Poth Independent School District



2026-2027 District Improvement Plan

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Mission Statement

The mission of Poth Independent School District is to unite home, school and community in the learning process, and develop citizens who are better prepared for the future.

Vision

Poth ISD is an exemplary district where a dynamic staff challenges all students to greatness.

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Comprehensive Needs Assessment

District Processes & Programs

Summary

Poth ISD gives teachers autonomy in the classroom to teach students using the resources they choose, at the pace they deem appropriate for successful learning to take place. Teachers at Poth ISD are treated as professionals and are trusted to acquire the necessary professional development to teach students at a high level, and are only required to attend 5 professional development days this school year for any new information and some state mandatory PD.

Strengths

Developing and increasing the capacity of staff at all levels of the organization is a priority in Poth ISD. Investing in staff's professional capacity, working to improve compensation and benefits in comparison to neighboring districts, and continuing to keep class sizes small, are ways Poth ISD is able to fully staff campuses during times of teacher shortages. Opportunities include having a small community with attractive qualities, excellent students and parents, population growth, growth in student enrollment, high levels of community support, and high student achievement.

Concerns include maintaining a competitive salary and benefits package in the midst of a recession, limited opportunities for career advancement within the organization, the availability of affordable housing for potential applicants, and the high levels of achievement expected by the State on standardized testing (which presents a threat to the teaching and administration population at large).

Multi-Tiered Systems of Support (MTSS): Poth ISD has begun to define a proactive and preventative approach to ensure high quality instruction for all students, to include tiered instructional and behavioral responses to assist struggling students before problems become severe. Tier 1 under the MTSS includes universal systems and supports for all students. Poth ISD's Tier 2 program includes intensive supports for instruction and behavior, and Tier 3 provides individualized/specialized services & supports. Selection criteria for Title 1 Part A will include the following measures:

- PK – Circle Testing, Teacher Judgement, Checklists
- K – mCLASS Reading Testing, MAP Math Testing, Teacher Judgement, Checklists
- 1st – mCLASS Reading Testing, MAP Math Testing, Teacher Judgement
- 2nd – mCLASS Reading Testing, MAP Math Testing, Teacher Judgement
- 3rd – MAP Reading and MAP Math Testing
- 4th & 5th – STAAR Reading and Math, MAP Reading and Math Testing

Poth ISD is supported by vested local decision-makers. The District is supported by a strong local Board of Trustees who are vested and have student ties to the campuses.

The District experiences high levels of community support. Poth ISD is a small but growing district with a well-educated community of stakeholders. The District has experienced both academic and athletic success, which has helped to bolster local pride in the District. The District has strong community support, a caring staff, and an optimal school size. There are many active booster organizations and strong community involvement. A high percentage of staff are also local residents with children and family members within the school system. There is strong interest from parents to be better informed about District activities and to be more involved in District planning. Parents and community members have been particularly support of the District's efforts in safety and security and facilities planning.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Disproportionate number of Hispanic students qualified for Special Education.	Lack of consistency in implementation of TIER I instruction and supports. In addition, lack of continued professional development for staff in research based practices. Lack of implementation and consistency in TIER II / III implementation across district campuses.
2 ★	Low accountability ratings in the area of closing the gaps across several campuses.	Lack of tracking at high school with students progress.
3 ★	Teacher pay in Poth ISD is low compared to other districts in the county.	The entire community, including teachers, strongly values small class sizes.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1

Poth ISD will strive for academic excellence by developing higher level and independent thinking skills in all students to prepare them to be productive citizens, who are College, Career, or Military Ready.

Performance Objective 1

☑ **High Priority**

Poth ISD will focus district efforts on creating a CCMR clarity plan that aligns district resources to support course options, innovative instruction, scheduling strategies, and counseling and mentorship to maximize student success.

Evaluation Data Source: High School Data Tracker; Career Craft Reports

Strategy 1

Create a master schedule with emphasis on core subjects and added alignment for students to be able to complete a CTE Program of Study and meet certification requirements, college entrance requirements, and career and military readiness skills.

Strategy's Expected Result/Impact: Streamlining of CCMR program to increase the number of students who complete pathways and increase funding for completers. In addition, continue the path of hitting 100% CCMR readiness for all graduates.

Staff Responsible for Monitoring: Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 2

Include in the CCMR plan: innovative instruction, scheduling, and student mentorship.

Strategy's Expected Result/Impact: Increased student completion of pathways.

Staff Responsible for Monitoring: Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 3

Create and plan for planning year and beyond for P-Tech Program at Poth High School to support CCMR outcomes and opportunities for students for attaining college level coursework and/or college level credentialing.

Strategy's Expected Result/Impact: Meet expected benchmarks for P-Tech program. Recruit and retain students in the program for the entire 4 year cohort as completers with either IBC, college level certificates and/or associates degree.

Staff Responsible for Monitoring: Curriculum and Instruction

Formative Reviews

January	April	July

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Student growth will be prioritized as a major contributing factor toward realizing academic excellence.

Evaluation Data Source: STAAR, TEA

Strategy 1

Growth measures will be measured in accordance with TIA stipulations.

Strategy's Expected Result/Impact: Student performance will increase, especially in subpopulations. Comparison of closing the gaps, student growth and relative performance will be analyzed. See secondary student growth and relative performance be closer in accountability data reports.

Staff Responsible for Monitoring: Campus principals / Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 2

Staff training in use of data collection tools and progress monitoring through Eduphoria to support student growth and progress. In addition, staff tools and training in Panorama to track student progress in the areas of academics, attendance, assessment, and social emotional well being.

Strategy's Expected Result/Impact: Increase in student performance and growth from beginning of the year to the end of the year assessments.

Staff Responsible for Monitoring: Teachers, Principals, and Curriculum and Instruction

Formative Reviews

January	April	July

Goal 2

Poth ISD will attract, develop, and retain high-quality professionals by offering competitive pay and benefits and working collaboratively to identify, meet, and support their specific professional needs.

Performance Objective 1

☑ **High Priority**

Poth ISD Administrative team will oversee the district hiring process, and staff development plan, including goals for programs tied to district assessment data.

Evaluation Data Source: Hiring process documentation, retention of teachers year over year

Strategy 1

Create and execute a staff development plan in compliance with local, state, and federal requirements, and District program goals.

Strategy's Expected Result/Impact: Increase in student achievement data, increase in staff knowledge and expertise in needed areas.

Staff Responsible for Monitoring: Principals, Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 2

Implement, with transparency and communication, the Teacher Incentive Allotment (TIA) initiative.

Strategy's Expected Result/Impact: Recognize and retain high-performing teachers and attract potential hires.

Staff Responsible for Monitoring: Superintendent, Principals, Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 3

Utilize high performing teachers (TIA designated Master) to mentor and train staff across campuses for greater impact to student success.

Strategy's Expected Result/Impact: Increase in teachers not designated making professional progress and student growth goals.

Staff Responsible for Monitoring: Principals

Formative Reviews

January	April	July

Performance Objective 2

Poth ISD will monitor the overall climate and culture of the district, to include teacher morale and engagement at each campus.

Evaluation Data Source: Teacher Panorama Surveys

Strategy 1

Develop and execute an employee recognition program.

Strategy's Expected Result/Impact: Increase in staff retention, improved staff climate surveys (baseline year)

Staff Responsible for Monitoring: Human Resources

Formative Reviews

January	April	July

Strategy 2

Continue to provide opportunities for reciprocal feedback.

Strategy's Expected Result/Impact: Improved climate & culture surveys. (Baseline year)

Staff Responsible for Monitoring: Superintendent

Formative Reviews

January	April	July

Performance Objective 3

The superintendent will be responsible for the conduct of administration, ensuring they are evaluating teachers consistently, building trust, respect, and a positive campus culture of continuous growth.

Evaluation Data Source: Teacher evaluation completion data, campus surveys, TIA implementation

Strategy 1

Track teacher evaluation data.

Strategy's Expected Result/Impact: Staff evaluations, including walkthroughs, will equate to more opportunities for staff feedback and improvement.

Staff Responsible for Monitoring: Curriculum and Instruction, Campus Principals

Formative Reviews

January	April	July

Goal 3

Poth ISD will maintain safe and secure facilities that are supportive of a quality instructional program and represent the importance of public education within the community.

Performance Objective 1

☑ **High Priority**

Design and implement a comprehensive safety and security program to 100% fidelity.

Evaluation Data Source: Evidence/artifacts of the safety & security program: Superintendent will provide documentation on all mandatory safety training and drills that support and promote the safety of the entire school community.

Strategy 1

Guardian Plan will continue to impact safety and security of Poth ISD through policy, procedures, and training on a scheduled basis.

Strategy's Expected Result/Impact: Increase perception of safety & security on campuses.

Staff Responsible for Monitoring: Operations

Formative Reviews

January	April	July

Strategy 2

Implementation of Raptor Emergency Reporting App, with training and drills.

Strategy's Expected Result/Impact: Ability to monitor drill compliance, and staff/student accounting.

Staff Responsible for Monitoring: Operations

Formative Reviews

January	April	July

Strategy 3

Comply with all state mandates to pass TEA district vulnerability assessment (DVA) and intruder detection audits (IDAs).

Strategy's Expected Result/Impact: Assessments and audits conducted with no findings.

Staff Responsible for Monitoring: Superintendent, Operations

Formative Reviews

January	April	July

Strategy 4

Continue to upgrade district technology capabilities, including camera systems and monitor for performance and upgrades.

Strategy's Expected Result/Impact: Improved monitoring and incident prevention, including averting acts of school violence.

Staff Responsible for Monitoring: Technology, Operations

Formative Reviews

January	April	July

Strategy 5

In accordance with TEC 37.081 (d), contracted law enforcement officers will patrol district facilities throughout the day, inspecting doorway compliance, engaging staff and students, and maintaining a visible presence in student congregation and transition areas. Officers will respond to active attack events according to their respective levels of training.

Strategy's Expected Result/Impact: Increased deterrence of violence on campus and response to active attack events

Staff Responsible for Monitoring: Operations

Formative Reviews

January	April	July

Strategy 6

In accordance with TEC 37.0831, the district will abide by Poth ISD Board Policy FFH -- Student Welfare: Freedom from Discrimination, Harassment, and Retaliation, which defines dating violence as defined by Section 71.0021, Family Code, and includes a clear statement dating violence is not tolerated; reporting procedures, including immediate notification of a alleged student-victim's parents; addresses enforcement of protective orders and school-based alternatives, training for teachers and administrators at the JH and HS campuses, counseling for

affected students, and awareness education for students and parents.

Strategy's Expected Result/Impact: Reduction or elimination of acts of dating violence among the student population

Staff Responsible for Monitoring: District and campus administrators, law enforcement

Formative Reviews

January	April	July

Performance Objective 2 ☑ High Priority

Use the Texas Comprehensive Counseling Model as the Poth ISD Model, implement mandatory lessons.

Evaluation Data Source: Artifacts, calendars, logs

Strategy 1

Counselors will adjust the counseling program calendar and implement components throughout the year.

Strategy's Expected Result/Impact: Creation of baseline data

Staff Responsible for Monitoring: Counseling staff, Curriculum and Instruction

Formative Reviews

January	April	July

Strategy 2

SEL initiatives, including StopIt and Rachel's Challenge, will continue to be implemented to support student learning.

Strategy's Expected Result/Impact: Increased student socioemotional intelligence.

Staff Responsible for Monitoring: Counseling staff, Curriculum and Instruction

Formative Reviews

January	April	July

Performance Objective 3 ☑ High Priority

Poth ISD will monitor the 2-5 year facilities maintenance plan for facilities, fields, and buses/school vehicles.

Evaluation Data Source: Plans/artifacts, Facilities Facility Committee Meeting Agendas

Strategy 1

Create maintenance and replacement schedules as appropriate.

Strategy's Expected Result/Impact: Reduced costly, unexpected repairs. Avoid large expenses all at once.

Staff Responsible for Monitoring: CFO

Formative Reviews

January	April	July

Strategy 2

Hold regular Facility Committee Meetings with stakeholders to address needs and goals for 5 and 10 year plans.

Strategy's Expected Result/Impact: well - maintained facilities and effective learning environments for students.

Staff Responsible for Monitoring: CFO , Operations

Formative Reviews

January	April	July

Goal 4

Poth ISD will efficiently manage all district revenues by targeting expenditures through careful planning and goal-setting strategies.

Performance Objective 1

☑ **High Priority**

The superintendent will develop and oversee administrative procedures that ensure fiscal accountability and transparency to monitor all district programs, grant writing, incentives, cost avoidance, technology, facilities, etc.

Evaluation Data Source: First rating, audit opinion

Strategy 1

Monitor and assess expenditures, including review of audit reports.

Strategy's Expected Result/Impact: Passing first rating, and audit unmodified opinion.

Staff Responsible for Monitoring: Superintendent, CFO

Formative Reviews

January	April	July

Goal 5

Poth ISD will engage home, school, and community in the vision and learning process to develop citizens who are better prepared for the future they desire.

Performance Objective 1

Poth ISD will ensure two-way active communication with parents, and the community.

Evaluation Data Source: Plan, artifacts, Parent Square reports, Social Media impact reports

Performance Objective 2

Poh ISD will created a new mission and vision representative of its community, teachers, and students values and future vision of Poth ISD. Poth ISD staff is responsible for modeling our vision and mission and showing support for all extracurricular activities with pride.

Evaluation Data Source: Promotion of the Poth ISD vision & mission. Visibility in the community at extracurricular activities.

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $368,612.00

Total FTEs Funded by SCE: 5.625

Brief Description of SCE Services and/or Programs

Additional teachers in K-5th grade to allow for smaller classroom size and ultimately, better opportunities for one on one instruction an support in the general education classroom setting. Sections of teachers' schedules for MTSS, Inclusion and Intervention at the second campuses to support students in need.

Personnel for District Improvement Plan

Name	Position	FTE
ALEXANDREA BERTRAND	JUNIOR HIGH TEACHER	0.375
ALLISON PRUSKI	ELEMENTARY TEACHER	0.25
ALYSON GARZA	JUNIOR HIGH TEACHER	0.375
ALYSSA BERTRAND	ELEMENTARY TEACHER	0.25
AMIE GAYLOR	HIGH SCHOOL TEACHER	0.125
ASHLEIGH CLARK	ELEMENTARY TEACHER	0.25
DARA ACOSTA	JUNIOR HIGH TEACHER	0.375
JEANNIE KOWALIK	JUNIOR HIGH TEACHER	0.375
KATRINA GILDEN	ELEMENTARY TEACHER	0.25
KIMBERLY MCCLURE	JUNIOR HIGH TEACHER	0.25
KIMBERLY PRUSKI	JUNIOR HIGH TEACHER	0.375
LEXI ZAIONTZ	JUNIOR HIGH TEACHER	0.375
MARGARET HOOVER	HIGH SCHOOL TEACHER	0.25
ROXANE RAKOWITZ	ELEMENTARY TEACHER	0.25
SHANNON BEST	ELEMENTARY INTERVENTION	0.25
SHANNON BROCKMAN	ELEMENTARY TEACHER	0.25
SHAWN NELSON	JUNIOR HIGH TEACHER	0.5
STACEY COOKE	HIGH SCHOOL TEACHER	0.125
STACY YANTA	ELEMENTARY INTERVENTION	0.25
TIFFANY POLASEK	HIGH SCHOOL TEACHER	0.125

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Shannon Best	Elementary Intervention (ELAR)	Title I Targeted Assistance	0.75
Stacy Yanta	Elementary Intervention (Math)	Title I Targeted Assistance	0.75

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