and programs

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.1: Provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. 100% of PHS teachers will participate in meaningful staff development.

Summative Evaluation: 100% of all teachers and paraprofessionals will receive and participate in meaningful professional development.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide TEKS Resources curricular content training.	1, 4	District Curriculum Office Principal	Aug 2015– June 2016	Lead Teachers Principal Curriculum office	Teacher sign-in sheets Teacher feedback Teacher weekly lesson plans
Provide Technology Training: Smart board, I-Pad, Skyward.	1, 4	District Technology Integration Specialist	Aug 2015– June 2016	Tech Tuesdays and other additional opportunities	Teachers utilize technology in instruction (teacher weekly lesson plans)
Provide RtI, 504, Sp. Ed, and LEP Implementation / Procedures to all staff.	1, 2, 4, 8	District Sp. ED and Curriculum Office Lead Teachers Principal	Aug 2015– June 2016	Ongoing RtI, Sp. Ed, and 504 training and monitoring	All teachers and school is in compliance with mandated statutes (yearly reports)
Provide training related to increasing authentic student engagement by improving lesson plan writing	1, 2, 4, 8	Principal Team Leader	July 2015– May 2016	Principal Lead Teachers	Increased student engagement as measured by improved student achievement (EOC, CBA, and BMK)
Provide opportunities for specific content trainings. More specifically, SIM training for ELA and Transitions that address writing skills.	1, 2, 4, 8	Dept. Heads Associate Principal Principal Teacher Leaders	Aug 2015– June 2016	Title 1 Campus Staff Development. Funds Priority Grant PHS Data Room Region 13 ESC	Increased student achievement (EOC, CBA, and BMK)
Provide opportunities for training related to improving classroom instruction with an emphasis on cross curricular writing strategies (SIM training and Region 7 writing coach)	1,2,4,8	Principal Associate Principal Teacher Leaders Dept. Head	Aug 2015– June 2016	Priority Grant Tech Tuesdays PHS Data Room Region 13 SIM training Region 7 writing coach	Increased student achievement on EOC as measured by quintile growth

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.2: Increase math achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in math.

Summative Evaluation: In 2016, PHS students will score at least 90% overall in math and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2015– June 2016	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in math EOC Lesson plans
Utilize TEKS Resources curriculum.	2, 8, 9	Classroom Teacher Principal	Aug 2015– June 2016	District Curriculum	Increased student achievement in math EOC Lesson plans
Provide TEKS based math labs for students in grades 9-11	2,3,8,9	Lab teacher Principal Lab coordinator	Aug 2015– June 2016	Department Head	Increased student achievement in math EOC
Provide a yearly calendar to insure that all TEKS are taught prior to EOC testing.	2, 3, 9	Classroom Teacher Principal	Aug 2015– June 2016	Curriculum planning Department Head District Curriculum	Increased student achievement in math EOC and TAKS Lesson plans
Provide resources for hands-on problem-solving and logical thinking math strategies.	2, 3, 9	Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget Region VII	Increased student achievement in math EOC and TAKS Lesson plans
Provide before/after school learning opportunities through tutorials and enrichment.	2, 3, 9, 10	Classroom Teacher Principal	Aug 2015– June 2016	TACE, Priority Grant	Increased student achievement in mathematics EOC

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.2: Increase math achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in math.

Summative Evaluation: In 2016, PHS students will score at least 90% overall in math and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Continue to provide differentiated instruction, multiple learning opportunities, and research based strategies to meet the indicators reflected by 2014 EOC results.	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2015– June 2016	Title Funds Local Budget SCE Funds TTIPS	Increased student achievement in math on EOC.
Provide math instruction for incoming freshmen that did not pass STAAR Math in 8 th grade in labs and 9 th grade Transitions class	2,3,9,10	Principal Associate Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in math on EOC.
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Action Research Teacher Leaders PD 360	Increased student achievement in math on EOC.
Provide TEK-specific tutorials, Labs & after school tutorials and enrichment for all students not meeting satisfactory standards on EOC, CBA, and BMK assessments.	2,9,10	Principal Core Teachers Associate Principal	Aug 2015– June 2016	Title Funds Local Budget SCE Funds TACE Mentoring Minds	Increased student achievement in SPED math on EOC/TAKS and removal from safeguard list.
Math Labs will be utilized for students that failed to meet state requirements on EOC testing the previous year.	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2015– June 2016	Title Funds Local Budget SCE Funds Mentoring Minds	Increased student achievement in Math on EOC/TAKS and removal from safeguard list

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.3 Increase science achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in science.

Summative Evaluation: In 2016, PHS students will score at least 97% overall in science and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2015– June 2016	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in science EOC Lesson plans
Utilize appropriate curriculum including TEKS Resources, RICE, STEMscopes, and Itunes U.	2, 8, 9	Classroom Teacher Principal	Aug 2015– June 2016	District Curriculum	Increased student achievement in science EOC Lesson plans
Provide before/after school learning opportunities through tutorials and enrichment.	2, 3, 9, 10	Classroom Teacher Principal	Aug 2015– June 2016	TACE, Priority Grant	Increased student achievement in science EOC
Provide teachers with science curriculum materials and science lab settings with consumables to learn the scientific processes.	2, 3, 9	Curriculum Office Dept Head Principal	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in science EOC Lesson plans
Provide early intervention strategies for identified at-risk RtI; Tier I, Tier II, and Tier III students.	2, 9, 10	RtI Administrator Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget	Ongoing monitoring Benchmark and CBA data
Provide science instruction for incoming freshmen that did not pass STAAR Science in 8 th grade in 9 th grade Transitions class	2,3,9,10	Principal Associate Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in science on EOC.

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.3 Increase science achievement in the EOC and TAKS assessments and increase the number of students who score at Level III distinguished performance in science.

Summative Evaluation In 2015, PHS students will score at least 97% overall in science and receive a minimum of 15% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide PD for teacher G/T certification and instructional strategies to improve higher order thinking, comprehension, and college readiness for students; In addition to subject matter specialization, ie. CAST, summer institutes, etc.	4	Curriculum Office Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget TTIPS	Increased student achievement in science EOC Lesson plan
Continue Science Labs for ongoing interventions.	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in science on EOC/
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Action Research Teacher Leaders Principal PD 360	Increased student achievement in science on EOC.

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.4: Increase social studies achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in social studies.

Summative Evaluation: In 2016, PHS students will score at least 95% overall in social studies and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2015– June 2016	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in social studies EOC Lesson plans
Utilize TEKS Resources curriculum.	2, 8, 9	Classroom Teacher Principal	Aug 2015– June 2016	District Curriculum	Increased student achievement in social studies EOC Lesson plans
Provide before/after school learning opportunities through tutorials and enrichment.	2, 3, 9, 10	Classroom Teacher Principal	Aug 2015– June 2016	TACE, Priority Grant	Increased student achievement in social studies EOC
Provide teachers with social studies curriculum materials.	2, 3, 9	Curriculum Office Dept. Head Principal	Aug 2015– June 2016	Title Funds Local Budget	Increased student achievement in social studies EOC Lesson plans
Provide early intervention strategies for identified at-risk RtI; Tier I, Tier II, and Tier III students.	2, 9, 10	RtI Administrator Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget	Ongoing monitoring Benchmark and CBA data
Provide PD for teacher G/T certification, instructional strategies, higher level thinking, and comprehension.	4	Curriculum Office Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget	Increased student achievement in social studies EOC Lesson plans
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Action Research Teacher Leaders PD 360	Increased student achievement in social studies on EOC
Provide social studies instruction for incoming freshmen in 9 th grade Transitions class	2,3,9,10	Principal Associate Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in all classes

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.5: Increase ELAR achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in ELAR

Summative Evaluation: In 2016, PHS students will score at least 80% overall in ELAR and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2015– June 2016	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in ELAR EOC Lesson plans
Utilize TEKS Resources curriculum.	2, 8, 9	Classroom Teacher Principal	Aug 2015– June 2016	District Curriculum	Increased student achievement in ELAR EOC Lesson plans
Provide before/after school learning opportunities through tutorials and enrichment.	2, 3, 9, 10	Classroom Teacher Principal	Aug 2015– June 2016	TACE, Priority Grant	Increased student achievement in ELAR EOC
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Action Research Teacher Leaders PD 360	Increased student achievement in ELAR on EOC.
Utilize SIM writing strategies as well as develop additional strategies with input from a writing consultant	2, 3, 8, 9	Curriculum Office Dept. Head Principal	Aug 2015– June 2016	Region 13 Region 7 TACE, Priority Grant	Increased student achievement in ELAR EOC Lesson plans
Provide early intervention strategies for identified at-risk RtI; Tier I, Tier II, and Tier III students.	2, 9, 10	RtI Administrator Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Ongoing monitoring Benchmark and CBA data

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.5: Increase ELAR achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance in ELAR

Summative Evaluation: In 2016, PHS students will score at least 80% overall in ELAR and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide PD for teacher G/T certification, instructional strategies, higher level thinking, and comprehension.	4	Curriculum Office Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in ELAR EOC Lesson plans
Provide ELAR instruction for incoming freshmen that did not pass STAAR ELAR in 8 th grade in 9 th grade Transitions class	2,3,9,10	Principal Associate Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in ELAR on EOC.
Provide a Reading class for students that did not pass STAAR ELAR in the previous year.	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in ELAR on EOC
Teachers will work within core depts. to develop and implement cross-curricular writing strategies	2,9,10	Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in ELAR on EOC and removal from safeguard list.
Action Research continuing CPDI with a focus on writing throughout core classes.	2,9,10	Principal Core Teachers	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Increased student achievement in ELAR on EOC/TAKS and removal from safeguard list.
Provide TEK-specific labs for all students not meeting Level II satisfactory State standards.	2,9,10	Principal Core Teachers Associate Principal	Aug 2015– June 2016	Title Funds Local Budget SCE Funds TACE, Priority	Increased student achievement in ELAR on EOC and removal from safeguard list.

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.6: Increase achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance.

Summative Evaluation: In 2016, PHS students will score at least 90-95% overall in all Core areas and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Utilize time and resources which supports all activities/strategies of the seven critical success factors/milestones geared toward student success outcomes.	2	Principal Lead teachers District Shepherd Assistant Superintendent of Instructional Services	Aug 2015– June 2016	Seven Critical Success Factors	Campus activities are aligned with district and school CIP goals and objectives
Special Education Services: ARD committee will determine appropriate assessment instruments for students with disabilities in compliance with federal regulations and provide a continuum of placement options driven by student need and LRE considerations. The IEP will provide allowable accommodations, modifications, and support. Progress reports for Special Ed students will be issued every six weeks.	2, 9, 10	Principal Counselor Diagnostician	Aug 2015– June 2016	Special Education Budget # FTE = 5 #PTE = 0	ARD meeting minutes
Provide early intervention strategies for identified at-risk RtI; Tier I, Tier II, and Tier III students.	2, 9, 10	RtI Administrator Classroom Teacher Principal	Aug 2015– June 2016	Title Funds Local Budget	Ongoing monitoring Benchmark and CBA data

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.6: Increase achievement in the EOC assessments and increase the number of students who score at Level III distinguished performance.

Summative Evaluation: In 2016, PHS students will score at least 90-95% overall in all Core areas and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide Social Worker for one on one contact with parents and students who are At-Risk	2	Social Worker	Aug 2015– June 2016	Title Funds Local Budget SCE Funds	Spending reports are aligned with district and school CIP goals and objectives
504-SIT will refer students for assessment if demonstrating chronic difficulties unresponsive to RTI strategies.	2, 9, 10	Principal Counselor Intervention Teacher	After each SIT meeting	Title Funds Local Budget	SIT/504 meeting minutes
LEP/ELL: determine eligibility for participation in the Bilingual or ELL programs by administering the Woodcock Munoz to students whose home language survey indicates a language other than English spoken in the home. (LPAC) *ESL program/Sheltered classrooms	2, 4, 9, 10	Principal Counselor	Aug 2015– June 2016	Title Funds Local Budget Title III	Woodcock Munoz; ELPAC meeting minutes
DAEP: Those students not having success in a traditional classroom setting and who have discipline issues will be served in the DAEP.	2, 10	Principal Assistant Principal Counselor	Aug 2015– June 2016	Special Ed Budget, Local Budget, Title Funds SCE	Discipline referrals Weekly records
Provide PD for teacher G/T certification, instructional strategies, higher level thinking, and comprehension.	4	Principal CO Curriculum	Aug 2015– June 2016	Local	Sign in sheets GT certificates

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.6: Increase achievement in the EOC assessments and increase the number of students who score Level III distinguished performance.

Summative Evaluation: In 2016, PHS students will score at least 90-95% overall in all Core areas and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All 9 th , 10 th , and 11 th students will be given the opportunity to take the PSAT exam.	2, 3, 10	Testing Coordinator	October 2015	Local	Registration
All 11 th grade students will be provided information and assistance on registering for the ACT and SAT exams.	2, 3, 10	Counselors Testing Coordinator	Aug 2015– June 2016	Counseling Dept.	On-going registration of students taking exams. Time and Effort
Provide opportunities for all qualified students to accumulate college credit through Dual Credit courses.	2, 3, 10	Principal Counselors Associate Principal	Aug 2015– June 2016	State Local	Completion of Dual Credit courses
Provide opportunities for all students to earn industry recognized certifications and licenses through CTE courses	2,3,10	Principal Lead Counselor Director of College and Career Readiness	Aug 2015– June 2016	State Local TACE Perkins	Issuance of Certification or License
Provide extended learning opportunities for all students outside of the regular school day	2,3,10	Site Coordinator Principal Teachers	Aug 2015– June 2016	TACE, Priority Grant	Increased number of students scoring at Level II and Level III distinguished performance on EOC assessments.
All 11 th and 12 th students will be given the opportunity to take the ASVAB test.	2,3,10	Testing Coordinator	October 2015	Local	Registration

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/reading and cross curricular writing skills to increase state assessment measures.

OBJECTIVE 1.7: Increase the number of student participating in CTE career pathways.

Summative Evaluation: In 2016, PHS students will score at least 90-95% overall in all Core areas and receive a minimum of 20% in Level III distinguished performance.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Palestine High School will support student's career aspirations by providing additional career pathways in the CTE Program.	2, 3, 9, 10	Principal CTE Director	Aug 2015– June 2016	State and Local Perkins \$50,907 TACE	Course Guide TACE participation
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.	3, 9	Classroom Teacher Principal CTE Director	Aug 2015– June 2016	State and Local Perkins \$46,739	Increased student achievement on TEOC
CTE students will be provided opportunities to work in the community in their career related fields. (Job Shadowing)	2	CTE Director	Aug 2015– June 2016	State and Local Perkins \$46,739	Job Shadowing evaluations
Utilize four-year plans for accurate coding of all CTE students in grades 9-12.	10	CTE Director Administrators Counselor	Aug 2015– June 2016	CTE Counselor	Accurate coding on PEIMS submissions
Utilize four-year plans when counseling students on scheduling, and document edits on each student's individualized plan.	10	CTE Director Counselor	Aug 2015– June 2016	CTE Counselor	Accurate CTE coding on PEIMS submissions

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.

OBJECTIVE 1: 100% of PHS students will be taught by highly qualified teachers, and 100% of paraprofessionals with instructional duties will meet NCLB requirements.

Summative Evaluation: 100% staff highly qualified according to NCLA requirements.

Data 2015-2016	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals

Activity/Strategy	Title 1 School-wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide support group for new teachers with ongoing mentoring and new teacher training.	3, 5	Principal Teacher Leaders	August 2015– June 2016	Teacher Leaders Principal Mentor teachers	Mentor and new teacher feedback (survey)
Utilize a committee to select and hire the most highly qualified staff.	3, 5	Principal	April 2015 – July 2016	Title Funds SCE	Hire and retain 100% of highly qualified staff
Provide teacher recognition, feedback, and social opportunities.	5	Campus Administration	August 2015– June 2016	Eduphoria Activity account	Teacher feedback
Implement new teacher meetings with the principal.	5	Principal	August 2015– June 2016	Principal	Teacher feedback
Implement weekly departmental meetings with the principal.	3, 5	Principal	August 2015– June 2016	Principal	Meeting agenda Student ongoing data Teacher feedback

GOAL #3: Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment. Improving school climate is Critical Success Factor #6.

OBJECTIVE 3.1: By May 2016, the number of discipline referrals will be reduced by 20% from previous year.

Summative Evaluation: There is a reduction of discipline referrals by 20% from previous year.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Develop, maintain, and improve procedures and rules for common areas and classrooms as well as student incentives through the use of PBIS.	2, 10	Principal Counselor All Staff	August 2015– June 2016	PBIS team Administration	Daily Teacher / Principal monitoring PEIMS data
Adopt and implement an anti-bully curriculum.	2, 4, 9, 10	Principal Counselor PBIS Committee	August 2015– June 2016	Title Funds Local Budget SCE Funds	Teacher/Principal monitoring PEIMS data Parent/Student Survey
Continue 6 weeks presentations to students to address academic and behavioral expectations, attendance, goal setting, etc.	2, 9	Administration Counselors	August 2015– June 2016	Administration Counselors PBIS	PEIMS data Parent/Student Survey
SHAC committee will continue to provide health, wellness checks and physical fitness activities for staff and students of the PHS campus and the district.	2, 10	Principal Counselor SHAC Safety Committee	August 2015– June 2016	Local Budget Nurse Office	SHAC Minutes
Identify students at risk of dropping out and provide early intervention strategies for academic, social, and emotional needs.	2, 8, 9, 10	Classroom Teachers RtI Committee Administration Counselors Attendance Officer Social Worker	August 2015– June 2016	Local Budget TACE	PEIMS data RtI data and monitoring
Continue the usage of the Raptor safety system.	1	Administration	August 2015– June 2016	Local Budget	Parent/Student Survey
Utilize a 9 th grade Transitions class to address social skills, academic needs, and career guidance	2,4,9,10	Prinicpal	August 2015– June 2016	Local Budget	Discipline referrals CBA/BMK data EOC results

GOAL #3: Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning including facility upgrades to support a high quality learning environment. Improving school climate is Critical Success Factor #6.

OBJECTIVE 3.1: By May 2016, the number of discipline referrals will be reduced by 20% from previous year.

Summative Evaluation: There is a reduction of discipline referrals by 20% from previous year.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Counseling Services: Provide guidance on health, drugs, safety, Child Find, parent training, ESL, positive behavior models, personal wellness, and fitness.	2, 9, 10	Counselor	August 2015– June 2016	Title Funds SCE Funds	Time & Effort Documentation
Provide PHS discipline procedures within the Student Handbook for parent signature of receipt upon enrollment.	10	Principal Counselor	August 2015– June 2016	Local SCE Funds Counselor	Handbook Receipt pg.
Provide on-campus training of symptoms / prevention of child abuse and reporting procedures.	4, 10	Principal Counselor	August 2015– June 2016	Local SCE Funds Counselor	Sign-in sheets
Develop, incorporate, and practice Emergency response protocols for evacuation, fire, tornado, and lock down.	2, 10	Principal Counselor SHAC	August 2015– June 2016	Local SCE Funds Counselor	Records of Drills

GOAL #4: Increase positive attitude of School District throughout the Community by fostering Community Partnerships.

Increase parent and community involvement is TTIPS Critical Success Factor #5

OBJECTIVE 4.1: By May 2016, 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.

Summative Evaluation: 90% of parents will be engaged in their student’s academics in a variety of opportunities; measured by sign-in sheets/end of year survey.

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide parent academic awareness through the following: PHS Orientation, Mail home report cards/progress reports, Academic Open House, ARD process, Parent/Teacher Conference, Monthly Newsletter.	6	Principal Counselors Teachers	August 2015– June 2016	Title Funds Activity Fund SCE Funds TACE Parent Involvement Budget \$1,500	Parent Survey Sign-in Sheets
Provide parent activities to promote involvement with student such as: UIL activities, Texas Public Schools Week, field trips, PHS Orientation, Open House, class projects, Math, Science, ELAR, and Social Study Nights.	6	Principal Counselors Teachers	August 2015– June 2016	Title Funds SCE Funds TACE	Parent Survey Sign-in Sheets
Fall Family Science Night. Cinco De Mayo event Scheduled monthly events for parents and community	6	Principal Counselors Teachers	August 2015– June 2016	Title Funds SCE Funds TACE	Parent Survey Sign-in Sheets
Provide parent training to include training for strategies in reading, math and homework and English classes for adults.	6	Principal Counselors Teachers	August 2015– June 2016	Title Funds SCE Funds TACE	Parent Survey Sign-in Sheets

DISTRICT GOAL #5: Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

DISTRICT OBJECTIVE: Federal/State/Local programs will be coordinated to improve student achievement.

Summative Evaluation: PISD parents will create plans for providing facilities on each campus to further the education of student(s).

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Palestine ISD will use efficient communications strategies to share all PISD ideas, plans, and programs.	2, 9, 10	<ul style="list-style-type: none"> • Campus Principals • Superintendent • Assistant Superintendent • Staff • Parents • Community 	August 2014- June 2015	Local Funds	<ul style="list-style-type: none"> • Plans • Sign in sheets • Minutes

**Region 7 Migrant Education Program
Project and SSA Identification and Recruitment (ID&R) Action Plan 2014-2015**

ID&R Goal:
To actively identify and recruit eligible migrant children and youth who:

- are enrolled or reside in our school District according to all applicable federal laws and regulations
- qualify for appropriate educational services
- meet requirements of:
 - State Comprehensive Needs Assessment,
 - Statewide Service Delivery Plan and
 - NCLB Consolidated Federal Grant Application, Title I, Part C

ID&R Objective:
To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through

- instructional services
- supplemental services such as health, clothing, school materials and referrals for social services
- Parent Advisory Council to empower parents to advocate at home and at school for their children’s academic success

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Need # 1 Meet federal requirements for annual ID&R training.	Ensure District Migrant staff receive annual ID&R training	August - September 2015	Region VII Migrant Personnel	ID&R Manual, TEA Power Point, and activities	Certification exam and required TEA certificate
Need #2 Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&R Action Plan	Develop, create and/or revise ID&R Action Plan	September 2015	Region VII & District Migrant Personnel	ID&R Plan Template, NCLB Consolidated Application, 2012-13 ID&R Action Plan, Statewide Delivery Plan	Distribution of revised/completed ID&R Action Plan to be attached to District Improvement Plans
Need #3 Based on the family survey there is a need to actively recruit	Ensure every family receives a Required Family Survey annually	Upon initial enrollment	Campus enrollment personnel	Family survey	Completed survey maintained for two years

children/youth who <ul style="list-style-type: none"> • Are between the ages of birth through 21 • Cross District lines alone or with parents • Moved due to economic necessity to obtain temporary or seasonal agricultural employment 	Screening family surveys for eligibility	August and ongoing	District and Region 7 Migrant Personnel	Family survey	Completed screening process on each family
	Use NGS/MSIX to verify previously eligible Migrant students	August and ongoing	NGS Data Specialist	Family survey and NGS/MSIX reports	NGS/MSIX reports
	Tracking late enrollment and early withdrawal	Ongoing throughout the school year	Campus Enrollment/Withdrawal personnel	Late Enrollment/Early Withdrawal Form, and/or PEIMS reports	PEIMS reports or Late Enrollment/Early Withdrawal Form
Need #4 Based on federal requirements, actively recruit out of school youth	Utilize Out of School Youth Survey	Ongoing throughout the school year	Region 7 and District Migrant personnel	Out of School Youth Survey	Completed Out of School Youth Survey
Need #5 Certificate of Eligibility (COE)	Complete the Certificate of Eligibility (COE)	Ongoing throughout the school year	Region 7 and District Migrant personnel	COE, COE Supplemental Documentation Form	Eligibility Reviewer signature on COE
	Submit and enter data into NGS Online System	Ongoing throughout the school year	NGS Data Specialist	COE, COE Supplemental Documentation Form, NGS Online System	NGS Reports
Need #6 Residency Verification (reporting period)	Verify continued residency for current Migrant students in 2 nd or 3 rd year of eligibility	Sept 1-Nov 1, 2014: For 2 year olds turning 3 on or after 3 rd birthday	Region 7 and District Migrant personnel	COE, school records	NGS Residency Verification Report

Need #7 Based on Texas state requirements maintain and improve a strong system of Quality Control.	Provide current mapping documentation	Ongoing throughout the school year	Region 7 and District Migrant personnel	Region 7 agricultural MEP grid, TX Produce Availability chart in ID&R Manual	Updated mapping grid for Districts and Region 7
	Conduct re-interview process	Jan to April 2016	Trained eligibility reviewers	ID&R Manual and TEA information, COE, COE Supplemental Documentation Form	Completed documentation returned to TEA
	Follow written procedures in ID&R and NGS Manuals for Quality Control	Ongoing throughout the school year	Region 7 and District Migrant Personnel	ID&R Manual, NGS Manual, NGS Reports	NGS Quality Control checklist
Need #8 Annual Evaluation of ID&R Program	Gather and analyze data from ID&R Action Plan	June 30, 2016	Region & District MEP Staff and Migrant PAC	ID&R Action Plan, current district data, NGS reports, NGS Quality Control list	Completed evaluation report for Migrant education program

**Region 7 Migrant Education Program
Priority For Services (PFS) Action Plan 2014-2015**

PFS Goal:
Provide Priority Services to migrant students who are failing or at risk of failing to meet the state achievement standards and who have had their education interrupted during the current school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.

PFS Objective:
Ensure that all Priority for Service (PFS) migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments, and accruing credits for on-time graduation.

Evidence of Need	Activity	Timeline	Staff Responsibility	Materials	Method of Evaluation
Migrant students who are at risk of failing due to: <ul style="list-style-type: none"> • Educational continuity • Mobility • Language barriers • Cultural differences • Attendance • Socio-economic issues • Over-age status • Failing grades • Failing state assessments • Partial credits 	Print and review NGS PFS report monthly	July 2014 through June 2015	Region 7 and District Migrant personnel	NGS PFS Report	PFS Tracking Report
	Share monthly report with campus administration and/or counselor and utilize response form to address student academic needs and placement	PFS Report: 15 th of the month; PFS Response Form: end of the month	Region 7 and District Migrant personnel	NGS PFS Report, PFS Response Form	PFS Response Form completed and submitted to Region 7 and/or District Migrant personnel
	Document parent contacts	As needed	District Migrant personnel	Parent Contact Log or Book	Completed Parent Contact Log or Book
	Document state assessment results and enter into NGS	Before July 15, 2015 if download by TEA is not completed	Region 7 and District Migrant personnel	State Assessment Report, DMAC	NGS Formal Assessment Report
	Meet the instructional and social supplemental needs such as social workers and community social services/agencies	Ongoing through the school year	Region 7 and District Migrant personnel	Family Needs Checklist	NGS Supplemental Services Form
	Evaluate PFS student program	End of each semester	District Migrant personnel and school personnel	Student grades, State assessment results	Completed PFS Evaluation Report

TAIS Supplement

Campus Performance Objective

Academic Achievement Committee

William Stewart - Principal
Joseph Mason – Associate Principal
Scott Tyler – ELA Department Head
Janice Magee – Teacher Leader
Kathleen Brown – Teacher Leader
Tammy Armstrong – Teacher Leader
Kendrick Harmon – Teacher Leader
Tammy Jones – Central Office rep.

SAFEGUARD: ELAR**STUDENT POPULATION: African American, Hispanic, White, Economically Disadvantaged, Special Education, ELL****GOAL #:****OBJECTIVE: Increase ELAR achievement****Summative Evaluation: At least 75% of students in each sub-populations will exceed the minimum required federal standards on the EOC ELAR exam**

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2015– June 2016	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in ELAR EOC Lesson plans
Provide flexible grouping and cooperative learning groups for ELA.	2, 3, 9	Classroom Teacher Principal	Aug 2015– June 2016	Curriculum planning	Increased student achievement in ELAR EOC Lesson plans
Provide early intervention strategies for identified at-risk RtI; Tier I, Tier II, and Tier III students.	2, 9, 10	RtI Administrator Classroom Teacher Principal	Aug 2015– June 2016	Title 1 Local Budget SCE Funds	Ongoing monitoring Benchmark and CBA data
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Teacher Leaders	Increased student achievement in ELAR on EOC.
Provide ELAR labs for students that failed to meet state and federal requirements on STAAR/ EOC ELAR during the previous year.	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2015– June 2016	Title 1 Local Budget SCE Funds	Increased student achievement in ELAR on EOC and removal from safeguard list.

SAFEGUARD: ELAR continued

STUDENT POPULATION: African American, Hispanic, White, Economically Disadvantaged, Special Education, ELL

GOAL #:

OBJECTIVE: Increase ELAR achievement

Summative Evaluation: At least 75% of students in each sub-populations will exceed the minimum required federal standards on the EOC ELAR exam

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Action Research continuing CPDI with a focus on writing across the curriculum.	2,9,10	Principal Core Teachers	Aug 2015– June 2016	Title 1 Local Budget SCE Funds Teacher Leaders	Increased student achievement in ELAR on EOC and removal from safeguard list.
Provide TEK-specific tutorials, Labs & after school, for all students not meeting satisfactory State standards.	2,9,10	Principal Core Teachers	Aug 2015– June 2016	Title 1 Local Budget SCE Funds Priority Grant TACE	Increased student achievement in ELAR on EOC and removal from safeguard list.
Teachers will work within core depts. to develop and implement cross-curricular writing strategies from AIE and ELAR consultant using depth of knowledge wheel.	2,9,10	Principal Core Teachers	Aug 2015– June 2016	Title 1 Local Budget SCE Funds	Increased student achievement in ELAR on EOC and removal from safeguard list.
Provide additional training for teachers on the use of DMAC	4	Curriculum Office Classroom Teacher Principal	September 2015	Title 1 Local Budget SCE Funds	Increased student achievement in ELAR EOC Increased use of data to drive instruction as shown through staff surveys
Provide additional training for ELA and Transitions teachers on SIM strategies for writing,	2,3,4,10	Principal Region 13	Aug 2015– June 2016	TACE Priority Grant	Increased student achievement in ELAR on EOC and removal from safeguard list.

SAFEGUARD: ELAR continued

STUDENT POPULATION: African American, Hispanic, White, Economically Disadvantaged, Special Education, ELL

GOAL #:

OBJECTIVE: Increase ELAR achievement

Summative Evaluation: At least 75% of students in each sub-populations will exceed the minimum required federal standards on the EOC ELAR exam

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Monitor student improvement through the use of Quintiles within DMAC to identify students in need of additional tutoring.	4	Teacher s Principal TACE coordinator	Aug 2015- June 2016	Title 1 Local Budget SCE Funds TACE	The number of students participating in the TACE after school program will increase in each student sub population.

SAFEGUARD: Mathematics

STUDENT POPULATION: African American, Hispanic, White, Economically Disadvantaged, Special Education, ELL

GOAL #:

OBJECTIVE: Increase Math achievement

Summative Evaluation: At least 75% of students in each sub-populations will exceed the minimum required federal standards on the EOC Algebra 1 exam

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide time for teachers to plan collaboratively for core area instruction.	2, 3, 4, 9	Dept. Heads Principal	Aug 2013– June 2015	Common planning period Master Scheduling	Sign-in sheets Increased student achievement in math EOC and TAKS Lesson plans
Provide pre-teach math labs for students that failed to meet state and federal requirements on STAAR/ EOC math during the previous year.	2,3,8,9	Lab teacher Principal Lab coordinator	Aug 2013– June 2015	Local Budget Title 1	Increased student achievement in math EOC
Provide flexible grouping and cooperative learning groups for math	2, 3, 9	Classroom Teacher Principal	Aug 2013– June 2015	Curriculum planning	Increased student achievement in math EOC and TAKS Lesson plans
Provide resources for hands-on problem-solving and logical thinking math strategies.	2, 3, 9	Classroom Teacher Principal TACE coordinator	Sep 2013– June 2015	Title 1 Local Budget Region VII	Increased student achievement in math EOC and TAKS Lesson plans
Continue to provide differentiated instruction, multiple learning opportunities, and research based strategies to meet the indicators reflected in the 2013 AYP campus safeguards	2, 9, 10	Principal Classroom Teacher Curriculum Office	Aug 2013– June 2015	Title 1 Local Budget SCE Funds	Increased student achievement in math on EOC.

SAFEGUARD: Mathematics continued

STUDENT POPULATION: African American, Hispanic, White, Economically Disadvantaged, Special Education, ELL

GOAL #:

OBJECTIVE: Increase Math achievement

Summative Evaluation: At least 75% of students in each sub-populations will exceed the minimum required federal standards on the EOC Algebra I exam

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide math instruction for incoming freshmen that did not pass STAAR Math in 9 th grade Transitions Class	2,3,9,10	Principal Core Teachers	Aug 2015– June 2016	Title 1 Local Budget SCE Funds	Increased student achievement in math on EOC.
Continue CPDI (Collaborative Professional Development Initiative) to improve classroom instruction.	2,3,9,10	Principal Teacher Leaders	Aug 2015– June 2016	Teacher Leaders	Increased student achievement in math on EOC.
Provide TEK-specific tutorials, Labs & after school, for all students not meeting satisfactory State standards.	2,9,10	Principal Core Teachers TACE coordinator	Aug 2015– June 2016	Title 1 Local Budget SCE Funds TACE Priority Grant	Increased student achievement in all sub populations in math on EOC and removal from safeguard list.
Provide additional training for teachers on the use of DMAC	4	Curriculum Office Classroom Teacher Principal	September 2015	Title 1 Local Budget SCE Funds	Increased student achievement in Math EOC Increased use of data to drive instruction as shown through staff surveys
Monitor student improvement through the use of Quintiles within DMAC to identify students in need of additional tutoring.	4	Teacher s Principal TACE coordinator	Aug 2015– June 2016	Title 1 Local Budget SCE Funds TACE	The number of students participating in the TACE after school program will increase in each student sub population.