

# Pearland High School Campus Improvement Plan 2018-2019

## State Board of Education Mission, Goals, and Objectives

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The objectives of public education are:

<i>Objective 1:</i>	Parents will be full partners with educators in the education of their children.
<i>Objective 2:</i>	Students will be encouraged and challenged to meet their full educational potential.
<i>Objective 3:</i>	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a diploma.
<i>Objective 4:</i>	A well-balanced and appropriate curriculum will be provided to all students.
<i>Objective 5:</i>	Qualified and highly effective personnel will be recruited, developed, and retained.
<i>Objective 6:</i>	Texas students will demonstrate exemplary performance in comparison to national and international standards.
<i>Objective 7:</i>	School campuses will maintain a safe and disciplined environment conducive to student learning.
<i>Objective 8:</i>	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
<i>Objective 9:</i>	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in the following:

<i>Goal 1:</i>	The reading and writing of the English language
<i>Goal 2:</i>	The understanding of mathematics
<i>Goal 3:</i>	The understanding of science
<i>Goal 4:</i>	The understanding of social studies

**Pearland ISD Performance Goals Set by the Board of Trustees**

<i>Goal 1:</i>	PISD will make academic achievement and student performance its priority.
<i>Goal 2:</i>	PISD will maximize fiscal responsibility to provide for operational effectiveness and facility maintenance.
<i>Goal 3:</i>	PISD will maintain a safe, disciplined environment conducive to learning.
<i>Goal 4:</i>	PISD will recruit and retain high quality personnel reflective of and responsive to the district's diverse community.
<i>Goal 5:</i>	PISD will actively promote a sense of community and shared direction.
<i>Goal 6:</i>	PISD will value public support and earn community confidence.

**2018-19 Campus Wide Initiatives**

Principal: John Palombo      Associate Principal: Audie Johnson

**Comprehensive Needs Assessment**

- Need 1: Increase Safety and Security
- Need 2: Improve PSAT/SAT participation and performance
- Need 3: Focus on Student Mental Health
- Need 4: Improve Oiler Hour logistics and supervision
- Need 5: Increase Attendance Rate

**Pearland High school will increase safety and security on campus through vairous means.**

<b><i>Objective 1:Dress Code Enforcement</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Focus on students wearing IDs all day	Campus Staff and Administration	ID Cards, Printers, Lanyards	All Year	Visual inspection of campus and consistent enforcement	Visual inspection of campus and consistent enforcement
Action 2: Strictly enforce "no hats in the building"	Campus Staff and Administration	None	All Year	Visual inspection of campus and consistent enforcement	Visual inspection of campus and consistent enforcement
<b><i>Objective 2:Security Staff</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Hire a PISD employed security staff	AP over security	Campus Funds	Aug-18	Ongoing oversight	Summative Evaluaton

Action 2: Create protocols and post orders	AP over security	Computer and Printer	Aug-18	Ongoing oversight	Summative Evaluaton
Action 3: Actively evaluate security staff performance	AP over security	Computer and Printer	Ongoing	Ongoing oversight	Summative Evaluaton
<b>Pearland High School will have a focus on increasing participation and performance on SAT and performance on PSAT</b>					
<b>Objective 1:PEARamount Group</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Identify top performing students on Duke Tip and PSAT	Associate Principal and AP Coordinator	Data	Aug-18	Set parameters for selection process	National Merit Qualifiers
Action 2: Recruit Teachers to host PEARamount PSAT Homerooms and provide direct tutorial instruction.	Associate Principal and AP Coordinator, Teachers	Access to teachers and homeroom scheduling	Aug-18	Group Students according to homeroom	National Merit Qualifiers
Action 3:Provide Oiler Hour tutoring sessions including lunch for PEARamount tutoring	Associate Principal and AP Coordinator	Location, funds for food, materials for sessions, 2 teachers to lead the sessions	Aug - Oct 18	Monitoring of attendance and lessons	National Merit Qualifiers
<b>Objective 2:SAT Ambassadors</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Target and recruit students to be SAT Ambassadors	Associate Principal and AP Coordinator	Access to students	Aug-18	Monthly meetings	Increaded performance averages and participation percentage
Action 2: Meet regularly to provide opportunities for students to promote SAT	Associate Principal and AP Coordinator	Access to opportunities for promotion	Ongoing	Activities	Increaded performance averages and participation percentage
<b>Objective 3:SAT School Day</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>

Action 1: Provide an opportunity to take the SAT during the school day once a semester	AP Coordinator	Testing materials, rooms, staff	Oct-18 and April-18	Percentage of students taking SAT	Increased performance averages and participation percentage
<b>PHS will improve Mental Health Awareness and Services at PHS</b>					
<b>Objective 1: Mental Health Counselor</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: PHS will employ a mental health counselor for the purpose of providing individual and group counseling	Principal and Mental Health Counselor	District Funds for Mental Health Counselor	Ongoing	Data from group meetings and student sessions	EOY data collection and evaluations
<b>Objective 2: Undercover Oilers</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: PHS will recruit teachers to be mentors for students in their classes	Associate Principal and MH Counselor	Presentation time	Aug-18	Number of teacher who volunteers	Number of teacher who volunteers
Action 2: MH Counselor will receive UO student nominations from teachers	MH Counselor	Email	Ongoing	Number of students and teachers paired	Number of students and teachers paired
Action 3: Quarterly Updates including breakfast	MH Counselor	Funds for food	4X a year	Teacher reports	Teacher reports
<b>Objective 3: Suicide Awareness</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Staff Training	Counselors	Training time for staff	Aug-18	Refer to MH counselor records	EOY data collection and evaluations
Action 2: Student Training	Counselors	Homeroom presentation	Sep-18	Teacher Feedback	EOY data collection and evaluations
<b>PHS will improve logistics and procedures during Oiler Hour</b>					

<b>Objective 1:Rezoning and Allocations</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Red, Yellow, and Green zones will be realigned to meet construction needs and "hot" spots based on feedback from previous year	AP over Oiler Hour	Computer and Maps	Aug-18	Observation and monitoring	End of year surveys and ongoing feedback
Action 2: Staff will be reallocated and provided more detailed monitoring directions	AP over Oiler Hour	Computer and Taining	Sep-18	Observation and monitoring	End of year surveys and ongoing feedback
<b>PHS will increase the daily attendance rate</b>					
<b>Objective 1:Streamline tracking process</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: adjust sub rosters to a complete roster submitted by the substitute	AP over Attendance and Attendance Clerks	Skyward Access, Copies	Ongoing	Attendance Tracker	Final Attendnace Rate
Action 2: Send weekly emails to Aps over their alpha splits	AP over Attendance and Attendance Clerks	Skyward Access, Copies	Ongoing	Attendance Tracker	Final Attendnace Rate
Action 3: Set up reminder emails to staff for not taking attendance	AP over Attendance and Attendance Clerks	Skyward Access, Copies	Ongoing	Attendance Tracker	Final Attendnace Rate
<b>Objective 2:Streamling Credit Denial Procedure</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Establish set paramenters for time to be served for absences	AP over Attendance and AP Sectrtaries	Skyward Access, Copies	Ongoing	Attendance Tracker	Final Attendnace Rate
Action 2: Hold semi-annual credit appeal hearings	AP over Attendance	Skyward Access, Copies	Dec-18 and May-18	Attendance Tracker	Final Attendnace Rate
<b>2018-19 ELA Departmental Plan</b>					
Assistant Principal: Christina Foos		Department Chair: Megan Pelc			

**Comprehensive Needs Assessment**

Need 1: Increase progress measure on ELA 1 and 2 initial STAAR testers

Need 2: Increase student re-tester success rate

Need 3: Increase participation and passing scores for the TSI exam

**Departmental Goal 1: Increase Progress Measure and Passing Rate on ELA I and II STAAR**

<b>Objective 1: To prepare teachers to provide the most effective instruction to increase student success rate on the ELA I and II STAAR</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Common and purposeful planning for ELA I	All ELA Teachers, Mindi Cooper, Christina Foos	Agenda, Scope and Sequence, Curriculum Binders, Calendars	August-May in weekly team meetings	Common Assessments and Benchmarks	Lesson Plans, STAAR scores
Action 2: Use incoming 8th grade reading STAAR failure list to determine placement in intervention course. Cap sections at 15.	Mindi Cooper, Christina Foos, PHS Counselors	STAAR Failure Report	July-August	NA	NA
Action 3: Determine which students are taking STAAR online or paper for ELA I and II.	Christina Foos, Mindi Cooper, Testing Department	8th and 9th Grade list for Paper vs. Online, Teacher Input, 504/SPED Paperwork	September	NA	NA
Action 4: Teachers who have online testers attend, "Testing Online Best Practices".	ELA Teachers, Mindi Cooper, SPED Dept.	Training provided by Mindi Cooper	September and November	Team Meetings and Walkthroughs	STAAR
Action 5: Students attend targeted tutoring during Mega Lunch/Pull-outs.	ELA Teachers, Mindi Cooper, Christina Foos	STAAR Tutorial Materials and Lessons, possibly paid tutors	All year	Common Assessments, Benchmarks, Team Meetings	STAAR
Action 6: Goal Setting Meetings with each ELA I and II teachers	Christina Foos and ELA Teachers	Goal Documentation and Data from last STAAR by teacher	September-October	Strive	STAAR, Team Meetings, Benchmarks, CFAs

Action 7: Data Analysis	ELA Teachers, Mindi Cooper, Christina Foos	Data after each benchmark and CFAs in Eduphoria	All year	Common Assessments, Benchmarks, Team Meetings	STAAR
Action 8: Vertical Alignment with 8th grade teachers	ELA Teachers including from feeder junior highs, Mindi Cooper, Christina Foos	Vertical Alignment meetings with C and I	All Year	8th grade data provided from C and I, Benchmarks	Vertical Alignment forms
Action 9: Monitor ELL/SPED targets	SPED, ESL, and ELA teachers, Mindi Cooper, Christina Foos	Data after each benchmark and CFAs in Eduphoria, Differentiated Strategies	All Year	Common Assessments, Benchmarks, Team Meetings, Walkthroughs	STAAR
<b>Objective 2: To prepare teachers with effective instruction to increase success rate with re-testers</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Common and purposeful planning for all grade levels	All ELA Teachers, Mindi Cooper, Christina Foos	Agenda, Scope and Sequence, Curriculum Binders, Calendars	August-May in weekly team meetings	Common Assessments and Benchmarks	Lesson Plans, STAAR scores
Action 2: Provide teachers with monitoring list of ELA 1 and 2 failures	Christina Foos, Mindi Cooper	STAAR Results	September	NA	NA
Action 3: Students are placed in an intervention course in addition to their ELA course to provide skills for success on the STAAR.	Christina Foos, Mindi Cooper, Counselors	STAAR Results, Intervention courses for all grades	July-August	Intervention Course	STAAR
Action 4: Teachers attend all ELA pull-outs.	Mindi Cooper	Data from Benchmarks, CFAS, curriculum binders, scope and sequence	September-April	Sign-In Sheets	NA

Action 5: Progress Road Map as continuation of data analysis.	ELA Teachers, Christina Foos, Mindi Cooper	Progress Road Maps, Data from Eduphoria	After Benchmarks, CFAs, and Semester Exams	Progress Road Maps	Lesson Plans, STAAR
Action 6: Monitoring STAAR essay lessons in classroom through walkthroughs and observation	Mindi Cooper, Christina Foos	Lesson Plans, Walkthroughs	All year	Walkthroughs and lesson plans	TTESS and STAAR
Action 7: Students attend targeted tutoring during Mega Lunch/Pull-outs if they didn't make the intervention course due to scheduling.	ELA Teachers, Mindi Cooper, Christina Foos	STAAR Tutorial Materials and Lessons, possibly paid tutors	All year	Common Assessments, Benchmarks, Team Meetings	STAAR
<b>Departmental Goal 2: Increase participation and passing scores for the TSI Exam</b>					
<b><i>Objective 1: To prepare teachers to provide students in the ELA 3 classes with the skills needed to pass the TSI exam.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Initial meeting with all Algebra 3 teachers to develop plan of action, find resources, and share ideas for promoting the TSI test.	Bonnie Scheidt, Christina Foos, ELA 3 Teachers	Agenda Calendar Lead4Ward Quicklook	Septemeber	Common Assessments	TSI Exam Scores
Action 2: Offer TSI Testing every other week for students.	Lynn Walker	TSI Testing Schedule	September - May	Testing Sign Up	NA
Action 3: Common and purposeful planning for ELA 3 teachers.	ELA 3 Teachers, Christina Foos	Agenda Scope and Sequence Calendars	August - May	Common assessment and spiraled TSI assignments	TSI Exam Scores
Action 4: Provide teachers with regular TSI data to track students who have taken and passed the TSI test.	Christina Foos Lynn Walker	TSI Scores	All School year	Tracking Documents	TSI Exam Scores



Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Mindi Cooper Christina Foos	Walk-through forms Coaching forms Team Meetings	All School year	Common assessment and spiraled TSI assignments	TSI Exam Scores
Action 6: Implementation TSI Spiraled Warm-Ups	Mindi Cooper ELA 3 Teachers	TSI Warm-Ups	All School year	Common assessment and spiraled TSI assignments	TSI Exam Scores
Action 8: Provide tutoring during Oiler Hour for students struggling to pass.	ELA 3 Teachers Other ELA teachers – during Oiler Hour	TSI Data	January – May	Tutoring Lessons	TSI Exam Scores
Action 9: Have teachers take the TSI exam	Mindi Cooper ELA 3 Teachers	TSI Exam	October 8th	TSI testing sign up	TSI Teacher Scores

**2018-19 Math Departmental Plan**

Assistant Principal: Bonnie Scheidt

Department Chair: Jennifer Kelly

**Comprehensive Needs Assessment**

Need 1: Increase Progress Measure on Algebra 1 STAAR EOC

Need 2: Increase participation and passing scores for the TSI Exam

Need 3: Increase AP participation and students scoring 3 on an AP exams

**Departmental Goal 1: Increase Progress Measure and Passing Rate on Algebra 1 STAAR EOC**

<b><i>Objective 1: To prepare teachers to provide the most effective initial instruction to increase student success rate and progress measure on the Algebra 1 EOC at PHS.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Common and purposeful planning for Algebra 1 teachers.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt	Agenda Scope and Sequence Calendars	August - May Every Tuesday at 2nd period	Common Assessments, Benchmarks	STAAR Scores

Action 2: Set up classes in the Navigator system. Share expectations for Calculator and Navigator usage.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt Jennifer Kelly ☒	Directions Class lists	Training on August 30th Complete by September 5th	Calculator procedures and lessons	NA
Action 3: Provide Teachers Progress Road Map and initial progress measure beginning monitoring.	Bonnie Scheidt Testing Department Algebra 1 teachers	Progress Road Maps	September 18th Team Meeting	Common Assessments, Benchmarks	STAAR Scores
Action 4: Teachers attend all Algebra 1 pull outs – Progress Measure, STAAR, and Canvas.	Brenda O'Banion Algebra 1 Teachers		September - April	Common Assessments, Benchmarks	STAAR Scores
Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Brenda O'Banion Bonnie Scheidt Cynthia Trisna	Walk-through forms Coaching forms Team Meetings	All School year	Walk-throughs, TTESS Evaluations	STAAR Scores
Action 6: Goal Setting meetings with each Algebra 1 teacher. Progress Measure Goal, Possible Canvas Goal	Bonnie Scheidt Algebra 1 teachers	Goal documentation	September	Goals Loaded in Strive	Goal Evidence
Action 7: Implementation of New Math ARC Spiraled Warm-Ups	Brenda O'Banion Algebra 1 Teachers	Math ARC Warm-Ups	All School year	Common Assessments, Benchmarks	STAAR Scores
Action 8: Organize and implement math tutoring schedule for incoming 8th grade STAAR failures. Possible weekly tutoring one day a week during Oiler Hour tutorials	Bonnie Scheidt Algebra 1 teachers	Grade 8 STAAR Failures Struggling student lists Benchmark Scores Progress Road Map Student schedules	All School year	Common Assessments, Benchmarks	STAAR Scores

Action 9: Common Assessments put into Aware with TEKS tied to the questions.	Algebra 1 Teachers	Common Algebra 1 Assessments Aware Directions	All School year	Common Assessments, Benchmarks	STAAR Scores
Action 10: Progress Road Map continuation of data analysis. Intervention discussions and spiraled review questions for warm-ups.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt	Progress Road Maps Discussion Questions for Intervention	After Benchmark 1 After Semester Exam After Released STAAR	Common Assessments, Benchmarks, Progress Road Maps	STAAR Scores
Action 11: Monitoring calculator usage in classroom through walkthroughs and observations	Brenda O'Banion Bonnie Scheidt	Walkthrough Forms TTESS documentation	All School year	Walk-throughs, TTESS Evaluations	NA
Action 12: Begin tutoring groups during Oiler Hour for struggling learners starting based upon PRM and district exam data.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt Algebra 1 Tutor Other Math teachers – during Oiler Hour	PRM District Data	January – May	Common Assessments, Benchmarks	STAAR Scores
<b><i>Objective 2: To prepare a plan to support students taking the Algebra 1 EOC in December as re-testers.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: If possible students should be enrolled in Algebraic Reasoning if they earned Algebra 1 credit and failed the EOC. 1st and 4th period.	Counselors Bonnie Scheidt	Scheduling Skyward	All School year	Class Schedules	December STAAR Scores

Action 2: Scope and Sequence Preparation – allows for a 2-week period for review for the Algebra 1 EOC retest.	Brenda O’Banion Anthony Davis	List of students	Novemeber	Common Assessments, Benchmarks	December STAAR Scores
Action 3: Prepare list of retesters and STAAR EOC data to share with Algebraic Reasoning teacher. STAAR Talks	Brenda O’Banion Anthony Davis	List of students	September - October	Common Assessments, Benchmarks	December STAAR Scores
Action 4: Meet with Algebraic Reasoning teacher to establish a STAAR review plan	Brenda O’Banion Bonnie Scheidt Anthony Davis	STAAR Review Resources	September	Common Assessments, Benchmarks	December STAAR Scores
Action 5: Algebraic Reasoning teacher use STAAR Algebra I spiral reviews for warm-up	Brenda O’Banion Bonnie Scheidt Anthony Davis	Algebra Builders	August - December	Common Assessments, Benchmarks	December STAAR Scores
Action 6: STAAR tutoring provided for students not placed in Algebraic Reasoning. Will be done during OH with Trisna.	Bonnie Scheidt Cynthia Trisna	List of students not enrolled in protected courses	September - December	Tutoring Lessons	December STAAR Scores
<b>Departmental Goal 2: Increase participation and passing scores for the TSI Exam</b>					
<b><i>Objective 1: To prepare teachers to provide students in the Algebra 2 classes with the skills needed to pass the TSI exam.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Initial meeting with all Algebra 2 teachers to develop plan of action, find resources, and share ideas for promoting the TSI test.	Bonnie Scheidt Algebra 2 Teachers	Agenda Calendar Lead4Ward Quicklook	29-Aug	Common Assessments	TSI Exam Scores
Action 2: Offer TSI Testing every other week for students.	Lynn Walker	TSI Testing Schedule	September - May	Testing Sign Up	NA
Action 3: Common and purposeful planning for Algebra 2 teachers.	Algebra 2 Teachers	Agenda Scope and Sequence Calendars	August - May	Common assessment and spiraled TSI assignments	TSI Exam Scores

Action 4: Provide teachers with regular TSI data to track students who have taken and passed the TSI test.	Bonnie Scheidt Lynn Walker	TSI Scores	All School year	Tracking Documents	TSI Exam Scores
Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Brenda O'Banion Bonnie Scheidt	Walk-through forms Coaching forms Team Meetings	All School year	Common assessment and spiraled TSI assignments	TSI Exam Scores
Action 6: Goal Setting meetings with each Algebra 2 teacher. TSI Goal	Bonnie Scheidt Algebra 2 teachers	Goal documentation	September	Goals Loaded in Strive	Goal Evidence
Action 7: Implementation TSI Spiraled Warm-Ups	Brenda O'Banion Algebra 2 Teachers	TSI Warm-Ups	All School year	Common assessment and spiraled TSI assignments	TSI Exam Scores
Action 8: Provide tutoring during Oiler Hour for students struggling to pass.	Algebra 2 Teachers Other Math teachers – during Oiler Hour	TSI Data	January – May	Tutoring Lessons	TSI Exam Scores
Action 9: Have teachers take the TSI exam	Brenda O'Banion Algebra 2 Teachers	TSI Exam	October 8th	TSI testing sign up	TSI Teacher Scores
<b>Departmental Goal 3: Increase AP participation and students scoring 3 on an AP exams</b>					
<b>Objective 1: Increase AP participation and students scoring 3 on an AP exams</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: All AP teachers attend APSI Conference	All AP Math and Computer Science Teacher	APSI Sign Up	Summer 2018	Classroom Assessments	AP Scores
Action 2: GT Staff Development	All AP Math and	Agenda	4-Sep-18	Classroom Assessments	AP Scores
Action 3: Oiler Hour Promotion for AP	AP Teachers	Oiler Hour Area in Commons	February	STEM AP Enrollment	STEM AP Enrollment
Action 4: Math Teachers ppt with	All Math teachers	Math Sequencing PPT	February	STEM AP Enrollment	STEM AP Enrollment
Action 5: Spiral reviews for all AP	All AP Math and	Review items for AP Exam	All School	Classroom Assessments	AP Scores
Action 5: Two - Four week review for	All AP Math and	Review items for AP Exam	April	Classroom Assessments	AP Scores

Action 6: Goal Setting meetings with	Bonnie Scheidt	Goal documentation	September	Goals Loaded in Strive	Goal Evidence
Action 5: Follow up on implementation of review items with teachers at planning meetings, during walk-throughs, and coaching rounds.	Bonnie Scheidt Corey Cogswell	Walk-through forms Coaching forms Team Meetings	All School year	Walk-throughs, TTESS Evaluations	AP Scores
<b>2018-19 Science Departmental Plan</b>					
Assistant Principal: Tasha Williams		Department Chair: Monica Flores			
<b>Comprehensive Needs Assessment</b>					
Need 1: Increase the number of students scoring approaches grade level or higher on the Biology STAAR test					
Need 2: Increase the number of students scoring 3 or higher on science AP exams					
Need 3: Increase enrollment in AP and Pre-AP science classes					
<b>Departmental Goal 1: Increase the number of students scoring commended on the Biology STAAR test</b>					
<b><i>Objective 1: Content area teams will use a variety of data to assess strengths and weaknesses of the curriculum and instructional strategies and make necessary changes</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Analysis of benchmark data and common assessments	Angelia Piedras and Biology teachers	Aware	2018-2019	BM Results	STAAR Results
Action 2 Align all instruction and laboratory investigations with the TEKS	Angelia Piedras and Biology teachers	Textbooks and copy of TEKS	2018-2019	BM Results	STAAR Results
Action 3 Weekly content area team meetings	Tasha Williams, Angelia Piedras, and Biology Teachers	Classroom, common planning period	Weekly	BM Results	STAAR Results
Action 4 Collaborative team lesson planning	Tasha Williams, Angelia Piedras, and Biology Teachers	Eduphoria software	Weekly	BM Results	STAAR Results
Action 5 Use Common assessments	Biology Teachers	Printers, document scanners, Aware	2018-2019	BM Results	STAAR Results
Action 6 Attend Pullout sessions with C & I specialist	Angelia Piedras and Biology teachers	Substitutes	2018-2019	BM Results	STAAR Results

**Departmental Goal 2 Increase the % of students receiving a 3 or higher on the science AP exams**

<b><i>Objective 1: Differentiate instructional strategies to increase student performance</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Teacher participation in AP institute and trainings	Lynn Walker, Tahs Williams. John Palombo, Audie Johnson	Funding for registration	2018-2019	Ongoing Assessments	AP Results
Action 2 Teacher attendance at summer AP workshops	Lynn Walker, Tahs Williams. John Palombo, Audie Johnson	Funding for registration	Summer 2019	Ongoing Assessments	AP Results
Action 3 Collaborative weekly team planning	Tasha Williams	Common planning periods	Weekly	Ongoing Assessments	AP Results
Action 4 Collaborative planning with C & I specialist and advanced academics	Tasha Williams, Audie Johnson, John Plaombo	Substitute teachers	2018-2019	Ongoing Assessments	AP Results

**Departmental Goal 3 Increase the % of students enrolled and completing science AP courses**

<b><i>Objective 1: Increase the number of students meeting the prerequisites for AP courses to enroll in AP courses</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 AP science course presentations to the student body	All AP Science teachers	Laptops and presentation software	Spring 2019	Enrollment Counts February	Final Enrollment Counts
Action 2 Identify students enrolled in prerequisite courses for AP courses	Counselors	Skyward and course selection handbook	Spring 2019	Enrollment Counts February	Final Enrollment Counts
Action 3 Parent communications sent regarding AP courses	Counselors	Skyward and call out system	Spring 2019	Enrollment Counts February	Final Enrollment Counts
Action 4 Attend course selection fair to showcase AP courses	All AP Science teachers	Tables, chairs, facility	Spring 2019	Enrollment Counts February	Final Enrollment Counts

**2018-19 Social Studies Departmental Plan**

Assistant Principal: Stephanie Jaracz      Department Chair: Scott Crossno

**Comprehensive Needs Assessment**

Need 1: Increase Progress Measure on US History STAAR exam

Need 2: Increase AP participation and students scoring 3 on AP exams

Need 3: Close gaps in performance for special populations (ELL, SpEd)

Need 4: Utilize exceptional teachers as instructional coaches to improve practice

**Departmental Goal 1: Increase Progress Measure on US History STAAR exam**

<b><i>Objective 1: To prepare teachers to provide the most effective initial instruction and intervention/enrichment opportunities to increase student success rate and progress measure (specifically % Masters) on the US History STAAR exam</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1: Common and purposeful planning for US History teachers	US History teachers Katie Batenhorst Stephanie Jaracz	Agenda Scope and Sequence Calendars	August to May Thursday, 2nd period	Weekly Lesson Plan evaluations Participant feedback (bimonthly)	Common Assessments STAAR scores
Action 2: Present Oiler Hour tutorials targeting student skill weaknesses with focus on students nearing Masters level	US History teachers Katie Batenhorst Stephanie Jaracz	Aware data from common assessments and quizzes	Yearlong	Common Assessments	STAAR scores
Action 3: Goal setting meetings with each US History teacher. Focus on Progress Measure (% Masters) goal and Oiler Hour tutorial goal.	US History teachers Stephanie Jaracz	Goal documentation and Data from last STAAR by teacher and campus	September	Monthly check-ins on goal progress, documented in Strive	STAAR, team meetings, Common assessments, benchmarks
Action 4: Data analysis of 8th grade STAAR Social Studies scores; create target group for mandatory tutorials (struggling to pass and bubble for Masters) based on comparative study.	US History teachers Scott Crossno Katie Batenhorst Stephanie Jaracz	STAAR data from 8th grade (current 11th grade students); comparative data from past groups (8th to 11th comparison)	September	Benchmarks, Common Assessments	STAAR scores



Action 5: Data analysis	US History teachers Katie Batenhorst Stephanie Jaracz	Aware data after each benchmark and common assessment	Yearlong	Common Assessments, Benchmarks, Team Meetings	STAAR
Action 6: After school STAAR Blitz review in April, Thursday prior to STAAR exam	US History teachers Scott Crossno Katie Batenhorst Stephanie Jaracz	Mock exam data Paid tutors (possibly) Extended day funds for teachers and supplies	March-April	Successful planning and implementation of activities	STAAR scores
Action 7: Monitor ELL/SpEd student groups	US History teachers Co-teachers/Aides Katie Batenhorst Stephanie Jaracz	Benchmark and Common Assessment data Data analysis tools	Yearlong	Gap analysis for common assessments and benchmarks	STAAR scores
Action 8: Utilize Lead4Ward IQ docs for local data analysis and test prep/tutorial design	US History teachers Katie Batenhorst Stephanie Jaracz	IQ docs ( <a href="http://lead4ward.com/iq/">http://lead4ward.com/iq/</a> ) STAAR data (2013-2018)	Yearlong	Common Assessments Warm Up team meeting discussions	STAAR scores
Action 9: Integrate higher order thinking questions/activities into lesson design.	US History teachers Katie Batenhorst Stephanie Jaracz	Professional Development	Yearlong	Lesson Plan review	STAAR scores (Masters level increase)
Action 10: Teacher attend all US History pull-outs	Katie Batenhorst	Data from Benchmarks Common Assessments Curriculum binders Scope and sequence	Yearlong	Sign-In Sheets	NA
<i>Objective 2: Plan and present a successful prep program for December US History retesters.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Create a Oiler Hour tutorial program for students who failed US History STAAR.	US History teachers Katie Batenhorst Stephanie Jaracz	STAAR Tutorial materials Possibly paid tutor Possibly paid days for teacher planning	Yearlong	team meetings	STAAR retest scores
Action 2: Analyze weaknesses in STAAR retesters from 2018 STAAR data	US History teachers Katie Batenhorst Stephanie Jaracz	STAAR data 2018	September-October	team meetings	STAAR retest scores

Action 3: Research using Special Topics in Social Studies as a STAAR review semester course for 2019-20 and scheduling for retester students	Katie Batenhorst Scott Crossno Stephanie Jaracz	Skyward	Yearlong	SS leadership meetings	success or failure of this option
<b>Departmental Goal 2: Increase AP participation and students scoring 3+ on AP exams</b>					
<b>Objective 1: Equip teachers to effectively lead AP students to success.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Participate in GT professional development	AP SS teachers	Professional Development	Yearlong	PD attendance	evidence of strategies in classrooms during walkthroughs
Action 2: Purposeful common planning with integration of high order thinking skill use across lessons	AP SS teachers Christina Parr	Scope and Sequence Calendar Agendas	Yearlong	lesson plan evaluation	AP scores
Action 3: AP seminiar/training attendance	AP SS teachers	tuition for AP program	May - August	PD attendance	AP Scores
<b>Objective 2: Market AP classes</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Informational presentations in appropriate prerequisite classes	Social Studies teachers	video presentations	January-February	NA	Course Enrollment for upcoming year
Action 2: Design AP pep rally to present certificates to AP students scoring 3 and higher.	PHS AP teachers Admin team Counseling team	Pep Rally certificates	planning - yearlong pep rally Sept. 2019	AP enrollment	AP scores
Action 3: Research possibility of adding AP capstone course to 10th grade students in SS	Scott Crossno Stephanie Jaracz Christina Parr	time for research	yearlong	AP SS team meetings (planning)	Course Enrollment for upcoming year
<b>Departmental Goal 3: Close gaps in performance for special populations (ELL, SpEd)</b>					

<b>Objective 1: Identify and address gaps in skill performance</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Utilize data analysis protocol	SS Team Leads Stephanie Jaracz Katie Batenhorst	Data analysis protocol	yearlong	complete data analysis student "sharing"	closing of the gap on common assessments/ STAAR
Action 2: Plan and implement interventions for students showing "gap" in scores	SS teachers Stephanie Jaracz Katie Batenhorst	Activities for student tutorials/small groups	yearlong	appropriately planned skill based intervention activities	closing of the gap on common assessments/ STAAR
<b>Objective 2: Equip teachers with strategies to address gaps for struggling learners</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Train teachers on strategies to use with ELL and SpEd students	Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	PD opportunities training for trainers	Yearlong	PD offered	teachers enroll and complete PD
Action 2: Provide appropriate scaffolds for struggling students	SS teachers	materials for scaffolds	yearlong	Walkthrough observations	closing of the gap on common assessments/ STAAR
Action 3: Promote ESL certification for SS teachers	SS teachers Stephanie Jaracz Katie Batenhorst	ESL training/prep for test	yearlong	teachers attend ESL training & sign up for test	teachers gain ESL certifications
<b>Departmental Goal 4: Utilize exceptional teachers as instructional coaches to improve practice</b>					
<b>Objective 1: Develop and empower members of instructional league</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: Successful coach/teacher experience for semester 1	SS Instructional league coach SS volunteer teachers Stephanie Jaracz	Tools for data collection Time for pre and post observation conferences	Fall semester	Occurance of pre-obs, observation, and post- obs conferences	formal observation by content AP in which improved skills are observed

Action 2: PD presented by members of instructional league	SS Instructional league coach SS volunteer teachers	materials for presentation time to plan presentation	Fall semester	PD planning check ins	PD presentation
Action 3: recruit more volunteers (coachees) for instructional coach to work with	SS Instructional league coach SS volunteer teachers Stephanie Jaracz	Tools for data collection Time for pre and post observation conferences	Spring Semester	Occurance of pre-obs, observation, and post-obs conferences	formal observation by content AP in which improved skills are observed
<b>Objective 2: Research and define SS department problem of practice</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1: complete data collecting walkthroughs for each teacher in dept	Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools	Fall semester	walkthroughs completed and data collected	problem of practice defined
Action 2: present problem of practice to team and design plan to address problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	department meeting	December	problem of practice presented	department designed plan to address problem of practice
Action 3: work through department's plan to address problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools department meeting times content team meetings	Spring Semester	walkthroughs completed and data collected to show growth and teacher meetings to discuss data	data shows growth in area addressed
Action 4: formal day of instructional walkthroughs to collect data on problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools teachers to collect data	March/April	data collected	data compiled

Action 5: present data to department	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data presentation department meeting	May	presentation completed	department growth goal set for next school year; follow up planned
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**2018-19 LOTE Departmental Plan**

Associate Principal: Audie Johnson	Department Chair: Angelica Millan
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**Comprehensive Needs Assessment**

Need 1: Common Assessments for Spanish L1 and L2

Need 2: Growth of French Program

**The LOTE department will make use of common assessments**

<i><b>Objective 1: Use common assessments in Spanish 1 and Spanish 2</b></i>	<i><b>Person(s) Accountable</b></i>	<i><b>Resources Needed</b></i>	<i><b>Timeline</b></i>	<i><b>Formative Evaluation of Strategy/Activity</b></i>	<i><b>Summative Evaluation of Strategy/Activity</b></i>
Action 1: Give weekly/biweekly assessments and review assessment in team planning sessions	Department Chair and Teachers	Test Banks	Ongoing	Evidence of assessments and conversations regarding assessments	Evidence of assessments and conversations regarding assessments

**The LOTE department will increase enrollment in French to require the need of 2 full time teachers**

<i><b>Objective 1: Increase enrollment numbers for 19-20 school year</b></i>	<i><b>Person(s) Accountable</b></i>	<i><b>Resources Needed</b></i>	<i><b>Timeline</b></i>	<i><b>Formative Evaluation of Strategy/Activity</b></i>	<i><b>Summative Evaluation of Strategy/Activity</b></i>
Action 1: Provide a hospitable learning environment that engages students	French Teachers	Lessons and activities	Ongoing	Lesson plans and walkthroughs	Enrollment numbers
Action 2: Recruit at the JH level	Associate Principal and French Teachers	Access to Junior Highs	February - May 2019	Enrollment numbers	Enrollment numbers

**2018-19 PE-ROTC Departmental Plan**

Assistant Principal: Lynn Walker	Department Chair: Lauren Martens
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**Comprehensive Needs Assessment**

Need 1: SPARK Curriculum: Sports, Play, Active Recreation for Kids

Need 2: Equipment, Facility, and Project supplies

Need 3: Prepare for JROTC recertification

<b>Departmental Goal 1 PE Classes</b>					
<b><i>Objective 1: To maintain a structured schedule to encourage healthy lifestyles through student participation and students prepared with proper attirement daily.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Mile Monday (Cardio)	PE Coaches	Stopwatch/straws	Weekly	Timing Standards	Personal Bests for improving time
Action 2 Tuesday - SPARK Curriculum/Activity	PE Coaches	SPARK Curriculum and Equipment purchased by PISD/PHS	Weekly	Written and Skill assessment	Unit Tests/Skill improvement
Action 3 Wednesday Weight/strenght training	PE Coaches	Weightrooms Searcy and South Football	Weekly	Written assessment on weightroom safety and procedures	Personal Bests for improving strength
Action 4 Thursday - SPARK Curriculum/Activty	PE Coaches	SPARK Curriculum and Equipment purchased by PISD/PHS	Weekly	Written and Skill assessment	Unit Tests/Skill improvement
Action 5 Friday Food/Nutrition Wellness	PE Coaches: plan in advance for their Friday session; Rotation schedule will be prepared by the PE Department Head	Teaching Theatre and Health curriulum from SPARK	Weekly	All male and female PE teachers will teach guided lessons from SPARK curriculum	Personal Best for nutritional and healthy choice selection
<b>Departmental Goal 2: Outdoor Adventures</b>					
<b><i>Objective 1:To encourage and participation in Outdoor Living and Recreational activities.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Archery / Bow Hunting	Certified Outdoor Education Teachers	Archery Equipment; Targets, bows/arrows, designated areas	1st semester	Unit Assessments	Skill / Technique assessment

Action 2: Safe Camping and Outdoor Cooking Preparation	Certified Outdoor Education Teachers	Tents, gas grill, cooking supplies, groceries	1st semester	Unit Assessments	Skill / Technique assessment
Action 3 Hunter's Educaiton	Certified Outdoor Education Teachers	Texas Parks and Wildlife course guide and computer lab for assessments	1st semester	Unit Assessments	Certification
Action 4 Angler Education	Certified Outdoor Education Teachers	Fishing rods/reels; pond access; bait	2nd semester	Unit Assessments	Certification
Action 5 Boating Education	Certified Outdoor Education Teachers	Texas Parks and Wildlife course guide and computer lab for assessments	2nd semester	Unit Assessments	certification

**Departmental Goal 3 JROTC**

<b><i>Objective 1: To meet all requirements for the Army JROTC recertification for the 2018-2019 school year and receive the Distigushished Honor Unit Designation.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Student portfolios	JROTC Instructors	office supplies	Dec-18	Portfolio pre-inspection	evaluation of portfolios by the Army Review Board
Action 2 Drill and Ceremony	JROTC Instructors	correct uniforms	Dec-18	Instructor Review for corrections of Battalion movement	evaluation by the Army Review Board
Action 3 Supplies Operation in Compliance	JROTC Instructors	Supply Rooms and Documentation	Dec-18	LaPort HS will conduct a curtousy review for a pre-inspections	evaluation by the Army Review Board
Action 4 Curriuclum Review for Compliance	JROTC Instructors	Army Curriculum	Dec-18	Pre-Inspection Check list	evaluation by the Army Review Board
Action 5 Instructor Portfolio	JROTC Instructors	Certifications	Dec-18	LaPort HS will conduct a curtousy review for a pre-inspections	evaluation by the Army Review Board

**2018-19 Fine Arts Departmental Plan**

Assistant Principal: Lynn Walker	Department Chair: Joe Munoz
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**Comprehensive Needs Assessment**

Need 1: Increase AP Scores in AP Music Theory

Need 2: Increase AP Scores in AP Studio Arts (2D, 3D, and Drawing)

Need 3: Increase the number of student entries to art contests

**Departmental Goal 1: AP Music Theory Exam**

<i>Objective 1: To increase performance on AP Music Theory Exam with a score of 3, 4, or 5.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1 Attend APSI	Jon Marcum	Rice University	July 23-26, 2018	apply strategies learned from APSI	strategies reflective in lesson planning and student assessments similar to AP exams
Action 2 Attend GT Training	Jon Marcum	PISD GT	July 30- August 2, 2018	apply strategies learned from APSI	strategies reflective in lesson planning and student assessments similar to AP exams
Action 3 Review Instructional Planning Guide	Jon Marcum, Lynn Walker, ESC AA Specialist	College Board	Fall 2018	apply strategies learned from APSI	strategies reflective in lesson planning and student assessments similar to AP exams

**Departmental Goal 2: AP Studio Art Portfolio Exam**

<i>Objective 1: To increase performance on AP Studio Art Portfolio Exam with a score of 3, 4, or 5.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
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Action 1 Review Instructional Planning Guide	Robert Stiles, Lynn Walker, ESC AA Specialist	College Board	Fall 2018	apply strategies learned from APSI	strategies reflective in lesson planning and student assessments similar to AP exams
Action 2 Complete weekly lesson plans to support instruction for this goal	Robert Stiles, Lynn Walker,	Eduphoria	Weekly	apply strategies learned from APSI	strategies reflective in lesson planning and student assessments similar to AP exams
<b>Departmental Goal 3: Visual Arts</b>					
<b><i>Objective 1: To Increase the number of Art Contest entries.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Prepare Art 1-4 student submission for PISD Expo	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Expol Art Contest	Sep-18		Contest Results
Action 2 Prepare Art 1-4 student submission to the Houston Livestockshow and Rodeo Art Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for HLSR Art Contest	Fall 2018		Contest Results
Action 3 Prepare Art 1-4 student submission to the Brazozria County Fair	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Brazoria County Fair	Sep-18		Contest Results
Action 4 Prepare Art 1-4 student submission to the Scholastic Art Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Scholastic Art Contest	Dec-18		Contest Results
Action 5 Prepare Art 1-4 student submission to VASE Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the VASE Contest	Jan-19		Contest Results
<b>Departmental Goal 4: Performing Arts</b>					

<b>Objective 1: To prepare PHS Band students for UIL Marching Contest, TMEA Auditions, UIL Solo/Ensemble, and UIL Concert &amp; Sight Reading Contest and Performance Concerts.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 Learn marching production	PHS Band Staff	Stak=te TEKS; Printed Music, Instruments, Choreography, Video Assessment, SMART Music (music assessment Application)	Summer 2018- November 2018	PHS Band Staff evaluates sectionals through music memory and choreography	Judges critiques and video playback
Action 2: TMEA Auditions	PHS Band Staff	All State Audition Music	Feb-19	Director/Student Assessment	Audition Results
Action 3 UIL Solo/Ensemble	PHS Band Staff	UIL Solo/Ensemble Music	Mar-19	Director/Student Assessment	Contest Results
Action 4 UIL Concert & Sight Reading	PHS Band Staff	UIL Concert Music and Released UIL Music Sight reading selections, and SMART music	May-19	Director/Student Assessment	Judge evaluations
Action 5 Performance Concerts	PHS Band Staff	Musical Selections appropriate for the time of year	Winter Concert; Pre-UIL Concert; Spring Concert	Student participated in learning the material in class and attending the performance.	alternative assignments if student non attendance
<b>Choir</b>					
<b>Objective 2: To prepare Choir Students for TMEA Auditions, UIL Solo/Ensemble, UIL Concert &amp; Sight Reading Contest and Performance Concerts.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>

Action : TMEA Auditions	PHS Choir Staff	All State Audition Music	September 2018- February 2019	Director/Student Assessment	Audition Results
Action 2 UIL Solo/Ensemble	PHS Choir Staff	UIL Solo/Ensemble Music	Feb-19	Director/Student Assessment	Contest Results
Action 3 UIL Concert & Sight Reading	PHS Choir Staff	UIL Concert Music and Released UIL Music Sight reading selections	Apr-19	Director/Student Assessment	Judge evaluations
Action 4 Performance Concerts	PHS Choir Staff	Musical Selections appropriate for the time of year	Multiple Event Ongoing	Student participated in learning the material in class and attending the performance or required to submit an alternative assessment	alternative assignments if student non attendance

**PRANCERS / DANCE**

<b><i>Objective 3: Prancers are expected to be physically and mentally skilled in learning and remembering dances for both individual, ensemble and team performances.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Football Season	Jill Cruces and Libby Koepke	Choreography/Choreographer; Band sheet music: pom, high kick, streamers, jazz, novelty	July 2018- November 2018	Directors audition students each week for routine dances.	Prancers will view video and self critique
Action 2 Contest	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season	October 2018 - February 2019	Directors audition students each week for routine dances.	Judges evaluation to make corrections for next performance

Action 3 Spring Show	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season	March 2019- April 2019	This is for community entertainment	This is for community entertainment
Action 4 Dance Officer, Social Officer, and Comapny Team Tryouts	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season and hire outside judges for tryouts	March 2019- May 2019	Tryout Clinic taught by Exiting Officers	Judges evaluation and team vote
<b>Objective 4: Provide foundations for perception, creative expression, historical and cultural relevance, and critical evaluation.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 Proper stretching	Jill Cruces and Libby Koepke	demonstration appropriate dance attire	yearlong	participation	
Action 2 Cultural Unit, Holiday, Jazz, Pom, Lyrical,	Jill Cruces and Libby Koepke	demonstration appropriate dance attire, music and video	November 2018-January 2019	participation, student and teacher evaluation	student performance to class and community
Action 3 Dance Terminology, Styles and Genres	Jill Cruces and Libby Koepke	handouts, craft supplies	yearlong	participation, student and teacher evaluation	student performance
<b>Theatre Arts/Theatre Tech</b>					
<b>Objective 5: To introduce PHS student in level one -four theatre arts (acting) and/or theatre tech (behind the scenes).</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 learn basic terminology, safety, parts of stage	Theatre Directors	Theatre Curriculum, Standard theatre regulations	yearlong	games, performances, assessments	provide feed back

Action 2 Characherization and memorization	Theatre Directors	Theatre Curriculum, Standard theatre regulations, published works	yearlong	community and in class performances	director/student critiques
Action 3 construction and special effects	Theatre Directors	equipment, manuals / blue prints, instructional videos	yearlong	hands on test/projects (level 2-4 must complete 40 hours a semester of out of school production work)	director/student critiques
<b>2018-19 CTE Departmental Plan</b>					
Assistant Principal: Andrea Gobert		Department Chair: Christain Dunn			
<b>Comprehensive Needs Assessment</b>					
Need 1: Increase student particiapation in Industry Certifications.					
Need 2: Increase career informatation in core content to help students make real world connections.					
<b>Departmental Goal 1</b>					
<b><i>Objective 1: Increase stuent particiapation in Industry Certifications</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 - Educate teachers on what certifications are tied to their courses.	CTE Director, CTE Coordinator, Assistant Principal	TEA Website, PISD CTE Website	Fall 2018	Department Meetings	N/A
Action 2 - Recruite students to sign up for the industry certifications.	Assistant Principal, Classroom Teachers	PISD CTE Website	Fall 2018	Department Meetings	Number of certifications
<b><i>Objective 2: Aligning Industry Certifaions with CCMR requirements.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 - Research what certifications will count towards our CCMR score.	CTE Director, CTE Coordinator	CCMR website, Lead4ward website, TEA website	Fall 2018	N/A	N/A

Action 2 - Inform CTE teachers of the certifications and educate them on the new CCMR requirements.	Assistant Principal	CCMR website	New School Year Teacher Orientation	N/A	N/A
<b>Departmental Goal 2</b>					
<b>Objective 1: Introduce CTE career/industry information via Crosscurricular with English Core Content.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 - CTE teachers identify occupational information to distribute to the English teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to English teachers	Observe the interaction
Action 2 - CTE teachers meet with English teachers to see how their occupational information can be worked into their daily lessons.	CTE Teachers English Teachers	ICEV info. Industry information English Scope and Sequence English TEKS	All year long	Observation of daily lessons where implemented.	N/A
<b>Objective 2: Introduce CTE information via Crosscurricular with Math Core Content.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 - CTE teachers identify occupational information to distribute to the Math teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Math teachers	Observe the interaction
Action 2 - CTE teachers meet with Math teachers to see how their occupational information can put put into what they are teaching.	CTE Teachers Math Teachers	ICEV info. Industry information Math Scope and Sequence Math TEKS	All year long	Observation of daily lessons where implemented.	N/A

<b><i>Objective 3: Get with CTE teachers to have them identify what they would like the Science teachers to point out to students.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 - CTE teachers identify occupational information to distribute to the Science teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Science teachers	Observe the interaction
Action 2 - CTE teachers meet with Science teachers to see how their occupational information can put into what they are teaching.	CTE Teachers Science Teachers	ICEV info. Industry information Science Scope and Sequence Science TEKS	All year long	Observation of daily lessons where implemented.	N/A
<b><i>Objective 4: Get with CTE teachers to have them identify what they would like the Social Studies teachers to point out to students.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 - CTE teachers identify occupational information to distribute to the Social Studies teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Social Studies teachers	Observe the interaction
Action 2 - CTE teachers meet with Social Studies teachers to see how their occupational information can put into what they are teaching.	CTE Teachers Social Studies Teachers	ICEV info. Industry information Social Studies Scope and Sequence Social Studies TEKS	All year long	Observation of daily lessons where implemented.	N/A
<b>2018-19 SPED Departmental Plan</b>					
Assistant Principal: Eric Maxwell		Department Chair: Debbie Harris			
<b>Comprehensive Needs Assessment</b>					
Need 1: Address Failures Early					

Need 2: Student transition assessments

Need 3: Parent communication/ collaboration

**Departmental Goal 1**

<b>Objective 1: Failing Grades at Progress Report</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 • The Case Manager must meet with student o Develop action plan to respond to failing grades □ tutoring schedule, retest, etc.	Case Managers	Computers, binders, etc.	Every 3 weeks	Things to consider when students are failing • Are there goals and objectives? • Are goals and objectives appropriate? • Are classroom accommodations appropriate? • Are additional accommodations necessary? • Are accommodations implemented with fidelity? • Is there inclusion support? • Is the support sufficient? • Is classwork and/or homework being completed? • Is there regular class attendance? • Are discipline consequences a factor?	Student Success



Action 2 • Document meeting and plan in SE Contact Log	Case Managers	Computers, binders, etc.	ongoing	SPED Pass Rates	Student Success
Action 3 • Email relevant people about plan o General Education Teacher o SPED Staff o Parents					
<b>Objective 2: Failing Grades at 9 Weeks</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>

<p>Action 1 • The Case Manager must schedule and hold a staffing with relevant people</p> <ul style="list-style-type: none"> <li>o Student's administrator</li> <li>o Gen Ed Teacher</li> <li>o Inclusion Staff, and</li> <li>o Student and/or Parent if appropriate.</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Things to consider when students are failing</p> <ul style="list-style-type: none"> <li>• Are there goals and objectives?</li> <li>• Are goals and objectives appropriate?</li> <li>• Are classroom accommodations appropriate?</li> <li>• Are additional accommodations necessary?</li> <li>• Are accommodations implemented with fidelity?</li> <li>• Is there inclusion support?</li> <li>• Is the support sufficient?</li> <li>• Is classwork and/or homework being completed?</li> <li>• Is there regular class attendance?</li> <li>• Are discipline consequences a factor?</li> </ul>	<p>Student Success</p>
<p>Action 2 • Notes will be recorded on the Staffing Conversation Log and uploaded into SE.</p>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>ongoing</p>	<p>SPED Pass Rates</p>	<p>Student Success</p>

Action 3 • The Case Manager will also contact the Student and Parent/Guardian to outline next steps o Document the conversation in the SE Contact Log.					
<b>Objective 3: Failing Grades at Semester</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>

<p>Action 1 • The Case Manager must schedule a Brief/Review ARD within 2 weeks of parents receiving the Report Card</p>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Things to consider when students are failing</p> <ul style="list-style-type: none"> <li>• Are there goals and objectives?</li> <li>• Are goals and objectives appropriate?</li> <li>• Are classroom accommodations appropriate?</li> <li>• Are additional accommodations necessary?</li> <li>• Are accommodations implemented with fidelity?</li> <li>• Is there inclusion support?</li> <li>• Is the support sufficient?</li> <li>• Is classwork and/or homework being completed?</li> <li>• Is there regular class attendance?</li> <li>• Are discipline consequences a factor?</li> </ul>	<p>Student Success</p>
<p>Action 2 • The following information should be collected:</p> <ul style="list-style-type: none"> <li>o Teacher input</li> <li>o Parent input</li> <li>o Student input</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Binder Checks</p>	<p>Student Success</p>

Action 3 • The following information should be updated: o PLAAFP o Goals	Case Managers	Computers, binders, etc.	Every 9 Weeks	Binder Checks	Student Success
Action 4 • SE Supplement: Failure Review must be completed	Case Managers	Computers, binders, etc.	Every 9 Weeks	Binder Checks	Student Success
<b>Departmental Goal 2</b>					
<b>Objective 1: Transition Requirements 9th Grade</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>
Action 1 o TPI-2 Transition Planning Inventory Home o TPI-2 Transition Planning Inventory Student o TPI-2 Student Rating Form (purple) o TPI-2 Home Rating Form (orange) o TPI-2 Staff Rating Form (green) Case Manager Input if Home does not respond o TPI-2 Profile and Further Assessment (yellow - summarizes at least 2 Rating Forms) o TPI-2 Informal Assessment may be needed (What more do you need to know about student.)	Case Managers	Computers, binders, etc.	Annual ARD	Student PLAAFP and Transition Goals	Student Pathway choices
<b>Objective 2: Transition Requirements 10th Grade</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>	<b>Summative Evaluation of Strategy/Activity</b>

<p>Action 1</p> <ul style="list-style-type: none"> <li>o TPI-2 Transition Planning Inventory Home</li> <li>o TPI-2 Transition Planning Inventory Student</li> <li>o TPI-2 Student Rating Form (purple)</li> <li>o TPI-2 Home Rating Form (orange)</li> <li>o TPI-2 Staff Rating Form (green) Case Manager Input</li> <li>o TPI-2 Profile and Further Assessment (yellow - summarizes all 3 Rating Forms)</li> <li>o TPI-2 Informal Assessment may be needed (What more do you need to know about student.)</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Annual ARD</p>	<p>Student PLAAFP and Transition Goals</p>	<p>Student Pathway choices</p>
<p><b>Objective 3: Transition Requirements 11th and 12th Grades</b></p>	<p><b>Person(s) Accountable</b></p>	<p><b>Resources Needed</b></p>	<p><b>Timeline</b></p>	<p><b>Formative Evaluation of Strategy/Activity</b></p>	<p><b>Summative Evaluation of Strategy/Activity</b></p>
<p>Action 1</p> <ul style="list-style-type: none"> <li>o SE Transition: Parent Survey</li> <li>o SE Transition: Student Interview</li> <li>o TPI-2 Informal Assessment Required (What more do you need to know about student, and the Assessment cannot be the same as previous years.)</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Annual ARD</p>	<p>Student PLAAFP and Transition Goals</p>	<p>Student Post Secondary goal</p>
<p><b>Departmental Goal 3</b></p>					

<b><i>Objective 1: Communicate on grades</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Call Logs in SE	Case Managers	Logs	Every 3 weeks	Log Spot Checks	End of Year turn in
<b><i>Objective 2: Communicate on transition goals</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>	<b><i>Summative Evaluation of Strategy/Activity</i></b>
Action 1 Call Logs in SE	Case Managers	Logs	Every 3 weeks	Log Spot Checks	End of Year turn in

**2018-19 Campus Wide Initiatives**

Principal: John Palombo

Associate Principal: Audie Johnson

**Comprehensive Needs Assessment**

Need 1: Increase Safety and Security

Need 2: Improve PSAT/SAT participation and performance

Need 3: Focus on Student Mental Health

Need 4: Improve Oiler Hour logistics and supervision

Need 5: Increase Attendance Rate

**Pearland High school will increase safety and security on campus through vairous means.**

<i>Objective 1:Dress Code Enforcement</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Focus on students wearing IDs all day	Campus Staff and Administration	ID Cards, Printers, Lanyards	All Year	Visual inspection of campus and consistent enforcement	Visual inspection of campus and consistent enforcement
Action 2: Strictly enforce "no hats in the building"	Campus Staff and Administration	None	All Year	Visual inspection of campus and consistent enforcement	Visual inspection of campus and consistent enforcement
<i>Objective 2:Security Staff</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Hire a PISD employed security staff	AP over security	Campus Funds	Aug-18	Ongoing oversight	Summative Evaluaton
Action 2: Create protocols and post orders	AP over security	Computer and Printer	Aug-18	Ongoing oversight	Summative Evaluaton
Action 3: Actively evaluate security staff performance	AP over security	Computer and Printer	Ongoing	Ongoing oversight	Summative Evaluaton

**Pearland High School will have a focus on increasing participation and performance on SAT and performance on PSAT**

<i>Objective 1:PEARamount Group</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
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Action 1: Identify top performing students on Duke Tip and PSAT	Associate Principal and AP Coordinator	Data	Aug-18	Set parameters for selection process	National Merit Qualifiers
Action 2: Recruit Teachers to host PEARamount PSAT Homerooms and provide direct tutorial instruction.	Associate Principal and AP Coordinator, Teachers	Access to teachers and homeroom scheduling	Aug-18	Group Students according to homeroom	National Merit Qualifiers
Action 3: Provide Oiler Hour tutoring sessions including lunch for PEARamount tutoring	Associate Principal and AP Coordinator	Location, funds for food, materials for sessions, 2 teachers to lead the sessions	Aug - Oct 18	Monitoring of attendance and lessons	National Merit Qualifiers
<i>Objective 2: SAT Ambassadors</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Target and recruit students to be SAT Ambassadors	Associate Principal and AP Coordinator	Access to students	Aug-18	Monthly meetings	Increased performance averages and participation percentage
Action 2: Meet regularly to provide opportunities for students to promote SAT	Associate Principal and AP Coordinator	Access to opportunities for promotion	Ongoing	Activities	Increased performance averages and participation percentage
<i>Objective 3: SAT School Day</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Provide an opportunity to take the SAT during the school day once a semester	AP Coordinator	Testing materials, rooms, staff	Oct-18 and April-18	Percentage of students taking SAT	Increased performance averages and participation percentage
<i>Objective 1: Mental Health Counselor</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>

Action 1: PHS will employ a mental health counselor for the purpose of providing individual and group counseling	Principal and Mental Health Counselor	District Funds for Mental Health Counselor	Ongoing	Data from group meetings and student sessions	EOY data collection and evaluations
<i>Objective 2:Undercover Oilers</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: PHS will recruit teachers to be mentors for students in their classes	Associate Principal and MH Counselor	Presentation time	Aug-18	Number of teacher who volunteers	Number of teacher who volunteers
Action 2: MH Counselor will receive UO student nominations from teachers	MH Counselor	Email	Ongoing	Number of students and teachers paired	Number of students and teachers paired
Action 3: Quarterly Updates including breakfast	MH Counselor	Funds for food	4X a year	Teacher reports	Teacher reports
<i>Objective 3:Suicide Awareness</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Staff Training	Counselors	Training time for staff	Aug-18	Refer to MH counselor recrods	EOY data collection and evaluations
Action 2: Student Training	Counselors	Homeroom presentation	Sep-18	Teacher Feedback	EOY data collection and evaluations
<b>PHS will improve logisitcs and procedures during Oiler Hour</b>					
<i>Objective 1:Rezoning and Allocations</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1: Red, Yellow, and Green zones will be realigned to meet construction needs and "hot" spots based on feedback from previous year	AP over Oiler Hour	Computer and Maps	Aug-18	Observation and monitoring	End of year surveys and ongoing feedback
Action 2: Staff will be reallocated and provided more detailed monitoring directions	AP over Oiler Hour	Computer and Taining	Sep-18	Observation and monitoring	End of year surveys and ongoing feedback

**PHS will increase the daily attendance rate**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1					
Action 2					
Action 3					
Action 4					
Action 5					
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1					
Action 2					
Action 3					
Action 4					
Action 5					
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>	<i>Summative Evaluation of Strategy/Activity</i>
Action 1					
Action 2					
Action 3					
Action 4					
Action 5					

**2018-19 ELA Departmental Plan**

Assistant Principal: Christina Foos

Department Chair: Megan Pelc

**Comprehensive Needs Assessment**

Need 1: Increase progress measure on ELA 1 and 2 initial STAAR testers

Need 2: Increase student re-tester success rate

Need 3: Increase participation and passing scores for the TSI exam

Need 4: Increase AP participation and students scoring 3 on an AP exam

**Departmental Goal 1: Increase Progress Measure and Passing Rate on ELA I and II STAAR**

<b>Objective 1: To prepare teachers to provide the most effective instruction to increase student success rate on the ELA I and II STAAR</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>
Action 1: Common and purposeful planning for ELA I	All ELA Teachers, Mindi Cooper, Christina Foos	Agenda, Scope and Sequence, Curriculum Binders, Calendars	August-May in weekly team meetings	Common Assessments and Benchmarks
Action 2: Use incoming 8th grade reading STAAR failure list to determine placement in intervention course. Cap sections at 15.	Mindi Cooper, Christina Foos, PHS Counselors	STAAR Failure Report	July-August	NA
Action 3: Determine which students are taking STAAR online or paper for ELA I and II.	Christina Foos, Mindi Cooper, Testing Department	8th and 9th Grade list for Paper vs. Online, Teacher Input, 504/SPED Paperwork	September	NA
Action 4: Teachers who have online testers attend, "Testing Online Best Practices".	ELA Teachers, Mindi Cooper, SPED Dept.	Training provided by Mindi Cooper	September and November	Team Meetings and Walkthroughs
Action 5: Students attend targeted tutoring during Mega Lunch/Pull-outs.	ELA Teachers, Mindi Cooper, Christina Foos	STAAR Tutorial Materials and Lessons, possibly paid tutors	All year	Common Assessments, Benchmarks, Team Meetings

Action 6: Goal Setting Meetings with each ELA I and II teachers	Christina Foos and ELA Teachers	Goal Documentation and Data from last STAAR by teacher	September-October	Strive
Action 7: Data Analysis	ELA Teachers, Mindi Cooper, Christina Foos	Data after each benchmark and CFAs in Eduphoria	All year	Common Assessments, Benchmarks, Team Meetings
Action 8: Vertical Alignment with 8th grade teachers	ELA Teachers including from feeder junior highs, Mindi Cooper, Christina Foos	Vertical Alignment meetings with C and I	All Year	8th grade data provided from C and I, Benchmarks
Action 9: Monitor ELL/SPED targets	SPED, ESL, and ELA teachers, Mindi Cooper, Christina Foos	Data after each benchmark and CFAs in Eduphoria, Differentiated Strategies	All Year	Common Assessments, Benchmarks, Team Meetings, Walkthroughs
<b>Objective 2: To prepare teachers with effective instruction to increase success rate with re-testers</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>
Action 1: Common and purposeful planning for all grade levels	All ELA Teachers, Mindi Cooper, Christina Foos	Agenda, Scope and Sequence, Curriculum Binders, Calendars	August-May in weekly team meetings	Common Assessments and Benchmarks
Action 2: Provide teachers with monitoring list of ELA 1 and 2 failures	Christina Foos, Mindi Cooper	STAAR Results	September	NA
Action 3: Students are placed in an intervention course in addition to their ELA course to provide skills for success on the STAAR.	Christina Foos, Mindi Cooper, Counselors	STAAR Results, Intervention courses for all grades	July-August	Intervention Course
Action 4: Teachers attend all ELA pull-outs.	Mindi Cooper	Data from Benchmarks, CFAS, curriculum binders, scope and sequence	September-April	Sign-In Sheets

Action 5: Progress Road Map as continuation of data analysis.	ELA Teachers, Christina Foos, Mindi Cooper	Progress Road Maps, Data from Eduphoria	After Benchmarks, CFAs, and Semester Exams	Progress Road Maps
Action 6: Monitoring STAAR essay lessons in classroom through walkthroughs and observation	Mindi Cooper, Christina Foos	Lesson Plans, Walkthroughs	All year	Walkthroughs and lesson plans
Action 7: Students attend targeted tutoring during Mega Lunch/Pull-outs if they didn't make the intervention course due to scheduling.	ELA Teachers, Mindi Cooper, Christina Foos	STAAR Tutorial Materials and Lessons, possibly paid tutors	All year	Common Assessments, Benchmarks, Team Meetings
<b>Departmental Goal 2: Increase participation and passing scores for the TSI Exam</b>				
<b><i>Objective 1: To prepare teachers to provide students in the ELA 3 classes with the skills needed to pass the TSI exam.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1: Initial meeting with all Algebra 3 teachers to develop plan of action, find resources, and share ideas for promoting the TSI test.	Bonnie Scheidt, Christina Foos, ELA 3 Teachers	Agenda Calendar Lead4Ward Quicklook	Septemeber	Common Assessments
Action 2: Offer TSI Testing every other week for students.	Lynn Walker	TSI Testing Schedule	September - May	Testing Sign Up
Action 3: Common and purposeful planning for ELA 3 teachers.	ELA 3 Teachers, Christina Foos	Agenda Scope and Sequence Calendars	August - May	Common assessment and spiraled TSI assignments
Action 4: Provide teachers with regular TSI data to track students who have taken and passed the TSI test.	Christina Foos Lynn Walker	TSI Scores	All School year	Tracking Documents

Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Mindi Cooper Christina Foos	Walk-through forms Coaching forms Team Meetings	All School year	Common assessment and spiraled TSI assignments
Action 6: Implementation TSI Spiraled Warm-Ups	Mindi Cooper ELA 3 Teachers	TSI Warm-Ups	All School year	Common assessment and spiraled TSI assignments
Action 8: Provide tutoring during Oiler Hour for students struggling to pass.	ELA 3 Teachers Other ELA teachers – during Oiler Hour	TSI Data	January – May	Tutoring Lessons
Action 9: Have teachers take the TSI exam	Mindi Cooper ELA 3 Teachers	TSI Exam	October 8th	TSI testing sign up

**Departmental Goal 3: Increase AP participation and students scoring 3 on an AP exam**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				






***Summative Evaluation  
of Strategy/Activity***

Lesson Plans, STAAR  
scores

NA

NA

STAAR

STAAR

STAAR, Team Meetings, Benchmarks, CFAs
STAAR
Vertical Alignment forms
STAAR
<b><i>Summative Evaluation of Strategy/Activity</i></b>
Lesson Plans, STAAR scores
NA
STAAR
NA

Lesson Plans, STAAR

TTESS and STAAR

STAAR



***Summative Evaluation  
of Strategy/Activity***

TSI Exam Scores

NA

TSI Exam Scores

TSI Exam Scores

TSI Exam Scores
TSI Exam Scores
TSI Exam Scores
TSI Teacher Scores

<i>Summative Evaluation of Strategy/Activity</i>
<i>Summative Evaluation of Strategy/Activity</i>

<i>Summative Evaluation of Strategy/Activity</i>

**2018-19 Math Departmental Plan**

Assistant Principal: Bonnie Scheidt

Department Chair: Jennifer Kelly

**Comprehensive Needs Assessment**

Need 1: Increase Progress Measure on Algebra 1 STAAR EOC

Need 2: Increase participation and passing scores for the TSI Exam

Need 3: Increase AP participation and students scoring 3 on an AP exams

Need 4:

Need 5:

**Departmental Goal 1: Increase Progress Measure and Passing Rate on Algebra 1 STAAR EOC**

<b><i>Objective 1: To prepare teachers to provide the most effective initial instruction to increase student success rate and progress measure on the Algebra 1 EOC at PHS.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1: Common and purposeful planning for Algebra 1 teachers.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt	Agenda Scope and Sequence Calendars	August - May Every Tuesday at 2nd period	Common Assessments, Benchmarks
Action 2: Set up classes in the Navigator system. Share expectations for Calculator and Navigator usage.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt Jennifer Kelly ☐	Directions Class lists	Training on August 30th Complete by September 5th	Calculator procedures and lessons
Action 3: Provide Teachers Progress Road Map and initial progress measure beginning monitoring.	Bonnie Scheidt Testing Department Algebra 1 teachers	Progress Road Maps	September 18th Team Meeting	Common Assessments, Benchmarks
Action 4: Teachers attend all Algebra 1 pull outs – Progress Measure, STAAR, and Canvas.	Brenda O'Banion Algebra 1 Teachers		September - April	Common Assessments, Benchmarks

Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Brenda O'Banion Bonnie Scheidt Cynthia Trisna	Walk-through forms Coaching forms Team Meetings	All School year	Walk-throughs, TTESS Evaluations
Action 6: Goal Setting meetings with each Algebra 1 teacher. Progress Measure Goal, Possible Canvas Goal	Bonnie Scheidt Algebra 1 teachers	Goal documentation	September	Goals Loaded in Strive
Action 7: Implementation of New Math ARC Spiraled Warm-Ups	Brenda O'Banion Algebra 1 Teachers	Math ARC Warm-Ups	All School year	Common Assessments, Benchmarks
Action 8: Organize and implement math tutoring schedule for incoming 8th grade STAAR failures. Possible weekly tutoring one day a week during Oiler Hour tutorials	Bonnie Scheidt Algebra 1 teachers	Grade 8 STAAR Failures Struggling student lists Benchmark Scores Progress Road Map Student schedules	All School year	Common Assessments, Benchmarks
Action 9: Common Assessments put into Aware with TEKS tied to the questions.	Algebra 1 Teachers	Common Algebra 1 Assessments Aware Directions	All School year	Common Assessments, Benchmarks
Action 10: Progress Road Map continuation of data analysis. Intervention discussions and spiraled review questions for warm-ups.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt	Progress Road Maps Discussion Questions for Intervention	After Benchmark 1 After Semester Exam After Released STAAR	Common Assessments, Benchmarks, Progress Road Maps
Action 11: Monitoring calculator usage in classroom through walkthroughs and observations	Brenda O'Banion Bonnie Scheidt	Walkthrough Forms TTESS documentation	All School year	Walk-throughs, TTESS Evaluations

action 12: Begin tutoring groups during Oiler Hour for struggling learners starting based upon PRM and district exam data.	Algebra 1 Teachers Brenda O'Banion Bonnie Scheidt Algebra 1 Tutor Other Math teachers – during Oiler Hour	PRM District Data	January – May	Common Assessments, Benchmarks
<b>Objective 2: To prepare a plan to support students taking the Algebra 1 EOC in December as re-testers.</b>	<b>Person(s) Accountable</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Formative Evaluation of Strategy/Activity</b>
Action 1: If possible students should be enrolled in Algebraic Reasoning if they earned Algebra 1 credit and failed the EOC. 1st and 4th period.	Counselors  Bonnie Scheidt	Scheduling  Skyward	All School year	Class Schedules
Action 2: Scope and Sequence Preparation – allows for a 2-week period for review for the Algebra 1 EOC retest.	Brenda O'Banion  Anthony Davis	List of students	Novemeber	Common Assessments, Benchmarks
Action 3: Prepare list of retesters and STAAR EOC data to share with Algebraic Reasoning teacher. STAAR Talks	Brenda O'Banion  Anthony Davis	List of students	September - October	Common Assessments, Benchmarks
Action 4: Meet with Algebraic Reasoning teacher to establish a STAAR review plan	Brenda O'Banion Bonnie Scheidt Anthony Davis	STAAR Review Resources	September	Common Assessments, Benchmarks
Action 5: Algebraic Reasoning teacher use STAAR Algebra I spiral reviews for warm-up	Brenda O'Banion Bonnie Scheidt Anthony Davis	Algebra Builders	August - December	Common Assessments, Benchmarks
Action 6: STAAR tutoring provided for students not placed in Algebraic Reasoning. Will be done during OH with Trisna.	Bonnie Scheidt    Cynthia Trisna	List of students not enrolled in protected courses	September - December	Tutoring Lessons



**Departmental Goal 2: Increase participation and passing scores for the TSI Exam**

<b><i>Objective 1: To prepare teachers to provide students in the Algebra 2 classes with the skills needed to pass the TSI exam.</i></b>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1: Initial meeting with all Algebra 2 teachers to develop plan of action, find resources, and share ideas for promoting the TSI test.	Bonnie Scheidt Algebra 2 Teachers	Agenda Calendar Lead4Ward Quicklook	29-Aug	Common Assessments
Action 2: Offer TSI Testing every other week for students.	Lynn Walker	TSI Testing Schedule	September - May	Testing Sign Up
Action 3: Common and purposeful planning for Algebra 2 teachers.	Algebra 2 Teachers	Agenda Scope and Sequence Calendars	August - May	Common assessment and spiraled TSI assignments
Action 4: Provide teachers with regular TSI data to track students who have taken and passed the TSI test.	Bonnie Scheidt Lynn Walker	TSI Scores	All School year	Tracking Documents
Action 5: Follow up on implementation with teachers at team meetings, during walk-throughs, and coaching rounds.	Brenda O'Banion Bonnie Scheidt	Walk-through forms Coaching forms Team Meetings	All School year	Common assessment and spiraled TSI assignments
Action 6: Goal Setting meetings with each Algebra 2 teacher. TSI Goal	Bonnie Scheidt Algebra 2 teachers	Goal documentation	September	Goals Loaded in Strive
Action 7: Implementation TSI Spiraled Warm-Ups	Brenda O'Banion Algebra 2 Teachers	TSI Warm-Ups	All School year	Common assessment and spiraled TSI assignments

Action 8: Provide tutoring during Oiler Hour for students struggling to pass.	Algebra 2 Teachers Other Math teachers – during Oiler Hour	TSI Data	January – May	Tutoring Lessons
Action 9: Have teachers take the TSI exam	Brenda O'Banion Algebra 2 Teachers	TSI Exam	October 8th	TSI testing sign up
<b>Departmental Goal 3: Increase AP participation and students scoring 3 on an AP exams</b>				
<b><i>Objective 1: Increase AP participation and students scoring 3 on an AP exams</i></b>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: All AP teachers attend APSI Conference	All AP Math and Computer Science Teacher	APSI Sign Up	Summer 2018	Classroom Assessments
Action 2: GT Staff Development vertical alignment and curriculum development	All AP Math and Computer Science Teacher and Corey Cogswell	Agenda Scope and Sequence	4-Sep-18	Classroom Assessments
Action 3: Oiler Hour Promotion for AP Courses during course selection	AP Teachers	Oiler Hour Area in Commons	February	STEM AP Enrollment
Action 4: Math Teachers ppt with course sequencing in math classroom	All Math teachers	Math Sequencing PPT	February	STEM AP Enrollment
Action 5: Spiral reviews for all AP courses	All AP Math and Computer Science Teacher	Review items for AP Exam Scope and Sequence Khan Academy	All School Year	Classroom Assessments
Action 5: Two - Four week review for all AP classes in preparation for AP exam	All AP Math and Computer Science Teacher	Review items for AP Exam Scope and Sequence	April	Classroom Assessments
Action 6: Goal Setting meetings with each AP teachers. At least one goal addresses AP scores.	Bonnie Scheidt AP teachers	Goal documentation	September	Goals Loaded in Strive

Action 5: Follow up on implementation of review items with teachers at planning meetings, during walk-throughs, and coaching rounds.	Bonnie Scheidt Corey Cogswell	Walk-through forms Coaching forms Team Meetings	All School year	Walk-throughs, TTESS Evaluations
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<b>Departmental Goal 4</b>				
<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				

Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<b>Departmental Goal 5</b>				
<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				

Action 3				
Action 4				
Action 5				


***Summative Evaluation  
of Strategy/Activity***

STAAR Scores

NA

STAAR Scores

STAAR Scores

STAAR Scores
Goal Evidence
STAAR Scores
STAAR Scores
STAAR Scores
STAAR Scores
NA

STAAR Scores

***Summative Evaluation  
of Strategy/Activity***

December STAAR  
Scores

December STAAR  
Scores

December STAAR  
Scores

December STAAR  
Scores

December STAAR  
Scores

December STAAR  
Scores



<b><i>Summative Evaluation of Strategy/Activity</i></b>
TSI Exam Scores
NA
TSI Exam Scores
TSI Exam Scores
TSI Exam Scores
Goal Evidence
TSI Exam Scores

TSI Exam Scores

TSI Teacher Scores

*Summative Evaluation  
of Strategy/Activity*

AP Scores

AP Scores

STEM AP Enrollment

STEM AP Enrollment

AP Scores

AP Scores

Goal Evidence

AP Scores

*Summative Evaluation  
of Strategy/Activity*

*Summative Evaluation  
of Strategy/Activity*

*Summative Evaluation  
of Strategy/Activity*

*Summative Evaluation  
of Strategy/Activity*

<i>Summative Evaluation of Strategy/Activity</i>

<i>Summative Evaluation of Strategy/Activity</i>

<i>Summative Evaluation of Strategy/Activity</i>

<i>Summative Evaluation of Strategy/Activity</i>


**2018-19 Science Departmental Plan**

Assistant Principal:

Department Chair:

**Comprehensive Needs Assessment**

Need 1:

Need 2:

Need 3:

Need 4:

Need 5:

**Departmental Goal 1**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

**Departmental Goal 2**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<b>Departmental Goal 3</b>				
<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

**Departmental Goal 4**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				
<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				



<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

**Departmental Goal 5**

<i>Objective 1:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

<i>Objective 2:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				

<i>Objective 3:</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1				
Action 2				
Action 3				
Action 4				
Action 5				


*Summative Evaluation  
of Strategy/Activity*


*Summative Evaluation  
of Strategy/Activity*


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of Strategy/Activity*


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of Strategy/Activity*


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of Strategy/Activity*


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of Strategy/Activity*


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of Strategy/Activity*


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of Strategy/Activity*


**2018-19 Social Studies Departmental Plan**

Assistant Principal: Stephanie Jaracz

Department Chair: Scott Crossno

**Comprehensive Needs Assessment**

Need 1: Increase Progress Measure on US History STAAR exam

Need 2: Increase AP participation and students scoring 3 on AP exams

Need 3: Close gaps in performance for special populations (ELL, SpEd)

Need 4: Utilize exceptional teachers as instructional coaches to improve practice

**Departmental Goal 1: Increase Progress Measure on US History STAAR exam**

<i>Objective 1: To prepare teachers to provide the most effective initial instruction and intervention/enrichment opportunities to increase student success rate and progress measure (specifically % Masters) on the US History STAAR exam</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Common and purposeful planning for US History teachers	US History teachers Katie Batenhorst Stephanie Jaracz	Agenda Scope and Sequence Calendars	August to May Thursday, 2nd period	Weekly Lesson Plan evaluations Participant feedback (bimonthly)
Action 2: Present Oiler Hour tutorials targeting student skill weaknesses with focus on students nearing Masters level	US History teachers Katie Batenhorst Stephanie Jaracz	Aware data from common assessments and quizzes	Yearlong	Common Assessments
Action 3: Goal setting meetings with each US History teacher. Focus on Progress Measure (% Masters) goal and Oiler Hour tutorial goal.	US History teachers Stephanie Jaracz	Goal documentation and Data from last STAAR by teacher and campus	September	Monthly check-ins on goal progress, documented in Strive

Action 4: Data analysis of 8th grade STAAR Social Studies scores; create target group for mandatory tutorials (struggling to pass and bubble for Masters) based on comparative study.	US History teachers Scott Crossno Katie Batenhorst Stephanie Jaracz	STAAR data from 8th grade (current 11th grade students); comparative data from past groups (8th to 11th comparison)	September	Benchmarks, Common Assessments
Action 5: Data analysis	US History teachers Katie Batenhorst Stephanie Jaracz	Aware data after each benchmark and common assessment	Yearlong	Common Assessments, Benchmarks, Team Meetings
Action 6: After school STAAR Blitz review in April, Thursday prior to STAAR exam	US History teachers Scott Crossno Katie Batenhorst Stephanie Jaracz	Mock exam data Paid tutors (possibly) Extended day funds for teachers and supplies	March-April	Successful planning and implementation of activities
Action 7: Monitor ELL/SpEd student groups	US History teachers Co-teachers/Aides Katie Batenhorst Stephanie Jaracz	Benchmark and Common Assessment data Data analysis tools	Yearlong	Gap analysis for common assessments and benchmarks
Action 8: Utilize Lead4Ward IQ docs for local data analysis and test prep/tutorial design	US History teachers Katie Batenhorst Stephanie Jaracz	IQ docs ( <a href="http://lead4ward.com/iq/">http://lead4ward.com/iq/</a> ) STAAR data (2013-2018)	Yearlong	Common Assessments Warm Up team meeting discussions
Action 9: Integrate higher order thinking questions/activities into lesson design.	US History teachers Katie Batenhorst Stephanie Jaracz	Professional Development	Yearlong	Lesson Plan review
Action 10: Teacher attend all US History pull-outs	Katie Batenhorst	Data from Benchmarks Common Assessments Curriculum binders Scope and sequence	Yearlong	Sign-In Sheets
<i>Objective 2: Plan and present a successful prep program for December US History retesters.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>

Action 1: Create a Oiler Hour tutorial program for students who failed US History STAAR.	US History teachers Katie Batenhorst Stephanie Jaracz	STAAR Tutorial materials Possibly paid tutor Possibly paid days for teacher planning	Yearlong	team meetings
Action 2: Analyze weaknesses in STAAR retesters from 2018 STAAR data	US History teachers Katie Batenhorst Stephanie Jaracz	STAAR data 2018	September-October	team meetings
Action 3: Research using Special Topics in Social Studies as a STAAR review semester course for 2019-20 and scheduling for retester students	Katie Batenhorst Scott Crossno Stephanie Jaracz	Skyward	Yearlong	SS leadership meetings
<b>Departmental Goal 2: Increase AP participation and students scoring 3+ on AP exams</b>				
<i>Objective 1: Equip teachers to effectively lead AP students to success.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Participate in GT professional development	AP SS teachers	Professional Development	Yearlong	PD attendance
Action 2: Purposeful common planning with integration of high order thinking skill use across lessons	AP SS teachers Christina Parr	Scope and Sequence Calendar Agendas	Yearlong	lesson plan evaluation
Action 3: AP seminiar/training attendance	AP SS teachers	tuition for AP program	May - August	PD attendance
<i>Objective 2: Market AP classes</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Informational presentations in appropriate prerequisite classes	Social Studies teachers	video presentations	January-February	NA



Action 2: Design AP pep rally to present certificates to AP students scoring 3 and higher.	PHS AP teachers Admin team Counseling team	Pep Rally certificates	planning - yearlong pep rally Sept. 2019	AP enrollment
Action 3: Research possibility of adding AP capstone course to 10th grade students in SS	Scott Crossno Stephanie Jaracz Christina Parr	time for research	yearlong	AP SS team meetings (planning)
<b>Departmental Goal 3: Close gaps in performance for special populations (ELL, SpEd)</b>				
<i>Objective 1: Identify and address gaps in skill performance</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Utilize data analysis protocol	SS Team Leads Stephanie Jaracz Katie Batenhorst	Data analysis protocol	yearlong	complete data analysis student "sharing"
Action 2: Plan and implement interventions for students showing "gap" in scores	SS teachers Stephanie Jaracz Katie Batenhorst	Activities for student tutorials/small groups	yearlong	appropriately planned skill based intervention activities
<i>Objective 2: Equip teachers with strategies to address gaps for struggling learners</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Train teachers on strategies to use with ELL and SpEd students	Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	PD opportunities training for trainers	Yearlong	PD offered
Action 2: Provide appropriate scaffolds for struggling students	SS teachers	materials for scaffolds	yearlong	Walkthrough observations
Action 3: Promote ESL certification for SS teachers	SS teachers Stephanie Jaracz Katie Batenhorst	ESL training/prep for test	yearlong	teachers attend ESL training & sign up for test
<b>Departmental Goal 4: Utilize exceptional teachers as instructional coaches to improve practice</b>				

<i>Objective 1: Develop and empower members of instructional league</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Successful coach/teacher experience for semester 1	SS Instructional league coach SS volunteer teachers Stephanie Jaracz	Tools for data collection Time for pre and post observation conferences	Fall semester	Occurance of pre-obs, observation, and post-obs conferences
Action 2: PD presented by members of instructional league	SS Instructional league coach SS volunteer teachers	materials for presentation time to plan presentation	Fall semester	PD planning check ins
Action 3: recruit more volunteers (coachees) for instructional coach to work with	SS Instructional league coach SS volunteer teachers Stephanie Jaracz	Tools for data collection Time for pre and post observation conferences	Spring Semester	Occurance of pre-obs, observation, and post-obs conferences
<i>Objective 2: Research and define SS department problem of practice</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: complete data collecting walkthroughs for each teacher in dept	Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools	Fall semester	walkthroughs completed and data collected
Action 2: present problem of practice to team and design plan to address problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	department meeting	December	problem of practice presented
Action 3: work through department's plan to address problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools department meeting times content team meetings	Spring Semester	walkthroughs completed and data collected to show growth and teacher meetings to discuss data

Action 4: formal day of instructional walkthroughs to collect data on problem of practice	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data collection tools teachers to collect data	March/April	data collected
Action 5: present data to department	SS teachers Stephanie Jaracz Katie Batenhorst Tiffany Bolden (inst. league)	data presentation department meeting	May	presentation completed




*Summative Evaluation  
of Strategy/Activity*

Common Assessments  
STAAR scores

STAAR scores

STAAR, team meetings,  
Common assessments,  
benchmarks

STAAR scores
STAAR
STAAR scores
STAAR scores
STAAR scores
STAAR scores (Masters level increase)
NA
<i>Summative Evaluation of Strategy/Activity</i>

STAAR retest scores
STAAR retest scores
success or failure of this option
<i>Summative Evaluation of Strategy/Activity</i>
evidence of strategies in classrooms during walkthroughs
AP scores
AP Scores
<i>Summative Evaluation of Strategy/Activity</i>
Course Enrollment for upcoming year

AP scores
Course Enrollment for upcoming year
<i>Summative Evaluation of Strategy/Activity</i>
closing of the gap on common assessments/ STAAR
closing of the gap on common assessments/ STAAR
<i>Summative Evaluation of Strategy/Activity</i>
teachers enroll and complete PD
closing of the gap on common assessments/ STAAR
teachers gain ESL certifications

<i>Summative Evaluation of Strategy/Activity</i>
formal observation by content AP in which improved skills are observed
PD presentation
formal observation by content AP in which improved skills are observed
<i>Summative Evaluation of Strategy/Activity</i>
problem of practice defined
department designed plan to address problem of practice
data shows growth in area addressed



data compiled

department growth  
goal set for next school  
year; follow up planned

<b>2018-19 LOTE Departmental Plan</b>				
Associate Principal: Audie Johnson		Department Chair: Angelica Millan		
<b>Comprehensive Needs Assessment</b>				
Need 1: Common Assessments for Spanish L1 and L2				
Need 2: Growth of French Program				
<b>The LOTE department will make use of common assessments</b>				
<i>Objective 1: Use common assessments in Spanish 1 and Spanish 2</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Give weekly/biweekly assessments and review assessment in team planning sessions	Department Chair and Teachers	Test Banks	Ongoing	Evidence of assessments and conversations regarding assessments
<b>The LOTE department will increase enrollment in French to require the need of 2 full time teachers</b>				
<i>Objective 1: Increase enrollment numbers for 19-20 school year</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1: Provide a hospitable learning environment that engages students	French Teachers	Lessons and activities	Ongoing	Lesson plans and walkthroughs
Action 2: Recruit at the JH level	Associate Principal and French Teachers	Access to Junior Highs	February -May 2019	Enrollment numbers


<i>Summative Evaluation of Strategy/Activity</i>
Evidence of assessments and conversations regarding assessments

<i>Summative Evaluation of Strategy/Activity</i>
Enrollment numbers
Enrollment numbers

**2018-19 PE-ROTC Departmental Plan**

Assistant Principal: Lynn Walker

Department Chair: Lauren Martens

**Comprehensive Needs Assessment**

Need 1: SPARK Curriculum: Sports, Play, Active Recreation for Kids

Need 2: Equipment, Facility, and Project supplies

Need 3: Prepare for JROTC recertification

**Departmental Goal 1 PE Classes**

<i>Objective 1: To maintain a structured schedule to encourage healthy lifestyles through student participation and students prepared with proper attirement daily.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Mile Monday (Cardio)	PE Coaches	Stopwatch/straws	Weekly	Timing Standards
Action 2 Tuesday - SPARK Curriculum/Activity	PE Coaches	SPARK Curriculum and Equipment purchased by PISD/PHS	Weekly	Written and Skill assessment
Action 3 Wednesday Weight/strenght training	PE Coaches	Weightrooms Searcy and South Football	Weekly	Written assessment on weightroom safety and procedures
Action 4 Thursday - SPARK Curriculum/Activty	PE Coaches	SPARK Curriculum and Equipment purchased by PISD/PHS	Weekly	Written and Skill assessment
Action 5 Friday Food/Nutrition Wellness	PE Coaches: plan in advance for their Friday session; Rotation schedule will be prepared by the PE Department Head	Teaching Theatre and Health curriulum from SPARK	Weekly	All male and female PE teachers will teach guided lessons from SPARK curriculum

**Departmental Goal 2: Outdoor Adventures**

<i>Objective 1:To encourage and participation in Outdoor Living and Recreational activities.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>

Action 1 Archery / Bow Hunting	Certified Outdoor Education Teachers	Archery Equipment; Targets, bows/arrows, designated areas	1st semester	Unit Assessments
Action 2: Safe Camping and Outdoor Cooking Preparation	Certified Outdoor Education Teachers	Tents, gas grill, cooking supplies, groceries	1st semester	Unit Assessments
Action 3 Hunter's Educaiton	Certified Outdoor Education Teachers	Texas Parks and Wildlife course guide and computer lab for assessments	1st semester	Unit Assessments
Action 4 Angler Education	Certified Outdoor Education Teachers	Fishing rods/reels; pond access; bait	2nd semester	Unit Assessments
Action 5 Boating Education	Certified Outdoor Education Teachers	Texas Parks and Wildlife course guide and computer lab for assessments	2nd semester	Unit Assessments

**Departmental Goal 3 JROTC**

<i>Objective 1: To meet all requirements for the Army JROTC recertification for the 2018-2019 school year and receive the Distigushished Honor Unit Designation.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Student portfolios	JROTC Instructors	office supplies	Dec-18	Portfolio pre-inspection
Action 2 Drill and Ceremony	JROTC Instructors	correct uniforms	Dec-18	Instructor Review for corrections of Battalion movement
Action 3 Supplies Operation in Compliance	JROTC Instructors	Supply Rooms and Documentation	Dec-18	LaPort HS will conduct a curtousy review for a pre-inspections
Action 4 Curriuclum Review for Compliance	JROTC Instructors	Army Curriculum	Dec-18	Pre-Inspection Check list

Action 5 Instructor Portfolio	JROTC Instructors	Certifications	Dec-18	LaPort HS will conduct a curtousy review for a pre-inspections
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*Summative Evaluation  
of Strategy/Activity*

Personal Bests for  
improving time

Unit Tests/Skill  
improvement

Personal Bests for  
improving strength

Unit Tests/Skill  
improvement

Personal Best for  
nutritional and healthy  
choice selection



*Summative Evaluation  
of Strategy/Activity*

Skill / Technique assessment
Skill / Technique assessment
Certification
Certification
certification
<i>Summative Evaluation of Strategy/Activity</i>
evaluation of portfolios by the Army Review Board
evaluation by the Army Review Board
evaluation by the Army Review Board
evaluation by the Army Review Board



evaluation by the Army  
Review Board

**2018-19 Fine Arts Departmental Plan**

Assistant Principal: Lynn Walker

Department Chair: Joe Munoz

**Comprehensive Needs Assessment**

Need 1: Increase AP Scores in AP Music Theory

Need 2: Increase AP Scores in AP Studio Arts (2D, 3D, and Drawing)

Need 3: Increase the number of student entries to art contests

**Departmental Goal 1: AP Music Theory Exam**

<i>Objective 1: To increase performance on AP Music Theory Exam with a score of 3, 4, or 5.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Attend APSI	Jon Marcum	Rice University	July 23-26, 2018	apply strategies learned from APSI
Action 2 Attend GT Training	Jon Marcum	PISD GT	July 30-August 2, 2018	apply strategies learned from APSI
Action 3 Review Instructional Planning Guide	Jon Marcum, Lynn Walker, ESC AA Specialist	College Board	Fall 2018	apply strategies learned from APSI

**Departmental Goal 2: AP Studio Art Portfolio Exam**

<i>Objective 1: To increase performance on AP Studio Art Portfolio Exam with a score of 3, 4, or 5.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>

Action 1 Review Instructional Planning Guide	Robert Stiles, Lynn Walker, ESC AA Specialist	College Board	Fall 2018	apply strategies learned from APSI
Action 2 Complete weekly lesson plans to support instruction for this goal	Robert Stiles, Lynn Walker,	Eduphoria	Weekly	apply strategies learned from APSI

**Departmental Goal 3: Visual Arts**

<i>Objective 1: To Increase the number of Art Contest entries.</i>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1 Prepare Art 1-4 student submission for PISD Expo	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Expol Art Contest	Sep-18	
Action 2 Prepare Art 1-4 student submission to the Houston Livestockshow and Rodeo Art Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for HLSR Art Contest	Fall 2018	
Action 3 Prepare Art 1-4 student submission to the Brazozria County Fair	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Brazoria County Fair	Sep-18	
Action 4 Prepare Art 1-4 student submission to the Scholastic Art Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the Scholastic Art Contest	Dec-18	
Action 5 Prepare Art 1-4 student submission to VASE Contest	Sam Jowers, Robert Stiles, Lori Gaughan, Laura Castaneda	Rules for the VASE Contest	Jan-19	

**Departmental Goal 4: Performing Arts**

<i>Objective 1: To prepare PHS Band students for UIL Marching Contest, TMEA Auditions, UIL Solo/Ensemble, and UIL Concert &amp; Sight Reading Contest and Performance Concerts.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Learn marching production	PHS Band Staff	State TEKS; Printed Music, Instruments, Choreography, Video Assessment, SMART Music (music assessment Application)	Summer 2018- November 2018	PHS Band Staff evaluates sectionals through music memory and choreography
Action 2: TMEA Auditions	PHS Band Staff	All State Audition Music	Feb-19	Director/Student Assessment
Action 3 UIL Solo/Ensemble	PHS Band Staff	UIL Solo/Ensemble Music	Mar-19	Director/Student Assessment
Action 4 UIL Concert & Sight Reading	PHS Band Staff	UIL Concert Music and Released UIL Music Sight reading selections, and SMART music	May-19	Director/Student Assessment
Action 5 Performance Concerts	PHS Band Staff	Musical Selections appropriate for the time of year	Winter Concert; Pre-UIL Concert; Spring Concert	Student participated in learning the material in class and attending the performance.
<b>Choir</b>				
<i>Objective 2: To prepare Choir Students for TMEA Auditions, UIL Solo/Ensemble, UIL Concert &amp; Sight Reading Contest and Performance Concerts.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action : TMEA Auditions	PHS Choir Staff	All State Audition Music	September 2018- February 2019	Director/Student Assessment
Action 2 UIL Solo/Ensemble	PHS Choir Staff	UIL Solo/Ensemble Music	Feb-19	Director/Student Assessment

Action 3 UIL Concert & Sight Reading	PHS Choir Staff	UIL Concert Music and Released UIL Music Sight reading selections	Apr-19	Director/Student Assessment
Action 4 Performance Concerts	PHS Choir Staff	Musical Selections appropriate for the time of year	Preview Concert (September 2018) Broadway Nights (October 2018), Winter Concert (December 2018); Pre-UIL Concert (March 2019); Pop Show (May 2019)	Student participated in learning the material in class and attending the performance or required to submit an alternative assessment
<b>PRANCERS / DANCE</b>				
<i>Objective 3: Prancers are expected to be physically and mentally skilled in learning and remembering dances for both individual, ensemble and team performances.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Football Season	Jill Cruces and Libby Koepke	Choreography/Choreographer; Band sheet music: pom, high kick, streamers, jazz, novelty	July 2018- November 2018	Directors audition students each week for routine dances.
Action 2 Contest	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season	October 2018 - February 2019	Directors audition students each week for routine dances.
Action 3 Spring Show	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season	March 2019-April 2019	This is for community entertainment

Action 4 Dance Officer, Social Officer, and Comapny Team Tryouts	Jill Cruces and Libby Koepke	Choreography/Choreographer; appropriate music selections based on theme selected for contest season and hire outside judges for tryouts	March 2019- May 2019	Tryout Clinic taught by Exiting Officers
<i>Objective 4: Provide foundations for perception, creative expression, historical and cultural relevance, and critical evaluation.</i>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1 Proper stretching	Jill Cruces and Libby Koepke	demonstration appropriate dance attire	yearlong	participation
Action 2 Cultural Unit, Holiday, Jazz, Pom, Lyrical,	Jill Cruces and Libby Koepke	demonstration appropriate dance attire, music and video	November 2018- January 2019	participation, student and teacher evaluation
Action 3 Dance Terminology, Styles and Genres	Jill Cruces and Libby Koepke	handouts, craft supplies	yearlong	participation, student and teacher evaluation
<b>Theatre Arts/Theatre Tech</b>				
<i>Objective 5: To introduce PHS student in level one -four theatre arts (acting) and/or theatre tech (behind the scenes).</i>	<b><i>Person(s) Accountable</i></b>	<b><i>Resources Needed</i></b>	<b><i>Timeline</i></b>	<b><i>Formative Evaluation of Strategy/Activity</i></b>
Action 1 learn basic terminology, safety, parts of stage	Theatre Directors	Theatre Curriculum, Standard theatre regulations	yearlong	games, performances, assessments
Action 2 Characherization and memorization	Theatre Directors	Theatre Curriculum, Standard theatre regulations, published works	yearlong	community and in class performances
Action 3 construction and special effects	Theatre Directors	equipment, manuals / blue prints, instructional videos	yearlong	hands on test/projects (level 2-4 must complete 40 hours a semester of out of school production work)




*Summative Evaluation  
of Strategy/Activity*

stratagies reflective in  
lesson planning and  
student assessments  
similar to AP exams

stratagies reflective in  
lesson planning and  
student assessments  
similar to AP exams

stratagies reflective in  
lesson planning and  
student assessments  
similar to AP exams



*Summative Evaluation  
of Strategy/Activity*

strategies reflective in  
lesson planning and  
student assessments  
similar to AP exams

strategies reflective in  
lesson planning and  
student assessments  
similar to AP exams

***Summative Evaluation  
of Strategy/Activity***

Contest Results

Contest Results

Contest Results

Contest Results

Contest Results



*Summative Evaluation  
of Strategy/Activity*

Judges critiques and  
video playback

Audition Results

Contest Results

Judge evaluations

alternative assignments  
if student non  
attendance



*Summative Evaluation  
of Strategy/Activity*

Audition Results

Contest Results

Judge evaluations

alternative assignments  
if student non  
attendance

*Summative Evaluation  
of Strategy/Activity*

Prancers will view  
video and self critique

Judges evaluation to  
make corrections for  
next performance

This is for community  
entertainment

Judges evaluation and  
team vote

***Summative Evaluation  
of Strategy/Activity***

student performance  
to class and community

student performance

*Summative Evaluation  
of Strategy/Activity*

provide feed back

director/student  
critiques

director/student  
critiques

**2018-19 CTE Departmental Plan**

Assistant Principal: Andrea Gobert

Department Chair: Christain Dunn

**Comprehensive Needs Assessment**

Need 1: Increase student participation in Industry Certifications.

Need 2: Increase career information in core content to help students make real world connections.

**Departmental Goal 1**

<i>Objective 1: Increase student participation in Industry Certifications</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 - Educate teachers on what certifications are tied to their courses.	CTE Director, CTE Coordinator, Assistant Principal	TEA Website, PISD CTE Website	Fall 2018	Department Meetings
Action 2 - Recruit students to sign up for the industry certifications.	Assistant Principal, Classroom Teachers	PISD CTE Website	Fall 2018	Department Meetings
<i>Objective 2: Aligning Industry Certifications with CCMR requirements.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 - Research what certifications will count towards our CCMR score.	CTE Director, CTE Coordinator	CCMR website, Lead4ward website, TEA website	Fall 2018	N/A
Action 2 - Inform CTE teachers of the certifications and educate them on the new CCMR requirements.	Assistant Principal	CCMR website	New School Year Teacher Orientation	N/A

**Departmental Goal 2**

<i>Objective 1: Introduce CTE career/industry information via Crosscurricular with English Core Content.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
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Action 1 - CTE teachers identify occupational information to distribute to the English teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to English teachers
Action 2 - CTE teachers meet with English teachers to see how their occupational information can be worked into their daily lessons.	CTE Teachers English Teachers	ICEV info. Industry information English Scope and Sequence English TEKS	All year long	Observation of daily lessons where implemented.
<i>Objective 2: Introduce CTE information via Crosscurricular with Math Core Content.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 - CTE teachers identify occupational information to distribute to the Math teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Math teachers
Action 2 - CTE teachers meet with Math teachers to see how their occupational information can put put into what they are teaching.	CTE Teachers Math Teachers	ICEV info. Industry information Math Scope and Sequence Math TEKS	All year long	Observation of daily lessons where implemented.
<i>Objective 3: Get with CTE teachers to have them identify what they would like the Science teachers to point out to students.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 - CTE teachers identify occupational information to distribute to the Science teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Science teachers

Action 2 - CTE teachers meet with Science teachers to see how their occupational information can put into what they are teaching.	CTE Teachers Science Teachers	ICEV info. Industry information Science Scope and Sequence Science TEKS	All year long	Observation of daily lessons where implemented.
<i>Objective 4: Get with CTE teachers to have them identify what they would like the Social Studies teachers to point out to students.</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 - CTE teachers identify occupational information to distribute to the Social Studies teachers in order to make real world connections.	CTE Teachers	ICEV info. Industry information	All year long	Provide written information to Social Studies teachers
Action 2 - CTE teachers meet with Social Studies teachers to see how their occupational information can put into what they are teaching.	CTE Teachers Social Studies Teachers	ICEV info. Industry information Social Studies Scope and Sequence Social Studies TEKS	All year long	Observation of daily lessons where implemented.


*Summative Evaluation  
of Strategy/Activity*

N/A

Number of  
certifications

*Summative Evaluation  
of Strategy/Activity*

N/A

N/A

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*Summative Evaluation  
of Strategy/Activity*

Observe the interaction
N/A
<i>Summative Evaluation of Strategy/Activity</i>
Observe the interaction
N/A
<i>Summative Evaluation of Strategy/Activity</i>
Observe the interaction



N/A

*Summative Evaluation  
of Strategy/Activity*

Observe the interaction

N/A

**2018-19 SPED Departmental Plan**

Assistant Principal: Eric Maxwell

Department Chair: Debbie Harris

**Comprehensive Needs Assessment**

Need 1: Address Failures Early

Need 2: Student transition assessments

Need 3: Parent communication/ collaboration

**Departmental Goal 1**

<i>Objective 1: Failing Grades at Progress Report</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>

<p>Action 1 • The Case Manager must meet with student</p> <ul style="list-style-type: none"> <li>o Develop action plan to respond to failing grades</li> <li>▣ tutoring schedule, retest, etc.</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 3 weeks</p>	<p>Things to consider when students are failing</p> <ul style="list-style-type: none"> <li>• Are there goals and objectives?</li> <li>• Are goals and objectives appropriate?</li> <li>• Are classroom accommodations appropriate?</li> <li>• Are additional accommodations necessary?</li> <li>• Are accommodations implemented with fidelity?</li> <li>• Is there inclusion support?</li> <li>• Is the support sufficient?</li> <li>• Is classwork and/or homework being completed?</li> <li>• Is there regular class attendance?</li> <li>• Are discipline consequences a factor?</li> </ul>
<p>Action 2 • Document meeting and plan in SE Contact Log</p>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>ongoing</p>	<p>SPED Pass Rates</p>

Action 3 • Email relevant people about plan o General Education Teacher o SPED Staff o Parents				
<i>Objective 2: Failing Grades at 9 Weeks</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>

<p>Action 1 • The Case Manager must schedule and hold a staffing with relevant people</p> <ul style="list-style-type: none"> <li>o Student's administrator</li> <li>o Gen Ed Teacher</li> <li>o Inclusion Staff, and</li> <li>o Student and/or Parent if appropriate.</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Things to consider when students are failing</p> <ul style="list-style-type: none"> <li>• Are there goals and objectives?</li> <li>• Are goals and objectives appropriate?</li> <li>• Are classroom accommodations appropriate?</li> <li>• Are additional accommodations necessary?</li> <li>• Are accommodations implemented with fidelity?</li> <li>• Is there inclusion support?</li> <li>• Is the support sufficient?</li> <li>• Is classwork and/or homework being completed?</li> <li>• Is there regular class attendance?</li> <li>• Are discipline consequences a factor?</li> </ul>
<p>Action 2 • Notes will be recorded on the Staffing Conversation Log and uploaded into SE.</p>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>ongoing</p>	<p>SPED Pass Rates</p>

<p>Action 3 • The Case Manager will also contact the Student and Parent/Guardian to outline next steps</p> <ul style="list-style-type: none"> <li>o Document the conversation in the SE Contact Log.</li> </ul>				
<p><i>Objective 3: Failing Grades at Semester</i></p>	<p><i>Person(s) Accountable</i></p>	<p><i>Resources Needed</i></p>	<p><i>Timeline</i></p>	<p><i>Formative Evaluation of Strategy/Activity</i></p>

<p>Action 1 • The Case Manager must schedule a Brief/Review ARD within 2 weeks of parents receiving the Report Card</p>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Things to consider when students are failing</p> <ul style="list-style-type: none"> <li>• Are there goals and objectives?</li> <li>• Are goals and objectives appropriate?</li> <li>• Are classroom accommodations appropriate?</li> <li>• Are additional accommodations necessary?</li> <li>• Are accommodations implemented with fidelity?</li> <li>• Is there inclusion support?</li> <li>• Is the support sufficient?</li> <li>• Is classwork and/or homework being completed?</li> <li>• Is there regular class attendance?</li> <li>• Are discipline consequences a factor?</li> </ul>
<p>Action 2 • The following information should be collected:</p> <ul style="list-style-type: none"> <li>o Teacher input</li> <li>o Parent input</li> <li>o Student input</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Every 9 Weeks</p>	<p>Binder Checks</p>

Action 3 • The following information should be updated: o PLAAFP o Goals	Case Managers	Computers, binders, etc.	Every 9 Weeks	Binder Checks
Action 4 • SE Supplement: Failure Review must be completed	Case Managers	Computers, binders, etc.	Every 9 Weeks	Binder Checks
<b>Departmental Goal 2</b>				
<i>Objective 1: Transition Requirements 9th Grade</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 o TPI-2 Transition Planning Inventory Home o TPI-2 Transition Planning Inventory Student o TPI-2 Student Rating Form (purple) o TPI-2 Home Rating Form (orange) o TPI-2 Staff Rating Form (green) Case Manager Input if Home does not respond o TPI-2 Profile and Further Assessment (yellow - summarizes at least 2 Rating Forms) o TPI-2 Informal Assessment may be needed (What more do you need to know about student.)	Case Managers	Computers, binders, etc.	Annual ARD	Student PLAAFP and Transition Goals
<i>Objective 2: Transition Requirements 10th Grade</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>



<p>Action 1</p> <ul style="list-style-type: none"> <li>o TPI-2 Transition Planning Inventory Home</li> <li>o TPI-2 Transition Planning Inventory Student</li> <li>o TPI-2 Student Rating Form (purple)</li> <li>o TPI-2 Home Rating Form (orange)</li> <li>o TPI-2 Staff Rating Form (green) Case Manager Input</li> <li>o TPI-2 Profile and Further Assessment (yellow - summarizes all 3 Rating Forms)</li> <li>o TPI-2 Informal Assessment may be needed (What more do you need to know about student.)</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Annual ARD</p>	<p>Student PLAAFP and Transition Goals</p>
<p><i>Objective 3: Transition Requirements 11th and 12th Grades</i></p>	<p><i>Person(s) Accountable</i></p>	<p><i>Resources Needed</i></p>	<p><i>Timeline</i></p>	<p><i>Formative Evaluation of Strategy/Activity</i></p>
<p>Action 1</p> <ul style="list-style-type: none"> <li>o SE Transition: Parent Survey</li> <li>o SE Transition: Student Interview</li> <li>o TPI-2 Informal Assessment Required (What more do you need to know about student, and the Assessment cannot be the same as previous years.)</li> </ul>	<p>Case Managers</p>	<p>Computers, binders, etc.</p>	<p>Annual ARD</p>	<p>Student PLAAFP and Transition Goals</p>
<p><b>Departmental Goal 3</b></p>				
<p><i>Objective 1: Communicate on grades</i></p>	<p><i>Person(s) Accountable</i></p>	<p><i>Resources Needed</i></p>	<p><i>Timeline</i></p>	<p><i>Formative Evaluation of Strategy/Activity</i></p>

Action 1 Call Logs in SE	Case Managers	Logs	Every 3 weeks	Log Spot Checks
<i>Objective 2: Communicate on transition goals</i>	<i>Person(s) Accountable</i>	<i>Resources Needed</i>	<i>Timeline</i>	<i>Formative Evaluation of Strategy/Activity</i>
Action 1 Call Logs in SE	Case Managers	Logs	Every 3 weeks	Log Spot Checks



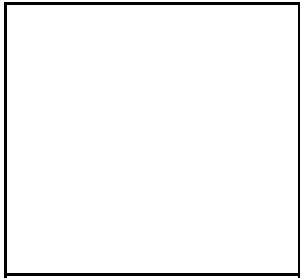
Student Success

Student Success

<i>Summative Evaluation of Strategy/Activity</i>

Student Success

Student Success



*Summative Evaluation  
of Strategy/Activity*

Student Success

Student Success



Student Success

Student Success

*Summative Evaluation  
of Strategy/Activity*

Student Pathway  
choices

*Summative Evaluation  
of Strategy/Activity*

Student Pathway  
choices

*Summative Evaluation  
of Strategy/Activity*

Student Post Secondary  
goal

*Summative Evaluation  
of Strategy/Activity*

End of Year turn in

*Summative Evaluation  
of Strategy/Activity*

End of Year turn in