

Petersburg Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The Petersburg Independent School District, in partnership with parents and the community, will provide to all students a comprehensive education of the highest quality, that, when coupled with an emphasis on character development, will prepare them to lead successful and productive lives in an ever-changing world.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
District Processes & Programs	9
Perceptions	12
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.	19
Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.	22
Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.	25
Goal 4: Petersburg ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.	26
Goal 5: In partnership with the PISD community, students will be provided a nurturing, safe, secure, and orderly environment.	27
Goal 6: Increase student participation in activities.	28
Goal 7: Evaluate, develop, and implement a COVID-19 response and support plan that helps support a safe learning environment for the students, parents, teachers, administrators, and community.	29
State Compensatory	30
Budget for District Improvement Plan	30
Personnel for District Improvement Plan	31
Title I Schoolwide Elements	32
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
1.1: Comprehensive Needs Assessment	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	33
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	33
3.1: Develop and distribute Parent and Family Engagement Policy	33
3.2: Offer flexible number of parent involvement meetings	34
Title I Personnel	35
Site-Based Decision Making Committee	36
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

Petersburg Independent School District (PISD) serves 291 students with backgrounds that include 30.2% White students, 67.7% Hispanic students, 1% African American students, and 1% of students being identified as two or more races. Enrollment has remained at approximately 290 students the past few\three years. The information below is based on data gathering as reported by the 2020- 2021 PEIMS Fall Collection Report and 2019-2020 Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	English Learners	Career & Technology	Gifted & Talented	At Risk	Economically Disadvantaged
2019-2020	291	9.6%	29.6%	9.6%	41.9%	77.0%
	14.4%					
2018-2019	293	11.6%	30.0%	9.9%	43.7%	75.1%
	13.0%					
2017-2018	273	14.3%	30.4%	7.3%	47.6%	75.5%
	13.6%					
2016-2017	259	15.8%	26.6%	5.4%	54.1%	80.3%
	11.6%					
2015-2016	264	13.6%	21.2%	4.9%	56.1%	84.5%
	8.7%					

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2019-2020	30.2%	67.7%	1.0%	0.0%	0.0%	1.0%
2018-2019	27.0%	70.3%	1.0%	0.7%	0.0%	1.0%

2017-2018	25.6%	73.3%	1.1%	0.0%	0.0%	0.0%
2016-2017	21.2%	77.2%	1.2%	0.0%	0.0%	0.4%
2015-2016	18.9%	79.2%	1.1%	0.0%	0.0%	0.8%

Demographics Strengths

Petersburg Independent School District is one of the largest employers in Petersburg. The district currently employs approximately 60 people. The Petersburg community and business members provide exceptional support to the students enrolled in PISD. PISD offers programs on all campuses that include: dual credit courses, daily academic enrichment, a wide variety of electives, and Texas certified teachers.

- Attendance Rate 96.0%
- Graduated (4-year Longitudinal Rate) 100.0%
- Annual Dropout Rate (9-12) 0.0%
- College, Career, and Military Ready Graduates: 100.0%
- College Ready Graduates: 89.5%
- CTE Coherent Sequence for Graduates: 84.2%

Problem Statements Identifying Demographics Needs

Problem Statement 1: The district faces challenges meeting the academic, social, and emotional needs of a growing special education population. **Root Cause:** Our special education population has grown by six percentage points in the past five years. Our special education students meet grade level expectations on state assessments at 38 percent, compared to 50 percent of the rest of the student population.

Problem Statement 2: The district faces challenges meeting the academic, social, and emotional needs of our English learners population. **Root Cause:** Our English learner population meet grade level expectations on state assessments at 31 percent, compared to 50 percent of the rest of the student population.

Problem Statement 3: The district faces challenges meeting the state and region numbers for college entrance exam scores on the ACT test. **Root Cause:** PISD graduates achieve an average score of 17.4 on the ACT composite. The state and region both achieve an average score over 20.

Student Learning

Student Learning Summary

*Due to Covid-19, new accountability ratings for 2020 were not given; therefore, 2019 accountability ratings were carried over for the 2020 school year.

Petersburg ISD exceeded the state targets on all four performance indexes and received a rating of Met Standard for the new A-F Accountability system.

Overall A 90

Student Achievement A 90

- STAAR Performance C 77

- College, Career, and Military Readiness A 98

- Graduation Rate A 100

School Progress A 92

Academic Growth C 76

Relative Performance A 92

Closing the Gaps B 85

Petersburg ISD met all indicators on the System Safeguards. Meeting System Safeguards means that the district performed at/above the target in the following categories:

State performance in Reading, Mathematics, Writing, Science, & Social Studies

Federal performance in Reading and Mathematics

Participation status

Federal Graduation status

Federal Limits on Alternative Assessments

Districts that achieve a Met Standard rating are also eligible to receive a distinction designation for postsecondary readiness. The distinction takes into account factors such as graduation rates, ACT/SAT participation and performance, Career and Technical Education (CTE) graduates and dual credit course completion rates. Postsecondary readiness is the only distinction at the district level. Petersburg ISD did earn the Distinction Designation for Postsecondary

Readiness.

Petersburg ISD performed exceptionally well in Postsecondary Readiness, Top 25% Comparative Closing the Gaps, and Academic Achievement in Social Studies.

Student Learning Strengths

Mathematics Achievement: Student achievement at Approaches on STAAR testing indicates that Grades 3, 4, 5, 6, 7, and 8, were all above the state and Region 17 average. In all six grade levels, scores were 2%-20% above the state and Region 17 average. Grade 4 was 16% higher than the state at the meets level and 11% higher than the state at the master's level. Grade 4 was also 21% higher than Region 17 at the meets level and 15% higher than Region 17 at the masters level. Grade 5 was 19% higher than the state and 21 % higher than Region 17 at the meets level. Grade 8 was 11% higher at the meets level and 15% higher at the masters than the state. Grade 8 was also 18% higher than Region 17 at the meets level and 20% higher than Region 17 at the masters level. For End of Course Algebra I, PISD was 9% higher than the state at the approaches level, 15% higher than the state at the meets level, and 22% higher than the state at the masters level. EOC Algebra I was also 11% higher than Region 17 at the approaches level, 20% at the meets level, and 35% at the masters level.

Reading/Language Arts Achievement: Student achievement at approaches on STAAR testing indicates that 4, 5, 7, and EOC English II were above the state and Region 17 averages. In 4th grade Petersburg was 11% higher at the Meets level and 5% higher at the Masters level than the state. 4th grade was also 16% higher than Region 17 at the meets level and 9% higher at the masters level. 7th grade was 15% higher than the state at the meets level and 19% higher than Region 17. 7th grade was also 3% higher than the state and 6% higher than Region 17 at the masters level. STAAR EOC English I was 19% higher at the Meets level and 2% higher at the Masters. 8th grade was 7% higher than Region 17 at the meets level. English II was 15% higher at meets than the state and 18% higher than Region 17.

Writing Achievement: Student achievement at masters level in 4th grade was 1% higher than the state and 5% higher than Region 17. 7th grade writing was 7% higher than the state at the approaches level and 10% higher than Region 17. 7th grade was also 8% higher that the state and 13% higher than Region 17 at the meets level.

Science Achievement: Student achievement at the 5th grade level was 6% higher than the state and 7% higher than Region 17 at the approaches level. 8th grade science was 13% higher than the state and 16% higher than Region 17 at the approaches level. For STAAR EOC Biology, Petersburg was 5% higher in the approaches category than the state and Region 17. Biology EOC scores were also 18% higher than the state at the meets level and 23% higher than Region 17. They were also 2% higher than the state in the masters category and 7% percent higher than Region 17.

Social Studies Achievement: 8th grade Social Studies scores were 6% higher than the state and 11% higher than Region 17 at the approaches level. At the meets level, they were 7% higher at the meets level than the state average and 12% higher than Region 17. For STAAR EOC U.S. History, Petersburg was above the state average in the approaches category by 7% and 9% above the Region 17 average. At the meets level, Petersburg was 15% higher than the state average and 20% higher than the Region 17 average. At the masters level, PISD was 24% higher than the state and 31% higher than Region 17.

PISD graduation rates continue to exceed state averages. The graduation rates for the classes of 2016, 2017, 2018, and 2019 was 100%, 8-10% points above the state average. Dropout rates are also 0.5%-1.9% lower than the state average. Student attendance is consistently high at 96% and is slightly higher (0.6%) than the state (2019-2020 TAPR).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Petersburg ISD lags behind the state and region averages at the meets and masters levels of student achievement in reading at the elementary and middle school grade levels. **Root Cause:** Examine intervention and RtI process for identifying strengths and weaknesses in student learning and targeting specific interventions to improve student growth in all areas.

District Processes & Programs

District Processes & Programs Summary

Petersburg Independent School District is a one-school district with two campuses combining with central office in one school building. Each campus has one principal with a single counselor to serve the district.

The culture and climate of the school is directly connected to the quality of the district. Safe and secure buildings are a priority. All campuses have secure entrances and visitor guidelines, including check-in and check-out procedures. PISD has a Guardian Program in place to function as on-site security on all campuses. PISD has a strong relationship with the City of Petersburg Police Department and the Hale County Sheriffs Office to provide security support. Building safety inspections are ongoing, with improvements made continually when warranted. Systems are in place to teach and model behaviors that are safe and respectful.

Physical safety and freedom from bullying are always at the forefront of student needs. PISD is committed to providing a safe and welcoming environment for all students.

Curriculum and Instruction

Implementing the TEKS (Texas Essential Knowledge and Skills) with fidelity is an expectation at PISD. Teachers of core courses find their curriculum within the TEKS Resource System. The system supports implementation and instruction of the state standards in the core content areas. The curriculum resources provide a clear and common understanding of what PISD students are to know and be able to do, and serve as the centerpiece for teacher study, planning, and collaboration. Regardless of content area, all teachers provide students with instruction aligned with the TEKS.

Intentional collaboration towards more research-based instructional practices at all levels are necessary in preparing students for the rigor of the STAAR assessment. The District Leadership Team recognizes the need to ensure strong instructional practices at all levels with an emphasis on addressing the performance of English learners, at-risk, and special education subpopulations. District initiatives will continue to focus on Professional Learning Communities, data-based instruction, and technology integration. Overall, there is an emphasis on working in a collaborative environment to improve the instruction in our classrooms.

The District continues to learn more about the changes to the STAAR tests and the new A-F state accountability system to ensure it remains a leading school district in the state. Petersburg ISD campuses met the accountability requirements in the 2019-2020 school year.

Continued and focused data analysis is a fundamental process of PISD. Implementation of Professional Learning Communities (PLCs) continue in the 2020-2021 school year on secondary and elementary campuses. Texas Academic Performance Report (TAPR), STAAR, EOC, and Performance Based Monitoring Analysis System (PBMAS) are used as sources of data to discern needs and strengths. Common assessments are being used and aligning EOCs to common assessments are a priority.

Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school through APEX Learning.

Various special programs address the learning needs of PISD students. Students identified with special needs are served through RTI and other appropriate programs such as dyslexia, gifted and talented, English Learners, Section 504, and special education.

Qualifying students have the opportunity to participate in multiple dual credit courses provided by South Plains College.

Research-based professional development for all instructional staff is necessary for continued growth and improved instructional practices in order to meet the needs of all students. Collaboration among professional staff is imperative, along with keeping track of the degree of alignment between the written, taught, and tested curriculum. Throughout the year, resources and materials will be adjusted, analyzed, and updated.

Staff Quality, Recruitment, and Retention

Petersburg Independent School District has a reputation for hiring and retaining exceptionally talented and dedicated employees. PISD District and Campus Advisory Teams conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

PISD employs approximately 60 staff members, 48.0% of which are teachers, 27.0% auxiliary staff, 12.6% educational aides, 5.9% professional staff, and 6.4% campus and district staff. The total minority staff percentage is 50.4%. Approximately 87.5% of teachers hold a bachelor's degree and 12.5% hold a master's. The lowest percentage (0.0%) of teachers by years of experience is 6-10 years experience. The highest percentage (37.5%) of teachers have 1-5 years experience, and the average years of experience of teachers is 9.5 (2019-2020 TAPR).

Technology 2020-2021

PISD students need to be well-prepared, responsible digital citizens; therefore, the technological needs of the students and the teachers are paramount. In Petersburg ISD,

technology is more than hardware and software. Instruction drives technology. Integrated modern learning environments facilitate creativity and collaboration, support professional learning communities, share best practices and integrate 21st century skills into classroom practice; enable students to learn in relevant, real-world contexts; allow equitable access to quality learning tools, technologies and resources; provide designs for group, team and individual learning; and support expanded community and global involvement in learning, both face-to-face and online.

All classrooms are networked with high-speed internet. We are working to equip every classroom with an interactive Clear Touch screen. All students and staff are 1:1 with individual access to a laptop.

The emergence and proliferation of mobile internet-ready devices represent a key turning point in education. This leap forward in personal technology access has extended opportunities for students and educators to reach beyond the classroom. Like other districts, PISD is determining how to best use and integrate these tools, along with trying to balance the need for providing tools for equitable access and embracing devices students bring to school for learning.

A variety of software is utilized as teaching tools, technology curriculum, academic intervention, administrative applications, and for test data analysis and dissemination. Leveraging these immersive, interactive technologies to benefit education will continue to extend as vital aspects of digital learning.

Increasing expectations from the business/industry sector, as well as curricular expectations, along with the reality of "anytime, anywhere" learning continues to influence the need to transform the learning experience.

District Processes & Programs Strengths

Curriculum, Instruction, and Assessment

Petersburg ISD utilizes an aligned curriculum that alleviates gaps in instruction and ensures PISD students are taught at the appropriate depth and level of complexity to be successful. Professional Learning Communities continue to improve at every campus to improve planning and instruction.

PISD campus administration has the discretion to utilize tutoring services on their campuses to be most beneficial to their students. RtI programs are utilized for academic needs, accelerated instruction, and summer remediation programs to help at-risk students in demographic groups who continue to struggle academically. District administration is committed to a focus on understanding the needs of all subpopulations and providing necessary training to meet the challenges of those subpopulations. As a point of emphasis, PISD will continue to offer effective instructional strategies for professional development.

PISD is committed to providing our students and staff with the innovative technology tools, resources, and training to meet the 21st century demands.

PISD instructional assistants are a benefit in classrooms as they serve special education and at-risk students in an inclusive setting.

Staff Quality, Recruitment, and Retention

All staff members have opportunities to grow and learn. Professional development options include contracted sessions and support based on district initiatives and research based best practices. A variety of staff development options is offered each summer and throughout the school year to address curriculum challenges.

Retaining high quality staff is a priority and efforts result in a lower than average turnover rate.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Meets and Masters Grade Level for special education and English learner students is well below the state's performance.

Root Cause: Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular basis.

Perceptions

Perceptions Summary

Petersburg ISD continuously seeks feedback from parents, staff, and students on how they perceive the district's academic programs, communications, discipline, climate/environment and leadership and mission.

Parents, guardians and community members are welcomed on campus and encouraged to participate in their children's education. Community members and parents are active participants on the District Site-Based Decision-Making Committee.

The district assists families by maintaining close working relationships with various community providers. These may include: various businesses and community clubs and faith based organizations. Due to these strong community partnerships, students have the opportunity to participate in a wide range of school and community-based activities.

The Petersburg Independent School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. PISD campuses offer a variety of after school activities, clubs, and UIL events promoting student connectedness which enhance a positive school environment. The district initiates increasing rigor in the classroom, emphasizes the importance of relationships to ensure a safe, risk-free environment that is academically challenging. PISD focuses on connecting through building strong, positive relationships with the community, staff, and students.

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school. Petersburg ISD asked students, parents and guardians, faculty and staff, and community members for feedback on the school's climate and culture. The purpose of the survey is to better understand individual school climate, learn what Petersburg ISD schools are doing well, and identify opportunities for improvement. Results will be incorporated into the district improvement plan and campus improvement plans and used to help the district improve the educational experience for all students. The survey addresses the following four topics:

Academics (2 response statements)

Vision, Values, and Priorities (3 response statements)

Future Planning (5 response statements)

Climate/Environment (2 response statements)

Academics

1. What additional instructional programs or courses would you like to see Petersburg ISD offer to our students?

Chess, Robotics, Choir, CNA, baseball, coding, accounting, accelerated reader or other reading programs

2. What additional CTE courses, career pathways, or industry-based certifications would you like to see Petersburg ISD offer so that our students have a better chance to be career- or work-ready when they graduate?

Plumbing, electrician, accounting, cosmetology, pre-nursing, culinary, auto mechanic, arts

Vision, Values, and Priorities

1. What do you believe should be the core values of Petersburg ISD?

Confidence, Commitment, Communication, Integrity, Compassion, Work Ethic, Kindness, Respect, Discipline

2. What do you believe should be the non-negotiables that Petersburg ISD will not compromise on when decisions are made in our school district?

Consistent communication, no-bullying policy, consistent decision-making, safety is number one priority, attention to all academic needs, especially dyslexia

3. What do you believe should be the long-term focus and goal of Petersburg ISD when it comes to the education and experiences we provide to our students?

Academic excellence, classes that focus on both college and career, activities that promote accountability and foster a strong work ethic and attitude, and 100% graduation rate

Future Planning

1. As we prepare for the construction of our new school building and tearing down our current building, what items would you be interested in purchasing from the current school building? Please list as many items as you can think of.

Lockers, maps, tables, chairs, desks, bricks, auditorium seats, buffalo, technology, doors, bulletin boards, signs

2. We have had some interest expressed by some students and parents to add softball and baseball to the list of sports that we offer for our students to participate in. Would you support adding these two sports?

89% Yes

11% No

3. Would your child play baseball or softball if the school offered these sports as an extracurricular option?

84% Yes

16% No

4. Would adding baseball and softball cause your child to not participate in any of the current extracurricular programs that we currently offer during the spring (FFA, band, track, etc.)?

10% Yes

90% No

5. Would you be in favor of 9-week grading periods instead of 6-week grading periods? This would be similar to what colleges do with mid-terms and finals. We would have four grading periods instead of six. Progress reports would be sent out every three weeks. The eligibility schedule is already addressed in UIL rules. The main purpose would be to allow teachers to have more instructional time during a grading period so they can properly assess student learning and provide intervention and support on a more data-driven level to students that are struggling.

79% Yes

21% No

Climate/Environment

1. What would you say are the strengths of Petersburg ISD?

Commitment, administration, communication, caring, academics, small classes, the teachers, the kids

2. What would you say are the weaknesses of Petersburg ISD?

Changes with the bond, bullying, teachers leaving, communication, not enough choices, athletics

Perceptions Strengths

School Health Advisory Committee (SHAC) continues to advise the district on health and wellness policies and procedures.

An online bullying reporting system is used to efficiently report and track bullying across the district.

Numerous safety programs and action plans are implemented to include: surveillance/security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lockdown drills, and reverse evacuation drills.

Based on numerous surveys conducted, students, teachers, staff, parents, and community members highly rank the district's academic, climate/environment, and leadership and mission focus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The level of communication needs to increase with all stakeholders in a variety of methods that allow for more people to be reached. **Root Cause:** We need email and phone methods to go along with Facebook in order to reach all of our parents with critical school information.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices








Goals

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 1: Increase the percentage of students at the meets grade level standard in all grades and all subjects from 50% to 60%.

HB3 Goal

Evaluation Data Sources: TAPR, STAAR, EOC, Eduphoria reports







<p>Strategy 1: Provide focused intense small group instruction for students identified for remediation and/or acceleration through RTI in our intervention and tutorial periods.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local curriculum-based assessments and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Continue to provide training to administrators and teachers on calculating and monitoring student progress.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local curriculum-based assessments. Campus PLC meeting documents that reflect the participation on sign-in sheets and agenda.</p> <p>Staff Responsible for Monitoring: Principals, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Provide assistance for students to remove barriers in school readiness, success, and attendance including supplemental services for the homeless and neglected.</p> <p>Strategy's Expected Result/Impact: Student performance on curriculum based assessments, PEIMS data, and STAAR.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students at the meets grade level standard in all grades and all subject areas from 38% to 50%.

HB3 Goal

Evaluation Data Sources: TAPR, STAAR, EOC, Eduphoria reports

<p>Strategy 1: Provide intervention and acceleration to meet the individual needs of students identified with delay in reading and math. Strategy's Expected Result/Impact: Improved student results on local curriculum based assessments and STAAR. Staff Responsible for Monitoring: Teachers, Principals, Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI and tutorial periods. Strategy's Expected Result/Impact: Increase student performance using Eduphoria student progress data, STAAR, and IEP's. Staff Responsible for Monitoring: Teachers, Principals, Counselors, Special Education director, Special Education personnel Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 3: Increase the percentage of English learner students at the meets grade level standard in all grades and all subject areas from 34% to 50%.







HB3 Goal

Evaluation Data Sources: TAPR, STAAR, EOC, Eduphoria reports

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 1: 100% of teachers will be state certified and teaching assistants will be "highly qualified".







Evaluation Data Sources: Review assignment report and annual certification checks to meet state certification requirements.

<p>Strategy 1: Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participation in Region 17 ESC HR Services Cooperative provides access to the following: Job Board HQ Online Application, multiple posting sites (regional, state, and national) and job fair participation.</p> <p>Strategy's Expected Result/Impact: All teachers will be fully certified. All vacancies will be posted on the PISD website and Region 17 ESC.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TEXES testing to ensure all staff are meeting state certification requirements.</p> <p>Strategy's Expected Result/Impact: All teachers will be fully certified per state certified requirements.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 2: Increase the capacity of instructional leadership through targeted professional development.







Evaluation Data Sources: STAAR, T-TESS, T-PESS, Region 17 ESC

<p>Strategy 1: Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including AP training, G/T training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI, EL, and professional development conferences.</p> <p>Strategy's Expected Result/Impact: Increased student success as measured by STAAR, local curriculum based assessment, and TELPAS.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of local curriculum-based assessments and STAAR.</p> <p>Strategy's Expected Result/Impact: Increased student success as measured by STAAR, local-curriculum based assessments, and TELPAS.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 3: The district will be able to hire and retain quality staff by offering competitive regional salaries and high quality opportunities for personal targeted growth based on student needs.








Evaluation Data Sources: T-TESS, STAAR

<p>Strategy 1: Provide incentives for PISD Bilingual/ESL certified teachers in an effort to recruit and retain teachers in the district.</p> <p>Strategy's Expected Result/Impact: Increase the number of Bilingual/ESL certified teachers</p> <p>Staff Responsible for Monitoring: Superintendent, Principals</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse economically disadvantaged population.</p> <p>Strategy's Expected Result/Impact: Staff development attendance documentation, T-TESS</p> <p>Staff Responsible for Monitoring: Superintendent, Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.

Performance Objective 1: Through family and community partnerships, the district will attain a 98% student attendance rate.

Evaluation Data Sources: Final PEIMS report from TxEIS








<p>Strategy 1: Hold regularly scheduled District Advisory Team meetings in order to:</p> <ul style="list-style-type: none"> - Revise the District Parent and Family Engagement Policy - Gather input from parents regarding the annual evaluation of the Title I program - Revise, approve, and distribute a Teacher, Parent, Student Compact. <p>Strategy's Expected Result/Impact: Increased parent engagement in activities required by federal law.</p> <p>Staff Responsible for Monitoring: Principals, Superintendent</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Hold PISD University that provides parents information about:</p> <ul style="list-style-type: none"> - Special education resources in the IEP process - Classroom activities and resources about online learning opportunities - English as a Second Language classes - Volunteer programs, opportunities, and activities - Parent Portal for parents to monitor attendance, grades, and behavior - Social media communication (website, email, text, Twitter, Facebook) - STAAR and local curriculum based assessments - Title I requirements - Social media etiquette - Handbooks (student, code of conduct) <p>Strategy's Expected Result/Impact: Increase parents' knowledge of the educational process at PISD.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Counselors, Staff, Technology, Superintendent</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Coordinate and provide opportunities that develop the awareness of the Texas Grant Program and the need to begin careful graduation planning and course selection beginning in junior high school: Texas Grant information, financial aid, scholarships, graduation planning, and career transition information.</p> <p>Strategy's Expected Result/Impact: Greater parent/guardian awareness in the graduation process, procedures, expectation, requirement at PISD.</p> <p>Staff Responsible for Monitoring: Counselors, Principals, Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Petersburg ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades from 50% to 60%; masters grade level for all students in all grades will increase from 21% to 30%.

HB3 Goal









Evaluation Data Sources: TAPR, STAAR percent at meets grade level, all grades; TAPR, STAAR percent at masters grade level, all grades, all subjects

<p>Strategy 1: Use Eduphoria to disaggregate data with a focus on all students, and especially, all subgroups. Strategy's Expected Result/Impact: Performance for all students will increase on STAAR and local curriculum-based assessments which will increase our school progress domain scores on accountability. Staff Responsible for Monitoring: Teachers, Counselors, Principals, Superintendent Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Create a culture of high expectations that will focus on meeting and/or mastering grade level. Strategy's Expected Result/Impact: Performance for all students will increase on STAAR and local curriculum-based assessments. Staff Responsible for Monitoring: Counselors, Principals, Superintendent, Special Education Director Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes. Strategy's Expected Result/Impact: Performance for all students will increase on STAAR and local curriculum-based assessments. Staff Responsible for Monitoring: Principals, Superintendent Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: In partnership with the PISD community, students will be provided a nurturing, safe, secure, and orderly environment.

Performance Objective 1: Develop, monitor, and assess effectiveness of interventions, crisis management, and school health programs.









Evaluation Data Sources: SafeSchools course documents, campus drill documentation

<p>Strategy 1: Align all practices across the district with plans and procedures in the PISD Emergency Operations Plan. Strategy's Expected Result/Impact: Updated EOP; improved campus drill documentation; increased SafeSchools completions. Staff Responsible for Monitoring: Principals, Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout through Crisis Prevention and Intervention training (CPI required by Texas Behavior Support Initiative--SB 1196). Strategy's Expected Result/Impact: Special education campus documentation will be maintained. Staff Responsible for Monitoring: Principals, Special Education Director, Diagnostician</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Train all district employees in bloodborne pathogens. Strategy's Expected Result/Impact: Increased knowledge by completing the SafeSchools course. Staff Responsible for Monitoring: School Nurse, Principals, Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 4: Provide training for all staff in the recognition and prevention of harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB 471), bullying (HB 1942), suicide, health needs, and early mental health intervention (HB 1386). Strategy's Expected Result/Impact: Increased knowledge by completing SafeSchools courses. Staff Responsible for Monitoring: Superintendent, Principals, Counselor, Special Education Director</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Increase student participation in activities.

Performance Objective 1: Petersburg ISD will look for ways to expand student participation in various activities.








Evaluation Data Sources: Activities being offered

<p>Strategy 1: Recruitment of students into existing programs through program workshops and events throughout the year, including parent meetings. Strategy's Expected Result/Impact: Student participation numbers will increase. Staff Responsible for Monitoring: Principals, teachers, athletic director, and sponsors</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Enhance content area competition (such as: UIL, academics, drama, band, FFA, and clubs) Strategy's Expected Result/Impact: Student participation numbers will increase. Staff Responsible for Monitoring: Principals, teachers, athletic director, sponsors</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Increase participation level at elementary and secondary campuses in Academic UIL. Strategy's Expected Result/Impact: Student participation numbers will increase. Staff Responsible for Monitoring: Principals, teachers, sponsors</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 4: Support of community youth activities, 4H, Junior FFA, and other activities. Strategy's Expected Result/Impact: Increased buy in to participate in activities at an earlier age. Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Evaluate, develop, and implement a COVID-19 response and support plan that helps support a safe learning environment for the students, parents, teachers, administrators, and community.

Performance Objective 1: Petersburg ISD will develop a short- and long-range safety plan that ensures a safe and secure learning environment.

Evaluation Data Sources: Emergency Operations Plan; School Safety and Security Audit; Parent Survey feedback

<p>Strategy 1: Staying knowledgeable in regard to the COVID-19 pandemic from both the state and local levels. Strategy's Expected Result/Impact: Weekly ZOOM meetings with the commissioner of education, weekly conference calls with Texas Association of Community Schools, and superintendent meetings at the service center in order to stay informed. Staff Responsible for Monitoring: Superintendent</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 2: Planning for fall instruction via direct teach and both synchronous and asynchronous models. Purchase additional PPE and safety measures to address COVID-19. Strategy's Expected Result/Impact: Planning models are developed with both administrative, staff, teachers, and parent input. Conduct surveys for information and responses. Staff Responsible for Monitoring: Superintendent, Principals, Athletic director, and Technology Director</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
<p>Strategy 3: Grants application and the utilization of opportunities that provide monetary resources for both operation and instruction. Strategy's Expected Result/Impact: Planning models are developed to address both operational and instructional needs during the COVID-19 pandemic. Sustainability of programs beyond the pandemic. Staff Responsible for Monitoring: Superintendent, Business Manager</p>	Reviews			
	Formative			Summative
	Jan	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 11 6119 24 001 130 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$18,362.00
199 11 6119 24 001 130 001	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$122,459.00
199 11 6119 24 699 124 101	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,000.00
199 11 6129 24 001 130 101	6129 Salaries or Wages for Support Personnel	\$64,270.00
6100 Subtotal:		\$215,091.00
6300 Supplies and Services		
199 11 6399 20 001 130 100	6399 General Supplies	\$2,500.00
199 11 6399 24 001 130 000	6399 General Supplies	\$20,000.00
6300 Subtotal:		\$22,500.00

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abra Jakstas	Teacher	High School	1.0
Kipy Trowbridge	Teacher	Elementary	1.0
Larry Lacey	Teacher	Elementary	1.0
Solida Shellman	Teacher	High School	1.0
Todd Carnagey	Teacher	Elementary	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A District Improvement Plan is based on a comprehensive needs assessment of the entire district that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

Petersburg ISD comprehensive needs assessment was presented to the District Advisory Team on _____ for the 2020- 2021 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The DIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the district, administrators (including administrators of programs described in other parts of this title), the local educational agency, the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. The district must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.

2.2: Regular monitoring and revision

The DIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The district must provide the date(s) that the DIP was revised and/or evaluated for the 2020-2021 school year.

2.3: Available to parents and community in an understandable format and language

The DIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Petersburg ISD's district improvement plan is located in the administrator's office and campus media centers at Petersburg High School and Petersburg

Elementary School. The district improvement plan is also at the Petersburg ISD Administration Office. PISD's DIP is available at campus advisory team meetings at each campus and at district advisory team meetings. The DIP is also located on the district website www.petersburgisd.net. Copies are also available upon request at the district's administration office or at each campus.

2.4: Opportunities for all children to meet State standards

Districtwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c) (2)] to meet the challenging State academic standards. The district must indicate the DEP page number(s) and indicate or highlight where opportunities for all children are addressed.

2.5: Increased learning time and well-rounded education

ii. will use methods and instructional strategies that strengthen the academic program in the district, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. The district must indicate the DIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

2.6: Address needs of all students, particularly at-risk

iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. The district must indicate the DIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Districts shall 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 requirement. 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.

The district must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The district must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campuses, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The district must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

3.2: Offer flexible number of parent involvement meetings

The district shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The district must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

The district must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during he school day, PM after school, PM in the evening, specify if other times. Examples: on campus, other district site, community center, or other locations (specify "other").

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angel Sidhu	Teacher	EL	0.62
Noemi Ortiz	Paraprofessional	EL	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Brian Bibb	Superintendent
Administrator	Todd Newberry	Elementary Principal
Administrator	Cash Fortune	Secondary Principal
District-level Professional	Corina Reyes	Counselor
District-level Professional	Angel Sidhu	Dyslexia Interventionist/Instructional Coach
District-level Professional	Larry Lacey	Director of Student Services
Administrator	Donna Carnagey	Special Education Director
Classroom Teacher	Lisa Vaughn	Teacher
Classroom Teacher	Shayna Lopez	Teacher
Classroom Teacher	Kayla Monroe	Teacher
Classroom Teacher	Sara Roberts	Teacher
Parent	Denice Vasquez	Parent
Parent	Courtney Kattner	Parent
Parent	Linda Padron	Parent
Business Representative	Joe Bob Mayo	Business and Community Member

Addendums