

PALESTINE INDEPENDENT SCHOOL DISTRICT

# Palestine Junior High School

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Campus Improvement Plan

2016 – 2017

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**Date of School Board Approval**

## **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)*

# PALESTINE INDEPENDENT SCHOOL DISTRICT

## ...A World Class Academic Organization

### MISSION STATEMENT:

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

### STRATEGIC GOAL STATEMENTS:

Palestine ISD will...

1. Educate, Empower, and communicate with all Stakeholders to increase STAAR scores and provide a solid foundation to the core academic areas with an emphasis on math/reading and cross curricular writing skills to increase state assessment measures.
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.
3. Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality environment.
4. Increase positive attitude of School District throughout the Community by fostering Community Partnerships.
5. Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

**CORE VALUES:** **P**ositive Attitudes      **I**ntegrity      **S**hared Responsibility      **D**edication to Excellence

**Palestine Junior High School  
Campus Leadership  
Teams and Committees  
2016-2017**

- Science Department Chair** – Kyle Johnson/Jessica Sanchez
- Math Department Chair** – Nece Hardison/Samantha Templin
- Social Studies Department Chair** – Courtney Johnson/Lauren Gregory
- ELA Department Chair** – Erin Oranch/Kaysie Woody/Liz Henry
- Campus Webmaster/IT Assistance** – Cristina Aguilar/Luis Hernandez

<b><u>Technology</u></b>	<b><u>UIL</u></b>	<b><u>504</u></b>	<b><u>Health Committee</u></b>
Luis Hernandez	Shannon Clakley Samantha Templin Jessica Wooden	Grace Mancilla Rebecca Huff Michelle Moore Melissa Firmin	Georgia Booker Jessica Woodcn Terry Sloan Stephen Wickham Laci Hickman Charles Murray

<b><u>LPAC</u></b>	<b><u>Attendance</u></b>	<b><u>RTI</u></b>	<b><u>Incentives Committee</u></b>
Rebecca Huff Luis Giron Grace Mancilla Jessica Sanchez	Keesa Boyd Gayla Bradley Stephen Cooksey Patty Quintanilla	Rebecca Huff Gracc Mancilla Michelle Moore Melissa Firmin	Erin Oranch Gracc Mancilla Tamara Lacy Jessica Wooden Pat Burgess Januel Plumber

Campus Action Team Meeting  
Palestine Junior High School Library  
May 31, 2016

1. Review of the Palestine Junior High School Needs Assessment
2. Develop District Action Plan 2016-2017
3. The Campus Action Team met to review the data to be used in compiling the Campus Action Plan.

Data reviewed:

- AEIS Report
- AYP Data/Status
- STAAR Data
- Parent Community/Teacher/Student Survey
- Benchmark Testing Data
- PBMAS reports
- Dropout and School leaver data
- Retention data

MINUTES FROM MAY 31 MEETING

- Reviewed and approved needs assessment data. Data from state assessments was reviewed to develop instructional targets for the next school year. Instructional goals as well were discussed to most effectively meet the areas of instructional need.
- Discussed the value of common planning time in core areas as well as time allocated for cross curricular instruction in content and fine arts areas.
- Discussed continuation of C-scope curriculum
- Discussed program adjustments to STEM program
- Discussed staffing needs for increased science math instruction
- Discussed implementation of one on one devices for all students
- Created data summary for CIP

The Campus Action Team met to look over data from the above mentioned sources. It was decided that teachers and representatives would present the information to their departments to review and recommend changes to each objective of the Campus Action Plan.

## Campus Planning and Decision Making Committee 2016-2017

Name	Position Parent, Business, Community, Teacher, etc.	Term
Stephen Cooksey	Principal	
Grace Mancilla	Associate Principal	
Shannon Clakley	Dean of Students	
Carol Herring	Community Liaison	2016 – 2018 +
Rebecca Huff	Counselor	2016 – 2018 *
Kyle Johnson	Teacher	2016 – 2018 +
Neece Hardison	Teacher	2016 – 2018 *
Jessica Sanchez	Teacher	2016 – 2018 *
Courtney Johnson	Teacher	2015 – 2017 +
Lauren Gregory	Teacher	2014 – 2016 *
Olivia Henry	Teacher	2015 – 2017 *
Luis Giron	Teacher	2015 – 2017 +
Samantha Templin	Teacher	2015 – 2017 *
Tamara Lacy	Teacher	2016 – 2018 *
Gabino Serralde	Community	2015 – 2017 *
Stephanie Wickware	Community	2015 – 2017 *
Natalie Byrd	Business	2015 – 2017 *
Shera Bowers	Business	2015 – 2017 *
Marilyn Moore-Serralde	Parent	2015 – 2017 *
Laura Renteria	Parent	2015 – 2017*

**A Comprehensive Needs Assessment was conducted with the Committee on May 31, 2016.**

Participants in Attendance	Data Sources Examined
Stephen Cooksey, Principal	
Rachel Thigpen	
Clarissa Campbell	
Jessica Sanchez	
Courtney Johnson	
Norris White	
Samantha Templin	
Erin Oranch	
Kaysie Woody	

- AEIS Report
- AYP Data/Status
- STAAR Data
- Parent Community/Teacher/Student Survey
- Benchmark Testing Data
- PBMAS reports
- Dropout and School leaver data
- Retention data

## 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 Palestine Junior High School \$218,662.78

Total FTEs and PTEs funded through SCE at this campus 5 FTEs and 2 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.

**PALESTINE JUNIOR HIGH  
DATA ANALYSIS SUMMARY  
2015-2016**

**DEMOGRAPHICS-** Palestine Junior High serves all seventh and eighth grade students of Palestine Independent School District. TAPR data for 2015-2016 school year reports a total of 479 students with 237 seventh grade students and 242 eighth grade students. Total enrollment for the 2014-2015 school year as seen through sub-pops... 29.4% are African American, 37.9% are Hispanic, 28.1% are White, .62 are American Indian, .83 are Asian, and 2.9 are Multi-Race.

All students are included in the services provided by the Title I school wide program. Students classified as economically disadvantaged are 74.5% of the population. English Language Learners make up 3.9% of the student body, 50.9% of the students are identified as at risk, and there is a 23.1% mobility rate on the campus. The identified Gifted and Talented students comprise 3.7% of the population and 8.7% of the population receives special education services.

A varied body of data was used to define strengths and weaknesses for the campus staff and students. The data includes assessment data from CBA's and benchmarks as well as state assessment data, promotion and attendance data, support services feedback, longitudinal information regarding special populations, discipline referrals, parent involvement surveys, and staff needs assessment surveys.

**STAAR results** from the 2015-2016 school year, clearly identify students are having success. However, continued attentions and focus needs to be placed in the areas identified by the following data:

<b>Reading:</b>	<u>2014-2015</u> 7 <sup>th</sup> Grade-74% Level II, 11% Level III 8 <sup>th</sup> Grade- 82% Level II, 13% Level III	<u>2015-2016</u> 7 <sup>th</sup> Grade-56% Level II, 11% Level III 8 <sup>th</sup> Grade- 84% Level II, 13% Level III
<b>Math:</b>	<u>2014-2015</u> 7 <sup>th</sup> Grade- NA 8 <sup>th</sup> Grade- NA	<u>2015-2016</u> 7 <sup>th</sup> Grade-61% Level II, 11% Level III 8 <sup>th</sup> Grade-79% Level II, 13 % Level III
<b>Science:</b>	<u>2014-2015</u> 8 <sup>th</sup> Grade- 61% Level II, 10% Level III	<u>2015-2016</u> 8 <sup>th</sup> Grade- 71% Level II, 11% Level III

**Social Studies:** 2014-2015  
8<sup>th</sup> Grade- 50% Level II, 2% Level III

**Writing:** 2014-2015  
7<sup>th</sup> Grade-70% Level II, 3% Level III

#### NEEDS ASSESSMENT SUMMARY

According to the annual needs assessment survey there was one survey item with lower than 70% positive responses

- 58% There is sufficient staff in this school to meet the needs of its students

Organization, Climate, and Staff Development:

No objectives were identified as needing improving.

Response to Interventions:

No objectives were identified as needing improving.

Pre-AP:

Classes need clearly identified exit procedures that are followed. Continue to implement curriculum with complexity and rigor.

Discipline records identified the following in 2015-2016:

- 705 Total Discipline Referrals
- Referrals by Gender: 71% Male, 29% Female
- Referrals by Ethnicity: 439 African American (62%), 129 White (18%), 133 Hispanic (19%), 4 Other (.005%)

**PARENT INVOLVEMENT SURVEYS** identified the need for multiple methods for communication were needed by parents as well as flexible schedules for meetings and conferences. Parent needs will continue to be met along with those of the community teachers and administration. All parents will have a responsibility in the academic success of students. PJHS faculty and staff will communicate with parents through phone calls, emails, callouts, local news media, and PISD website. Scheduled parent events will include TACE events, annual Meet the Teacher Night, Spring Showcase, student fine arts performances, athletic events, and open houses.

### **STUDENT NEEDS**

The junior high campus has a variety of programs and instructional schedules to support all learners. The campus will continue to utilize Response to Intervention to address needs of struggling students. The needs of students performing at higher levels as well as those with academic and social deficits will be met in the district's TACE/21<sup>st</sup> Century program. We continue to work to create smooth transitions to and from our campus; however, STAAR data reveals deficiencies in performance across the board for seventh grade students.

Students need to see a clear connection between instructional content and real-life application. Staff will utilize the SIMS comprehension model in order to increase content and vocabulary knowledge and create increased experiences.

Many of our students need the influence of positive role models, in addition to their teachers. The campus extra-curricular activities such as organized sports, Cheerleading, Dance, Builders Club, National Jr. Honor Society, UIL Academics, as well as the TACE Program allow student interaction with positive role models in nonacademic settings.

In order for student learning to be maximized, we must ensure that time spent on discipline management is minimized. The correlation between those students who are out of class the most, due to discipline, is consistent with those who display the least mastery on standardized testing. As such, the campus will continue to analyze and adjust our procedures and systems in order to provide the safest, most orderly environment for students.

With the acquisition of the 21<sup>st</sup> Century Grant, before and after school activities will be offered as a means to enhance our student success initiatives.

In addition, several special programs have been added to increase the level of student motivation, academic expectation, and real world application. These special programs for next year include: College Prep, Creative Writing, Yearbook, Spanish, Mi Futuro Program, partnership and mentor programs with other campuses, and field trips.

Gifted and Talented programming and Pre-Advanced Placement classes will ensure that a particular emphasis to added rigor and heightened expectations will be maintained; along with the STEAM initiative.

## 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 I, 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
Title I, Part D – Juvenile	Bilingual/ESL Program

## **Title I School wide 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

### Palestine Junior High School 2016 – 2017 Goals, Objectives, and Evaluation Measures

<b>Goal 1:</b>	<b>Educate, empower and communicate with all stakeholders to show an 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.</b>
<b>Campus Objective 1.1:</b>	Increase language arts achievement.
<b>Summative Evaluation:</b>	Cumulative student achievement on the math STAAR will equal or exceed an 80% passing rate.
<b>Campus Objective 1.2:</b>	Increase mathematics achievement.
<b>Summative Evaluation:</b>	Cumulative student achievement on the Reading STAAR will equal or exceed an 80% passing rate.
<b>Campus Objective 1.3:</b>	Increase science achievement.
<b>Summative Evaluation:</b>	A. Cumulative student achievement on the Science STAAR will equal or exceed an 80% passing rate. B. Science lab will be utilized by all classrooms on a rotational basis throughout the year. C. A minimum of 25% of student body will participate in science fair competition.
<b>Campus Objective 1.4:</b>	Increase social studies achievement.
<b>Summative Evaluation:</b>	An 80% cumulative passing rate on all social studies CBA's will be achieved by each grade level in 2015-16.
<b>Campus Objective 1.5:</b>	Increase achievement of special populations including G/T, ESL, Special Education, At-Risk, and all ethnic groups.
<b>Summative Evaluation:</b>	All student populations will accomplish incremental gains on all formative assessments between the 2014 – 2015 and 2015 – 2016 school years. Additionally, the comprehensive performance on all STAAR assessments will meet or exceed 80% in each student population category.
<b>Campus Objective 1.6:</b>	Increase achievement of special populations including GT, ESL, Special Education, At-Risk, and all demographics, in the STAAR assessment and increase the number of students who score commended.
<b>Goal 2:</b>	<b>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.</b>
<b>Campus Objective:</b>	Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.
<b>Summative Evaluation:</b>	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.
<b>Goal 3:</b>	<b>Maintain a safe and orderly environment through implementation to creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.</b>
<b>Campus Objective:</b>	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 so that staff and students may thrive in a secure and nurturing environment.
<b>Summative Evaluation:</b>	The campus percentage of discipline referrals will decrease by 5% in 2016 – 2017, 10% in 2017 – 2018, and 15% in 2018 – 2019.
<b>Goal 4:</b>	<b>Increase positive attitude of School District throughout Community by fostering Community Partnerships.</b>
<b>Campus Objective:</b>	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>Summative Evaluation:</b>	A. Continuous efforts which involve Palestine Junior High stakeholders and outside organizations which serve the community's best interests. B. Continuous communication of the activities happening at Palestine Junior High to the community.

C. Parent/Family surveys will identify 95% of families are pleased with the level of information provided student achievement. Additionally, parent participation in campus events will increase from 2015-2016 to 2016-2017.

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

**Campus Objective:** Federal/State/Local programs will be coordinated to improve student achievement.

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

**Goal 1: Palestine Junior High 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.**

**Objective 1.1: Increase language arts achievement.**

**Summative Evaluation: Cumulative student achievement on the math STAAR will equal or exceed an 80% passing rate.**

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.1 Integrate cross-curricular across subject areas through collaboration of grade level teachers, particular focus on STEM activities and increase Science content in ELA writing activities	2, 8	Teachers	August -June	Local funds, Federal Funds - Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	Plan, Do, Study, Act (Repeat) DMAC Data
1.2 Use of subject appropriate binders/journals for student documentation purposes, as well as focus on academic and content vocabulary	2, 9	Teachers	August -June	Time contributions of faculty & staff	DMAC Data CBA/Benchmark scores
1.3 Continue training and utilization of TEKS Resource System curriculum in core subject areas and the relationship between content and real world applications	1, 9	Teachers Administration	August -June	SCE Funds, Title Funds, Time contributions of faculty & staff Local Budget - \$65,360.00 Title I Funds - \$42,950	DMAC Data Student grades Attendance logs

1.5 Develop master calendar at beginning of year that is updated at the beginning of every six weeks (tests, award ceremonies, trips, etc.) to insure teachers the ability to plan appropriately for class instruction	1	Teachers Administration	August -June	Title Funds, Grants, Time contributions of faculty & staff Title I Funds - \$42,950	DMAC Data Rubrics to evaluate projects
1.6 Provide instructional/technology support for feedback and coordination of projects and resources, such as Edmodo, Gaggle, etc.	1	Teachers Administration	August -June	Title Funds, Grants, Time contributions of faculty & staff Title I Funds - \$42,950	Teacher Data

**Goal 1 Continued:** Palestine Junior High 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.

**Objective 1.1:** Increase language arts achievement.

**Summative Evaluation:** Cumulative student achievement on the math STAAR will equal or exceed an 80% passing rate.

1.7 Students responsible for weekly campus video/yearbook. Utilize Bridges program for college and career readiness standards	1	Teachers Administration	August -June	Title Funds, Grants, Time contributions of faculty & staff Title I Funds - \$42,950	DMAC Data Student roster and grades
1.8 Continue to develop methods to formatively assess student mastery in a variety of modalities to align with depth and rigor of TEKS and state assessment at STAAR level	1	Teachers Administration	August- June	Time contributions of faculty & staff	DMAC Data Lesson Plans Walkthroughs Minutes for PLC's
1.9 Use of performance indicators such as demonstrations, portfolios, projects, writing samples, and standard assessments	3, 8	Teachers Administration	August - June	Local Funds, Title Funds, Time contributions of faculty & staff Local Budget - \$65,360.00 Title I Funds - \$42,950	DMAC Data Student Grades
1.10 Common planning period for all core departments	6	Administration	August- June	Local Funds	SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.

1.11 Utilize STAAR formatted research-based materials to prepare for standardized testing.	2, 8, 9	Teachers	August- June	Local Funds-TACE funds	Increased academic performance on CBA's, Benchmark & STAAR
1.12 Collaborate with core subjects to implement reading materials for social studies, science & math.	2, 8, 9	Teachers	August- June	All support materials	Increased academic performance on CBA's, Benchmark & STAAR
1.13 Implement novel-based reading program in 7 <sup>th</sup> & 8 <sup>th</sup> grades	2, 8, 9	Teachers	August-June	All support materials	Increased academic performance on CBA's, Benchmark & STAAR
1.14 Incorporate weekly current events	2, 8, 9	Teachers	August-June	All support materials	

**Goal 1:** Palestine Junior High 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.

**Objective 1.2:** Increase mathematics achievement.

**Summative Evaluation:** Cumulative student achievement on the math STAAR will equal or exceed an 80% passing rate.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.2.1 Local Assessment Grades 7 – 8 given to measure student progress STAAR success: CBA (Curriculum-based assessment) – ● Benchmarks	1	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.2.2 Extended math lab time to increase knowledge and fluency of basic skills	1	Teachers Administration	August - June	Title I Local Budget	DMAC Data CBA/Benchmark scores
1.2.3 Provide flexible grouping and cooperative learning groups for math	2, 3, 9	Teachers Department Head Principal	August - June	Curriculum Planning	Increased achievement in math STAAR Lesson plans
1.2.4 Provide resources for hands-on problem-solving and logical thinking math strategies.	2, 3, 9	Teachers Department Head Principal	August - June	Title I Local Budget	Increased achievement in math STAAR Lesson plans
1.2.5 Provide professional development for math instructional strategies, use of manipulative, problem solving, small group instruction.	2, 3, 4, 9	Curriculum Office Department Head Principal	August - June	Title I Local Budget	Sign in sheets Increased student achievement in math STAAR Lesson plans
1.2.6 Provide early intervention strategies for identified at-risk RTI; Tier I, Tier II, and Tier III students through extended time, Think Through Math, Khan Academy	2, 9, 10	RTI Administrator Teachers Principal	August - June	Title I Local Budget	Ongoing monitoring CBA and Benchmark data Increased student achievement in math STAAR

**Goal 1: Palestine Junior High 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.**

**Objective 1.3 A: Increase science achievement.**

**Summative Evaluation: Cumulative student achievement on the Science STAAR will equal or exceed an 75% passing rate.**

1.3.1 Utilize STAAR formatted research based materials to prepare students for standardized testing	2, 8, 9	Teachers Department Head	August - June	All support materials	Increased performance on standardized testing
1.3.2 One science related field trip per grade level	1, 2	Science Teachers	August - June	Local Budget-Student Funded	Increased student achievement in all science TEKS
1.3.3 Ongoing monitoring of CBA data, conduct data analysis sessions after CBA's and benchmarks have been administered	1, 2, 8, 9	Campus Action Team	August - June	Data collection from DMAC	Provide data board to track class/student progress on six weeks assessments. Benchmarks include demographic/subpopulation information.

**Goal 1:** Palestine Junior High 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.

**Objective 1.3 B:** Increase science achievement.

**Summative Evaluation:** Cumulative student achievement on the Science STAAR will equal or exceed an 75% passing rate.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.3.4 Local Assessment Grades 7-8 given to measure student progress STAAR success: CBA (Curriculum-based assessment) -Benchmarks	9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.3.5 Curriculum Alignment of TEKS Resource ● Rice STEM-scopes	1	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	DMAC Data CBA/Benchmark scores
1.3.6 Extended science time ● PLTW STEM labs.	1	Teachers Administration	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	DMAC Data CBA/Benchmark scores
1.3.7 Continue ongoing inclusion...Making sure support is provided throughout the class period.	1, 9	Teachers	August – June	Local Funds, Time contributions of faculty & staff Local Budget - \$65,360.00	DMAC Data CBA/Benchmark scores

**Goal 1: Palestine Junior High 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.**

**Objective 1.4: Increase social studies achievement.**

**Summative Evaluation: A 70% cumulative passing rate on all social studies CBA's will be achieved by each grade level in 2015-2016.**

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.4.1 <u>Local Assessment Grades 7 – 8</u> given to measure student progress STAAR success: CBA (Curriculum-based assessment) – Benchmarks	9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.4.2 Collaborate with ELA to incorporate more historical documents and media into ELA instruction with particular focus on African American students and strategies for increasing comprehension of nonfiction text and media in ELA classes	9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.4.3 Use of Ignite C-scope wands for History. Use of differentiated instruction to meet the learner's needs. Decrease class sizes in order to insure all students have multiple opportunities for questioning and restating of information, and application of information. Particular emphasis and tracking of response opportunities of African American students.	9, 10	Principal, Teachers	August - June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	Increased student achievement in social studies STAAR

<p>I.4.4 Conduct data analysis once per six weeks to track class/student progress on, Benchmarks and CBA data and include demographic/student population information. Set performance goals for all students with emphasis on African American and Hispanic students. Extended learning opportunities to insure student success with focus on closing the gap of AA and Hispanic students.</p>	<p>1.2, 8, 9</p>	<p>Campus Action Team</p>	<p>August - June</p>	<p>Data collection from DMAC</p>	<p>Provide a data board through gradebook to track class/student progress on weekly assessments, Benchmarks and CBA data to include demographic/subpopulation information</p>
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**Goal 1: Palestine Junior High 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.**

**Objective 1.4: Increase social studies achievement.**

**Summative Evaluation: A 70% cumulative passing rate on all social studies CBA's will be achieved by each grade level in 2016-2017.**

<p>I.4.5 Create a 7<sup>th</sup> grade interactive history lab with a focus on:</p> <ul style="list-style-type: none"> <li>• Citizenship-enabling students to make their own decisions &amp; take responsibility for own actions</li> <li>• Community- working for the good of the whole community by bringing in Community Mentors</li> <li>• Democracy-understanding of how democratic principles work</li> </ul>	<p>1.2, 8, 9</p>	<p>Campus Action Team</p>	<p>August - June</p>	<p>Data collection from DMAC</p>	<p>Provide a data board through gradebook to track class/student progress on weekly assessments, Benchmarks and CBA data to include demographic/subpopulation information</p>
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**Goal 1: Palestine Junior High 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.**

**Objective 1.5: Increase achievement of special populations including GT, ESL, Special Education, At-Risk, and all ethnic groups.**

**Summative Evaluation: All student populations will accomplish incremental gains on all formative assessments between the 2015-2016 and 2016-2017 school years. Additionally, the comprehensive performance on all STAAR assessments will meet or exceed 70% in each student population category.**

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.5.1 Local Assessment Grades 7 – 8 given to measure student progress STAAR success: -CBA (Curriculum-based assessment) -Benchmarks -1-station as a screener and for remediation	8, 9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.5.2 Incorporate more historical documents into reading class as a method of cross-curricular learning	8, 9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
1.5.3 Incorporate reading lab strategies weekly during 7 <sup>th</sup> grade ELA class	8, 9, 10	Principal, Teachers	August- June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.

1.5.4 Use of Public Library	6	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.
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**Goal 1:** Palestine Junior High 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.

**Objective 1.5:** Increase achievement of special populations including GT, ESL, Special Education, At-Risk, and all ethnic groups.

**Summative Evaluation:** All student populations will accomplish incremental gains on all formative assessments between the 2015-2016 and 2016-2017 school years. Additionally, the comprehensive performance on all STAAR assessments will meet or exceed 70% in each student population category.

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.5.5 Incorporate a reading lab class for 8 <sup>th</sup> grade students	8, 9, 10	Principal, Teachers	August – June	Local funds, Federal Funds – Testing Materials Local Budget - \$65,360.00 Title I Funds - \$42,950	All students have 70% mastery on TEKS-based assessments.

**Goal 1: Palestine Junior High 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.**

**Objective 1.6: Increase achievement of special populations including GT, ESL, Special Education, At-Risk, and all demographics, in the STAR assessment and increase the number of students who score commended.**

**Summative Evaluation: All student sub-populations will show incremental gains on state assessment.**

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.6.1 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	2, 9, 10	Principal Counselor Diagnostician	ARD Meeting	Special Education Budget	ARD meeting minutes
1.6.1a I.e. Alternative Behavior Unit 1.6.2 504-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	SCE Funds \$200,662 Local Budget	SIT/504 meeting minutes
1.6.3 LEP/ELL: determine eligibility for participation in the 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	August - June	Title III SCE Funds \$200,662 Local Budget	Woodcock Munoz, LPAC meeting minutes
1.6.4 Incorporate ELL strategies such as SIOPP and content specific ELL instructional strategies	2, 4, 9, 10	District Administration Region Center	Aug 2012- May 2013	Title III SCE Funds \$200,662 Local Budget	Walk through and observation data

**Goal 1: Palestine Junior High 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.**

**Objective 1.6: Increase achievement of special populations including GT, ESL, Special Education, At-Risk, and all demographics, in the STAAR assessment and increase the number of students who score commended.**

**Summative Evaluation: All student sub-populations will show incremental gains on state assessment**

1.6.5 Notify teachers of LEP students and LEP monitored students	2, 4, 9, 10	Counselor	August - June	SCE Funds \$200,662 Local Budget	Counselor accommodation logs
1.6.6 DAEP: Serve students not having success in a traditional classroom setting and who have persistent discipline issues in DAEP. - weekly counselor visits	2, 10	Principal Assistant Principal Counselor School Resource Officer	August - June	Special Ed Budget, Local Budget SCE Funds \$200,662	Discipline referrals Weekly records Counselor's Log
1.6.7 Utilize ELPS to increase student understanding and performance	1, 2, 3	Campus Administration ESL Teachers	August- June	Region 7 Title Budget	Increased academic achievement on formal assessment
1.6.8 Teachers will receive on-campus professional development on strategies to improve comprehension for our ESL/Bilingual and monitored students	1, 3, 5, 10	Campus Administration All Teachers	August - June	Local Budget Title III	Increased academic achievement on formal 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 priority district needs are met.

**Objective 2.1:** *Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.*

**Summative Evaluation:** *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.*

Activity/Strategy	*Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.1.1: Development of Highly Qualified Teachers and paraprofessionals – Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom.	2, 3, 4	Principal & Designee	August - June	Local funds Local Budget - \$65,360.00	Eduphoria
2.1.2 Training to maintain highly qualified status: Technology training, GT training, TEKS Resource training, Pre-AP training	2, 3, 4	Principal & Designee	August - June	Local funds Local Budget - \$65,360.00	Eduphoria
2.1.3 Smart technology training to maximize student engagement	2, 4, 8, 9	Principal & Designee	August - June	Smart Technology Program	Monitor usage of the program and impact on student growth
2.1.4 Coordinate Math/Reading Staff Development Training Days	2, 8, 9	Campus Administration Math/Reading Teachers	August-June	N/A	Increased student achievement in all science related standardized assessments
2.1.5 Incorporate a staff resource that allows teachers to share ideas and best practices	2, 8, 9	Campus Administration Math/Reading Teachers	August-June	N/A	Increased student achievement in all science related standardized assessments.

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Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.1.6 Improve teacher morale by giving more incentives and resources including improved and more inviting teacher lounge.	2, 8, 9	Campus Administration Math/Reading Teachers	August - June	N/A	Increased student achievement in all science related standardized assessments.
2.1.7 Create common planning time for content areas in each grade level	4, 8	Principal Counselor	August - June	Content Meeting Agenda Format	Teacher Survey
2.1.8 Coordinate new teacher meetings with the principal	5	Principal Mentor Coordinator	August - June (monthly)	Principal	Teacher Survey
2.1.9 Utilize an interview committee to select highly qualified candidates	3, 5	Principal	August-June	Online applicant system, HR department	Increased retention of Highly Qualified Teachers
2.1.10 Continue to implement staff appreciation on a weekly, monthly, and yearly basis	5	Social Committee	Weekly (via shout outs), Monthly (via Teacher/TA of the month, Yearly (via teacher/TA of the Year)	Campus Budget Title I	Teacher Surveys Increase in student achievement on assessments

**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 priority district needs are met.

**Objective 2.1:** *Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.*

**Summative Evaluation:** *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.*

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.1.11 Utilize team building activities for faculty to grow staff culture and create positive environment	5	Social Committee	August - June	Campus Budget Title 1	Teacher Survey.
2.1.12 Implement weekly staff announcement through email indicating school events and important information for staff	5	Principal Counselor	August - June	Principal	Teacher Survey
2.1.13 Common planning time daily with an extended planning time once every 3 weeks	8	Principal	August - June	Local funds Local Budget - \$65,360.00	PDAS, Benchmarks, Eduphoria, STAAR
2.1.14 Compensation for early morning & late afternoon duty, TACE, tutoring, and summer training	5	School Board	August - June	Local funds Local Budget - \$65,360.00	Surveys
2.1.15 Day care for children of faculty	5, 7	Rhonda Herrington	August - June	Local, & Federal funds, Title I Funds - \$42,950 Local Budget - \$65,360.00	Parental feedback

**Goal 2: Palestine Junior High School will provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met.**

**Objective 2.2 Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.**

**Summative Evaluation: All Palestine Junior High staff will participate in a professional learning community which develops their professional skills, increase their communication with stakeholders, and maximizes student success.**

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.2.1 All staff is knowledgeable about the frequency, intensity, & duration of intervention needed to reach goals /desired outcomes.	1, 2, 3, 8, 9	Department Heads	August –June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget - \$65,360.00	Teacher observation Walk-throughs Department Head Evaluation Data analyses Surveys to find out future needs
2.2.2 Teacher involvement in the planning of staff development activities	1, 5	Department Heads	August – June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget - \$65,360.00	Teacher observation Walk-throughs Department Head Evaluation Data analyses Surveys to find out future needs
2.2.3 Teacher collaboration through content area PLC's and campus PLC's	1, 2, 8, 9, 10	Department Heads	August – June	Local funds	Teacher observation Walk-throughs
2.2.4 TEKS Resource System training	2, 9	Principal & Department Heads	August- June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget \$65,360.00	Teacher observation Walk-throughs Department Head Evaluation Data analyses Surveys to find out future needs

**Goal 2:** Palestine Junior High will 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 2.2** Continued Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.

**Summative Evaluation:** 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.

<i>Activity/Strategy</i>	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.2.5 PJHS staff will be proficient in use of available technology.	3, 4, 5	Department Head Campus and District Technology specialists	August – June	Local funds, Time contributions of staff and faculty. Local Budget - \$65,360.00	Walk-throughs Department observations
2.2.6 Campus will conduct a campus level audit of all available campus technology. Included in the audit will be reliability of technology and its effectiveness in the instructional process	3, 4, 5	Campus technology contact	August – June	Local Funds	Completed Audit
2.2.7 Staff will be trained on how to use the following equipment and programs: Smart boards, Laptops, Computers on Wheels (COWs), 1 to 1 iPads for all staff, students, 1 Mac book for each Dept. Head for curriculum development	3, 4, 5	Department Head Campus and District Technology specialists	August – June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget - \$65,360.00	Walk-throughs Department observations

2.2.8 Staff will be trained on how to request technical support and help. (staff on campus, skyward work tickets)	3, 4, 5	Department Head Campus and District Technology specialists	August– June	Local funds, Time contributions of staff and faculty. Local Budget - \$65,360.00	Walk-throughs Department observations
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**Goal 2: Palestine Junior High School will provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met.**

**Objective 2.2Continued: Palestine Junior High staff will increase their professional skills through continuous staff development, collaboration, and the implementation of supportive strategies to ensure student success.**

**Summative Evaluation: All Palestine Junior High staff will participate in a professional learning community which develops their professional skills, increase their communication with stakeholders, and maximizes student success.**

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
2.2.9 Staff will be trained on how to implement technology into instruction. (lesson plan and application)	2, 4	District technology specialist; Representatives from state adopted textbooks, Department chairs	August – June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget - \$65,360.00	Walk-throughs Lesson Plans
2.2.10 Staff will integrate the following technology into their classroom: I-Pads, Laptops, Smart-boards, Computers on Wheels (COWs)	2, 3, 4, 5	Principal, district technology representatives, campus technology support	August –June	Local funds for substitutes, travel and subsistence, extra duty pay, and registration. Time contributions of staff and faculty. Local Budget - \$65,360.00	Walk-throughs Lesson Plans

**Goal 3:** Palestine Junior High School will maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.

**Objective 1:** 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.

**Summative Evaluation:** The campus percentage of discipline referrals will decrease by 5% in 2015-2016, 10% in 2016-2017, and 15% in 2017-2018.

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
3.1.1 Continue to implement discipline management program.	1	Administrators, Teachers, & Counselors	August – June	Local funds, Time contributions of staff and faculty Local Budget - \$65,360.00	PEIMS Incident Report decrease in students discipline references
3.1.2 Students will be provided opportunities to learn about positive roles, leadership, decision making, bullying program (training and strategies at classroom and campus level), Red Ribbon Week, random drug tests, drug surveys, Safety Improvement Plan, Safety Committee, SHAC Committee, Name badges	1	Administrators, Teachers, and Counselors	August – June	Campus Activity Funds, PTA Funds	Log of Safety drills Accident Reports
3.1.3 Recognize and offer incentives to students for appropriate behavior by students. (i.e. no disciplinary referrals) Every Six weeks	1	Administrators, Teachers, & Counselors	August- June	Campus Activity Funds, PTA Funds	Skyward discipline data
3.1.4 Staff will utilize behavior component of RTI to address behavior concerns	1	Administrator, Teachers, & Counselors	August -June	Campus Activity Funds, PTA Funds	Skyward discipline data Discipline referrals PEIMS incident reports
3.1.5 Communicate average discipline data to staff on a six weeks basis	1, 2, 4, 9	Campus Administration Discipline Committee Teachers	August-June	Local Funding	Parent and Staff Survey Skyward Data
3.1.6 Present information to address violence, drugs, use of alcohol, and use of tobacco including a school-wide assembly	2, 9	Counselor Teachers Administrators	August-June	Local Funding	Parent and Staff Survey Skyward Data
3.1.7 Provide a safe and secure learning environment through the use of SRO, Teachers in halls, additional cameras, and police support	10	Administrators, Teachers, School Resource Officer, Principal	August-June	Title I Funds, Compensatory Funds, SAC Aide, Campus Activity Fund	Foundations Data PEIMS included report Decrease in student

			Title I Funds - \$42,950	Referrals for discipline
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**Goal 4:** Increase positive attitude of School District throughout Community by fostering Community Partnerships.

**Objective 1:** *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*

**Summative Evaluation:** *Continuous efforts which involve Palestine Junior High stakeholders and outside organizations which serve the community's best interest as well as continuous communication of the activities happening at Palestine Junior High to the community. Parent/Family surveys will identify 95% of families are pleased with the level of information provided student achievement. Additionally parent participation in campus events will increase from 2014-2015.*

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
4.1.1 Utilize a variety of mediums to communicate with parents regarding their students and special events such as: -open house, Back to School Bash, parent-teacher conferences, report card distribution, special programs, award assemblies, information booths at athletic events, Spring Student Showcase	6, 10	Administration	August – June	Local funds, Title Funds, Time contributions of staff and faculty Local Budget - \$65,360.00 Title I Funds - \$42,950	Records from communication Parent sign-in sheets at events Parent Involvement Survey
4.1.2 Communication with parents through phone calls, emails, etc. with parents regarding their students (illness, disciplinary action, Friday Night School, tutorials, available services such as Special Education, 504, Dyslexia, ESL, GT, etc.)	6	Teachers & Administration	August-June	Local funds, Time contributions of staff and faculty Local Budget - \$65,360.00 Parent Involvement Budget \$1,500	Sign-in sheets
4.1.3 Continue to notify parents of student attendance through voice messages & attendance clerk	6, 10	Teachers Attendance clerk	Ongoing August – June	Local Funds , Title Funds, Time contributions of staff and faculty Local Budget - \$65,360.00 Title I Funds - \$42,950	Formal-Drop in absenteeism
4.1.4 Utilize School Messenger for major announcements in Spanish and English	6	Principal Office Staff	August-June	School Messenger	Parent/Student Surveys

4.1.5 Utilize New Text alerts to notify parents of various activities	6	Principal Office Staff	August-June	School Messenger	Parent/Student Surveys
4.1.6 Offer two academic open houses	6	Principal	August-June	Title Budget	Parent/Student Surveys
4.1.7 Provide incentives for attending campus events such as: childcare, door prizes, transportation assistance, and refreshments	6	Principal CAT	August-June	Local Budget	Parent/Student Surveys identifying increased participation at campus events

**Goal 4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.**

**Objective 1:** 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.

**Summative Evaluation:** Continuous efforts which involve Palestine Junior stakeholders and outside organizations which serve the community's best interests as well as continuous communication of the activities happening at Palestine Junior High to the community. Parent/Family surveys will identify 95% of families are pleased with the level of information provided student achievement. Additionally, parent participation in campus events will increase from 2014-2015 to 2015-2016.

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
4.1.8 Continue to provide school information in both English and Spanish.	6	Teachers & Administration	August – June	Local funds, Time contributions of staff and faculty Local Budget - \$65,360.00	Annual Parent Survey Sign-in sheets Copies of correspondence
4.1.9 Continue to provide parents and students(skyward access) with computer access to their student's information regarding grades, discipline, and attendance.	6	Administration	August – June	Local funds, Time contributions of staff and faculty Local Budget - \$65,360.00	Annual Parent Survey Computer Records of Parent usage
4.1.10 Continue to involve parents in the development, review, and evaluation of the campus and district improvement plans through the Site-Based Decision Making Committee (Campus Action Team – CAT)	6	Principal	August – June	Local funds Local Budget - \$65,360.00	SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.

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

**Objective 1: Federal/State/Local programs will be coordinated to improve student achievement**

**Summative Evaluation: Documentation of drills, posted safety procedures and maps, sign-ins from staff training.**

Activity/Strategy	Title I School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Palestine Junior High will use efficient communication strategies to share all ideas, plans and programs	2, 9, 10	Principal	August- June	Local Funds	Plans Sign in sheets Minutes



**Region 7 Migrant Education Program  
Project and SSA Identification and Recruitment (ID&R) Action Plan 2012-2013**

<b>ID&amp;R Goal:</b>					
<p>To actively identify and recruit eligible migrant children and youth who:</p> <ul style="list-style-type: none"> <li>are enrolled or reside in our school District according to all applicable federal laws and regulations</li> <li>qualify for appropriate educational services</li> <li>meet requirements of:</li> </ul> <p align="center">State Comprehensive Needs Assessment, Statewide Service Delivery Plan and NCLB Consolidated Federal Grant Application, Title I, Part C</p> <p><b>ID&amp;R Objective:</b></p> <p>To ensure all eligible migrant children and youth residing in the District are properly identified, recruited, and effectively served through</p> <ul style="list-style-type: none"> <li>instructional services</li> <li>supplemental services such as health, clothing, school materials and referrals for social services</li> <li>Parent Advisory Council to empower parents to advocate at home and at school for their children's academic success</li> </ul>					
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsibility</b>	<b>Materials</b>	<b>Method of Evaluation</b>
<p><b>Need # 1</b> Meet federal requirements for annual ID&amp;R training.</p>	<p>Ensure District Migrant staff receive annual ID&amp;R training</p>	<p>August - September 2012</p>	<p>Region VII Migrant Personnel</p>	<p>ID&amp;R Manual, TEA Power Point, and activities</p>	<p>Certification exam and required TEA certificate</p>
<p><b>Need #2</b> Meet with Migrant SSA and Project school personnel to brainstorm recruitment activities for the ID&amp;R Action Plan</p>	<p>Develop, create and/or revise ID&amp;R Action Plan</p>	<p>September 2012</p>	<p>Region VII &amp; District Migrant Personnel</p>	<p>ID&amp;R Plan Template, NCLB Consolidated Application, 2011-12 ID&amp;R Action Plan, Statewide Delivery Plan</p>	<p>Distribution of revised/completed ID&amp;R Action Plan to be attached to District Improvement Plans</p>
<p><b>Need #3</b> Based on the family survey there is a need to actively recruit children/youth who</p> <ul style="list-style-type: none"> <li>Are between the ages of birth through 21</li> </ul>	<p>Ensure every family receives a Required Family Survey annually</p>	<p>Upon initial enrollment</p>	<p>Campus enrollment personnel</p>	<p>Family survey</p>	<p>Completed survey maintained for two years</p>
	<p>Screening family surveys for eligibility</p>	<p>August and ongoing</p>	<p>District and Region 7 Migrant Personnel</p>	<p>Family survey</p>	<p>Completed screening process on each family</p>

<ul style="list-style-type: none"> <li>• Cross District lines alone or with parents</li> <li>• Moved due to economic necessity to obtain temporary or seasonal agricultural employment</li> </ul>	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
Need #6 Residency Verification (reporting period)	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 #7 Based on Texas state requirements maintain and improve a strong system of Quality Control.	Verify continued residency for current Migrant students in 2 <sup>nd</sup> or 3 <sup>rd</sup> year of eligibility	Sept 1-Nov 1, 2012: For 2 year olds turning 3 on or after 3 <sup>rd</sup> birthday	Region 7 and District Migrant personnel	COE, school records	NGS Residency Verification Report
	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 2013	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, 2013	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 2012-13**

**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
<ul style="list-style-type: none"> <li>• Migrant students who are at risk of failing due to:</li> <li>• Educational continuity</li> <li>• Mobility</li> <li>• Language barriers</li> <li>• Cultural differences</li> <li>• Attendance</li> <li>• Socio-economic issues</li> <li>• Over-age status</li> <li>• Failing grades</li> <li>• Failing state assessments</li> <li>• Partial credits</li> </ul>	Print and review NGS PFS report monthly	July 2012 through June 2013	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 <sup>th</sup> 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, 2013 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 Objectives

Erin Oranch-ELA  
Stephen Cooksey-Principal  
Samantha Templin-Math  
Melissa Firmin-Special Education  
Courtney Johnson-History  
Kyle Johnson-Science  
Tamara Lacy-Special Education

**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups

**OBJECTIVE:** 1.1 increase achievement of African American students in reading

**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Career Day	1,2,3,9,10	ELA Department	2017 spring term	BRIDGES Mentors	
Technology integration -Edmodo	1,2,3,9,10	Technology department Faculty	2017 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage
Reading class	1,2,3,9,10	Principal Counselor	2017 second semester	Class added to schedule	Increased academic achievement on formal assessments
I-Station driven reading practice	1,2,3,9,10	Reading lab teacher History classes and ELA	2017 second semester - two days a week	Computer labs Istation programs	Increased academicians achievement on formal assessments

**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups

**OBJECTIVE:** 1.2 increase achievement of African American students in math

**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Career Day	1,2,3,9,10	ELA Department	2017 spring term	BRIDGES Mentors	
Technology integration - Edmodo	1,2,3,9,10	Technology department Faculty	2017 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage
Think Through Math	1,2,3,9,10	Math department	2017 second semester - one time a week	iPads	Increased academic achievement on formal assessment

**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups

**OBJECTIVE:** 1.3 increase achievement of Special Education students in reading

**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title I School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Peer tutoring - career readiness	1,2,3,9,10	Principal, Title I interventionist	2017 second semester Weekly on Fridays	Title I funds	Walk throughs Decrease referrals Increased academic achievement on formal assessment
Career Day	1,2,3,9,10	ELA Department	2017 spring term	BRIDGES Mentors	
Technology integration - Edmodo	1,2,3,9,10	Technology department Faculty	2017 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage
Reading class	1,2,3,9,10	Principal Counselor	2017 second semester	Class added to schedule	Increased academic achievement on formal assessment
IStation driven reading practice	1,2,3,9,10	Reading lab teacher History classes and ELA	2017 second semester - two days a week	Computer labs Istation programs	Increased academicians achievement on formal assessment
Special Education intervention focus on small groups with support	1,2,3,9,10	Principal (staffing), math teachers, SPED teachers	2017 second semester	1 on 1 reading instruction	Increased academic achievement on formal assessment

**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups  
**OBJECTIVE:** 1.4 increase achievement of Special Education students in math  
**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title I School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Peer tutoring - career readiness	1,2,3,9,10	Principal, Title I interventionist	2014 second semester Weekly on Fridays	Title I funds	Walk throughs Decrease referrals Increased academic achievement on formal assessment
Career Day	1,2,3,9,10	ELA Department	2014 spring term	BRIDGES Mentors	
Technology integration - Edmodo	1,2,3,9,10	Technology department Faculty	2014 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage
Think Through Math	1,2,3,9,10	Math department	2014 second semester - one time a week	iPads	Increased academic achievement on formal assessment

**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups

**OBJECTIVE:** 1.5 increase achievement of English Language Learners students in reading

**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title I School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Peer tutoring - career readiness	1,2,3,9,10	Principal, Title I interventionist	2014 second semester Weekly on Fridays	Title I funds	Walk throughs Decrease referrals Increased academic achievement on formal assessment
Career Day	1,2,3,9,10	ELA Department	2014 spring term	BRIDGES Mentors	
Technology integration - Edmodo	1,2,3,9,10	Technology department Faculty	2014 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage
Reading class	1,2,3,9,10	Principal Counselor	2014 second semester	Class added to schedule	Increased academic achievement on formal assessment

I-Station driven reading practice	1,2,3,9,10	Reading lab teacher History classes and ELA	2014 second semester - two days a week	Computer labs Istation programs	Increased academicians achievement on formal assessment
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**SAFEGUARD: STUDENT POPULATION:**

**GOAL #:** 1 Palestine Junior High will educate, empower and communicate with all stakeholders to show an increase in STAAR scores across all subject areas with an emphasis on addressing demographically specific needs for Special Education, African American and ELL student groups

**OBJECTIVE:** 1.6 increase achievement of English Language Learners students in math

**Summative Evaluation:** the student sub population will meet the standards of 75 percent on AYP

Activity/Strategy	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Peer tutoring - career readiness	1,2,3,9,10	Principal, Title I interventionist	2014 second semester Weekly on Fridays	Title I funds	Walk throughs Decrease referrals Increased academic achievement on formal assessment
Career Day	1,2,3,9,10	ELA Department	2014 spring term	BRIDGES Mentors	
Technology integration - Edmodo	1,2,3,9,10	Technology department Faculty	2014 second semester	Tech Grant	Higher engagement during walkthroughs Lesson plans will reflect technology usage

Think Through Math	1,2,3,9,10	Math department	2014 second semester - one time a week	iPads	Increased academic achievement on formal assessment
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