Palacios Independent School District

Elementary School

2026-2027 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

Every student prepared for a successful future

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

Demographics

Demographics Summary

Palacios ISD currently operates one elementary campus serving students in the elementary grades. According to the 2024–25 TAPR report, the campus has a total enrollment of 610 students. Of those students, 77.2% are classified as economically disadvantaged, and the daily attendance rate is 95.7%.

The student demographic indicators have also remained relatively consistent, with a significant portion of the student population identified as economically disadvantaged. The most recent 2024–25 TAPR data indicate that 77.2% of students at the elementary campus are classified as economically disadvantaged.

Demographics Strengths

Palacios Elementary Campus reflects a diverse and culturally rich student population that provides opportunities for students, staff, and families to learn from and engage with a variety of backgrounds and experiences. According to the 2024–25 TAPR report, the campus serves a predominantly Hispanic student population (74.3%), along with White students (20.3%), Asian students (3.0%), students identifying as two or more races (2.0%), and African American students (0.3%). This diversity contributes to a school community where students are exposed to different cultures, perspectives, traditions, and experiences.

The campus also serves students with a range of linguistic and educational backgrounds. In 2024–25, 20.8% of students were identified as Emergent Bilingual, providing the campus with opportunities to develop strong language-support practices and culturally responsive learning experiences. Additionally, 25.7% of students were identified as at-risk, reinforcing the importance of targeted academic and social-emotional supports that help ensure all students have equitable opportunities to succeed. The campus also served a migrant student population of 0.8%.

A significant strength of Palacios Elementary is its ability to recognize and respond to the varied needs of its students and families. The diversity represented within the student population provides opportunities for students to develop cultural awareness, respect for different perspectives, and a strong sense of belonging within their school community. Staff members have the opportunity to build relationships with students and families from a variety of backgrounds and to incorporate those experiences into the learning environment.

Palacios ISD is identified as a Title I district for the 2026–27 school year, reflecting the district's commitment to providing additional resources and support to students and families who may benefit from targeted academic and instructional services. The district continues to monitor student indicators and align programs and resources with identified needs.

The diversity of Palacios Elementary extends beyond ethnicity and language. Students participate in a variety of instructional and support programs designed to address individual strengths, needs, and circumstances. These programs reflect the campus and district commitment to providing an inclusive educational environment in which every student has access to appropriate supports and meaningful opportunities for academic and personal growth.

Palacios Elementary will continue to recognize its diverse student population as a strength and will build upon the experiences, cultures, languages, and perspectives represented within the school community. The campus will continue to align its instructional practices, student programs, and family engagement efforts with the needs and aspirations of students, parents, staff, and the broader community. This commitment is reflected in the district's Vision and Mission statements and in the Portrait of a Graduate, which collectively emphasize preparing students to become successful, contributing members of their community and beyond.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): 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

Palacios Elementary earned a "C" rating during the 2025-2026 school year.

Palacios Elementary earned a "B" rating during the 2024-2025 school year.

Palacios Elementary earned a "B" rating during the 2023-2024 school year.

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.

2025-2026 District Assessment Outcomes:

- CLI- Circle for PK
- mCLASS for K BOY only
- NWEA (K-5)
- STAAR released tests (3-5)

Student Learning Strengths

Students continue to show growth in several areas on state testing. Students also perform well on Nationally normed exams. ELAR and Science are the strongest areas for PES.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students fail to engage in rigorous coursework consistently.
Root Cause: Achieving "excellent" grades is sometimes viewed as a greater achievement than rigorous coursework at Secondary.

School Processes & Programs

School Processes & Programs Summary

Organizational Structure

PES 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 campus, 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

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

To increase the focus on student learning, PES implements a structured Professional Learning Community (PLC's). 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

PES 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 (reading) and Bluebonnet (math) 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.

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 PES 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 campuses 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.

School Processes & Programs Strengths

PES has an organized system in place for continuously improving the efficiency of support for the campuses within the campus.

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 CIT team is well established and all members actively participate to support the district and their mission and vision.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The District struggles to find qualified teaching applicants annually that are highly qualified.
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 AERIES. We are averaging 96.6% ADA at the start of the 2026 school year.

Staff Engagement

During the Fall of the 2025 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 on creating an action plan to address areas of need.

Parent/Guardians, Families, and Community Engagement

PES provides a variety of opportunities for parent, family, and community participation on campus.

Perceptions Strengths

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

Priority Problem Statements

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 1: ESL alignment with accommodations and instructional strategies
Problem Statement 1 Areas: Demographics

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

Problem Statement 3: Students fail to engage in rigorous coursework consistently.
Root Cause 3: Achieving "excellent" grades is sometimes viewed as a greater achievement than rigorous coursework at Secondary.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The District struggles to find qualified teaching applicants annually that are highly qualified.
Root Cause 4: Fewer candidates are entering into or staying in the teaching profession
Problem Statement 4 Areas: School Processes & Programs

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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

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
- 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 PreK - 2nd grade 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
- 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

- 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

Parent/Community Data

- Parent engagement rate
- Community service agencies and support services

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: Target 1:
By 2027, 74% of students will show growth on Reading Language Arts assessments as measured by STAAR.
2023- Target was 62%, Actual 62%
2024-Target was 65%, Actual 66%
2025- Target was 68%, Actual 68%
2026- Target was 71%, Actual 68%
2027- Target is 74%

High Priority

HB3 Goal

Evaluation Data Sources: District (NWEA) and CBAs given by teachers, released STAAR tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Pre-Kindergarten through 5th grade teachers and instructional aides will utilize student data from formative and summative assessments to analyze student performance, instructional effectiveness, and provide research-based interventions and progress monitoring. **Strategy's Expected Result/Impact:** Increased student achievement through targeted instruction and interventions **Staff Responsible for Monitoring:** Campus Admin **Funding Sources:** - Local 199, SBEC certified RTI teachers - Title I, Part A ESSA 211, SBEC certified instructional assistant - Title III, Part A LEP 263				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: IXL Reading will be implemented Grades K-5 for all students. **Strategy's Expected Result/Impact:** IXL 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. **Staff Responsible for Monitoring:** Campus Admin **Funding Sources:** - Title I, Part A ESSA 211, - Local 199				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: Targeted intervention and support (tutoring) during, after school, and summer school for students identified as needed support in reading. (Using Title IV) **Strategy's Expected Result/Impact:** Increase in academic growth of students receiving tutoring supports. **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - Local 199				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 4: Implement a campus-wide Reading Program to increase student engagement in independent reading, promote a positive culture of literacy, and encourage students to read a greater number and variety of books. **Strategy's Expected Result/Impact:** Students will track completed books and work toward established reading goals throughout the school year. Progress will be monitored regularly by campus admin, teachers, and students will receive recognition and incentives for reaching individual reading milestones. **Staff Responsible for Monitoring:** Librarian **Funding Sources:** - Title I, Part A ESSA 211 - $10,000, - Instructional Material Allotment 410				

 No Progress  Accomplished  Continue/Modify  Discontinue

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.

2023 Target was 60% Actual 60%
2024 Target was 63%, Actual 59.7%
2025 Target was 66%, Actual 54%
2026 Target was 69%, Actual 60%
2027 Target is 72 %

High Priority

HB3 Goal

Evaluation Data Sources: IXL assessment and intervention (K-12th grades),District NWEA and State developed interim testing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: IXL will be implemented in K-5th grades. **Strategy's Expected Result/Impact:** IXL 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. **Staff Responsible for Monitoring:** Campus Administration, and classroom teachers **Funding Sources:** - Title I, Part A ESSA 211, - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Targeted intervention and support (tutoring) during school, after school, and summer school for students identified as needed support in math. (using title IV) **Strategy's Expected Result/Impact:** Increase in academic growth of students receiving tutoring supports. **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** - Local 199, SBEC certified RTI teachers - Title I, Part A ESSA 211				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: PLCs will address campus curriculum and instructional needs, including Bluebonnet Math implementation, with support from Region 3. Teams will disaggregate student data to guide instruction, interventions, and student growth. **Strategy's Expected Result/Impact:** Academic achievement and growth including 'closing the gaps' measures. **Staff Responsible for Monitoring:** Campus Admin **Funding Sources:** - Instructional Material Allotment 410				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 Target was 58%, Actual 58%
2024 Target was 93%, Actual 93 %
2025 Target was 94%, Actual 92%
2026 Target was 95%, Actual 99%
2027 Target is 96%

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			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Provide students with hands-on learning opportunities, such as Birds of Prey, Floating Classroom, hydroponics, Arbor Day, Veterans Day, and other programs that connect classroom learning to real-world experiences. **Strategy's Expected Result/Impact:** These opportunities will build student awareness of college, career, and military pathways and support long-term CCMR readiness. **Staff Responsible for Monitoring:** campus admin **Funding Sources:** - Local 199				

No Progress Accomplished Continue/Modify Discontinue

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: Support programs for Science and Social Studies are available to staff.

Evaluation Data Sources: Summit K-12, Lowman Education, and IXL materials for Social Studies and Science.

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 90% or higher 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			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES will host a Career Day, STEM family night, and designate additional days throughout the school year for community members to visit campus, share information about their careers, and expose students to a variety of career opportunities. **Strategy's Expected Result/Impact:** Students will develop a better understanding of careers and future opportunities through Career Day and other experiences, including community members sharing their careers and reading to elementary students **Staff Responsible for Monitoring:** Campus admin and counselor **Funding Sources:** - Title I, Part A ESSA 211				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Students will be given the opportunity to participate in clubs such as robotics, student council, yearbook committee, and garden club that will ecnourage CTE participation. **Strategy's Expected Result/Impact:** Students will develop a better understanding of careers and future opportunities through clubs and activities. **Staff Responsible for Monitoring:** Campus admin and club sponsors.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: All students will receive computer education through Specials Rotations by a SBEC certified instructional assistant. **Staff Responsible for Monitoring:** Principal **Funding Sources:** SBEC certified instructional assistant - Title I, Part A ESSA 211				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES At-Risk Counselor will implement The SHARK Way, a campus-wide character education program, and a comprehensive school counseling program that teaches and reinforces positive character traits, behavior expectations, responsible decision-making, and social emotional well being **Strategy's Expected Result/Impact:** Students will demonstrate improved character, positive behavior, and responsible decision-making, resulting in a safer, more respectful, and positive campus culture. **Staff Responsible for Monitoring:** At-Risk Counselor **Funding Sources:** At-Risk Counselor - Title I, Part A ESSA 211				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will partner with organizations to provide employees with pathways toward earning teaching certifications. **Strategy's Expected Result/Impact:** Increase in number of certified staff members. **Staff Responsible for Monitoring:** Director of HR and Superintendent.				

No Progress Accomplished Continue/Modify Discontinue

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. Annual survey (anonymous) from TASB to staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES will support employee accountability and retention through PLC's, New Teacher Mentors, New Teacher Academy, book studies, and training opportunities focused on student growth. **Strategy's Expected Result/Impact:** Increase in student performance based on teacher efficacy. **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** - Title II, Part A TPTR 255, TIA Allotment - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

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: PES Staff will plan events that encourage our PISD community to participate.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES will provide parent engagement activities throughout the year with a minimum of 4 events (using title IV) **Strategy's Expected Result/Impact:** Increased community involvement in schools. **Staff Responsible for Monitoring:** Campus Admin **Funding Sources:** parental involvement funds - Title I, Part A ESSA 211				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: PES will continue to promote and serve on PTO **Strategy's Expected Result/Impact:** Increased family and community involvement through stronger partnerships between PES, parents, and the PTO to support students, staff, and campus activities. **Staff Responsible for Monitoring:** Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

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			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES will promote and advertise the schools, students, and programs in the community. **Strategy's Expected Result/Impact:** Increased community pride and attendance at events. **Staff Responsible for Monitoring:** Campus Admin				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: 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: PES will implement a 1:1 program in grades PK - 5 through chromebook carts in every classroom for student use.

Evaluation Data Sources: Local documentation from PISD Technology Department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PES will implement a 1:1 program in grades PK - 5 through chromebook carts in every classroom for student use. **Strategy's Expected Result/Impact:** Provide updated technology to staff and students on a cyclical basis. **Staff Responsible for Monitoring:** Technology Director **Funding Sources:** - Local 199, - Instructional Material Allotment 410				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Elementary School

Name	Position	FTE
Teacher	RTI PES	1
Teacher	RTI PES	1

Title I Personnel

Name	Position	Program	FTE
At-Risk Counselor	At-Risk Counselor		2
SBEC Instructional Aide	PES & PJSH		2
Teacher	Teacher PJSH		1
Teacher	PES		2

Campus Funding Summary

Title I, Part A ESSA 211					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SBEC certified RTI teachers		$0.00
1	1	2			$0.00
1	1	4			$10,000.00
1	2	1			$0.00
1	2	2	SBEC certified RTI teachers		$0.00
2	1	1			$0.00
2	1	3	SBEC certified instructional assistant		$0.00
2	2	1	At-Risk Counselor		$0.00
4	1	1	parental involvement funds		$0.00
				Sub-Total	$10,000.00

Title II, Part A TPTR 255					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$0.00
				Sub-Total	$0.00

Title III, Part A LEP 263					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	SBEC certified instructional assistant		$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
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00

Local 199					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	TIA Allotment		$0.00
5	1	1			$0.00
				Sub-Total	$0.00

Instructional Material Allotment 410					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	3			$0.00
5	1	1			$0.00
				Sub-Total	$0.00