

Palacios Independent School District
Elementary School
2025-2026 Campus Improvement Plan

Mission Statement

The Palacios Independent School District is dedicated to keeping students first. We will ensure all students acquire the knowledge and skills necessary to reach their full potential through staff who are effective, supportive, and committed for the ultimate benefit of our multi-cultural community.

Vision

<p>Every student prepared for a successful future</p>

Value Statement

Fairness and Equity:

All students, parents, and staff will be treated with consideration, integrity, and respect
We will foster an environment built on consistency, transparency and mutual trust

Professionalism:

We will serve as positive role models for our community, student, and staff
We will carry out our roles and responsibilities with a high level of commitment, diligence, and skill

Accountability and High Expectations:

We are responsible for the academic performance of every student
We believe that all students can learn, perform, and achieve at high levels

Positive Environment:

We are responsible for establishing a safe and secure environment for all
We will support a dynamic atmosphere based on teamwork, communication, and collaboration

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Comprehensive Needs Assessment

Revised/Approved: September 4, 2025

Demographics

Demographics Summary

2023 / 2024 TAPR released data: (Last Data released by TEA)

Students: CE 354 ES 247

Staff: CE 44.6 ES 31.4

Gender: CE Female 47.5% Male 52.5% ES Female 46.6% Male 53.4%

Attendance CE 95% ES 96.3%

SPED: CE 15.5% ES 20.2%

GT: CE 5.1% ES 14.2%

ECO Dis: CE 82.5% ES 75.3%

Race:

African American CE: .8% ES 0%

Hispanic CE 73.2% ES 72.1%

White CE 21.2% ES 23.5%

Asian CE 3.1% ES

2 or more: CE 1.4% ES 2.4%

At Risk: CE 24.9% ES 40.1%

Demographics Strengths

Elementary School
Generated by Plan4Learning.com

We have diverse campuses that has been very successful in meeting the needs of our students. We have

Problem Statements Identifying Demographics Needs

Problem Statement 1: We are a remote rural school district with limited outside resources.

Root Cause: Location

Student Learning

Student Learning Summary

East Side STAAR Data 2024 data from TAPR

Math - 83 / 53 / 18

Reading - 82 / 49 / 20

Science - 70 / 35 / 17

Student Learning Strengths

Having lower socioeconomic population, our students are still very successful on state assessments. They show growth from year to year, and we are active in trying to find ways that better serve our students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Lessons need to teach to mastery, not to approaches level on the STAAR. Our focus needs to be to pull students up, and hold back our middle and higher level students from higher expectations.

Root Cause: Training and appropriate staff development. Lack of intentional conversations regarding data

School Processes & Programs

School Processes & Programs Summary

We have weekly PLC meetings, RTI pull out program, Quarterly RTI meetings to discuss progress, GT pull out program, Computer lab for technology, Clubs and activities for students

School Processes & Programs Strengths

For a small school we provide a lot of opportunities for student to engage both academically and socially.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need to be intentional in our data disaggregation through PLC's looking for ways to improve instruction and student learning.

Root Cause: PLC's have never been run in a way that allows teachers opportunities for this discussion.

Perceptions

Perceptions Summary

We used FB and teacher contact to disseminate information to parents. We have a strong culture on our campus based the teacher survey put out by the district. Staff retention is very high, and teachers feel they are supported.

Perceptions Strengths

Teacher support - family is always first

Provide training / workshops for teachers

Opportunities for collaboration

Celebrations throughout the year for teachers and students

Parental Involvement opportunities for community

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited on exposure on how to disseminate information to parents

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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals





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: By 2026 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: NWEA Reading assessment and intervention, CLI at Pre-K, MClass for Kinder, STAAR Reading assessment Meets standard

Strategy 1 Details	Reviews			
Strategy 1: The elementary campus will consistently use IXL and NWEA with fidelity Strategy's Expected Result/Impact: Individual Student Growth will be seen in student reading fluency and comprehension Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	
Strategy 2 Details	Reviews			
Strategy 2: Response to Intervention (RTI) and High Impact Tutors will work with students on Tier 3 to address learning gaps Strategy's Expected Result/Impact: Gaps in student learning will be filled based on individual student plans Staff Responsible for Monitoring: Campus Administration, RTI teachers, Dyslexia Teacher, Hit Tutors	Formative			Summative
	Dec	Feb	Apr	
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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 2: By 2026 80% of students will be Algebra ready by the end of 8th grade.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA assessment and intervention (K-5th grade), STAAR Math assessment Meets standard

Strategy 1 Details	Reviews			
<p>Strategy 1: The elementary campus will consistently use NWEA and IXL Math with fidelity</p> <p>Strategy's Expected Result/Impact: Students will show growth based on NWEA and IXL results showing that students are closing gaps in math</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	
Strategy 2 Details	Reviews			
<p>Strategy 2: Elementary Teachers will use district curriculum such as TEKS Resource , Envision, Lowman, and Think-Up to provide math instruction guided by PLC data</p> <p>Strategy's Expected Result/Impact: Growth / Student mastery will be shown on data reports, and CBA / Interim / Benchmark data</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers</p>	Formative			Summative
	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 3: The percentage of students meeting College, Career, and Military Readiness will increase 15% by 2026. (2020 baseline of 57.1%)

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	Reviews			
Strategy 1: PES will have community members come in and visit with students about different career opportunities. Staff Responsible for Monitoring: Campus Administration, Counselor, CIS	Formative			Summative
	Dec	Feb	Apr	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: During 2025 - 2026 PISD will establish as baseline for improving student writing.

Evaluation Data Sources: No Red Ink and STAAR Extended Constructed Response.





Strategy 1 Details	Reviews			
<p>Strategy 1: The ELAR teachers will incorporate regular writing assignments into their lessons, and use No Red Ink with fidelity</p> <p>Strategy's Expected Result/Impact: Student growth will be shown through No Red Ink data and teacher use of district developed writing rubric.</p> <p>Staff Responsible for Monitoring: Campus Administration, teachers</p>	Formative			Summative
	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 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	Reviews			
<p>Strategy 1: Palacios Elementary will incorporate days into the calendar for community members to come on campus to discuss various careers around the community</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of Secondary programs that support different jobs that are showcased during career day</p> <p>Staff Responsible for Monitoring: Campus administration, counselor</p>	Formative			Summative
	Dec	Feb	Apr	
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be given the opportunity to participate in clubs such as robotics, student council, yearbook committee, and garden club that will encourage CTE participation</p> <p>Staff Responsible for Monitoring: Robotics teacher</p>	Formative			Summative
	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 2: PISD will develop and implement Character Education Programs for our students (Integrity). The SHARK Way will be promoted throughout the year.





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

Strategy 1 Details	Reviews			
Strategy 1: Elementary Counselors will provide direct character lessons in classrooms throughout the year. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Dec	Feb	Apr	
Strategy 2 Details	Reviews			
Strategy 2: Project Wisdom (SHARK Way), character education daily announcements made school wide. Staff Responsible for Monitoring: Counselor	Formative			Summative
	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 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	Reviews			
Strategy 1: Campus administration will promote opportunities to complete their teacher certification through programs such as Hartwell College, or other certification programs Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	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 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	Reviews			
Strategy 1: Mentor teacher program will be supported through scheduled meetings and check-in's with new teachers. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	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: 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	Reviews			
Strategy 1: Elementary campuses will provide parent engagement activities throughout the year with a minimum of 4 events. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	
Strategy 2 Details	Reviews			
Strategy 2: Elementary campuses will continue to promote and serve on PTO. Staff Responsible for Monitoring: Campus administration, teachers	Formative			Summative
	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: 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	Reviews			
Strategy 1: Campus music teachers will teach all elementary students the Palacios Alma Mater Staff Responsible for Monitoring: Campus Administration, Music Teachers.	Formative			Summative
	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>				