

# Palestine Independent School District

## District Improvement Plan

2015-2016

Date of School Board Approval

10/19/15

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# PALESTINE INDEPENDENT SCHOOL DISTRICT

*...A World Class Academic Organization*

**The Mission of  
Palestine Independent School District**  
is to foster  
relationships that  
**Excite,  
Engage,  
and Empower**  
our students and community to achieve  
*Excellence.*

## CORE VALUES

- ◆ **Positive Attitudes**
- ◆ **Integrity**
- ◆ **Shared Responsibility**
- ◆ **Dedication to  
Excellence**

## STRATEGIC GOAL STATEMENTS: *Palestine ISD will...*

- ◆ 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.
- ◆ 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.
- ◆ Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.
- ◆ Increase positive attitude of School District throughout the Community by fostering Community Partnerships.
- ◆ Implement HB 5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE certifications.

## District Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Term
Tammy Jones	District Level Representative	
Larissa Loveless	District Level Representative	
Tracey Reed (Washington)	Regular Ed Teacher	2015-2017 *
Jessi Cooper (NS)	Regular Ed Teacher	2015-2017 *
Michelle Boone (SS)	Regular Ed Teacher	2015-2017 *
Sheryl Quarles (ST)	Regular Ed Teacher	2015-2017 *
Windy Wheat (PHS)	Regular Ed Teacher	2014-2016 *
Megan Clingman (PJH)	Regular Ed Teacher	2015-2017 *
Teresa Everhart	Special Programs (Elementary)	2015-2017*
Michelle Merryman	Special Programs (Secondary)	2013-2015 *
David Richardson	Non Teaching Professional (Elementary)	2015-2017*
Summer Alcauter	Non Teaching Professional (Secondary)	2012-2016 +
John Morris	Community	2013-2017 +
Louis Ferguson	Community	2013-2017 +
Robert Lane	Business	2013-2017 +
Therrell Thomas	Business	2013-2017 +
Rusty Stone	Parent	2013-2017 +
Elizabeth Attaway	Parent	2013-2017 +
Melissa Winkler	Parent	2013-2017 +
Brandon Sheeley	Parent	2013-2017 +

\* - First Term on Committee

+ - Second Term on Committee

PALESTINE INDEPENDENT SCHOOL DISTRICT  
District Action Team Meeting  
Central Office Board Room  
May 13, 2015  
3:45 p.m. – 5:30 p.m.

1. Discussion of District Survey Results
2. Review District Action Plan and discuss changes and updates for 2015-2016
3. Review the Title I Compact
4. Review the Title I Parent Involvement Policy
5. Review the Title Budgets
  - a. Title I
  - b. Title IA
  - c. Title ID
  - d. Title II
  - e. Title III

PALESTINE INDEPENDENT SCHOOL DISTRICT  
District Action Team Meeting  
Central Office Board Room  
May 13, 2015  
MINUTES

Members discussed the needs assessment survey results:

- Organization/Climate/Staff Development
  - 4 of 6 campuses had a significant number of responses that stated “**clear, consistent rules**” was an issue.
    - Question was asked if this is due to changes in administration
    - Changes in district demographics were discussed as a possible reason for this issue with some interest displayed in training for teachers and administrators on dealing with students of poverty, racial issues, and ethnic diversity in the classrooms
    - Another discussion point was the discrepancy between the rules and implementation of consequences
  - 3 of 6 campuses had a significant number of responses that stated “**low-achieving students don’t believe they are capable**”
    - Discussion went back to what had already been discussed about the need for training for teachers and administrators, especially in relation to the struggles of ELL students
  - 6 of 6 campuses reported that “**sufficient staffing**” was a significant issue.
    - Discussion was about whether or not this had to do with the want and/or need for pulling out students for intervention
      - Inclusion could also be an issue with the variety of levels in the classroom
      - Discussed the need to make sure that requirements from IEPs were reasonable
    - With the shift in reading and math programs for grades K-3 there should be an increase in instructional time
- Curriculum & Alignment
  - 3 of 6 campuses reported that the perception was that “**instruction did not take precedence**” over everything else.
    - Discussion revolved around the correlation between discipline and instruction.
  - 4 of 6 campuses reported that they didn’t have the “**necessary supplies and materials available**”.
    - First discussion point was about school supplies: cost effectiveness, issues for low income parents, PTO possibly supplying school supplies at a minimal cost, idea about uniform exchange, etc.
    - Second discussion point was that additional supplies had been purchased for the Northside and Southside campuses due to the implementation of Daily 5 and MATH.
  - 2 of 6 campuses reported they felt they didn’t have adequate support for technology integration. While this is a small group, and it came from Northside and Southside which don’t have iPads yet, it is still a significant issue since we do have so many forms of technology in the district.
    - One way this has been addressed is by hiring 2 elementary instructional technology facilitators and having them assigned to specific campuses to provide that support.
    - Other things discussed were e-rate and that the apps on iPads for Northside and Southside would be pre-loaded so that internet wasn’t necessary for use.
- Special Programs
  - 4 of 6 campuses answered that they needed more training on RtI, both academic and behavioral.
  - 5 of 6 campuses answered that they needed more training on Dyslexia and how to address the needs of those students.

Members discussed the Title I Compact:

It was noted that the compact looks differently by campus and that it is provided to parents at the beginning of the year with all the papers that go home with students.

Members discussed the Title I Parent Involvement Policy:

This policy is also sent home with students at the beginning of the year. It was determined by the members that no changes were needed.

Members discussed the Title Budgets:

Discussion was about the purpose of the budgets and how they were spent during the year.

Members discussed the District Plan for 2014-2015:

- No scores are available from STAAR and EOC, so it was determined that the plans will not go to the board during the summer, but we will wait for scores and take the plan to the board in September or October.
- Members divided up into groups and reviewed portions of the plan discussing items that brought to mind questions.
- One specific thing discussed was the need to make sure objectives were numbered to emphasize the different facets of the goals and to review objectives to make sure they were measurable.

## **Comprehensive Needs Assessment: Summary of Findings**

### **Palestine Independent School District 2014-2015 Needs Assessment Summary**

An evaluation of the 2014-2015 District Improvement Plan was conducted as part of a needs assessment for identifying objectives for 2015-2016. Based on results from the End of Course Assessments, TAKS, and STAAR, district students are struggling in Reading, Writing and Social Studies. No data was available except for Algebra I in math due to new math TEKS. District wide, the lowest performing groups were Special Education Students and ELL students. However, African American students had the fewest percentage of students passing in every content except Algebra I.

The district evaluated the TAKS/EOC/STAAR scores and made the following decisions:

- Revised scope and sequence of curriculum based on the TEKS Resource System year at a glance and in some cases, to follow the order of the textbook for continuity in lessons.
- Revised Assessments using TEKS Resource System, STAAR One, Examgen, TEA Released Items, etc. to ensure alignment with the curriculum and scope and sequence.
- Staff development planned for 2015-2016 includes: informal assessment, Apple-based training on iPads, creation of iTunes U courses by teachers for a 24/7 access to class information, Dyslexia and RtI training, cultural awareness training, Daily 5 and MATH training for elementary schools, and others as determined by campus and district needs.
- Integration of technology for the district will increase to include the following: iPads in a one-to-one model from grades 4-12, on carts for use in the LAUNCH program in grades K-3, on carts for use in the TACE afterschool program; in classroom sets of 10 for all content classrooms for grades K-3, MacAir laptops for lead teachers in grades 4-12 to use in creating content. New Instructional Technology staff will be employed to provide support on all campuses.
- Continued vertical alignment in Reading/Writing strategies and the new Math TEKS, including the new Math TEKS at the High School
  - Implementation of Daily 5 in grades K-3 for structured Reading instruction
  - Implementation of MATH in grades K-4 for structured Math instruction
- Early Reading Standards Plan (early intervention) will continue to be implemented emphasizing structured Reading and phonics instruction in a small group setting.
- Palestine ISD continues to have the Texas 21<sup>st</sup> Century Community Learning Centers Grant to provide afterschool tutorials and enrichment for students for grades K-12.
- Because instruction should take precedence in the classroom, teachers are accountable to: teach bell to bell, use bell ringers, write stated objective on the board, have students justify answers, and monitor student progress.
- Academic focus in ELAR, Math, Science, and Social Studies:
  - Continue to implement math labs at PJHS and PHS
  - Math classes will be double blocked for grades 6-8
  - ELAR classes will be double blocked for grades 6-8
  - Continued implementation of STEAM classes through Project Lead the Way in grades 6-High School and LAUNCH in grades K-5

- Provide content-based professional development using district staff and region service center staff.
- Consistent discipline needs will be addressed through training on how to work with students from poverty, cultural awareness, and positive behavioral interventions.
- Increase the CTE pathways available to students, especially those that lead to certifications.

**Demographics: Palestine ISD** is a Title I school wide district that houses students from PK-12. According to the 2014-2015 PEIMS report, the district had a total of 3,801 students enrolled for the 2014-2015 school year with the breakdown as follows:

African American	Hispanic	White	Asian	Native American	Hawaiian/ Pac. Islander	Two or More Races	SPED	GT	Bil	ESL	LEP	ECD	CTE
27.26%	37.52%	30.02%	0.79%	1.23%	0.08%	3.05%	9.60%	2.95%	3.10%	9.13%	14.65%	76.09%	32.5%

Palestine is a mid-sized community where the largest employers are: Wal-Mart, PISD, Texas Department of Corrections, Palestine Regional Medical Center, and Sanderson Farms. Palestine is a community that has come together in support of their schools and education.

**DATA:** The following reports were analyzed: 2015 TAKS/EOC/STAAR scores; 2014-2015 PEIMS reports; 2014-2015 benchmark data from all campuses; 2014-2015 TPRI and I-Station reading data; 2014-2015 Federal Accountability Data for AYP, PBMAS reports, Dropout, and School Leaver; District retention data; SAT/ACT/AP/Dual Credit data; and both State and DMAC generated accountability reports.

Based on the 2014-2015 PEIMS report, Palestine ISD showed growth in the Hispanic population and students having two or more ethnicities, while there was a decrease in all other ethnic populations. We are addressing the changes in the district with culturally diverse staff development programs. According to the 2013-2014 TAPR, African American students consistently had the lowest percent passing on all tests except Social Studies. Looking at the same report, we find that both the SPED and ELL students scored poorly on all tests. In comparison, the 2014-2015 data reflects that African American students again consistently had the lowest percent passing on all tests, including Social Studies. And, again, SPED and ELL students scored poorly on all tests. District-wide the content areas that had less than 70% of all students passing were Reading, Social Studies, Science and Writing. Math scored 79% for all students, however with the new TEKS at grades 3-8, only Algebra I was included in the calculations. For the 2015-2016 school year there will be an emphasis on aligning and improving instruction in all content across the district. Each campus will have specific contents they will address. In order to obtain significant improvement in Reading and Writing we will focus on phonics instruction from grades K-3, analyze materials used for instruction for potential gaps in instruction and implement the teaching strategy Daily 5 in grades K-3. We will provide staff development in Reading and Writing strategies that align with EOC and STAAR. The district will vertically align writing instruction and encourage teachers to include writing in all contents. While Math scores were not the lowest in the district, staff development will be needed for grades K-8 to continue to help teachers understand and implement the new Math standards, as well as the new High School math standards that go into effect this school year. Scores in Science stayed about the same, but in order to increase the number of students receiving advanced Level II, a focus will be to ensure labs are done. In Social Studies there was a significant drop in the percent passing for African American and ELL students. Social Studies received new materials this year and with the new alignment for teaching and by providing additional staff development, scores will increase.

**State Accountability Ratings** have been released and Palestine ISD Met Standard on all index measures. When determining the ratings for the 14-15 school year some tests were not included in the calculation: 3-8 Math, all STAAR A and all STAAR Alt 2.

- **Index 1** measures the percent passing of all students in all subjects. The target for Index 1 rose from 55 to 60 for the 14-15 school year. Palestine ISD scored a 69. From the data collected in this index, safeguards that need to be addressed for the district are: Reading (SPED, ELL), Social Studies (AA, ELL), Science (ELL), and Writing (AA, ELL).
- **Index 2** measures the percent of students who met or exceeded progress in Reading, Writing, and Math:
  - Reading – African American students had the least percent showing adequate growth and, along with the Hispanic students, had the least percentage of students who exceeded growth, which reinforces the need for emphasis on instruction and vertical alignment. Students identified as Two or More Races achieved the highest percentage in meeting adequate growth. White students achieved the highest percentage in exceeding adequate growth.
  - Math – Hispanic students showed the least percent in both meeting and exceeding adequate growth. White students achieved the highest percentage for both meeting and exceeding adequate growth.
  - Writing – ELL students showed the least percentage of students meeting adequate growth. Both African American and White students showed the least percentage of students who exceeded adequate growth. White students had the highest percentage of meeting adequate growth, but Hispanic students had the highest percentage for exceeding adequate growth.
  - However, to achieve a rating for Index 2, all three of the contents listed are combined and averaged. When you look at the average of the three, the lowest percentage for meeting growth goes to SPED and the highest goes to Two or More Races, while the lowest percentage for exceeding adequate growth goes to Hispanic students and the highest goes to the White students.
  - The goal for the 2015-2016 school year would be to push students to achieve more and to train teachers how to monitor student progress.
- **Index 3** measures the percent of students who meet standard and score at a Level III in order to close performance gaps within the Economically Disadvantaged student group and the two lowest performing student groups from the previous year. In 2014 the two lowest performing student groups were African American and Hispanic. When comparing the 2014 test data to the 2015 test data we find that there was little change in how the two groups scored. African American students scored 2 percentage points higher and Hispanic students scored 1 percentage point lower. Studying a 3-year trend in data on Economically Disadvantaged students finds that in 2013-2014 there was a dip in scores, but rose again in 2014-2015 in all contents except Social Studies. The greatest increase in performance for Economically Disadvantaged students came in Writing with a 19 point jump. During the 2015-2016 school year there will be an emphasis on how to target each of these groups and strategies to use in order to increase their performance.
- **Index 4** measures Postsecondary Readiness. For grades 3-8 that measurement is taken through looking at the percentage of students who score Level II – Final in two or more subject area tests. For high school additional criteria are used to determine if that index is met, which include graduation rate, type of diploma earned, and postsecondary readiness (meeting the college ready standard on TAKS/ ACT/SAT in both reading and math, credit for AP and dual credit courses). District-wide, the lowest performing group in Index 4 was African American students and the highest performing group was White students. During the 2015-2016 school year there will be an emphasis on strategies to help students perform at higher levels and increasing participation in postsecondary readiness activities.

A needs survey was distributed to all campuses with questions concerning staff development, culture, safety, curriculum, and special programs. A parent survey was also distributed to each campus for informational purposes.

Based on the needs assessment for Curriculum and Alignment:

- The largest area of concern is the *lack of necessary supplies and materials*. As a result, all materials will be inventoried and new materials purchased on an as needed basis.
- The second largest area of concern was the *belief that instruction doesn't take precedence* on several campuses. Campus principals are encouraged to set an academic tone and expectations for their campus.
- The third concern is the need for *adequate support for technology integration*. Based on this data, two new technology integration specialist positions were created for support on the elementary campuses.

Based on the needs assessment for Organization, Climate, and Staff Development:

- *Staffing* was again a large concern for teachers in the district. Principals are encouraged to look closely at staffing needs.
- From grade 4 on, teachers feel that *low achieving students don't believe they are capable*. Principals are encouraged to work with teachers on strategies to build student confidence and College & Career readiness.
- On 4 of 6 campuses, teachers felt there was a need for *clear, consistent rules*. Principals and Assistant Principals will revisit campus procedures.

Based on the needs assessment for Special Programs:

- Dyslexia training was the most needed. An iTunes course has been developed for individual study and training and/or clarification will be provided to campuses.
- RtI training is another area of need. The district is revisiting policies and guidelines for RtI and will provide training and/or clarification to campuses.
- ESL was the third area of need. A Bilingual/ESL coordinator has been named for the district and she will review policies and procedures in order to provide training and/or clarification for campuses.

**Teacher needs:** The district ended the 2014-2015 school year with a balanced budget. The district goal is to be conservative with spending, replace lost teachers only as needed by looking at student numbers, making better use of grant monies, and communicating with all departments to allow for coordinated spending, all with the focus of student success.

**Student needs:** The budgets from all campuses are included in the campus plans. The budgets are based on responsible use of monies to increase student performance.

# State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District \$2,998,793

Total FTEs and PTEs funded through SCE at this District 28 FTEs and 7 PTEs

The process we use to identify students at risk is governed by the state requirements.

At the beginning of each year, each student is reviewed using the following list:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

***At all schools, School State Compensatory Funds are used to support Title I initiatives.***

**State Compensatory Education Program  
Program Evaluation/Needs Assessment  
Grades 3-11**

TAKS STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Students At-Risk STAAR	51%	65%	68%*	56%	52%	52%	41%	36%	50%	58%	51%	55%	56%	58%	52%

\*Algebra I only

	Drop Out Data		Completion Data		
	2012	2013	2011	2012	2013
Students At-Risk	1.4%	1.9%	95.4%	93.7%	93.1%

**The comprehensive, intensive, accelerated instruction program at this district...**consists of after school tutorials for students at-risk; reduction of student teacher ratio in math and reading; integration of technology: smart boards, iPads, digital content, visual streaming, science starters, etc.; staff development to meet the needs of a diverse population, and consultants.

**Upon evaluation of the effectiveness of this program the committee finds that...**data shows programs used in all content except Social Studies was effective in bring about student improvement. We will continue with implementation of program with ongoing evaluations based on student needs.

## Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	Program/Funding Source
Federal Programs	State Programs/Funding Source
Title 1, Part A	Student Success Initiative
Title I, Part C (Migrant) – Region VII	Career/Technology Education
Title II, Part A (TPTR)	State Compensatory Education
Title VI, Part B Rural/Low Income	Dyslexia
Special Education	Gifted/Talented
Carl Perkins	Special Education
	Bilingual/ESL Program
	<b>Local Programs/Funding Source</b>
	<b>Grants</b>
	Priority School Grant
	Texas 21 <sup>st</sup> Century Community Learning Centers Grant

## **TITLE I District Parent Involvement Policy Parent Involvement:**

Parent involvement is the participation of parents in every facet of the education and development of children from birth to adulthood, recognizing that parents are the primary influence in their children's lives. Parent involvement takes many forms, including parents' shared responsibilities in decisions about their children's education, health and well-being, as well as parents' participation in organizations that reflect the community's collaborative aspirations for all children.

### **Purpose:**

Palestine Independent School District embraces parent involvement and understands its importance in providing a quality education to every child. The concept of educating children is understood to be a partnership that includes students, parents, teachers, administrators, and community members. All parents have a responsibility in the academic success of students.

### **Parent Participation in the Development and Yearly Review of the Policy:**

The original policy was developed by a committee of parents representing all Title I campuses. This policy is reviewed each spring by the District Action Team, a community advisory board, and a parent organization. Members will be invited to give suggestions for revising and updating of the policy. The policy will be distributed to all parents of students in Title I schools in the student handbook at the beginning of each year.

### **Evaluation of the Parental Involvement Programs:**

Surveys will be distributed to parents of all students on Title I campuses annually. Parents will be asked to give input on the parental involvement activities for the year as well as perceived barriers to parental participation. Campuses will also complete a campus level survey to determine effectiveness of the program. Survey results will be analyzed and considered during campus planning as part of the comprehensive needs assessment and will be used to strengthen campus and/or district programs for student achievement.

### **Desired Outcomes:**

1. Parents and the community develop a better understanding of, and support for, what the school is doing.
2. Schools better understand the needs and concerns of parents and the community.
3. Self-esteem of children increases.
4. Student academic performance improves.
5. School programs are adjusted to meet the needs of children and adults more fully.
6. Parent-child relationships improve.
7. The community is strengthened through newly developed relationships between parents.
8. The community feels more connected to the school.
9. There is more support for public schools.
10. Parents play a vital role in decision-making processes.
11. Remove any barriers to parent involvement.
12. Coordinate parent involvement activities with Head Start.

## **Title I School-wide Components**

1. Comprehensive Needs Assessment
2. Scientifically based research reform strategies that address the needs of all children in the school, but particularly those at-risk of not meeting the state academic achievement standards
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others
5. Strategies to attract high-quality highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early children programs, such as Head Start and Even Start, to local elementary school programs
8. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
9. Effective, timely additional assistance for students that experience difficulty mastering state standards
10. Coordination and integration of Federal, State, and Local services and programs

**DISTRICT GOAL #1**

**DISTRICT GOAL: PISD will educate, empower and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas.**

**DISTRICT OBJECTIVE: By the end of the 2015-2016 School year, test scores will increase in all tested areas.**

**SUMMATIVE EVALUATION: State Assessment Results/PBMAS: increase in % of students passing all state tests.**

Activity/Strategy	SWC #	Responsibility of:	Timeline	Resources	Formative Evaluation
<p>Create an environment of increased accountability for all staff.</p> <ul style="list-style-type: none"> <li>• Aligned scope and sequence for core areas</li> <li>• Integration of technology in all core areas</li> <li>• Technology devices updated</li> <li>• Technology training provide to staff and students to ensure integration of technology into classroom</li> </ul>	2,3,8	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00  Staff Time Contribution	Increase in % of students passing assessments Administrator walk-through Lesson plans will indicate technology integration
<p>Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and incorporate scientifically based research strategies that strengthen the English Language Arts instruction.</p> <ul style="list-style-type: none"> <li>• English Language Arts/Reading Instruction will be designed and taught to ensure that students are able to read on grade level.</li> <li>• English Language Arts/Reading instruction will meet the needs of all learners.</li> <li>• Writing instruction will focus on writing on grade level.</li> <li>• Enrichment programs will focus on enrichment of grade level curriculum with more rigorous and higher level thinking activities.</li> </ul> <p>Programs used by not limited to include:</p> <ul style="list-style-type: none"> <li>• AP and Pre AP Launch,</li> <li>• Tutoring</li> <li>• intervention groups,</li> <li>• Daily 5 Initiative</li> <li>• Guided Reading</li> <li>• iStation</li> <li>• TPRI</li> <li>• DRA</li> <li>• Renaissance Learning</li> <li>• Extended Day/Year (TACE)</li> <li>• Region 7 Services (writing coach)</li> <li>• Edmentum</li> <li>• TEKSas Digital Learning</li> </ul>	2,8,9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant  Staff Time Contribution	Increased passing rate of all students on various assessments  Increased reading levels Improved ACT/SAT test scores Increased number of students enrolled in Pre AP, AP/Dual Classes

<p>Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and incorporate scientifically based research strategies that strengthen math instruction.</p> <ul style="list-style-type: none"> <li>• Math instruction will focus on grade level teks for all grades.</li> <li>• Courses will be available to meet the needs of all students and student groups.</li> <li>• Programs used but not limited to include:</li> <li>• AP and Pre AP, Dual classes</li> <li>• Launch</li> <li>• Tutoring</li> <li>• intervention groups</li> <li>• MATH Initiative</li> <li>• Edmentum</li> <li>• TEKSas Digital Learning</li> <li>• TEKS Resource materials,</li> </ul>	2,8,9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>SCE Funds \$2,98,793.00 21<sup>st</sup> Century Grant</p> <p>Staff Time Contribution</p>	<p>Increased passing rate of all students on various assessments</p> <p>Increased math readiness skills Improved ACT/SAT test scores Increased number of students enrolled in Pre AP, AP/Dual Classes Increase number of students enrolled in STEAM classes</p>
<p>Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and incorporate scientifically based research strategies that strengthen Social Studies instruction. Social Studies instruction will be available to all students with an emphasis placed on critical thinking skills. Students will be able to demonstrate an understanding of key concepts and apply appropriately.</p> <ul style="list-style-type: none"> <li>• Programs used but not limited to include:</li> <li>• AP and Pre AP</li> <li>• Dual classes</li> <li>• Launch</li> <li>• Tutoring</li> <li>• intervention groups</li> <li>• Edmentum</li> <li>• TEKS Resource materials</li> </ul>	2,8,9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>SCE Funds \$2,98,793.00 21<sup>st</sup> Century Grant</p> <p>Staff Time Contribution</p>	<p>Increased passing rate of all students on various assessments</p> <p>Improved ACT/SAT test scores Increased number of students enrolled in Pre AP, AP/Dual Classes</p>
<p>Ensure delivery of TEKS-based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas and incorporate scientifically based research strategies that strengthen Science instruction. Programs used but not limited to include:</p> <ul style="list-style-type: none"> <li>• AP and Pre AP, Dual classes</li> <li>• Launch,</li> <li>• Tutoring</li> <li>• intervention groups,</li> <li>• Edmentum</li> <li>• TEKS Resource materials</li> <li>• PLTW-STEM/STEAM Programs</li> <li>• ICEE Success Activities</li> <li>• Scientific Minds</li> <li>• CAMP</li> </ul>	2,8,9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>SCE Funds \$2,98,793.00 21<sup>st</sup> Century Grant</p> <p>Staff Time Contribution</p>	<p>Increased passing rate of all students on various assessments</p> <p>Improved ACT/SAT test scores Increased number of students enrolled in Pre AP, AP/Dual Classes Increase number of students enrolled in STEAM classes</p>

All students have an equal opportunity to participate in Liberal and Performing Arts courses. The courses will have leveled curriculum and differentiate instruction for students with diverse needs.	1,3,9	Asst. Superintendent of Instruction Spec. Ed. Director Campus Principals Staff	Aug 2015-June 2016	Title I Budget \$1,053,688.00 Local Budget – Look in campuses needs summary SCE Funds \$2,98,793.00  Staff Time Contribution	Increase in number of students enrolled in Arts based classes.
Career and Technology classes will be offered to all students. All students will have a pathway in Achieve Texas.	1,3,9	CTE Director	Aug 2015-June 2016	Perkins Funds Local Funds	Increase number of students enrolled in CTE classes in a coherent sequence.
Increase performance on testing indicators for all populations served.	9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant  Staff Time Contribution	Meet standard on state accountability for 2015-2016. Decrease number of safeguards.
Provide staff development in all academic areas.	2, 4	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant  Staff Time Contribution	Improved test scores in all areas.
Create a learning community environment for all students: Enforcement of Student code of Conduct Shared pride in accomplishments Increase enrollment in Pre AP, AP, and Dual Enrollment Classes	2,9	Campus Principals Campus Teachers Instructional Teams	Aug 2015-June 2016		Improved student performance on assessments Decrease in number of office referrals and tardies from previous semester
Increase student access to technology	9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department Technology Team	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant	Increase learning opportunities via 24/7 Ipad initiative for all students Increase in student performances on assessments ( ACT, SAT, STAAR, EOC)
Provide teachers with current technology and ongoing training to improve classroom instruction. <ul style="list-style-type: none"> <li>• One to one training</li> <li>• Online training</li> </ul>	3,4	Campus Principals Campus Teachers Instructional Teams Instructional Services Department Technology Team	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant	Increase in student performance

Enhance quality and access to professional development to meet the needs of ELL's and Special Education Students in the least restrictive environment.	3,4,9	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00 Title 3 funds  SCE Funds \$2,98,793.00	Increase in student performance
Provide staff development/supplemental materials for all faculty and staff: <ul style="list-style-type: none"> <li>Curriculum alignment</li> <li>Curriculum development</li> <li>Assessment development</li> <li>Accelerating Instructional</li> <li>Differentiated Instruction</li> <li>SIOP/ELL Strategies</li> <li>Classroom Management</li> <li>Harassment, bullying, dating violence</li> <li>Technology</li> <li>Regions 7 and 13 workshops</li> <li>CAST</li> <li>CAMP</li> <li>Daily 5/Cafe</li> <li>Content Specific Workshops in core academic areas</li> <li>STAAR/EOC Trainings/updates</li> <li>College Readiness</li> <li>Develop best practices plan for PISD with consistent instructional strategies and common language established</li> </ul>	2,4,5,8,	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant Priority Grant	Administrator Walk Throughs Increase in passing rates on assessments
Use disaggregated data to prepare for class placement and instruction.	2,8,9	Campus Principals Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  SCE Funds \$2,98,793.00 21 <sup>st</sup> Century Grant Priority Grant	Students are appropriately placed in classes
<b>FOREIGN LANGUAGE:</b> Foreign Language classes are offered for all students needing foreign language credits to meet college entrance requirements and for those who choose to take a foreign language for personal reasons. STAAR Distinction	1,3,9	Campus Principals Counselors	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary SCE Funds \$2,98,793.00  Staff Time Contribution	Transcripts
<b>RESEARCH STRATEGIES:</b> Scientifically based research strategies will be used in all disciplines to meet the needs of the spectrum of students served are as follows: <ul style="list-style-type: none"> <li>Ongoing assessments to determine the skill level acquisition and to facilitate the identification of needed modifications</li> <li>Leveled texts and curriculum to ensure the building of a strong foundation</li> </ul>	1,2,3	Campus Principals Campus Teachers Instructional Teams Instructional Services Department	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary SCE Funds \$2,98,793.00	State Assessments Benchmarks CBA's

<ul style="list-style-type: none"><li>• Extended learning time</li><li>• Mandatory tutorials including all special programs</li><li>• Supplemental classes</li><li>• Multi-sensory approach</li><li>• Computer facilitated learning</li><li>• Cooperative learning</li><li>• Flexible grouping</li><li>• Textbooks</li><li>• Accelerated instruction</li><li>• Manipulatives</li><li>• SIM Strategies</li><li>• Formative Assessment</li><li>• After school tutorials/TACE</li></ul>				21 <sup>st</sup> Century Staff Time Contribution	
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**DISTRICT GOAL #2**

**DISTRICT GOAL: 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.**

**DISTRICT OBJECTIVE: 100% of all new personnel hires are highly qualified.**

**Summative Evaluation: Increase student achievement as teachers and paraprofessionals gain prerequisite skills for teaching effectively to all populations of students.**

Activity/Strategy	SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Palestine ISD will actively recruit and hire qualified professional staff. Strategies used will include:</p> <ul style="list-style-type: none"> <li>• Attending career fairs at colleges/universities in Texas</li> <li>• Working with Region VII ,I Teach Texas and ECAP</li> <li>• Utilization of TASA net, District website, and Region VII ESC Personnel Services Coop to advertise open positions</li> <li>• Job fairs at colleges/universities of minority populations</li> <li>• District sites, including special education and federal programs, will work cooperatively with the personnel department, planning for staffing needs of all sites, ensuring effectiveness in interviewing and selection of staff</li> <li>• Utilization of State Compensatory, Title I, and Title II to employ highly qualified teachers to supplement basic education programs by reducing the student/teacher ratio during the school year and for summer programs</li> <li>• Child care offered to employees</li> <li>• Wellness activities</li> <li>• Stipends for bilingual, math, science and Spanish Teachers</li> <li>• College tuition reimbursement</li> <li>• Mentoring program for new teachers</li> </ul>	5	Human Resource Department Campus Principals	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00 Title I D Budget Title II Budget Title III Budget</p> <p>Local Budget – Look in campuses needs summary</p> <p>SCE Funds</p> <p>21<sup>st</sup> Century Grant Priority Grant</p>	Recruiting policies are in effect to ensure Palestine ISD will be able to fully staff all campuses with Highly Qualified personnel.

**DISTRICT GOAL #2**

**District Goal: 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.**

**DISTRICT OBJECTIVE: 100% of core academic classes will be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will me NCLB requirements and 100% of staff will be maintained.**

**Summative Evaluation: 100% of core academic classes will be taught by highly qualified teachers and 100% of staff will be maintained.**

Activity/Strategy	SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Recruit and maintain high quality, certified and highly qualified teachers. Hiring practices will include hiring diverse teachers and principals to help reduce turnover through mentoring, and leadership development.	3,4,5	Human Resources Department Campus principals Instructional Services Team	Fall, Spring	Title Funds Local Funds	100% of teachers highly qualified
Recruit and maintain highly qualified paraprofessional staff.	3,4,5	Campus Administration Human Resources Department	Fall, Spring	Title Funds Local Funds	100% paraprofessionals highly qualified
To ensure the district Professional Development meets the needs of teachers in the area of sustainability and appropriate rigor, the district will provide training in: <ul style="list-style-type: none"> <li>• TEKS and STAAR/EOC</li> <li>• Scientifically research based strategies to meet the learning needs of all students</li> <li>• Strategies that will enable all children to meet the same challenging state content &amp; challenging state student performance standards.</li> <li>• Professional Learning Communities</li> <li>• Technology application in the classroom</li> <li>• Training in content areas</li> <li>• Instructional Leadership Training</li> </ul>	4,5	Instructional Services Dept. Campus Principals	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	Increase in student performance on state assessments (STAAR, EOC, ACT, SAT, Dual Classes)

**DISTRICT GOAL #3**

**DISTRICT GOAL: Maintain a safe and orderly environment through implementation to create an atmosphere conducive to learning.**

**DISTRICT OBJECTIVE: 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.**

**Summative Evaluation: Palestine students have a heightened awareness of the dangers of substance use and abuse.**

Activity/Strategy	SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Follow the PISD Safety Plan and provide training for all staff and students: <ul style="list-style-type: none"> <li>• Fire Safety Drills</li> <li>• Evacuation Plan</li> <li>• Tornado Drills</li> </ul>	10	Principals School Resource Officer	Each six weeks	Local funds	Successful drills
Students will be provided opportunities for learning about positive roles, careers and decision making through: <ul style="list-style-type: none"> <li>• Character Ed programs</li> <li>• Bullying program – Training and strategies in classroom</li> <li>• DARE</li> <li>• Red Ribbon Week</li> <li>• Random Drug Testing</li> <li>• Drug dog</li> <li>• Drug Surveys</li> <li>• Safety Organization Plan</li> <li>• Safety Committee</li> <li>• SHAC – School Health Advisory Council – Council works together to improve the health and safety of all students and families of PISD</li> <li>• SB 460–Youth Mental Health First Aide</li> </ul>	10	Principals Team Leaders CAT Parent Team Staff	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	Discipline referrals PEIMS Incident Report Drug testing results
Students will participate in programs that address the following areas: <ul style="list-style-type: none"> <li>• Prevention of use, possession and distribution of tobacco, alcohol and illegal drugs</li> <li>• Improve attitudes and self-esteem</li> <li>• Understand expectations and self-image</li> <li>• Sexual abstinence</li> <li>• Social skills</li> <li>• Detention</li> <li>• Dating violence awareness/prevention</li> <li>• Sexting awareness/prevention</li> <li>• Cyber bullying awareness/prevention</li> <li>• Gang prevention and intervention</li> </ul>	10	<ul style="list-style-type: none"> <li>• Campus Principals</li> <li>• CAT</li> <li>• Security personnel</li> <li>• SRO</li> <li>• Counselors/Staff</li> </ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	Discipline referrals PEIMS Incident Report Drug testing results

<p>In an effort to promote “Safe Schools” Palestine ISD will promote special initiatives and activities that support the Safe School environment through:</p> <ul style="list-style-type: none"> <li>• Consistent discipline management program will be adhered to during the school year</li> <li>• The Raptor system is used at each campus to screen visitors</li> <li>• School Messenger is used to contact parents and deliver messages</li> <li>• Penalty guidelines chart will be presented to all students at PHS and PJH for their understanding</li> <li>• Faculty members, district-wide will receive training in conflict resolution and discipline strategies to include classroom management, district discipline policies and the student code of conduct (CIP)</li> <li>• Alternative instructional arrangements</li> </ul>	10	Campus Principals	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>Local Budget – Look in campuses needs summary</p> <p>SCE Funds \$2,98,793.00</p>	District and Campus Safety plans
<p>Campuses will evaluate the safety and security of the facility by implementing and continuing:</p> <ul style="list-style-type: none"> <li>• Student parking permits</li> <li>• Visitor check in</li> <li>• Cameras</li> <li>• ID badges for staff and secondary students</li> <li>• Safety Plan</li> </ul>	10	<ul style="list-style-type: none"> <li>• Campus Principals</li> </ul>	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>Local Budget – Look in campuses needs summary</p> <p>SCE Funds \$2,98,793.00</p>	District and Campus Safety plans

**DISTRICT GOAL #4**

**DISTRICT GOAL: Increase positive attitude of School District throughout Community by fostering Community Partnerships.**

**DISTRICT OBJECTIVE: Students attendance will increase at each campus.**

**Summative Evaluation: Student attendance will reach 97% for 2015-2016.**

Activity/Strategy	SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Parents will be provided (Spanish/English) attendance requirements through Student/Parent handbook, during Open House, and during parent meetings to promote student attendance. Other strategies include:</p> <p>Monitoring of individual student attendance by phone calls and letters to parents</p> <ul style="list-style-type: none"> <li>• Recognition of students with perfect attendance</li> <li>• Certificates/plaques/etc. given for perfect attendance</li> <li>• Academic pep rallies and award assemblies</li> <li>• School messenger program</li> <li>• District wide advisory program</li> <li>• Opportunities to make up attendance provided</li> <li>• TACE Parent Involvement Specialist</li> </ul>	6	Campus Administrators SRO Attendance Officer	Aug 2015-June 2016	<p>Title I Budget \$1,053,688.00</p> <p>Local Budget – Look in campuses needs summary</p> <p>SCE Funds \$2,98,793.00</p>	<p>Parent Meeting Schedule Sign- in sheets Phone log</p>
<p>Parents and stakeholders will serve on a strategic planning committee to establish and implement a 5 year plan to help meet the growth and changing needs of the district:</p> <ul style="list-style-type: none"> <li>• Increase community involvement</li> <li>• Planning for every aspect of the district involvement.</li> <li>• Focuses on programs and projects</li> <li>• Focuses on maintenance of organization</li> </ul>	6	Superintendent Committee Members	Aug 2015-June 2016	<p>Local Budget</p> <p>21<sup>st</sup> Century Grant</p>	<p>Meeting Schedule Sign- in sheets Minutes</p>

**DISTRICT GOAL #4:**

**DISTRICT GOAL #4: Increase positive attitude of School District throughout Community by fostering Community Partnerships.**

**DISTRICT OBJECTIVE: 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.**

**Summative Evaluation: Student failures will decrease and student attendance will increase as a result of increased parent participation.**

<b>Activity/Strategy</b>	<b>SWC#</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Communications will be provided in both English and Spanish. Spanish translators will be available at Parent workshops, PTO meetings and Academic Open Houses each semester. Parent Night will be held to explain STAAR.	6	<ul style="list-style-type: none"><li>• Campus Principals</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	Teacher contact logs Sign- in sheets Minutes Agendas Monday Folders/Planners
Parent Centers at each campus Parent training for STAAR Education for non-English speaking parents (at night) Easier access to Skyward Communication Board visible to parents English classes for Spanish parents Parent computer classes Homework Training for Parents Family Educational Learning Activities	6	<ul style="list-style-type: none"><li>• Campus Principals</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00  21 <sup>st</sup> Century Grant	Parent Meeting Schedule Sign in sheets Phone logs
Inclusion of parents in the development, review, and evaluation of the campus and district improvement plans.	6	<ul style="list-style-type: none"><li>• Campus Principals</li><li>• CAT Committees</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	A current DIP approved by the Palestine ISD Board of Trustees  DPDMC minutes will reflect that the activity has been implemented as prescribed, with revision being made to the DIP as needed.

**DISTRICT GOAL #4:**

**DISTRICT GOAL #4:** *Increase positive attitude of School District throughout Community by fostering Community Partnerships.*

**DISTRICT OBJECTIVE:** 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.

**Summative Evaluation:** Student failures will decrease and student attendance will increase as a result of increased parent participation.

Activity/Strategy	SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
At least two parent-teacher conferences will be scheduled throughout the year at the parent’s convenience. Home visits will also be scheduled as needed to confer with parents.	6	Campus Principals Teachers	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary SCE Funds \$2,98,793.00  21 <sup>st</sup> Century Grant	Teacher contact logs Sign- in sheets Minutes Agendas
Conferences will be scheduled and held for parents of any student who meet the following criteria: Not mastering the State academic standards Student is to be retained Is failing to accrue appropriate high school credits Is to attend summer school Is to be assigned to the DAEP	6	Campus Principals Counselors Teachers	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary 21 <sup>st</sup> Century Grant  SCE Funds \$2,98,793.00	Teacher contact logs Sign- in sheets Minutes Agendas
Businesses and Dad’s Mentoring Programs on campuses to provide positive role models for young students.  PHS and PJH community outreach program.	6	Campus Principals Counselors Teachers	Aug 2015-June 2016	Local Budget – Look in campuses needs summary  21 <sup>st</sup> Century Grant  SCE Funds \$2,98,793.00	Sign- in sheets

**DISTRICT GOAL #4:**

**DISTRICT GOAL #4:** *Increase positive attitude of School District throughout Community by fostering Community Partnerships.*

**DISTRICT OBJECTIVE:** Federal/State/Local programs will be coordinated to improve student achievement.

**Summative Evaluation:** PISD parents will become full partners with educators in the education of their student(s).

<b>Activity/Strategy</b>	<b>SWC #</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Palestine ISD will use efficient communication strategies to share all PISD programs and service information to encourage participation.	6	<ul style="list-style-type: none"><li>• Campus Principals</li><li>• Counselors</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	<ul style="list-style-type: none"><li>• Sign in sheets</li><li>• Website</li><li>• Palestine Herald-Press</li><li>• Parent Involvement Tips</li><li>• TACE</li><li>• Community Service Projects</li><li>• Parent/Teacher conferences</li><li>• PTO Nights</li><li>• Open Houses</li><li>• Freshman Orientation</li><li>• Social Media</li><li>• Multimedia Broadcast</li></ul>
District wide meetings are held periodically to ensure that parents are aware of the federal and state educational programs and services in which Palestine ISD participates and that are available to their students at Palestine ISD.	6	<ul style="list-style-type: none"><li>• Campus Principals</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	Parents are notified of the federal and state regulations governing educational programs and support services through: <ul style="list-style-type: none"><li>• Teacher contact logs</li><li>• Sign in sheets</li><li>• Minutes</li><li>• CIP</li><li>• Surveys</li></ul>
Parents are notified of the federal and state regulations governing educational programs and support services which include the following: An annual review, adoption and dissemination of the campus parent involvement policy and the school/parent/ student compacts Development of a Special Education Continuous Improvement Plan. (This team reviewed all of the findings and planned activities to achieve the desired results)	6	<ul style="list-style-type: none"><li>• Campus Principals</li><li>• CAT Committees</li></ul>	Aug 2015-June 2016	Title I Budget \$1,053,688.00  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00	A current DIP approved by the Palestine ISD Board of Trustees  DPDMC minutes will reflect that the activity has been implemented as prescribed, with revision being made to the DIP as needed.

Region 7

Local Needs Assessment Action Plan 2014-2015

<b>Needs Assessment Goal:</b> Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12 <sup>th</sup> Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.				
<b>Needs Assessment Objective:</b> Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.				
<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Method of Evaluation</b>
<b>Pre-School (age 3-5)</b> Assessment of readiness skills	Enrolled students or home based contact (books, activities, Stepping Stones, parent involvement)	Within the first 60 days of school for enrolled students Serve as of DOB for 2 year olds turning 3	District Migrant Contact Campus Administrator Classroom Teacher Region 7 Migrant Contact	ESC Evaluation Form, Early Childhood Checklists, Circle E, DRA Levels, or Teacher Formative Evaluations
<b>1<sup>st</sup> to 2<sup>nd</sup> Grade</b> Academic Mastery of Basic Skills	EOY Assessment and/or Checklists	End of School Year	Classroom Teacher, Campus Administrator, District Migrant Contact	TPRI, Tejas Lee, DRA Levels, STAR Assessments, Universal Screeners, or Local Rubrics
<b>State Assessment</b> Number of students not passing state assessments Grades 3-11	Accelerated Instruction during the school day, extended day and/or summer school; RtI Process and Interventions	Throughout the school year	Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact	Progress Monitoring Data, State Assessments, Data Disaggregation Reports, PBMAS
<b>Middle School Students</b> Academic and Non-Academic Challenges	Increased awareness of staff regarding migrant student academic and non-academic needs	Beginning of school year or upon enrollment of migrant students and on-going throughout the school year	District Migrant Contact, Classroom Teachers, Campus Principal, District Administration, Counselor, Social Workers, Region 7 Migrant Contact	Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring, Discipline Reports, Parent Contacts, RtI Process,
<b>Middle School Students</b> Parents of Middle	Parent Involvement	Ongoing throughout the	District Migrant	Phone Log, Home Visit

School Migrant Students	Conference Increased awareness of parents regarding migrant student academic and non-academic needs	school year and summer home visits	Contacts, Campus Administrators, Parent Liaison	Log, PAC Agenda and Sign-In Sheets,
<b>Parental Support</b> At all levels of participation and communication for parents	Utilize electronic communication, information meetings, local organizations, and/or school facilities	Ongoing throughout the school year	District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators	Increased Parental Involvement, Sign-In Sheets, Activity Rosters,
<b>High School Students</b> Academic	Computer Assisted, Credit Accrual	Ongoing throughout the school year	Classroom Teacher, Campus Administrator, District Migrant Contact	Transcript, On Tract to Graduate, STAAR, EOC, NGS Reports, End of Course Evaluation
<b>Support</b>	Provide a Family Needs Assessment to determine the needs of the student-medical, school supplies or clothing	Ongoing throughout the school year	District Migrant Contact, Classroom Teacher, Campus Administrator	Completed Family Needs Assessment

# TAIS Supplement

## Campus Performance Objective

**District-Level Professional Representative:**

Tammy Jones, Assistant Superintendent of Instructional Services  
Sharon Reed, Director of Curriculum

**Campus-Based Non-Teaching Professional Representatives:**

Melissa Molandes, Elementary (Southside)\*  
Summer Alcauter, Secondary (Palestine High School) \*

**Regular Classroom Teacher Representatives:**

Meridith Murray, Washington Early Child Care \*  
Ruth Ann Webb, Northside Primary \*  
Jessica Jenkins, Southside Elementary \*  
Ronda Hubert, Story Intermediate School +  
Jacquelin Hamel, Palestine Junior High School +  
Lauren Sheridan, Palestine High School \*

**Special Program Teacher Representatives:**

Michelle Parker-Moore, Elementary (Story) \*  
Michelle Merryman, Secondary (Palestine High School) \*

**Parent Representatives:**

Elizabeth Attaway, Elementary +  
Melissa Winkler, Elementary +  
Brandon Sheeley, Secondary \*  
Rusty Stone, Secondary +

**Business Representatives:**

Robert Lane +  
Therrell Thomas +

**Community Representatives:**

John Morris +  
Louis Ferguson +

**SAFEGUARDS: Address Academic Mastery of Subgroup Populations in ELA/Math to meet 75% passing.**

**DISTRICT GOAL #1: Educate, empower and communicate with all stakeholders to show an increase STAAR scores across all subject areas with an emphasis on math and science as well as targeting College Readiness and CTE Certifications.**

**DISTRICT OBJECTIVE: Students will be involved in an educational process that ensures that they will have the same opportunity to meet challenging state content and performance standards regardless of their demographics.**

**Summative Evaluation: 100% of students achieve 75% mastery on informal and formal assessments.**

Activity/Strategy	*SWC #	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Pre-K students will do phonemic awareness checklist to be sent with students to be used in K.	1,2,9	Principal Teacher Asst. Superintendent Instructional Services	2015-2016 school year	Local Budget  Staff Time Contribution	Checklist
Provide Language for Learning Program for students struggling in language acquisition ELL at Washington and Northside.	2,3,8,9,10	Principal RtI/LPAC Speech Teacher	2015-2016 school year	Title Budget Local Budget	Weekly Checklist
Smart technology training to maximize student engagement.	1,2,3	Campus Principals Team Leaders CAT Technology Director	2015-2016 school year	Title I Budget \$ 1,053, 688.00 Local Budget – Look in campuses needs summary SCE Funds \$2,98,793.00 Staff Time Contribution	Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.
Utilize TACE program for tutoring in all sub population areas for ELA/Math.	1,3,9	Principal Classroom Teacher Curriculum Office TACE	2015-2016 school year	TACE Local Funds	Increased student achievement in reading, writing, math on benchmarks, CBA, state testing.
Set performance goals for all students with emphasis on Hispanic students. Extended learning opportunities prior to assessments to insure student success with focus on closing the gap of Hispanic students. Incorporate ELL strategies such as SIOPP and content specific ELL instructional strategies. Utilize ELPS to increase student understanding and performance. Teachers will receive professional development on strategies to improve comprehension for our ESL/Bilingual and monitored students.	2, 9, 10	Principal Classroom Teacher Curriculum Office	2015-2016 school year	Title I Budget \$1,053,688.00 Local Budget SCE Funds \$2,98,793.00 Title III Staff Time Contribution Priority Funds	Increased student achievement in reading, and writing on benchmarks, and CBAs. <ul style="list-style-type: none"> <li>• Woodcock-Munoz</li> <li>• Subjective teacher evaluation</li> <li>• Parental evaluation</li> <li>• Standardized tests (STAAR,TELPAS)</li> </ul>

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<p><b>ENGLISH LANGUAGE:</b> English Language Arts will be appropriately grouped, with flexible grouping used as a strategy for accelerating the instruction of all students; the low achiever to the GT to sustain their reading level. All students will be on grade level in Reading by the end of their 3<sup>rd</sup> grade year.</p> <p>STAAR tutoring Intervention grouping – labs (K-12) Literacy/Phonics Initiative/Guided Reading (K-3) Handwriting (K-3) Continue 8 period days for PHS and PJH Istation (k-8) DRA Accelerated Reader Summer Reading Provide extending learning opportunities for all students outside of the regular school day Conduct data analysis once per six weeks to track class/student progress on, Benchmarks and CBA data and include demographic/student population information. Set performance goals for all students with emphasis on AA and Hispanic students. Extended learning opportunities prior to assessments to insure student success with focus on closing the gap of AA and Hispanic students. Utilize STAAR formatted, research based materials to prepare for standardized testing. Incorporate vertically aligned ELA vocabulary lists Require Writing across disciplines, utilizing writing strategies to develop strong teaching practices in all cores.</p>	1,3,9	Principals Instructional Services	2015-2016 School year	<p>Title I Budget \$1,053,688</p> <p>Local Budget – Look in campuses needs summary</p> <p>SCE Funds \$2,98,793.00</p> <p>Staff Time Contribution</p>	<p>State Assessments Istation Brigance CIRCLE Benchmarks CBA's Phonics Red Inventory DRA</p>

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<p><b>MATH:</b>            Math courses available at Palestine ISD will meet the needs of all students &amp; all student groups, from the low achiever to the GT student. The priority of each course is to teach at a level that encourages all students to meet their potential. Math will be taught at a greater depth at each grade level. All students will be on grade level in Math by the end of their 3<sup>rd</sup> grade year.</p> <p>STAAR tutoring            Intervention grouping – labs (6-12)            Class Size Reduction            Continue 8 period days for PHS and PJH</p> <p>Ignite/Study Island            Provide extending learning opportunities for all students outside of the regular school day. TACE            Math intervention Program (Progress Monitoring (Screener)            Incorporate vertically aligned Math vocabulary lists.            Conduct data analysis sessions each six weeks to track progress.            Utilize STAAR formatted, research based materials to prepare for standardized testing.            Think Through Math</p>	1,3,9	Asst. Superintendent of Instruction Spec. Ed. Director Campus Principals Staff	2015-2016 School year	Title I Budget \$1,053,688  Local Budget – Look in campuses needs summary  SCE Funds \$2,98,793.00  Staff Time Contribution 21 <sup>st</sup> Century Grant	<ul style="list-style-type: none"> <li>• State Assessments</li> <li>• Brigance</li> <li>• CIRCLE</li> <li>• Benchmarks</li> <li>• CBA's</li> </ul>

<b>Strategy 1: Professional Development</b>					
Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.					
<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in online training	Migrant Contact	Within three weeks of training being posted	State ID&R online training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in online training	Migrant Contact	As requested	State ID&R online training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	LEA and ESC Migrant Contacts	May, 2015	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan

<b>Strategy 2: Identification and Recruitment Process</b> Region 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.					
<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Based on federal requirements, actively recruit out of school youth (OYS)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Employer survey	Completed surveys
	Community festivals	ESC OSY Recruiter, ESC Migrant Specialist	Ongoing	Booths, flyers	Flyers, handouts
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, targeting both enrollees and non-enrollees.	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Screening family surveys	LEA and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	LEA and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) for all families with new Qualifying Arrival Dates (QAD). Submit completed COE and SDF to designated reviewer for review	District and ESC Recruiters	Within 3 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 5 days of parent signature.	COEs	Completed COE with 2 signatures
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	Districts and ESC	September 1, 2015- November 1, 2015. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Maintain a strong system of Quality Control	Eligibility Review- Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the EC and/or State MEP as outlined in the ID&R Manual	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2016	COEs, TEA guidance	TEA report

<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

<b>Strategy 3: Family and Community Relations and Coordination</b>					
Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.					
<b>Required Activities</b>	<b>Activity</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and Districts	November, 2015	Questionnaire and listserv	Completed questionnaire
	Gather data	ESC and Districts	December, 2015	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and summer reading materials as determined by needs assessment to Migrant Students	ESC Migrant Contact	Beginning and end of year	NGS enrollment report, supplies, books	Signature on Delivery form