

Palacios Independent School District District Improvement Plan

2024-2025



Mission Statement

The Palacios Independent School District will equip and encourage students to establish and achieve their goals.

Vision

"Preparing ALL students for THEIR future"

Core Beliefs

Citizenship:

Treat everyone with integrity and respect

Build trusting relationships

Leadership:

Serve as positive role models

Perform responsibilities with commitment and diligence

Academics:

Take ownership for the performance of every student

Ensure all students learn, perform, and achieve

Culture:

Maintain a safe and secure environment

Provide a positive atmosphere

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Palacios ISD has two brand new campuses serving students from pre-kindergarten through twelfth grade. Enrollment at the start of the 24-25 school year is 1263 students.

Throughout this construction period, the student enrollment has continued to decrease only slightly with a 2023-24 enrollment ending the year at 1,266 students, 2022-23 enrollment of 1,300 students, 2021-22 student enrollment of 1,322 and the 2020-21 enrollment of 1,316 . The 2023-24 enrollment by grade level averaged approximately 100 students. The daily attendance rate is 96% in 2020-21 and has fluctuated to 80% in 2022-23 and rounding out last year with% in 2023-24. Palacios ISD realized a slight decrease in students classified as economically disadvantaged from 70.5% in the 2021-22 school year to 69.77% in the 2022-23 school year, and currently a sharp increase to 78.83% for the 2023-24 school year. There have only been a couple of significant changes in the student indicators among the school year. Further information will be indicated within the following document.

Demographics Strengths

Palacios ISD student population is demographically stable with three major ethnic backgrounds represented. The experiences and learning opportunities for students, staff and community are varied among all the ethnicities that are represented. Demographics in Palacios ISD have remained relatively consistent over the past two years showing a slight decrease in the African American and Asian population. Those students represented by two or more races, and the American Indian - Alaskan Native have increased slightly to give us the diverse population we currently represent.

The district is considered Title 1 Part A with a population of 1,263 for the 2024-2025 school year.

In the 2023-24 school year the student programs indicate 16.75% of the student population was identified as coded for Special Education, 19.27% of the student population was coded as Emergent Bilingual, 19.54% were ESL students and 0.00% were coded as Bilingual or Alternative Bilingual.

The student indicators for the 2023-24 school year indicate 43.05% student population coded At-Risk which is an increase from the 2022-23 school year which indicated 39.69%. The Economic Disadvantaged percentages ended the 2023-24 school year with 78.83% which is also an increase from the 2022-23 school year that was calculated at 69.77%. The Homeless and Unaccompanied Youth status was a slight decrease from 0.23% in 2022-23 to 0.16% in the 2023-24 school year.

Migrant count for the year 2023-2024 was 58 students. At the start of the 2024-2025 school year the PISD count has dropped to 13 students.

Palacios ISD will continue to acknowledge that our special programs align with the needs and desires of our students, parents and community. The alignment with the philosophy and beliefs of our teachers and administrators can be viewed throughout the Vision and Mission statements as well as the portrait of a graduate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ESL students that have been in the school district for a significant amount of time are not performing at the high level of expectation. **Root Cause:** ESL alignment with accommodations and instructional strategies

Problem Statement 2: Some students and families do not see the value in consistent, regular school attendance. **Root Cause:** Lack of communication on the value of education and the diverse roles that modern schools effectuate.

Student Learning

Student Learning Summary

Accountability ratings were based on student performance toward meeting targets in each of the following three domains: (1) Student Achievement; (2) School Progress (a) Academic Growth, (b) Relative Performance, and (3) Closing the Gaps.

Palacios ISD retained a "B" rating overall during the 2022-2023 school year.*

For the 2021-22 school year, Palacios ISD received an overall rating of "B". This rating measures how much the students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. This reflects a commitment to recognizing high student achievement and the impact of highly effective educators while maintaining focus on the students most in need. This Overall Rating is consistent with the rating received in 2018-19 school year followed by two consecutive years of not being rated due to COVID. Palacios ISD's District Individual ratings in each domain for the 2021-22 school year include: Domain 1: "B" 86 out of 100, Domain 2: "A" 90 out of 100, and Domain 3: "B" 82 out of 100 with one distinction designation being earned in postsecondary readiness for the 2021-22 School year.

School	2018-19 Rating	2021-22 Rating
Central Elementary	77 out of 100 "C"	90 out of 100 "A"
East Side Intermediate	85 out of 100 "B"	90 out of 100 "A"
Palacios Junior High	81 out of 100 "B"	80 out of 100 "B"
Palacios High School	89 out of 100 "B"	83 out of 100 "B"

The Closing the Gaps domain for the accountability system evaluates the performance in achieving Meets Grade Level or above performance on STAAR math and reading, growth in STAAR math and reading, graduation rates, College, Career, and Military Readiness, of specific student groups, and English Language Proficiency progress of Emergent Bilingual students. All missed targets in Closing the Gaps must be addressed through District and Campus Improvement Plans. A summary of the district's 2022 Closing the Gaps outcome is below.

- For Reading, 100% of targets were met across growth and outcomes at Meets Grade Level or above performance.
- For Math, all targets were unsuccessful except one in Economically Disadvantaged. For this portion levels were unsuccessful in All students, Hispanic, White, Asian, Emergent Bilingual/English Learners, Students receiving Special Education Services, Continuously Enrolled students, and also Non-Continuously Enrolled students.
- Graduation Rate, 100% of the targets were met in the three areas that were identified which were All students, Hispanic, and Economically Disadvantaged.
- English Language Proficiency was unsuccessful in the area that was targeted which was Emergent Bilingual/English Learners.
- For School Quality, 100% of the targets were met among them were all students, Hispanic, and Economically Disadvantaged.
- The indicated student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the class of 2015 statewide baseline rate in
 - 2020 % Graduated - All Students (90.4%) and Hispanic (87.8%)
 - 2021 % Graduated - All Students (94.6%) and Hispanic (95.1%)
- The indicated student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate in
 - 2020 % Graduation in Economically Disadvantaged (88.9%)
 - 2021 % Graduated in Economically Disadvantaged (93.1%)

2023-24 District Assessment Outcomes:

- CLI- Circle for PK
- mCLASS for K-2
- DRA
- TPRI
- Graduation Rates - 4 year longitudinal (TAPR)

* Due to ongoing litigation, TEA has not released 'A-Z ratings for school districts throughout the state.

Student Learning Strengths

Students continue to show growth in several areas on state testing. Palacios ISD students overall perform at or above the state average for the 2023-2024 school year.

District Processes & Programs

District Processes & Programs Summary

Organizational Structure

Palacios ISD focuses on reliable customer service and a commitment to continuously improve efficiency and systems to better meet the needs of not only our campus leadership but our students and staff as well. With regular evaluation for adjustment in the district, our leadership is organized to provide quality support and training to our four current campuses.

Our district, along with those around the state, is experiencing challenges in finding qualified, diverse candidates to hire and retain in teaching positions as fewer candidates are entering or staying in the teaching profession.

Professional Practices

PISD believes that comprehensive, on-going professional learning is central to school improvement and student success. High-quality professional learning in PISD is data driven, provides follow-up, is flexible to meet the learners' needs, and is continuously evaluated for its effectiveness. The district's calendar provides for continual learning opportunities for the teachers throughout the school year.

To increase the focus on student learning, PISD implements a structured Professional Learning Community (PLC's) district-wide. Collaboratively the teams work to achieve common goals linked to the purpose of learning for all students. Teachers have the opportunity to tailor instruction to ensure all students master the skills needed for their grade level. During this time teachers have the opportunity to collaborate with their campus peers to share best teaching practices, and also meet with campus and district administration for guidance.

PISD has an active site-based decision-making committee know as the District Education Improvement Council (DEIC). This Council is established to review the district goals and objectives and to discuss major instructional programs, participate in the development and approval of staff development of a district wide nature, and provide written comments or requests for waivers as needed. This Council is comprised of twelve members of varying backgrounds within and supporting the school system.

Curriculum and Instruction

PISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. The district's commitment to curriculum provides for an appropriate level of campus support to meet the teachers' and students' needs. Within the curriculum, we use the TEKS Resource System to provide vertically aligned documents that help teachers and campuses plan their work effectively. Teachers and students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials. District Formative Assessments are given each quarter with alignment to the district curriculum administered each nine weeks. Additional features added to the district assessments is the opportunity to complete them online through Eduphoria with accommodation to meet the students' needs.

Communities in Schools

PISD is fortunate enough to partner with Communities in Schools to empower all students to realize their greatest potential in school and beyond. The mission is to surround students with a community of support empowering them to stay in school and achieve in life. With this mission in mind, the district assists in providing families and students with support by mobilizing available resources, fostering positive relationships between family, school and community and developing opportunities for students to prosper in their educational experiences and beyond.

Special Education

The Special Education Department's processes and procedures are rooted in IDEA, including students' access to a free and appropriate public education. The district's special education programs provide inclusive environments with high quality instruction and support services that enable all students to achieve their full potential in the least restrictive environment. All students in PISD are served in general education settings to the greatest extent appropriate, receiving appropriately differentiated instruction with best practice

supports and services. All staff facilitate and support instruction and learning of all students and participate in regular professional learning opportunities.

Gifted and Talented

The districts Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture the development of their full academic potential.

Various Practices

During the 2022-23 School year, PISD school administrators, staff, students, parents, and community members collaborated to create a strategic plan and portrait of a graduate that was approved by the Board of Trustees to guide the district in their strategic action plans. Strategies were identified for Academic Achievement, Educating the Whole Child, Human Capital, Operational Excellence, Parent and Community Partnerships, and Effective Technology. Through this Strategic Plan we arrive at the Board Based Goals that are set yearly.

District Processes & Programs Strengths

Palacios ISD has an organized system in place for continuously improving the efficiency of support for the campuses within the district.

With the ongoing PLC meetings, teachers are encouraged to support one another and to communicate among the team and with administration on a regular basis. Teachers are encouraged to attend professional development as the need arises and collaborate on the curriculum on an ongoing basis. The DEIC team is well established and all members actively participate to support the district and their mission and vision.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: The district is currently experiencing challenges in finding qualified, diverse candidates to hire and retain in teaching positions **Root Cause:** Fewer candidates are entering into or staying in the teaching profession

Perceptions

Perceptions Summary

Student Attendance

Student attendance rates have only varied slightly over the past few years according to On Point. We are averaging 95% ADA at the start of the 2024 school year.

In 2019-20 the attendance percentage was 96.53%. In 2020-21 the attendance percentage was 95.56% which is only slightly lower than the previous year. In 2021-22 the attendance percentage was at 94.31% which was a significant decrease but then in 2022-23 the attendance percentage increased to 95.65%.

Staff Engagement

During the Fall of the 2022-23 school year a survey was initiated and conducted to capture the district-wide Employee Opinions. Results of the survey were shared with all stakeholders in an effort to review the responses and reflect to create an action plan to address areas of need. The table below shows a summary of positive responses for each topic presented on the survey. These represent the percentage of respondents who chose agree or strongly agree, averaged across the items in a topic. On average, job satisfaction had the highest percentage of positive responses while curriculum and instruction had the lowest.

Survey Topic	Positive (Average)
Job Satisfaction	96%
Working Conditions	87%
Relationship with Coworkers	91%
Relationship with Supervisor	85%
Compensation and Benefits	83%
District Communications	86%
District Leadership	85%
Campus Environment	92%
Curriculum and Instruction	77%
Student Discipline	88%

Parent/Guardians, Families, and Community Engagement

PISD provides a variety of opportunities for parent, family, and community participation at each campus level. PISD has a strong partnership with the Chamber of Commerce in Palacios as well as various other entities in and around the community.

Perceptions Strengths

PISD works as a unified team to continuously support positive progression from every aspect.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Goals

Revised/Approved: September 10, 2024

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 1: Target 1:

By 2027, 74% of students will show growth on Reading Language Arts assessments as measured by STAAR growth/transition tables.

2023- Target was 62%, Actual- 62%

2024-Target was 65%, Actual 66%

2025- Target is 68%

2026- Target is 71 %

2027- Target is 74%



Previous goal:




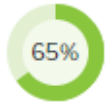






By 2025 80% of students will be reading on grade level by the end of 3rd grade and will remain on grade level

High Priority

HB3 Goal

Evaluation Data Sources: MindPlay Reading assessment and intervention, District (NWEA) and State developed interim testing

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MindPlay Reading will be implemented Grades K-12 for all students a minimum of one hour per week. Addresses Targeted Improvement Plan for SPED (Academic Achievement and Student Success).</p> <p>Strategy's Expected Result/Impact: MindPlay will allow teachers meet students where they are academically and accelerate learning to close achievement gaps, by meeting students where they are and increasing their reading fluency student engagement with written material will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Instructional Support & Testing Coordinator, and Teachers</p> <p>Funding Sources: - Title I, Part A ESSA 211, - Local 199</p>	Formative		
	Dec	Feb	Apr
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continued support of Limited English Proficiency (LEP) students in all classrooms by training teachers on how to engage students linguistically and identify needed supports through Language Proficiency Assessment Committees (LPAC) as applicable.</p> <p>Strategy's Expected Result/Impact: Increased performance of LEP students on assessments due to a deeper understanding of language and increased engagement.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals</p> <p>Funding Sources: - Title III, Part A LEP 263, - Title I, Part A ESSA 211, - Local 199</p>	Formative		
	Dec	Feb	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Targeted intervention and support (tutoring) during, afterschool, and summer school for students identified as needed support in reading.</p> <p>Strategy's Expected Result/Impact: Increase in academic growth of students receiving tutoring supports.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Intervention Teachers</p> <p>Funding Sources: - ESSER III - 282, - Title II, Part A TPTR 255, - Title V, Part B RLI 270, - Local 199</p>	Formative		
	Dec	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Resource reading classes at the Secondary campus will be added and staffed by certified SPED Teachers to better support SPED students in reading. Addresses Targeted Improvement Plan for SPED (Academic Achievement and Student Success).</p> <p>Strategy's Expected Result/Impact: Improvement of SPED students reading scores (STAAR) in grades 6-8 at the meets grade level.</p> <p>Staff Responsible for Monitoring: SPED Director, Campus Principals.</p>	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 2: New Goal: By 2027, 72% of students will show growth on mathematics assessments as measured by STAAR growth/transition tables.




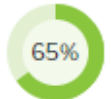
2023 Target- 60% Actual- 60%
 2024 Target- 63%, Actual- 59.7%
 2025 Target- 66%
 2026 Target-69%
 2027 Target- 72 %











Previous Goal: By 2025 80% of students will be Algebra ready by the end of 8th grade.

High Priority

HB3 Goal

Evaluation Data Sources: MindPlay Math assessment and intervention (K-5th grade), MobyMax (Junior High Math), District NWEA and State developed interim testing.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MindPlay Math will be implemented in Grades K-5 a minimum of 1 hour per week. MobyMax will be implemented in grades 6-8.</p> <p>Strategy's Expected Result/Impact: MindPlay and MobyMax will allow teachers meet students where they are academically and accelerate learning to close achievement gaps, by increasing their math fluency and student engagement in mathematics.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Instructional Support & Testing Coordinator, and Teachers</p> <p>Funding Sources: - Title I, Part A ESSA 211, - Local 199, - Title V, Part B RLI 270</p>	Formative		
	Dec	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student ownership in learning through structured resources will be promoted through the training and implementation of C3B4ME in core classrooms. Measurement of use will occur through walkthrough documentation.</p> <p>Strategy's Expected Result/Impact: Students who are empowered through ownership of the learning process are engaged at a higher level and will have increased academic performance.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Assistant Principals.</p> <p>Funding Sources: - Title I, Part A ESSA 211, - Local 199</p>	Formative		
	Dec	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Targeted intervention and support (tutoring) during school, afterschool, and summer school for students identified as needed support in math.</p> <p>Strategy's Expected Result/Impact: Increase in academic growth of students receiving tutoring supports.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Intervention Teachers</p> <p>Funding Sources: - ESSER III - 282, - Title II, Part A TPTR 255, - Title V, Part B RLI 270, - Local 199</p>	Formative		
	Dec	Feb	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Resource math classes at the Secondary campus will be added and staffed by certified SPED Teachers to better support SPED students in reading. Addresses Targeted Improvement Plan for SPED (Academic Achievement and Student Success).</p> <p>Strategy's Expected Result/Impact: Increase in SPED students math scores at the meets grade level.</p> <p>Staff Responsible for Monitoring: SPED Director, Campus Principal.</p>	Formative		
	Dec	Feb	Apr
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Learning Communities (6-8 Math teachers) will continue to monitor growth for Hispanic students in Math, and district/campus administrators will work with teachers to examine how we are tracking data and what we do to intervene between assessments. Addresses Targeted Improvement Plan for Hispanics (Academic Growth).</p> <p>Strategy's Expected Result/Impact: The number of Hispanic students exhibiting growth on the 2022-23 will increase from 2022-23.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Administration, and 6-8 Math Teachers.</p>	Formative		
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Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 3: New goal:

By 2027, 96% of graduates will graduate College, Career, or Military Ready. 2023 (58%)

- 2023 Target- 58%, Actual - 58%
- 2024 Target- 93 %, Actual- 93 %
- 2025 Target -94 %
- 2026 Target- 95 %
- 2027 Target 96 %





Previous goal:


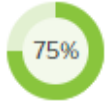




The percentage of students meeting College, Career, and Military Readiness will remain over 85% . (2020 baseline of 57.1%, projected 23-24 rate 93%)

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Percentage report at MOY based on CCMR Tracker and PEIMS data with final report given at EOY.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: On-Ramps and Tarleton Today Dual Enrollment courses will be added to the dual credit opportunities for PISD students.</p> <p>Strategy's Expected Result/Impact: On-Ramps and Tarleton Today offer Dual Enrollment which is taught by our teachers vs. online professors/adjuncts. This will increase the level of student engagement, participation, and success rates in these classes compared to online only classes.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Secondary Campus Principal, High School Counselor, CCMR Specialist, and Dual Enrollment teachers.</p> <p>Funding Sources: - Local 199, - ESSER III - 282</p>	Formative		
	Dec	Feb	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: College Prep courses for reading and math will continue to assist students in earning CCMR status.</p> <p>Strategy's Expected Result/Impact: The percentage of students earning CCMR will increase.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Secondary Principal, High School Counselor, CCMR Specialist</p> <p>Funding Sources: - ESSER III - 282, - Local 199</p>	Formative		
	Dec	Feb	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monthly CCMR check-in meeting.</p> <p>Strategy's Expected Result/Impact: The monthly CCRM check-in meeting will allow a dedicated time to discuss relevant changes to CCMR criterion, review the CCMR tracker for student progress, review and update CTE programs of study as needed.</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Secondary Campus Principal, High School Counselor, CCMR Specialist</p> <p>Funding Sources: - Local 199, - ESSER III - 282</p>	Formative		
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Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 4: During 2024-2025 PISD will establish a baseline for improving student writing.







Evaluation Data Sources: TBD writing platform

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Authentic student writing samples will be reviewed on a regular basis progress monitoring tools.</p> <p>Strategy's Expected Result/Impact: Data from _____ will provide an unbiased baseline by which to set a formal/measurable writing improvement goal.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, ELAR Teachers.</p> <p>Funding Sources: - Title I, Part A ESSA 211, - Local 199</p>	Formative		
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Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 5: Acellus Program will be purchased with grant funding to provide teacher training and student support in Science and Social Studies.

Evaluation Data Sources: STAAR 2022-23 data compared to 2023-24.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Acellus Program will be purchased with grant funding to provide teacher training and student support in Science and Social Studies. Addresses Targeted Improvement Plan for SPED (Student Success - Science and Social Studies in addition to Reading and Math). Strategy's Expected Result/Impact: SPED students will see an increase in their STAAR performance on Science and Social Studies. Staff Responsible for Monitoring: SPED Director, Assistant Superintendent, Campus Administrators.</p>	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 1: PISD will implement coherent CTE programs which lead to student completers and industry based certifications.

HB3 Goal







Evaluation Data Sources: Local student tracking sheets showing the number of completers and IBC's earned. TEA Data (lagging by two years).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monthly CCMR meetings will track students who are completers and/or have earned IBC's.</p> <p>Strategy's Expected Result/Impact: Increase in the number of completers and IBC's earned by students.</p> <p>Staff Responsible for Monitoring: CCMR Specialist, High School Counselor, High School Principal, Assistant Superintendent.</p>	Formative		
	Dec	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 2: PISD will develop and implement Character Education Programs for our students (Integrity).







Evaluation Data Sources: Documentation of programs used currently and the selection of programs to use move forward.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PISD Counselors will meet to select a Character Education Program for implementation.</p> <p>Strategy's Expected Result/Impact: More consistent support of PISD students social and emotional needs.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Campus Principals, and Assistant Superintendent.</p>	Formative		
	Dec	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 1: PISD will create pathways to teaching certification for our current employees.

Evaluation Data Sources: Local documentation of pathways for Instructional Aides, Alternatively Certified teachers, and Locally Certified teachers to earn SBEC certification.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PISD will partner with organizations to provide employees with pathways toward earning teaching certifications.</p> <p>Strategy's Expected Result/Impact: Increase in number of certified staff members.</p> <p>Staff Responsible for Monitoring: Director of HR and Superintendent.</p>	Formative		
	Dec	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 2: PISD will encourage stability by focusing on employee accountability, retention, and employee incentives.







Evaluation Data Sources: Local documentation of employee accountability, retention efforts, and employee incentives.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PISD will support employee accountability through PLC's, New Teacher Academy, and training opportunities focused on student growth. Strategy's Expected Result/Impact: Increase in student performance based on teacher efficacy.</p>	Formative		
	Dec	Feb	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PISD will support employee retention by providing staff daycare. Strategy's Expected Result/Impact: Stable or increased retention rates of effective teachers. Staff Responsible for Monitoring: Assistant Superintendent, Superintendent</p>	Formative		
	Dec	Feb	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PISD will investigate and create additional incentives for employees. Strategy's Expected Result/Impact: Increased retention of effective teachers and recruitment of new teachers. Staff Responsible for Monitoring: Superintendent, Director of HR, Campus Principals</p>	Formative		
	Dec	Feb	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 4: Operational Excellence -

Performance Objective 1: PISD will prove its Financial Health by having a clean audit, a Superior Rating on the FIRST Report, being up to date on bank reconciliations, and having at least a three month balance in the district Fund Balance.







Evaluation Data Sources: Local documentation to support 4.1 Performance Objective.

Strategy 1 Details	Formative Reviews		
Strategy 1: PISD will prove its Financial Health by having a clean audit, a Superior Rating on the FIRST Report, being up to date on bank reconciliations, and having at least a three month balance in the district Fund Balance.	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Operational Excellence -

Performance Objective 2: PISD will work to keep the 2021 Bond on time and within the adjusted board approved budget.







Evaluation Data Sources: Local documentation to support 4.2 Performance Objective (Board Reports and/or Financial documents).

Strategy 1 Details	Formative Reviews		
Strategy 1: PISD will work to keep the 2021 Bond on time and within the adjusted board approved budget.	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 1: PISD Staff and Campuses will plan events that encourage our PISD community to participate.







Evaluation Data Sources: Calendars of events, notifications of events sent to parents/community, sign-in sheets.

Strategy 1 Details	Formative Reviews		
Strategy 1: PISD Staff and Campuses will plan events and invite the PISD community to participate. Strategy's Expected Result/Impact: Increased community involvement in schools.	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 2: PISD will encourage Shark Pride in our community.







Evaluation Data Sources: Local documentation of advertising and events for which the community would see and may attend.

Strategy 1 Details	Formative Reviews		
Strategy 1: PISD will promote and advertise the schools, students, and programs in the community. Strategy's Expected Result/Impact: Increased community pride and attendance at events.	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Effective Technology - Create and support a collaborative learning climate and culture of continuous improvement and professional learning through the use of technology.

Performance Objective 1: PISD will implement a 1:1 program in grades 6-12 that includes a district-wide technology loan agreement, district protocols and procedures, and pricing.







Evaluation Data Sources: Local documentation from PISD Technology Department.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PISD will implement a 1:1 program in grades 6-12 that includes a district-wide technology loan agreement, district protocols and procedures, and pricing.</p> <p>Strategy's Expected Result/Impact: Provide updated technology to staff and students on a cyclical basis.</p> <p>Staff Responsible for Monitoring: Technology Coordinator</p>	Formative		
	Dec	Feb	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 6: Effective Technology - Create and support a collaborative learning climate and culture of continuous improvement and professional learning through the use of technology.

Performance Objective 2: PISD will ensure the network backbone will be stable, reliable, secure, and robust to meet future district requirements.

Evaluation Data Sources: Local documentation from PISD Technology Department.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PISD will ensure the network backbone will be stable, reliable, secure and robust to meet future district requirements</p> <p>Strategy's Expected Result/Impact: Consistent process for selecting new software and hardware to ensure stability, reliability, and expansion capacity to meet future needs.</p> <p>Staff Responsible for Monitoring: Technology Coordinator</p>	Formative		
	Dec	Feb	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfred Carrillo	Art Teacher PES		
Brooke Buentello	Library Instructional Assistant		
Cheyenne Miller	Teacher PES		
Jil Treybig	Instructional Assistant PJSH		
Maria Garcia	Instrutional Assistant PES		
Michele Delgado	RTI Teacher PES		
Milca Rodriguez	Instrutional Assistant		
Pamela Churan	Instrutional Assistant PES		
Sandra Kelly	Teacher PJSH		
Sara Alejo	Instructional Assistant PES		

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title I, Part A ESSA 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Title II, Part A TPTR 255					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
Title III, Part A LEP 263					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Title V, Part B RLI 270					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
Local 199					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00

Local 199					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
ESSER III - 282					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Student Welfare: Discipline/Conflict/Violence Management	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Dr. Brian Williams	6/30/2025	Jared Duncum	10/14/2024