

# **Palestine ISD 2018-2019**

*District Improvement Plan*

**2018-2019 School Year**

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Kiser, Chris	Assistant Superintendent	Palestine ISD	
Reed, Sharon	Curriculum Director	Palestine ISD	
Sheeley, Brandon	Board Member	Palestine ISD	
Huff, Rebecca	Non-Teaching Professional	Palestine ISD	5-2020
Johnson, Sarah	Non-Teaching Professional	Palestine ISD	5-2019
Richmond, Sherry	Teacher	Washington Early Childhood Center	5-2020
Moore, Amy	Teacher	Northside Primary School	5-2020
Carnell, Amber	Teacher	Southside Elementary School	5-2020
Stewart, Heather	Teacher	Story Intermediate School	5-2020
Plumber, Januel	Teacher	Palestine Junior High School	5-2019
Neel, Mark	Teacher	Palestine High School	5-2020
Lazarine, Shannon	Special Program Representative	Palestine ISD	5-2020
McCreary, Janet	Special Program Representative	Palestine ISD	5-2019
Mason, Michelle	Special Program Representative	Palestine ISD	5-2019
Jenkins, Melissa	Parent	Palestine ISD	
Smith, Raven	Parent	Palestine ISD	
Kolander, Ann	Business Representative	Palestine ISD	
Walker, Jessica	Business Representative	Palestine ISD	

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Marshal, Jason	Superintendent	Palestine ISD
Kiser, Chris	Instructional Services	Palestine ISD
Cooksey, Stephen	High School Principal	Palestine High School
Mason, Joseph	Junior High Principal	Palestine Junior High School
Clark, Jaime	Intermediate Principal	Story Intermediate School
Mancilla, Grace	Elementary Principal	Southside Elementary School
Dutton, Barbara	Primary Principal	Northside Primary School
Bradley, Sheila	Early Childhood Center Principal	Washington Early Childhood Center
Dietz, Dee	Special Education Director	Palestine ISD
Schrader, Mark	Director of Technology	Palestine ISD
Eiben, Suzanne	Assistant Superintendent for Human Resources	Palestine ISD
Reed, Sharon	Instructional Services	Palestine ISD
Mancilla, Grace	Bilingual/ESL Director	Palestine ISD
Herring, Carol	Homeless Liaison	Palestine ISD
	Campus Principals	Palestine ISD
	Campus Counselors	Palestine ISD

### Federal Requirements - Schoolwide Program Components

Palestine ISD conducts Title I Schoolwide Programs on all of the campuses. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
  - Goal #1: District Performance Objectives Strategy
  - Goal #1: Accelerated Instruction Strategy
  - Goal #2: Professional Development Program Strategy
2. Prepare a comprehensive Schoolwide Plan (SWP CIP).
  - Goal #1: Accelerated Instruction Strategy
  - Goal #1: Early Intervention Program Strategy
  - Goal #2: Professional Development Program Strategy
  - Goal #2: Recruitment and Retention Initiatives Strategy
  - Goal #3: Safe Schools Initiatives Strategy
  - Goal #3: Counseling Responsive Services Strategy
  - Goal #5: Career and Technology Education Strategy
  - Goal #5: Career Guidance and Counseling Strategy
3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)
  - Goal #4: Parent and Family Engagement Strategy
  - Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
  - Goal #4: Building Capacity for Involvement Strategy

## Needs Assessment Summary

### Comprehensive Needs Assessment Process

Each spring we send out survey and program evaluations. We invite all staff, student, and parents to participate in the surveys. The surveys are shared through Google for staff and on the website for parent, community and students.

CAT (Campus Action Teams) meet to review and analyze campus information. DAT (District Action Team) meets to review and analyze district information

Based on the review of surveys, evaluation and assessment data, the CNA is written.

### Areas of Concern:

#### 1. Demographics

##### a. Data sources reviewed by Instructional Services monthly and annually.

- \* Enrollment and Daily attendance are reviewed monthly and reported to board at the monthly board meetings
- \* Special Program Participation is reviewed in May
- \* Socioeconomic status is reviewed in October

##### b. Summary of Strengths

- \* In the past years, our attendance rate has been equal to or greater than the state, especially our Hispanic and African American population

##### c. Summary of Weaknesses/Needs

- \* We have not, in the past, focused on our Economically Disadvantaged numbers, but in light of accountability change, this is a focus for the upcoming months leading up to the Snapshot date.

##### d. Possible Actions

- \* Online application for free and reduced lunches
- \* Parents completed applications at meet the teacher
- \* Percentages and accuracy to be monitored closely

#### 2. Parent and Community Involvement:

##### a. Data sources reviewed by Instructional Services

- \* We advertise/ send information home about events that parents are invited to, but up until now, we have not kept up with it and stored it. We have purchase the Title I Crate to organize and store documents and to serve as a reminder to do the things we haven't done as needed.

##### b. Summary of Strengths

- \* Campuses and TACE communicate with parents about upcoming events

##### c. Prioritized list of Needs

- \* Organization and documentation of communication between the district and parents

##### e. Possible Actions

- \* Purchase Title I Crate
- \* Train/educate campus administrators

3. Curriculum, Instruction and Assessment

a. Data sources reviewed by Curriculum Director annually

- \* Academic performance – Benchmarks and STAAR tests Reviewed by Principals and Instructional services
- \* Completion rates – Promotion/graduation rates, Retention rates, Dropout Rates
- \* Instructional materials – Amount/quality of textbooks, Supplemental resources reviewed by Campus Administration, Instructional Services

b. Prioritized List of Needs

- \* Improve communication between campus and Instructional Services regarding data reviewed and analysis, including strategies and procedures put into place based on the analysis.

e. Possible Actions

- \* When principal meetings are held, time school be dedicated to discussing data and action (reaction) to the data
- \* When campuses meet to discuss data, Instructional Services should be in attendance
- \* Institution of PLC's on all campuses to discuss data and interventions

4. Staff Quality, Professional Development, Recruitment and Retention

a. Data sources reviewed annually by Instructional Services and Human Resources

b. Summary of Strengths

- \* PISD offers a variety of ways to earn Professional Development: online, face to face, district provided, consultant/trainers brought in, service center training. Training offered is based on campus and district needs.

c. Summary of Weaknesses/Needs

- \* Professional development tends to be focused on core teachers only. Typically, we do not include elective teachers, counselors, paras, administrators (especially APs)

d. Possible Actions

- \* Find applicable and appropriate training for paraprofessionals, differentiating between classroom and office paras.
- \* Find applicable and appropriate training for administrators including assistant principals.
- \* PISD has offered many professional development options for teachers based on campus and district needs.

5. School Context and Organization

a. Data sources reviewed Bi-annually by CATs

- \* Average class size
- \* School Climate
- \* Discipline referrals, Suspensions, Attendance and Tardiness
- \* Classroom management and organization
- \* Extracurricular activities and clubs
- \* Student, teacher, parents and community perceptions of the school – Surveys

b. Summary of Strengths

- \* 100% of staff want students to be successful and to reach their potential.
- \* 100% of staff have an opportunity to have input with campus leaders

c. Summary of Weaknesses/Needs

- \* Students missing instruction due to excessive tardiness

d. Prioritized list of Needs

- \* Decrease the number of tardies by student

e. Possible Actions

- \* Review and rewrite tardy policy
- \* Parent phone calls, emails, and conferences for student with a certain number of tardies
- \* Students cannot attend Incentive Party if they have more than 5 tardies in a six week period

<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the District Action Team (DAT) will assist the Campus Action Teams (CAT) with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals.</p> <p>The campuses will adopt performance objectives reflective of their students' unique needs.</p>	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments - 05/19: Increase in the percent of students passing all state tests.



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 Objective(s):

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<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Palestine ISD participates in the State-Developed Testing Program that is consistent with the regulations of Every Student Succeeds Act (ESSA).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 4 – 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments. The STAAR EOC assessments will be administered to students in grades 9 through 12.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	<p>8/2018 - 5/2019</p>	<p>Campus Principals -</p>	<p>Local Funds - Assessment Resources</p>	<p>Informal Assessment                      :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests- 05/19: Increase in the percent of students passing all state tests.</p>

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Strategy: Foundation Program - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's Texas Essential Knowledge and Skills (TEKS) that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contribution of Foundation Staff	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: Increase in the percent of students passing all state tests.

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Strategy:  Early Intervention Program (SWP CIP) - A Prekindergarten and Headstart program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless.  Washington ECC conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups.  There will be collaboration with the feeder school to ensure success of current and future students to * Provide joint staff development * Periodic meetings to analyze data to develop strategies to target areas of need * Purchase new materials and supplies to implement new teaching strategies	8/2018 - 5/2019	Early Childhood Center Principal - Sheila Bradley	Federal - Title I, Part A - Time Contributions Of Prekindergarten Staff FTE: 2.60  <b>\$67,797.88</b>  Federal - Title I, Part A - Supplemental Resources  <b>\$5,263.00</b>	Informal Assessment :Classroom Assessments-12/18: 80% of students performing at mastery level of appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.	Informal Assessment :Classroom Assessments-05/19: 90% of all PK student will master the State's Prekindergarten Guidelines.

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<p>Activity:</p> <p>Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Washington ECC.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include visits to Northside Primary.</p> <p>The Prekindergarten teachers will introduce early Kindergarten-level activities to the students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2018 - 5/2019</p>	<p>Early Childhood Center Principal - Sheila Bradley</p>	<p>State - State and Local Funds - Time Contributions of Prekindergarten Staff</p>	<p>Informal Assessment :Classroom Assessments -- 12/18: 80% of students achieving passing scores on six week checklists, CIRCLE assessments, and Brigance.</p>	<p>: Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments -- 05/19: 90% of Washington ECC students meet or exceed end of year pre-kindergarten assessment results.</p>

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<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Palestine ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	<p>8/2018 - 5/2019</p>	<p>Instructional Services -                      Chris Kiser                      Campus Principals -</p>	<p>Federal - Title I, Part A -                      Counseling Resources and                      Assessments                      \$34,880.00</p>		<p>Increased student achievement.</p>	<p>Documents :School Records- 05/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

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Activity: Supplemental Activities - Palestine ISD provides several supplemental activities to support students who are at risk. Supplemental assistance is available in various forms in core subject areas for students who either are considered at-risk or who have not met the Approaches Grade Level standard on the STAAR tests.  This assistance includes: * Supplemental Pullout classes are available daily for 30 minutes daily in Math and/or Reading as needed. * Computer Assisted Instruction weekly in Reading and/or Math using iStation at the elementary levels and Plato at the secondary level. All students will take monthly assessments. * Supplemental STAAR Support Classes in Reading and Math for grades 7 – 9. These classes will provide individualized instruction to students who are experiencing difficulty and need supplemental assistance prior to the administration of the STAAR tests. * Tutorials are available before and after school for students who are performing below grade level in Math and Reading.	8/2018 - 5/2019	Campus Principals -	Federal - Title I, Part A - Extra-Duty Pay for Tutorials <b>\$49,170.00</b>  Federal - Title I, Part A - Supplemental Instructional Resources <b>\$163,388.00</b>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.
Activity: Individualized Instruction - The elementary paraprofessionals will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science or Social Studies.	8/2018 - 5/2019	Campus Principals -	Federal - Title I, Part A - Time Contributions of Paraprofessions FTE: 2.50 <b>\$52,032.84</b>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

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Activity: Summer program - Summer school is available for students in who are in need of additional assistance. * 9th – 12th grade students who either did not meet the standard on a STAAR EOC exam, or failed to receive course credit. * 8th grade students who have failed the second administration of the STAAR Reading or Math * Additional instructional time is proved to students in grades K – 4 in Reading and Math based on end of year performance data.  The Summer sessions last 6 – 8 weeks and will provide individualized instructional assistance to students, making every effort to ensure that students fulfill requirements for advancement. The staff will use re-teaching strategies, including a multi-sensory approach to enhance the regular program of instruction.	6/2019 - 7/2019	Campus Principals -	Local Funds - Time Contributions of Summer School Staff		Increased student achievement.	Informal Assessment :Classroom Assessments -- 06/19: Successful completion of summer session.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State Special Education Block Grant - Time Contributions of Special Education Staff  \$1,874,514.00	Documents :School Records- 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Documents :School Records- 05/19: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is an English Language Learner, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>The most frequently employed evaluations include:</p> <ul style="list-style-type: none"> <li>* Adaptive Behavior Assessment System Third Edition (ABAS-3)</li> <li>* Attention Deficit Disorders Evaluation Scale fourth Edition</li> <li>* Autism Diagnostic Observation Schedule Second Edition (ADOS-2)</li> <li>* Bayley Scales of Infant and Toddler Development 3rd Edition</li> <li>* Beery VMI 6th Edition</li> <li>* Behavior Assessment System for Children Second edition (BASC-3)</li> <li>* Childhood Autism Rating Scale Second Edition</li> <li>* Conners 3rd Edition</li> </ul>	8/2018 - 5/2019	Special Education Director - Dee Dietz Campus Counselors -	State - State and Local Funds - Assessment Instruments		Increased student achievement.	Documents :School Records -- 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.



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* Developmental Profile 3 (DP-3) * Expressive One Word Picture Vocabulary Test 4th Edition * Goldman-Fristoe Test of Articulation (GFTA) * Gray Oral Reading Test – 5 * Kaufman Assessment Battery for Children 3rd Edition * Kaufman Test of Educational Achievement, Third Edition (KTEA-3) * Oral & Written Language Scales (OWLS II) * Preschool Language Scales 5 Edition (PLS-5) * Receptive One Word Picture Vocabulary Test 4 * Scales for Assessing Emotional Disturbance 2nd Edition * The Beery – Buktenica Developmental Test of Visual Motor Integration 6th Edition * Wechsler Adult Intelligence Scale (WAIS IV) * Wechsler individual Achievement Test Third Edition (WIAT-III) * Wechsler Preschool & Primary Scale of Intelligence 4th Edition (WIPPSI IV) * Wechsler Intelligence Scale for Children (WISC V) * Woodcock Johnson V Test of Cognitive Abilities * Woodcock Johnson V Test of Achievement * Woodcock Johnson IV Tests of Oral Language * Woodcock Munoz Bateria III Cognitive  Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.						

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Activity: Special Education Modifications - Palestine ISD provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees.  Instructional Arrangements include Mainstream classes, Content Mastery at the high school, Self-Contained classrooms, Resource Rooms, a Full Time Early Childhood program, Speech Therapy, and a Homebound Vocational Adjustment class. There is also an Alternative Behavior Unit available for students whose behavior impedes their learning, and a more restrictive environment is appropriate. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.  Students receiving Special Education services in grades 3 - 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR b) STAAR Alternate 2- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State and Local Funds - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

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<p>Activity:</p> <p>Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services may include Occupational Therapy, Physical Therapy, Visually Impaired Service, Auditorially Impaired Services, Counselling, and Assistive Technology.</p>	<p>8/2018 - 5/2019</p>	<p>Special Education Director - Dee Dietz</p>	<p>Local Funds - Time Contributions of ARD Committee</p>		<p>Increased student achievement.</p>	<p>Documents :School Records -- 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Transition Services - Palestine ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.  Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).  Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State and Local Funds - Time Contributions of ARD committee		Increased student achievement.	Documents :School Records -- 05/19: Transition activities are 100% in line with students' IEPs.

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Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Palestine ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> <li>* regional television commercial,</li> <li>* countywide--contact each school district and talk with each contact person,</li> <li>* developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.</li> </ul> <p>Strategy:</p> <p>English Language Learner Program - Palestine ISD offers both an ESL program and a Bilingual program whose goals are to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.</p>	<p>8/2018 - 5/2019</p>	<p>Special Education Director - Dee Dietz</p>	<p>State - State and Local Funds - Child Find Resources</p>		<p>Any child found to need services referred as required.</p>	<p>Documents :School Records -- 05/19: 100% of the activities posted on the Child Find Calendar completed.</p>
	<p>8/2018 - 5/2019</p>	<p>Bilingual/ESL Director - Grace Mancilla</p>	<p>Local Funds - Time Contributions of ESL/Bilingual Staff</p>		<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments- 05/19: Increase in the percent of students passing all state tests.</p>

<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades K to 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments. Other assessment instruments include Woodcock Munoz and EDC.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2019 - 5/2019	Bilingual/ESL Director - Grace Mancilla	Federal - State Bilingual Supplement Block Grant - Assessment Instruments and Instructional Resources <b>\$259,854.00</b>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Significant increase in ELLs' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate placement.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Modifications for ELL students - A Bilingual program is provided to students in grades K – 3. At Northside, Bilingual classrooms are supported by a full-time bilingual paraprofessional. ESL support is also available in the regular classrooms from a certified ESL teacher who will facilitate classes.  Students in grades 4 – 12 are provided with a content-based ESL program, which is an English program that serves ELLs in English only by providing full-time ESL certified teachers to provide supplementary instruction for all content area instruction.  The LPAC prescribes the academic achievement test that will be administered to each LEP student: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions off Bilingual/ESL staff  Federal - Title III, Part A - ELA - Time Contributions of Bilingual aide FTE: 1.00 <p style="text-align: right;"><b>\$20,019.53</b></p> Federal - Title III, Part A - ELA - Supplemental Instructional Resources <p style="text-align: right;"><b>\$18,474.00</b></p>	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Students exiting ELL designation by LPAC.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Exit from Program - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 - 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.  To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.  The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken.  The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced	8/2018 - 5/2019	Bilingual/ESL Director - Grace Mancilla	Local Funds - Time Contributions of LPAC and Bilingual/ES staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Students exiting ELL designation by LPAC.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.



<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used.  Strategy: Dyslexia Program - Palestine ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. Students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student.  Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/19: Increase in the percent of students passing all state tests.

<b>Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. These include STAAR EOC English and algebra exams, parent input, teacher input, and medical diagnosis.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devised, manipulating test materials, supplemental aides, oral/signed administration, extra time, large print, Wildcat Alley for small group and oral administration and other accommodation per Section 504 Committee decisions.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, early release from class, adapt environment to avoid distractions, , alter supplies for easier access, pass to Nurse as needed, Wildcat Alley for de-escalation period and Behavior Intervention Plan.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Knowledge and Skills.</p>	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :School Records- 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

**Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Gifted and Talented Program - Palestine ISD has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.</p> <p>Activity:</p> <p>G/T Assessment - New students are identified in the fall (Grades 1 – 12), and Kindergarten in the spring. Current and Transfer students are assessed for identification twice a year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include portfolios, teacher recommendations, parent nominations, ITBS, and Cognitive Abilities Test (CoGat).</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.</p>	<p>8/2018 - 5/2019</p>	<p>Instructional Services - Sharon Reed</p>	<p>State - State Gifted and Talented Grant - Time Contributions of Staff  <b>\$67,298.00</b></p>	<p>Documents :School Records12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments- 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.</p>
<p>Activity:</p> <p>G/T Assessment - New students are identified in the fall (Grades 1 – 12), and Kindergarten in the spring. Current and Transfer students are assessed for identification twice a year. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Criteria include portfolios, teacher recommendations, parent nominations, ITBS, and Cognitive Abilities Test (CoGat).</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner.</p>	<p>8/2018 - 5/2019</p>	<p>Instructional Services - Sharon Reed</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Increased student achievement.</p>	<p>Documents :School Records - - 05/19: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Modifications for G/T Students - G/T students in grades K – 5 are served by an Honors Launch class. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.  Pre AP classes are available in Reading, Math, Science and Social Studies for students in grades 6 - 12. These classes include Algebra I and II, Pre-calculus, English I and II, Spanish, Biology and Chemistry, World History, World Geography, US History and Government/Economics.  AP classes are available for 11-12 graders. These include Calculus, Science and Spanish.	8/2018 - 5/2019	Instructional Services - Sharon Reed	State - State Gifted and Talented Grant - Time Contributions of G/T Staff	Documents :School Records -- 12/18: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per school records.	Increased student achievement.	Informal Assessment :School Records - - 05/19: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Palestine ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Ancillary Staff	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/19: Increase in the percent of students passing all state tests.

**Goal: 1 Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/science and cross curricular writing skills to increase state assessment measures. [TEC §4.001(b)(3)(4)(7)](SWP CNA, CIP)**  
 Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Counseling Services - The School Counselors provide the following services: * 1:1 and small group counseling sessions, * Focused informal groups- behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2018 - 5/2019	Campus Counselors -	Federal - Title I, Part A - Time Contributions of Counselors FTE: 1.50  <b>\$103,411.00</b>	Documents :Counseling Records - - 12/18: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. Palestine ISD will be in compliance with federal Homeless regulations.	8/2018 - 5/2019	Homeless Liaison - Carol Herring	Federal - Title I, Part A - Homeless Resources  <b>\$500.00</b>	Documents :School Records - - 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement.	Documents :School Records - - 05/19: 100% of the homeless students identified received appropriate services based on their needs assessment.

<b>Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Program [SWP CNA, CIP] - Through the District Action Team(DAT) and Campus Action Teams (CATs), teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.  Annual needs assessment results indicate a need for: * Annual G/T update for all teachers who have completed the 30 hour initial training through a summer workshop * Implementation of Guided Reading for all K – 6 Reading teachers through in-service, campus staff and a vendor * Implementation of Guided Math for all K – 6 Math Teachers through in-service, Campus staff and ESCS * Instructional Technology for all teachers K – 12 through campus staff	8/2018 - 5/2019	Instructional Services - Sharon Reed	Federal - Title I, Part A - Time Contributions of Professional Development Supervisor FTE: 0.70 <p style="text-align: right;"><b>\$62,724.38</b></p> Federal - Title V - RLIS - Time Contributions of Professional Development Supervisor FTE: 0.30 <p style="text-align: right;"><b>\$26,881.88</b></p> Federal - Title II, Part A - Supporting Effective Instruction - Contracted Professional Development and Registration <p style="text-align: right;"><b>\$30,000.00</b></p> Federal - Title II, Part A - Supporting Effective Instruction - Professional Development Travel <p style="text-align: right;"><b>\$20,253.00</b></p> Federal - Title V - RLIS - Professional Development Travel <p style="text-align: right;"><b>\$7,201.00</b></p>	Documents :Professional Development Records- 08/18: The DAT will have designed a PD program that meets the needs of the Palestine ISD faculty.	Increased student achievement.	Documents :School Records- 04/19: All Palestine ISD staff will participate in a professional learning community which develops their professional skills, increases their communication with stakeholders, and maximizes student success.

<b>Goal: 2 Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Recruitment and Retention Initiatives (SWP CIP) - The DAT will be involved in the process of developing recruitment and retention initiatives and strategies. Administrators representing Palestine ISD will attend university job fairs to ensure that a diverse pool of applicants are being actively recruited. An interview committee will be used to select candidates who best fit the needs of the campus and new teacher meetings will be coordinated with the principal. Recruiting activities will ensure that Palestine ISD has 100% fully certified faculty in each teaching position, as defined by ESSA.  Retention activities will include * Providing support groups for new teachers with ongoing mentoring and new teacher training; * Improving teacher morale by providing teacher recognition, feedback and social opportunities * Weekly departmental meetings with the principal * Reimbursements for Tuition and Certifications Stipends for high need areas are also provided.	8/2018 - 5/2019	Assistant Superintendent for Human Resources - Suzanne Eiben	Federal - Title II, Part A - Supporting Effective Instruction - Tuition and Certification Reimbursements <p style="text-align: right;"><b>\$27,729.00</b></p> Federal - Title II, Part A - Supporting Effective Instruction - High Need Area Stipends <p style="text-align: right;"><b>\$34,608.79</b></p>		100% Fully Certified and Effective Staff.	Documents :School Records- 05/19: 100% Fully Certified Faculty.

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>An Academic Award Ceremony will award students with perfect attendance with certificates and plaques.</p> <p>Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. Truant officers will be contacted when necessary and the TACE program will be used to make up unexcused absences.</p> <p>The Principals will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff	Documents :School Records - 12/18: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Students' attendance will increase at each campus.	Documents :Attendance Records- 05/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.



<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:  1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments-12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Palestine ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2018 - 5/2019		State - State and Local Funds - SHARS Program		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records -- 05/19: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:  1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. Texas Education Code 28.004(c)	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Local Funds - Time Contributions of Committee Members		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/19: Local Board Policies reflect all new mandated medical and health-related policies, as well as Palestine ISD's specific policies.



<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (SWP CIP) - The staff of Palestine ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. Activities include, but are not limited to: * Character Ed and Anti-Bullying programs * Red Ribbon Week, DARE program and Random Drug testing * Prevention of use, possession and distribution of tobacco, alcohol and illegal drugs * Safety Organization Plan and Safety Committee * Dating Violence Policy (see Board Policy FFH-Local) * Sexting and Cyber bullying awareness/prevention * Gang prevention and intervention * Improve attitudes and self-esteem, understanding expectations and self-image, and improving social skills	8/2018 - 5/2019	Campus Principals - Campus Counselors -	Federal - Title IV, Part A SSAEP - Contracted Security Officer \$50,000.00  Federal - Title IV, Part A SSAEP - Anti-Violence Resources \$19,297.00	Documents :Agendas, Meeting Notes -- 08/18: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	Palestine students have a heightened awareness of the dangers of substance use and abuse.	Documents :Discipline Referrals - - 05/19: District percentage of discipline referrals will decrease from the previous year.

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).  Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.  A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Local Funds - Sexual Abuse Policy	Documents :School Records -- 08/18: Sexual Abuse policy has been distributed to staff, parents and students.	Safe and Orderly Environment	Documents :School Records -- 05/19: Sexual Abuse policy will have been implemented.

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:  <a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a>  <a href="http://sapn.nonprofitoffice.com">http://sapn.nonprofitoffice.com</a>  <a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a>  <a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a></p> <p>Reports may be made to:                      The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).</p>						

<b>Goal: 3 Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP)</b> <b>[TEC §4.001(b)(3)(8)]</b> Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2018 - 5/2019	Campus Counselors -	Coordinated Funds - Time Contributions of Counselors	Documents :Counseling Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counselor Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.



<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy will be available on each campus, on the website, and in the Student Handbook. It is distributed in English and Spanish.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs, and the district will actively recruit the participation of a diverse population of parents. TACE Parents events are held monthly in the evening at each campus.</p>	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.  The compact is discussed, at least annually, at Parent-Teacher conferences.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Events, Programs and Committees - The district communicates with parents and the community through the website, Marquee postings, campus newsletters, Facebook, Twitter, Wildcat Weekly and folders/letters sent home.  Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Open House * Elementary conferences held twice a year where student progress is discussed and plans for student success * PTA/PTO meetings * Volunteer opportunities * Award assemblies * Student programs  Parent training is provided to include training for strategies in reading, math, and homework and English classes for adults.	8/2018 - 5/2019	Campus Principals -	Federal - Title I, Part A - Parent Involvement Supplies and Expenses  <p style="text-align: right;"><b>\$12,130.00</b></p>		Student failures will decrease and student attendance will increase as a result of increased parent participation.	Documents :School Records - - 05/19: 90% of parents will be engaged their student's academics in a variety of opportunities, as measured by sign-in sheets/end of year surveys.

<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and the campuses will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement</li> <li>- literacy training</li> </ul> <p>Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology,</li> <li>* School Choice Options.</li> </ul>	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff		Student failures will decrease and student attendance will increase as a result of increased parent participation.	Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in parent participation in campus events from 2017-2018.

<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>District Action Team (DAT) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the DAT will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The DAT will play an integral role in the planning, development and evaluation of the educational system of Palestine ISD. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Palestine ISD.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Local Funds - Time Contributions of Committee Members	Documents :Agendas, Meeting Notes- 12/18: DAT minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	Increased student achievement.	Documents :Agendas, Meeting Notes - 05/19: A current DIP has been approved by the Palestine ISD Board of Trustees.

<b>Goal: 4 Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]</b>						
Objective(s): Pre-K-12th Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the DAT are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the DIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program, Title IV, Part A and other federal, state and local programs. Technical assistance is available for ESSA requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Federal - Title I, Part A - SECCA, Inc. Consulting Services <b>\$11,193.00</b>  Federal - Title II, Part A - Supporting Effective Instruction - SECCA, Inc. Consulting Services <b>\$3,674.00</b>  Federal - Title III, Part A - ELA - SECCA, Inc. Consulting Services <b>\$1,086.00</b>  Federal - Title IV, Part A SSAEP - SECCA, Inc. Consulting Services <b>\$1,753.00</b>	Documents :Agendas, Meeting Notes - - 12/18: Palestine ISD DAT agendas and minutes reflect monitoring of the Title I Program.	All Palestine ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/19: Palestine ISD will receive the State Accountability Rating of B or higher.

<b>Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)</b> <b>[TEC §4.001(b)(5)(10)(11)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Integrated Curriculum - Palestine ISD classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:  1) Using instructional software programs to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2018 - 5/2019	Director of Technology - Mark Schrader	Federal - Title I, Part A - Technology Resources <b>\$31,008.00</b>  Federal - Title I, Part A - Time Contributions of Instructional Technology Staff FTE: 3.18 <b>\$159,791.20</b>  Federal - Title V - RLIS - Technology Resources <b>\$21,872.00</b>	Informal Assessment :Classroom Assessments-12/18: Increased academic achievement on Benchmarks.	Increased student achievement.	Informal Assessment :Classroom Assessments-05/19: Increase in the percent of students passing all state tests.
Strategy: Technology Acceptable Use Policy - Every Palestine ISD faculty member, student and parent having access to Palestine ISD computers, networked, Internet connected—or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.  Palestine ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Palestine ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Palestine ISD School Board Policy CQ (Local).	8/2018 - 5/2019	Director of Technology - Mark Schrader	Local Funds - Acceptable Use Policy	Documents :School Records-08/18: 100% of the faculty, students and parents at Palestine High School that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records- 05/19: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

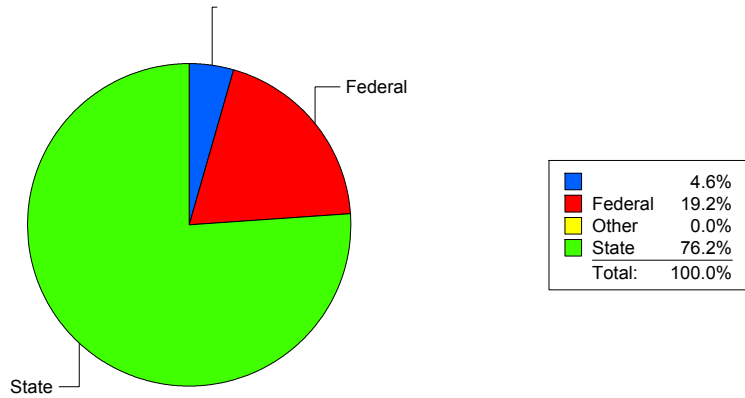
<b>Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)</b> <b>[TEC §4.001(b)(5)(10)(11)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Career and Technology Education (SWP CIP) -Palestine ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Additional career pathways in the CTE program will be provided to support student career aspirations.</p> <p>CTE teachers will integrate English, Math, Science, and Social Studies TEKS into their course curriculum to provide hands-on opportunities for students to master objectives.</p> <p>Students will be provided opportunities to work in the community in their career related fields. (Job Shadowing)</p>	8/2018 - 5/2019	Instructional Services - Chris Kiser	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <b>\$2,135,322.00</b>  Federal - Carl D. Perkins Vocational & Applied Technology - CTE Resources <b>\$53,647.00</b>		Increased student achievement.	Informal Assessment :Classroom Assessments- 05/19: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.



<b>Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)</b> <b>[TEC §4.001(b)(5)(10)(11)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Career Guidance and Counseling (SWP CIP) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;                      * Career: Need for positive work habits, career awareness and investigations of opportunities and                      *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <ol style="list-style-type: none"> <li>1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);</li> <li>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</li> <li>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</li> <li>4) Source of information on higher education admissions and financial aid; and</li> <li>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</li> </ol> <p>The counselors will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and</p>	<p>8/2018 - 5/2019</p>	<p>Campus Counselors -</p>	<p>Local Funds - Time                      Contributions of Counseling Staff</p> <p>State - State and Local Funds - High School Allotment  <b>\$246,125.00</b></p>		<p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Documents :School Records- 5/19: All students complete High School with ideas of potential careers and goals to prepare themselves with successful post-secondary studies.</p>

Goal: 5 Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
interact with people working in a variety of exciting careers, as well as, to visit technical or academic institutions of higher learning through College and Career Day activities.  Students will have opportunities available to prepare for post-secondary education and employment. These will include: * 9th – 11th grade students will be given the opportunity to take the PSAT exam * All 11th grade students will be provided information and assistance on registering for the ACT and SAT exams * Provide extended learning opportunities for all students outside of the regular school day * All 11th and 12th students will be given the opportunity to take the ASVAB test						

## Funding Values By Program



District Improvement Plan  
Palestine ISD 2018-2019

### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Assessment Instruments and Instructional Resources	0.00	\$259854.00
		<b>\$259,854.00</b>
<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Carl D. Perkins     Vocational &amp; Applied     Technology</b>		
CTE Resources	0.00	\$53647.00
<b>Title I, Part A</b>		
Time Contributions of Professional Development Supervisor	0.70	\$62724.38
Technology Resources	0.00	\$31008.00
Time Contributions Of Prekindergarten Staff	2.60	\$67797.88
Supplemental Resources	0.00	\$5263.00
Counseling Resources and Assessments	0.00	\$34880.00

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title I, Part A</b>		
Time Contributions of Instructional Technology Staff	3.18	\$159791.20
Parent Involvement Supplies and Expenses	0.00	\$12130.00
SECCA, Inc. Consulting Services	0.00	\$11193.00
Extra-Duty Pay for Tutorials	0.00	\$49170.00
Supplemental Instructional Resources	0.00	\$163388.00
Time Contributions of Paraprofessions	2.50	\$52032.84
Time Contributions of Counselors	1.50	\$103411.00
Homeless Resources	0.00	\$500.00
<b>Title II, Part A - Supporting Effective Instruction</b>		
SECCA, Inc. Consulting Services	0.00	\$3674.00
Contracted Professional Development and Registration	0.00	\$30000.00
Professional Development Travel	0.00	\$20253.00
Tuition and Certification Reimbursements	0.00	\$27729.00
High Need Area Stipends	0.00	\$34608.79
<b>Title III, Part A - ELA</b>		
SECCA, Inc. Consulting Services	0.00	\$1086.00
Time Contributions of Bilingual aide	1.00	\$20019.53
Supplemental Instructional Resources	0.00	\$18474.00
<b>Title IV, Part A SSAEP</b>		
SECCA, Inc. Consulting Services	0.00	\$1753.00
Contracted Security Officer	0.00	\$50000.00
Anti-Violence Resources	0.00	\$19297.00
<b>Title V - RLIS</b>		

**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title V - RLIS</b>		
Time Contributions of Professional Development Supervisor	0.30	\$26881.88
Technology Resources	0.00	\$21872.00
Professional Development Travel	0.00	\$7201.00
		<b>\$1,089,785.50</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Counselors	0.00	\$0.00
<b>Local Funds</b>		
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contribution of Foundation Staff	0.00	\$0.00
Time Contributions of Counseling Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of ESL/Bilingual Staff	0.00	\$0.00

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Sexual Abuse Policy	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Summer School Staff	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions off Bilingual/ESL staff	0.00	\$0.00
Time Contributions of LPAC and Bilingual/ES staff	0.00	\$0.00
		<b>\$0.00</b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
High School Allotment	0.00	\$246125.00
Time Contributions of Prekindergarten Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of ARD committee	0.00	\$0.00
Child Find Resources	0.00	\$0.00
SHARS Program	0.00	\$0.00
<b>State Career and Technology Education Block Grant</b>		
Time Contributions of CTE Staff	0.00	\$2135322.00
<b>State Compensatory Education (SCE)</b>		
Time Contributions of DAEP staff	0.00	\$0.00
<b>State Gifted and Talented Grant</b>		

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Gifted and Talented Grant</b>		
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$67298.00
<b>State Special Education Block Grant</b>		
Time Contributions of Special Education Staff	0.00	\$1874514.00
		<b><u>\$4,323,259.00</u></b>
<b>Grand Total:</b>		<b>\$5,672,898.50</b>