Palestine ISD 2018-2019

District Improvement Plan

2018-2019 School Year

Committee Members - Planning and Decision Making

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

Names of People Responsible For Implementation

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

Federal Requirements - Schoolwide Program Components

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).
   • Goal #1: District Performance Objectives Strategy
   • Goal #1: Accelerated Instruction Strategy
   • Goal #2: Professional Development Program Strategy

2. Prepare a comprehensive Schoolwide Plan (SWP CIP).
   • Goal #1: Accelerated Instruction Strategy
   • Goal #1: Early Intervention Program Strategy
   • Goal #2: Professional Development Program Strategy
   • Goal #2: Recruitment and Retention Initiatives Strategy
   • Goal #3: Safe Schools Initiatives Strategy
   • Goal #3: Counseling Responsive Services Strategy
   • Goal #5: Career and Technology Education Strategy
   • Goal #5: Career Guidance and Counseling Strategy

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs. (SWP SPFE)
   • Goal #4: Parent and Family Engagement Strategy
   • Goal #4: Shared Responsibility for High Student Academic Achievement Strategy
   • Goal #4: Building Capacity for Involvement Strategy

Needs Assessment Summary

Comprehensive Needs Assessment Process

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

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

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

Areas of Concern:

1. Demographics
a. Data sources reviewed by Instructional Services monthly and annually.
 * Enrollment and Daily attendance are reviewed monthly and reported to board at the monthly board meetings
 * Special Program Participation is reviewed in May
 * Socioeconomic status is reviewed in October

b. Summary of Strengths
 * In the past years, our attendance rate has been equal to or greater than the state, especially our Hispanic and African American population

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

d. Possible Actions
 * Online application for free and reduced lunches
 * Parents completed applications at meet the teacher
 * Percentages and accuracy to be monitored closely

2. Parent and Community Involvement:
a. Data sources reviewed by Instructional Services
 * We advertise/ send information home about events that parents are invited to, but up until now, we have not kept up with it and stored it. We have purchase the Title I Crate to organize and store documents and to serve as a reminder to do the things we haven't done as needed.

 b. Summary of Strengths
 * Campuses and TACE communicate with parents about upcoming events

c. Prioritized list of Needs
 * Organization and documentation of communication between the district and parents

e. Possible Actions
 * Purchase Title I Crate
 * Train/educate campus administrators

3. Curriculum, Instruction and Assessment
a. Data sources reviewed by Curriculum Director annually
 * Academic performance – Benchmarks and STAAR tests Reviewed by Principals and Instructional services
 * Completion rates – Promotion/graduation rates, Retention rates, Dropout Rates
 * Instructional materials – Amount/quality of textbooks, Supplemental resources reviewed by Campus Administration, Instructional Services

b. Prioritized List of Needs
 * Improve communication between campus and Instructional Services regarding data reviewed and analysis, including strategies and procedures put into place based on the analysis.

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

4. Staff Quality, Professional Development, Recruitment and Retention
a. Data sources reviewed annually by Instructional Services and Human Resources

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

c. Summary of Weaknesses/Needs
 * Professional development tends to be focused on core teachers only. Typically, we do not include elective teachers, counselors, paras, administrators (especially APs)

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

5. School Context and Organization
a. Data sources reviewed Bi-annually by CATs
 * Average class size
 * School Climate
 * Discipline referrals, Suspensions, Attendance and Tardiness
 * Classroom management and organization
 * Extracurricular activities and clubs
 * Student, teacher, parents and community perceptions of the school – Surveys

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

c. Summary of Weaknesses/Needs
 * Students missing instruction due to excessive tardiness

d. Prioritized list of Needs
 * Decrease the number of tardies by student

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

Targeted Improvement Plan

District Name:	Palestine ISD	**County District Number:**	001-907	**Superintendent Name:**	Jason Marshall
Campus Name:		**Campus Number:**		**District Coordinator of School Improvement:**	Sharon Reed
PSP:		**Educational Service Center:**	Region 7	**School Principal:**	

Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.

Problem Statement #1:	Bilingual, ESL, LEP, and SPED students scored consistently at or below targets in Reading on both STAAR (3-8) and STAAR (EOC) in 2018. 1) Southside Elementary school received IR status on the 2018 STAAR where 71% of "All Students" did not reach meets or masters performance levels. 2) On the STAAR (3-8) Reading, Bilingual Ed students scored only 2.8% points above the target, ESL students scored 9.8% points below target and SPED students scored 3.9% points below target. 3) On the STAAR (EOC), LEP students scored 23-26% points below target and SPED students scored 32-35% points below target.	**Annual Goal #1:**	We will increase performance by "All Students", ESL, LEP, and SPED students in order to meet the targets set for each student group. 1) Increase performance of "All Students" in Meets/Masters by at least 15%, as documented in the Targeted Improvement Plan for IR status of Southside Elementary. 2) Increase performance on STAAR (3-8) Reading by 10% points for ESL students and 4% points for SPED students. 3) Increase performance on STAAR (EOC) Reading by 26% points for LEP students and 35% points for SPED students.
Root Cause #1:	District and campus instructional leaders did not develop consistent, documented expectations for maximizing instructional time and delivering effective Tier I instruction to ensure success by all students.	**Strategy #1:**	District and K-12 campus instructional staff will be trained in all Balanced Literacy components, as well as other best practices for teaching reading, to ensure there is a better understanding of effective Tier I instruction and how it should be implemented in the classroom.

Goal #1:	Activity *(Actions/Processes)*	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	1.1 Expand contract with consultant as noted in the "IR" Targeted Improvement Plan for Southside Elementary to include Story Intermediate (grades 4-6).	August 2018	training costs per contract, purchase of materials to implement training, sign-in sheets and agenda to document training	Instructional Services will provide funding through various grants and funds	The consultant will work with Northside, Southside, and Story at least twice a month to provide training for lead teachers and classroom observation and feedback per her contract.	**Aug:** contract approved, training started **Sept:** training continued **Oct:** training continued **Nov:** training continued, additional days added	On Track to Meet Goal	Continue with training
	1.2 Expand cycles of learning which consist of training, implementation, observation, and feedback as noted in the "IR" Targeted Improvement Plan for Southside Elementary to include Story Intermediate (grades 4-6).	August 2018	scheduling template, sign in sheets and agendas	Principals will create the cycle of learning and share with teachers. Lead teachers and classroom teachers will implement the training. Campus admin, DCSI, District admin, and Traci Skrovan will be in classrooms to monitor implementation.	District and K-6 campus leadership will attend the training, along with lead teachers at least 95% of the time. As part of the cycle, lead teachers will work with and visit classrooms at least twice during each cycle to provide feedback and model for classroom teachers. K-12 Campus admin will conduct 3-5 observations weekly and provide feedback within 48 hours 95% of the time.	**Aug:** training started **Sept:** training continued, walkthroughs with explicit feedback started **Oct:** training for lead teachers, lead teachers begin working with colleagues; walkthroughs with explicit feedback continued **Nov:** training for lead teachers, lead teachers working with colleagues; walkthroughs with explicit feedback continued	Significant Progress	Continue with training, cycles of learning, and observations with feedback
	1.3 District and campus instructional staff at Washington Early Childhood Center, Northside Primary, Southside Elementary and Story Intermediate will be trained in Balanced Literacy and age appropriate literacy skills as noted in the "IR" Targeted Improvement Plan for Southside Elementary.	August 2018 - October 2018	training costs, subs to cover classrooms, purchase of materials, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of classroom teachers K-3 and reading teachers 4-6 will be trained on Balanced Literacy components and will implement training in the classroom at least 90% of the time by October 2018.	**Aug:** training started **Sept:** training continued **Oct:** training continued **Nov:** training continued, additional days added	Some Progress	Continue with training
	1.4 Reading and ELAR instructional staff will explore and register to attend training at Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	November 2018	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of Reading teachers 7th grade - English II and 75% of those at all levels who are considered inclusion teachers or ESL teachers, will register to attend at least 2 trainings by Region 7 on strategies for English Learners, Special Education students, and struggling Regular Education students by November 2018.		Select	

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	1.5 All teachers will collaborate on best practice strategies to use with struggling students, including but not limited to SPED, ESL, and LEP, for use during inclusion and Tier 1 instruction.	Nov 2018 - May 2019	subs to cover classrooms if needed, sign in sheets, agendas and handouts from meetings	Campus instructional leaders will ensure that Special Ed teachers attend Regular Ed training and Regular Ed planning sessions to increase alignment.	100% of resource/inclusion teachers will plan with and attend campus training with Regular Ed teachers at least 80% of the time.		Select	
	1.6 Continue cycles of learning for Balanced Literacy to continue to build teacher understanding and implementation of Guided Reading.	Oct 2018 - Apr 2019	training costs, subs to cover classrooms, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage.	Campus admin will continue to do 3-5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time.		Select	
	1.7 Reading and ELAR instructional staff will attend training at Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	Nov 2018 - May 2019	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of Reading teachers 7th grade - English II and 75% of those at all levels who are considered inclusion teachers or ESL teachers, will attend at least 2 trainings by Region 7 on strategies in ELAR and Reading for English Learners, Special Education students and struggling Regular Education students by May 2019.		Select	
Intermediate: (Implementation)	1.8 K-12 Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Sept 2018 - May 2019 (3-6 week intervals)	aggregate observation data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment K-12 Reading teachers will analyze the data for the following: 1) Identify TEKS that show less than 70% mastery - look at specific student performance to plan targeted intervention. Intervention will occur within 2 weeks of the assessment with at least 90% of the students showing increased mastery upon reassessment. 2) Identify specific students groups and determine progress toward meeting the annual goal. The data will be used to determine any needs for specialized instructional strategies. These strategies will be implemented within 2 weeks of the assessment and will continue until student data shows goal has been reached. 3) 100% of K-12 classroom teachers will reflect, making connections between student success and strategies they have implemented, after each assessment and use that information to improve Tier I instruction.		Select	
	1.9 At least 75% of students in grades 3 - 10 will take the Interim Assessments in Reading.	Nov/Dec 2018 and Feb/Mar 2019	student data from DMAC	District and campus instructional staff will review data	100% of the data from the Interim Assessments will be used to inform decisions regarding testing accommodations and whether or not a student will take the online or paper assessments. 100% of the data will also be used to inform content review in preparation for STAAR April/May of 2019 and to measure progress toward meeting the goal.		Select	

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Long-Term: *(Results)*	1.10 District and campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019	student data from DMAC	District and campus instructional staff will review data	Students will show an increase in performance on Benchmark 1 from 2017 compared to 2018 and on Benchmark 2 from 2017 compared to 2018. At least 75% of students who are eligible to take Interim Assessments will take them to provide additional data on student performance. The final goal for performance in Reading is: 1) 3rd grade "All Students" will increase in Meets/Masters by at least 15% on the 2019 STAAR Reading. 2) ESL students will increase in PBMAS measures by 10% points and SPED students will increase in PBMAS measures by 4% points on STAAR (3-8) Reading. 3) LEP students will increase in PBMAS measures by 26% points and SPED students will increase PBMAS measures by 35% points on STAAR (EOC) Reading.	Select	
	1.11 District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of Reading teachers being trained in the concepts of Balanced Literacy and best practices for EL and SPED students that were learned in the 2018-19 school year. By October 2019, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.	Select	
Vision Status				**Vision Metrics**			

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #2:	**Students at Southside Elementary dropped in their score on Math leading in part, to the Improvement Required Status of that campus, but as a whole, SPED students consistently scored below target.** 1) Southside Elementary school received IR status on the 2018 STAAR where 68% of "All Students" did not reach meets or masters performance levels. 2) On the STAAR (3-8) Math, Bilingual Ed students scored only 0.5% points above the target, SPED students scored 5.4-10% points below target. 3) On the STAAR (EOC), SPED students scored 17-19% points below target. 4) **SPED students scored consistently and significantly below other populations in Math on both STAAR (3-8) and STAAR (EOC) in 2018.** Most students with disabilities do not have the grade level skills to be successful on STAAR in Mathematics, with 49.6% passing in grades 3-8 and 38.0% passing in End-of-Course in Algebra I.		**Annual Goal #2:**	**We will increase performance by "All Students" on the 3rd grade Math STAAR and by SPED students, at risk for not mastering STAAR 3-8 or EOC, by providing targeted intervention in order to help them meet their targets.** 1) Increase performance of "All Students" in Meets/Masters by at least 14%, as documented in the Targeted Improvement Plan for IR status of Southside Elementary. 2) Increase performance on STAAR (3-8) Math by 5-10% points for SPED students. 3) Increase performance on STAAR (EOC) Math by 17-19% points for SPED students. 4) 100% of K-12 campuses will provide targeted intervention to Special Education students who are at risk for not mastering STAAR in Mathematics.

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Root Cause #2:	District and campus instructional leaders did not develop consistent, documented expectations for maximizing instructional time and delivering effective Tier I instruction to ensure success by all students. Students placed in highly Accommodated or Modified TEKS curriculum due to their disabilities (as required by their IEPs) lack prerequisite skills to be successful on a STAAR test that measures skills on an unmodified grade level TEKS Curriculum, even with allowable Accommodations.		Strategy #2:	District and K-12 campus instructional staff will be trained in Guided Math components, as well as other best practices for teaching mathematics, to ensure there is a better understanding of effective Tier I instruction and how it should be implemented in the classroom. Each campus will implement at least one strategy to improve academic skills in the Mathematics TEKS for students with disabilities.

Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	2.1 District and campus instructional staff at Washington Early Childhood Center, Northside Primary, Southside Elementary and Story Intermediate will be trained in Guided Math, math journaling, number talks, planning with the end in mind, and age appropriate numeracy skills as noted in the "IR" Targeted Improvement Plan for Southside Elementary.	Sept 2018 - Oct 2018	training costs, subs to cover classrooms, computer or device with internet to participate in online webinars, sign in sheets, purchase instructional resources	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage and travel arrangements as needed. Sharon Reed (PISD Curriculum Director) and Region 7 will provide the training.	District and campus leadership will attend the training, along with classroom teachers at least 95% of the time. Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.	**Sept**: Guided Math training started; Reg 7 provided training to Southside and Northside **Oct**: Guided Math training continued	On Track to Meet Goal	
	2.2 Elementary and Secondary Mathematics instructional staff will explore and register to attend training at Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	November 2018	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of classroom teachers 7-Algebra I and 75% of K-6 Math teachers, will register to attend at least 1 training by Region 7 on strategies for English Learners, Special Education students, and struggling Regular Education students by November 2018.	**Sept**: Story teachers registered and began attending Math Cohort training **Nov**:	Select	
	2.3 All teachers will collaborate on best practice strategies to use with struggling students, including but not limited to SPED, ESL, and LEP, for use during inclusion and Tier 1 instruction.	Nov 2018 - May 2019	subs to cover classrooms if needed, sign in sheets, agendas and handouts from meetings	Campus instructional leaders will ensure that Special Ed teachers attend Regular Ed training and Regular Ed planning sessions to increase alignment.	100% of resource/inclusion Math teachers will plan with and attend training with Regular Ed Math teachers at least 80% of the time.		Select	
	2.4 Intervention strategies, specific for each campus, will be identified and a tracking system developed.	Dec 2018	Special Education data management system(s), Special Education student eligibility documents, STAAR results, remedial intervention tools	Special Education Director or designee; Campus administrators	K-12 campuses will identify intervention strategies and prepare to deliver targeted intervention to 100% of Special Ed inclusion/resource students.		Select	
	2.5 Continue training in Guided Math and other best practices in Mathematics teaching to continue to build teacher understanding and implementation of effective Tier I instruction.	Oct 2018 - Apr 2019	training costs, subs to cover classrooms, sign in sheets	DCSI will schedule and secure location of training. Campus admin will ensure classroom coverage.	Campus admin will continue to do 3-5 observations weekly and provide feedback within 48 hours 95% of the time. Teachers will continue to demonstrate implementation of learning at least 90% of the time.		Select	
	2.6 Mathematics instructional staff will attend training by Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	Nov 2018 - May 2019	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of Math teachers 7th grade - Algebra I and 75% K-6 Math teachers, will attend at least 1 training by Region 7 on strategies in Mathematics for English Learners, Special Education students and struggling Regular Education students by May 2019.		Select	

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Intermediate: *(Implementation)*	2.7 Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Sept 2018 - May 2019 (3-6 week intervals)	aggregate observation data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment K-12 Math teachers will analyze the data for the following: 1) Identify TEKS that show less than 70% mastery - look at specific student performance to plan targeted intervention. Intervention will occur within 2 weeks of the assessment with at least 90% of the students showing increased mastery upon reassessment. 2) Identify specific students groups and determine progress toward meeting the annual goal. The data will be used to determine any needs for specialized instructional strategies. These strategies will be implemented within 2 weeks of the assessment and will continue until student data shows goal has been reached. 3) 100% of classroom teachers will reflect, making connections between student success and strategies they have implemented, after each assessment and use that information to improve Tier I instruction.		Select	
	2.8 Campus Instructional Staff will provide and document target interventions in Mathematics to Special Education Students at each campus.	Jan 2019 - May 3, 2019	Remedial intervention tools, documentation system	Campus administrators and designated staff	All instructional staff will provide and document the targeted intervention provided to Special Education students.			
	2.9 At least 75% of Students in grades 3 - Algebra I will take the Interim Assessments in Math.	Nov/Dec 2018 and Feb/Mar 2019	student data from DMAC	District and campus instructional staff will review data	100% of the data from the Interim Assessments will be used to inform decisions regarding testing accommodations and whether or not a student will take the online or paper assessments. 100% of the data will also be used to inform content review in preparation for STAAR April/May of 2019 and to measure progress between benchmarks 1 and 2.		Select	
Long-Term: *(Results)*	2.10 District and K-12 campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019	student data from DMAC	District and campus instructional staff will review data	Students will show an increase in performance on Benchmark 1 from 2017 compared to 2018 and Benchmark 2 from 2017 compared to 2018. At least 75% of students who are eligible to take Interim Assessments will take them to provide additional data on student performance. The final goal for performance in Math is: 1) 3rd grade "All Students" will increase in Meets/Masters by at least 14%. 2) SPED students will increase in PBMAS measures by 5-10% points on STAAR (3-8) Math. 3) SPED students will increase PBMAS measures by 17-19% points on STAAR (EOC) Math.		Select	

Vision:		At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.						
	2.11 K-12 campus admin will collect and review documentation of interventions provided to Special Education students.	Jan 2019 - May 03, 2019	documentation system	Special Education Director or designee; Campus administrators	K-12 campus admin will validate that remediation was provided as planned.		Select	
	2.12 District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of Guided Math and best practices for EL and SPED students that were learned in the 2018-19 school year. By the October 2019, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.		Select	
Vision Status				**Vision Metrics**				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #3:	ESL/LEP and SPED students scored consistently below targets in Science on both STAAR (3-8) and STAAR (EOC) in 2018. 1) On the 5th grade Science STAAR, "All Students" scored 59% with African American students scoring 19% points lower at only 40% passing. 2) On the STAAR (3-8) Science, ESL/LEP students scored 5% points below the target and SPED students scored 0.9% points below target. 3) On the STAAR (EOC), LEP students scored 12.2 - 12.4% points below target and SPED students scored 18.1 - 18.6% points below target.		**Annual Goal #3:**	We will increase performance by "All Students", ESL/LEP students, and SPED students in order to meet the targets set for each student group. 1) Increase performance of "All Students" on the 5th grade STAAR Science by increasing the score of African American students by 20% points. 2) Increase performance on STAAR (3-8) Science by 5-10% points for ESL/LEP students and by 1% point for SPED students. 3) Increase performance on STAAR (EOC) Science by 12.5% points for ESL/LEP students and by 18.6% points for SPED students.
Root Cause #3:	District instructional leaders did not provide consistent training for teachers in strategies geared toward the needs of specific student groups.		**Strategy #3:**	District and campus instructional staff will be trained in research-based, best practices instructional strategies in Science geared toward meeting the needs of specific student groups in order to provide appropriate Tier I classroom instruction.

Goal #3:	Activity *(Actions/Processes)*	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	3.1 Elementary and Secondary Science instructional staff will explore and register to attend training by Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	November 2018	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	25% of Science teachers in non-tested grades and 50% of Science teachers grades 5, 8, and Biology, will register to attend at least 2 trainings by Region 7 on strategies for English Learners, Special Education students, and struggling Regular Education students by November 2018.		Select	
	3.2 5th grade Science teachers will receive training in best practices through the LISTO program at Texas A&M	August 2018 - October 2018	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of trained science teachers will implement the LISTO lessons and follow the scope and sequence 90% of the time.	**Aug**: 5th grade Science teachers trained by LISTO, received materials, implement training **Sept**: Follow-up training, continue to implement training **Oct**:	Select	
	3.3 K-8 Science teachers will review the district scope and sequence 2 times during the school year to ensure vertical alignment.	Dec 2018, May 2019	curriculum documents, TEKS Resource System, TEKS, sign in sheets, agendas	District and campus admin schedule and attend the review	K-8 Science teachers will review and update their district scope and sequence as needed to include strategies learned from training. K-8 Science teachers will review vocabulary, labs, strategies and TEKS to ensure vertical alignment.		Select	

	3.4 All Science teachers will collaborate on best practice strategies to use with struggling students, including but not limited to SPED, ESL, and LEP, for use during inclusion and Tier 1 instruction.	Nov 2018 - May 2019	subs to cover classrooms if needed, sign in sheets, agendas and handouts from meetings	Campus instructional leaders will ensure that Special Ed teachers attend Regular Ed training and Regular Ed planning sessions to increase alignment.	100% of inclusion/resource Science teachers will plan with and attend training with Regular Ed teachers at least 80% of the time.		Select
	3.5 5th and 8th grade Science teachers and Biology teachers will study and analyze released versions of the grade appropriate STAAR to align instructional strategies.	Dec 2018 - Jan 2019	copies of the Released 8th grade STAAR items, STAAR analysis documents from TEKS Resource System	Campus admin, classroom teachers	100% of 5th and 8th grade Science teachers and Biology teachers will study and analyze released test items to align instructional strategies and to increase rigor to the level of the assessment by January 2019. 5th & 8th grade lead Science teachers and Biology teacher will compare rigor and content of locally developed CBAs and Benchmarks to that of the STAAR to determine if they are aligned.		Select
	3.6 K-12 Science instructional staff will attend training by Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	Nov 2018 - May 2019	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	25% of Science teachers in non-tested grades and 50% of Science teachers grades 5, 8, and Biology, will attend at least 2 trainings by Region 7 on strategies in Science for English Learners, Special Education students and struggling Regular Education students by May 2019.		Select
	3.7 All Science teachers who have attended training will implement that training in their classroom.	Dec 2018 - May 2019	lesson plans, observation data	Campus admin will monitor implementation of Science strategies learned	Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.		Select
Intermediate: *(Implementation)*	3.8 Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning in grade 5 Science - Biology EOC.	Sept 2018 - May 2019	aggregate observation data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment Science teachers will analyze data for the following: 1) Identify TEKS that show less than 70% mastery - look at specific student performance to plan targeted intervention. Intervention will occur within 2 weeks of the assessment with at least 90% of the students showing increased mastery upon reassessment. 2) Identify specific students groups and determine progress toward meeting the annual goal. The data will be used to determine any needs for specialized instructional strategies. These strategies will be implemented within 2 weeks of the assessment and will continue until student data shows goal has been reached. 3) 100% of Science teachers will reflect, making connections between student success and strategies they have implemented, after each assessment and use that information to improve Tier I instruction.	**Sept**: 5th grade Science CBA 1 (9/25), Biology CBA 1 (9/24) **Oct**: 7th grade Science CBA 1 (10/9), 8th grade Science CBA 1 (10/9) **Nov**: 5th grade Science CBA 2 (11/6)	Select
							Select

Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.							
Long-Term: *(Results)*	3.9 District and K-12 campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019	student data from DMAC	District and campus instructional staff will review data	Students in grades 5, 8 and Biology will show an increase in performance on Benchmark 1 from 2017 compared to 2018 and Benchmark 2 from 2017 compared to 2018. The final goal for performance in Science is: 1) "All Students" on the 5th grade STAAR Science will increase by increasing the performance of African American students by 20% points. 2) ESL/LEP students will increase PBMAS measures by 5-10% points and SPED students will increase PBMAS measures by 1% point on the STAAR (3-8) Science. 3) LEP students will increase PBMAS measures by 12.5% points and SPED students will increase PBMAS measures by 18.6% points on the STAAR (EOC) Science.	**Sept**: 5th grade Science CBA 1 (9/25), Biology CBA 1 (9/24) **Oct**: 7th grade Science CBA 1 (10/9), 8th grade Science CBA 1 (10/9) **Nov**: 5th grade Science CBA 2 (11/6)	Select	
	3.9 District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of best practices in Science for EL and SPED students that were learned in the 2018-19 school year. By the October 2019, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.		Select	
Vision Status				**Vision Metrics**				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #4:	All student groups: ESSA, ESL/LEP and SPED students scored consistently at or below targets in Social Studies on the 8th grade STAAR and SPED students scored below targets on the US History STAAR (EOC) in 2018. 1) On the 8th grade Social Studies STAAR, all student groups scored below 50% except for white students. 2) On the STAAR (3-8) Social Studies, ESSA students scored 4.6% points below the target, ESL/LEP students scored 35% points below the target and SPED students scored 16.7% points below target. 3) On the STAAR (EOC) US History, SPED students scored 8.2-8.4% points below target.	**Annual Goal #4:**	We will increase performance by ESSA, ESL/LEP students, and SPED students in order to meet the targets set for each student group. 1) Increase performance of the "All Student" group on the 8th grade STAAR Social Studies by at least 11% points. 2) Increase performance on STAAR (3-8) Social Studies by 4.6% point for ESSA students, by 35% points for ESL/LEP students and by 16.7% point for SPED students. 3) Increase performance on STAAR (EOC) US History by 8.2-8.4% points for SPED students.
Root Cause #4:	District instructional leaders did not provide consistent training for teachers in strategies geared toward the needs of specific student groups.	**Strategy #4:**	District and campus instructional staff will be trained in research-based, best practices instructional strategies in Social Studies geared toward meeting the needs of specific student groups in order to provide appropriate Tier I classroom instruction.

Goal #4:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps

Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.						
Short-Term: *(training, acquisition of new skills)*	4.1 7th and 8th grade Social Studies teachers will explore and register to attend training by Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	November 2018	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of Social Studies teachers grades 7 and 8 will register to attend at least 2 trainings by Region 7 on strategies for English Learners, Special Education students, and struggling Regular Education students by November 2018.	Select	
	4.2 7th and 8th grade Social Studies teachers will study and analyze released versions of the 8th grade STAAR to align instructional strategies.	Dec 2018 - Jan 2019	copies of the Released 8th grade STAAR items, STAAR analysis documents from TEKS Resource System	Campus admin, classroom teachers	100% of 7th and 8th grade Social Studies teachers will study and analyze released test items to align instructional strategies and to increase rigor to the level of the assessment by January 2019. 7th & 8th grade lead Social Studies teachers will compare rigor and content of locally developed CBAs and Benchmarks to that of the STAAR to determine if they are aligned.	Select	
	4.3 District and 7-12 campus admin will create a rubric to use when observing in a Social Studies classroom.	Dec 2018 - Jan 2019	rubric	District and campus admin	100% of 7-12 campus admin will create and agree upon a common rubric to use when observing in a Social Studies classroom.	Select	
	4.4 K-8 Social Studies teachers will explore and implement the resources available in the TEKS Resource System.	Dec 2018 - Jan 2019	TEKS Resource System: Performance Assessments, Reading and Making a Map, Interactive Notebooking, Thinking Like a Historian, Using Political/Editorial Cartoons in the Social Studies Classroom, Instructional Focus Documents, etc.	Campus admin and lead teachers will lead exploration and ensure implementation	100% of K-8 Social Studies teachers will be aware of the resources found in the TEKS Resource System that can be used when planning and instructing students.	Select	
	4.5 7th and 8th grade Social Studies teachers will attend training by Region 7 that provides strategies for working with English Learners, Special Education students, and struggling Regular Education students.	Nov 2018 - May 2019	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of Social Studies teachers grades 7 and 8 will attend at least 2 trainings by Region 7 on strategies for English Learners, Special Education students, and struggling Regular Education students by May 2019. Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.	Select	
	4.6 Grades 7-12 campus admin will implement the rubric created for use when observing a social studies classroom.	Jan 2019 - May 2019	rubric	campus admin	100% of 7-12 campus admin will implement the common rubric developed to use when observing in a Social Studies classroom.	Select	

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Intermediate: *(Implementation)*	4.7 Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Sept 2018 - May 2019	aggregate observation data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment 7th and 8th grade Social Studies teachers and US History teachers will analyze data for the following: 1) Identify TEKS that show less than 70% mastery - look at specific student performance to plan targeted intervention. Intervention will occur within 2 weeks of the assessment with at least 90% of the students showing increased mastery upon reassessment. 2) Identify specific students groups and determine progress toward meeting the annual goal. The data will be used to determine any needs for specialized instructional strategies. These strategies will be implemented within 2 weeks of the assessment and will continue until student data shows goal has been reached. 3) 100% of Social Studies teachers will reflect, making connections between student success and strategies they have implemented, after each assessment and use that information to improve Tier I instruction.	**Sept**: US History CBA 1 (9/24) **Oct**: 7th grade SS CBA 1 (10/9); 8th grade SS CBA 1 (10/9) **Nov**:	Select	
Long-Term: *(Results)*	4.8 District and K-12 campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019	student data from DMAC	District and campus instructional staff will review data	Students in grades 7, 8 and US History will show an increase in performance on Benchmark 1 from 2017 compared to 2018 and Benchmark 2 from 2017 compared to 2018. The final goal for performance in Social Studies is: 1) "All Students" on the 8th grade STAAR Social Studies will increase by at least 11% points. 2) ESSA students will increase PBMAS measures by 4.6% points, ESL/LEP students will increase PBMAS measures by 35% points and SPED students will increase PBMAS measures by 16.7% point on the STAAR (3-8) Social Studies. 3) SPED students will increase PBMAS measures by 8.2-8.4% points on STAAR (EOC) US History.	**Sept**: US History CBA 1 (9/24) **Oct**: 7th grade SS CBA 1 (10/9); 8th grade SS CBA 1 (10/9) **Nov**:	Select	
	4.9 District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of best practices in Social Studies for EL and SPED students that were learned in the 2018-19 school year. By the October 2019, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.		Select	
		Vision Status			**Vision Metrics**			

End of Year Report

Did you meet the annual goal? Why or why not?

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Is the root cause resolved? Why or why not?

	Problem Statement #5:	All student groups: ESSA, BE/ESL/LEP and SPED students scored consistently at or below targets in Writing on STAAR (3-8) in 2018. 1) The "All Students" group on both the 4th grade and 7th grade Writing STAAR (3-8) scored below 60%. 2) On the STAAR (3-8) Writing, ESSA students scored 1.4% points below the target, BE/ESL/LEP students scored 17.9% points, 23.1% points, and 10%% points below the target and SPED students scored 27.5% points below target.		Annual Goal #5:	We will increase performance by ESSA, BE/ESL/LEP students, and SPED students in order to meet the targets set for each student group. 1) Increase performance of the "All Student" group on the 4th grade STAAR Writing by at least 4% points and the 7th grade STAAR Writing by 5% points. 2) Increase performance on STAAR (3-8) Writing by 1.4% points for ESSA students, by 17.9% points for BE students, by 23.1% points for ESL students, by 10% points for LEP, and by 27.5% points for SPED students.

	Root Cause #5:	District instructional leaders did not provide consistent training for teachers in strategies geared toward the needs of specific student groups.		Strategy #5:	District and campus instructional staff will be trained in research-based, best practices instructional strategies in Writing geared toward meeting the needs of specific student groups in order to provide appropriate Tier I classroom instruction.

Goal #5:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
	5.1 Contract with Balanced Literacy consultant to work specifically with 4th & 7th grade Writing teachers on best practices in writing.	Nov 2018	training costs per contract, purchase of materials to implement training, sign-in sheets and agenda to document training	Instructional Services will provide funding through various grants and funds	The consultant will work with Story and Junior High Writing teachers once a month to provide training on best practices in writing. 100% of 4th and 7th grade Writing will receive training.	Nov: Contract is signed and training scheduled	On Track to Meet Goal	
	5.2 3rd - English II teachers will explore and register for training in research-based, best practices for working with struggling students, ESL/LEP students and SPED students.	Nov 2018 - Dec 2018	registration and travel fees as needed	Campus admin will ensure classroom coverage and travel arrangements as needed.	25% of Writing teachers in non-tested grades and 75% of Writing teachers grades 4, 7, English I and English II, will attend training on strategies in Writing for English Learners, Special Education students and struggling Regular Education students by May 2019.			
Short-Term: (training, acquisition of new skills)	5.3 4th and 7th grade Writing teachers will study and analyze released versions of the grade appropriate STAAR to align instructional strategies.	Dec 2018 - Jan 2019	copies of the Released STAAR items, STAAR analysis documents from TEKS Resource System	Story and PJHS Campus admin, classroom teachers	100% of 4th and 7th grade Writing teachers will study and analyze released test items to align instructional strategies and to increase rigor to the level of the assessment by January 2019. 4th & 7th grade lead Writing teachers will compare rigor and content of locally developed CBAs and Benchmarks to that of the STAAR to determine if they are aligned.		Select	
	5.4 K-12 campus admin will set expectations that writing will be incorporated into all non-writing, core-content classrooms.	Dec 2018 - Jan 2019	expectations, samples of writing prompts and grade level expectations	K-8 campus admin, classroom teachers	75% of K-8 "non-writing" teachers will incorporate writing into their classes on a weekly basis as evidenced on walkthrough documentation.		Select	

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	5.5 K-8 Writing teachers will explore and implement the resources available in the TEKS Resource System.	Dec 2018 - Jan 2019	TEKS Resource System: Instructional Focus Document, STAAR Resources for Editing and Revising, Conventions Alignment Tools (grammar, capitalization, and punctuation), Writing Rubrics, STAAR Released Essay Prompts, and Vertical Alignment document for Writing	Campus admin and lead teachers will lead exploration and ensure implementation	100% of K-8 Writing teachers will be aware of the resources found in the TEKS Resource System that can be used when planning and instructing students beginning in January 2019.	Select	
	5.6 4th and 7th grade Writing teachers will attend research-based, best practice training with the Balanced Literacy consultant	Nov 2018 - March 2019	registration fees if needed, subs to cover classrooms	Campus admin will ensure classroom coverage and travel arrangements as needed.	100% of 4th and 7th grade Writing teachers will attend training on research-based best practice strategies for writing through March 2019. Teachers will demonstrate implementation of learning at least 90% of the time as evidenced through weekly observations.	Select	
	5.7 3rd - English II teachers will attend training in research-based, best practices for working with struggling students, ESL/LEP students and SPED students.	Jan 2019 - May 2019	registration and travel fees as needed	Campus admin will ensure classroom coverage and travel arrangements as needed.	25% of Writing teachers in non-tested grades and 75% of Writing teachers grades 4, 7, English I and English II, will attend training on strategies in Writing for English Learners, Special Education students and struggling Regular Education students by May 2019.		
Intermediate: *(Implementation)*	5.8 K-8 campus admin will actively monitor the expectation that writing will be incorporated into all non-writing, core-content classrooms and that all writing 4th grade, 7 grade, English I and English II teachers who have received training will implement that training in their classrooms.	Jan 2019 - May 2019	walkthrough data	K-8 campus admin	75% of K-8 "non-writing" teachers will incorporate writing into their classes on a weekly basis as evidenced on walkthrough documentation. 100% of 4th grade, 7th grade, English I and English II teachers will implement the writing training in their classrooms at least 90% of the time as demonstrated in weekly observations.	Select	

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	5.9 Campus Instructional leadership will collect teacher performance data from observations and student performance data from DMAC to track student learning.	Sept 2018 - May 2019	aggregate observation data, student data from DMAC	District and campus admin will review data, along with classroom teachers	After each assessment 4th and 7th grade Writing teachers and English I and English II teachers will analyze data for the following: 1) Identify TEKS that show less than 70% mastery - look at specific student performance to plan targeted intervention. Intervention will occur within 2 weeks of the assessment with at least 90% of the students showing increased mastery upon reassessment. 2) Identify specific students groups and determine progress toward meeting the annual goal. The data will be used to determine any needs for specialized instructional strategies. These strategies will be implemented within 2 weeks of the assessment and will continue until student data shows goal has been reached. 3) 100% of Writing and ELAR teachers will reflect, making connections between student success and strategies they have implemented, after each assessment and use that information to improve Tier I instruction.	Select		
Long-Term: *(Results)*	5.10 District and K-12 campus instructional staff will collect and track data on student progress.	Sept 2018 - May 2019	student data from DMAC	District and campus instructional staff will review data	Students in grades 4, 7, English I and English II will show an increase in performance on Benchmark 1 from 2017 compared to 2018 and Benchmark 2 from 2017 compared to 2018. The final goal for performance in Writing is: 1) "All Students" on the 4th grade STAAR Writing will increase by at least 4% points and on the 7th grade STAAR Writing will increase by 5% points. 2) ESSA students will increase PBMAS measures by 1.4% points, BE students will increase PBMAS measures by 17.9% points, ESL students will increase PBMAS measures by 23.1% points, LEP students will increase PBMAS measures by 10% points and SPED students will increase PBMAS measures by 27.5% point on the STAAR (3-8) Writing.	Select		
	5.11 District and campus leadership will develop effective system practices to continue growth of teacher expertise and to continue increasing student performance.	ongoing documentation, July 2019	aggregate observation data, aggregate student data from DMAC, student achievement data from STAAR	District and campus leadership will review data and create the plan for 2019-20.	By August 2019, we will have a plan in place to review training for returning teachers and to train new teachers, resulting in 100% of our staff being trained in the concepts of best practices in Writing for EL and SPED students that were learned in the 2018-19 school year. By the October 2019, 90% of returning teachers and 70% of new teachers will be able to demonstrate mastery of the concepts learned.	Select		
Vision Status				**Vision Metrics**				

End of Year Report

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Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #6:	Indicator 4 SpEd STAAR Alternate 2 Participation Rate
The district applies the STAAR Alternate 2 determinations process for each applicable student, and ARD Committees make the appropriate decision for that individual student. This resulted in an unacceptable 17.7% of students for whom the test was deemed appropriate.		**Annual Goal #6:**	The district will continue to monitor the decision-making process to assure that ARD Committees follow 100% of required procedures when determining the appropriate STAAR test.
Root Cause #6:	In 2017-18, review by district and campus professionals determined that all decisions had been made by appropriately constituted ARD Committees who had made compliant determinations. Cognitive Functioning Levels of students scheduled to take STAAR Alternate 2 were consistently well below the norm. Academic Functioning was similarly delayed. Additional challenges to the student's functioning were identified for many students, such as medical conditions or emotional/behavioral issues.		**Strategy #6:**	The district will collect and analyze data to validate that the state process has been followed for all students taking STAAR Alternate.

Goal #6:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term:
(training, acquisition of new skills)	6.1 Review data collection tool(s) from 2017-18 with STAAR assessment data on special education students who take STAAR Alternate. Adjust tool if needed.	Jan 2019	Data collection tool
STAAR Alternate 2 determination requirements	Special Education Director or designee	Determine data collection tool		Select	
							Select	
							Select	
							Select	
							Select	
Intermediate:
(Implementation)	6.2 Collect and review data on all special education students scheduled to take STAAR Alternate.	April 2019	Special Education data management system(s)
Special Education student eligibility documents
STAAR Alternate data collection tool	Special Education Director or designee(s)	Collect data for analysis		Select	
							Select	
							Select	
							Select	
Long-Term:
(Results)	6.3 Analyze data to validate that ARD Committees are adhering to the required decision-making process when determining that a student will take STAAR Alternate 2.	May-19	Collected data
STAAR Alternate requirements	Special Education Director or designee(s)	Validate that the state process has been followed for all students taking STAAR Alternate		Select	
							Select	
Vision Status				**Vision Metrics**				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

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Problem Statement #7:	**Indicator 8 SpEd LRE Regular Class >=80% Rate (Ages 6-21)** The district ARD Committees determine the Least Restrictive Environment placement appropriate for each student in accordance with federal law and state statutes. This resulted in an unacceptable percentage of students (55.0%) in Indicator 8 SpEd Regular Class >=80% for ages 6-21.	**Annual Goal #7:**	The district will assign a Special Education Instructional Coach to support campuses' inclusion efforts.
Root Cause #7:	Campus personnel need additional support for Special Education students placed in General Education (regular) classes (inclusion).	**Strategy #7:**	The Special Education Instructional Coach will assist campus personnel to support students in inclusion placements.

Goal #7:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	7.1 Develop process for PBMAS data collection by Instructional Coach Identify targeted support activities.	Dec 2018	Data collection tool	Special Education Director or designee Special Education Instructional Coach	Assure data is collected to validate implementation of TIP Assure targeted LRE support is provided by Instructional Coach		Select	
							Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*	7.2 Provide targeted support to campuses Collect data on support	May 2019	Special Education instructional support activities Materials, training, and/or tools for instructional support, if applicable Data collection tool	Special Education Director or designee(s) Special Education Instructional Coach	Collect implementation data for analysis		Select	
							Select	
							Select	
							Select	
Long-Term: *(Results)*	7.3 Analyze data to validate provision of support Determine results of support	May 2019	Collected data	Special Education Director or designee(s) Special Education Instructional Coach	Determine effectiveness of support by Instructional Coach Obtain information to plan LRE support for 2019-20		Select	
							Select	
Vision Status				**Vision Metrics**				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #8:	**Indicator 9 SpEd LRE Regular Class <40% Rate (Ages 6-21)** The district ARD Committees determine the Least Restrictive Environment placement appropriate for each student in accordance with federal law and state statutes. This resulted in an unacceptable percentage (22.3%) of students in Indicator 9 SpEd Regular Class <40% for ages 6-21.	**Annual Goal #8:**	The district will collect and analyze placement data from each student in ISC 44 to identify potential for moving to less restrictive settings, while maintaining federal compliance with individual educational decision mandates.
Root Cause #8:	District and campus personnel should review data for students placed in more restrictive environments (Instructional Setting Code / ISC 44) to validate that ARD Committee decisions appear to align with student's needs.	**Strategy #8:**	District and campus personnel will review a descriptive ISC 44 report and conduct an individual analysis for each student placed in ISC 44.

Goal #8:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of*	8.1 Develop descriptive ISC 44 report format. Identify all students in ISC 44	Dec 2018	Descriptive ISC 44 report Special Education data management system(s) Special Education student eligibility documents	Special Education Director or designee(s)	Prepare for structured data collection and analysis		Select	

							Select	
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							Status	Next Steps
(training, acquisition of new skills)							Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*	8.2 Collect and input descriptive data for each student in ISC 44 Conduct individual student analyses	April 2019	Descriptive ISC 44 report Special Education data management system(s) Special Education student eligibility documents	Special Education Director or designee(s) Special Education Support Staff Campus administrators and designated staff	Determine and analyze descriptive data for each student		Select	
							Select	
							Select	
							Select	
Long-Term: *(Results)*	8.3 Review analyses	May 2019	Collected descriptive analyses	Special Education Director or designee(s) Campus administrators	Analyze placement data from each student and campus		Select	
							Select	
Vision Status				**Vision Metrics**				

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

Problem Statement #9:	Indicator 2 and 4 CTE Academic Indicators: Students who are identified as both CTE and either LEP or SPED scored below their peers in Math, Science, Social Studies, and English Language Arts. 1) CTE/LEP students scored 12.2 points below the target in Science and 25.5 points below the target in ELAR for the PBMAS indicators. 2) CTE/SPED students scored 19.1 points below the target in Math, 18.6 points below target for Science, 8.2 points below target in Social Studies, and 32.1 points below target in ELAR for the PBMAS indicators.		**Annual Goal #9:**	We will increase the performance of the LEP and SPED student groups in all content.
Root Cause #8:	In indicators 2 and 4, the issue is not with being in CTE, but an academic issue already addressed in the plan within the content.		**Strategy #9:**	Implement and monitor strategies listed in the content area of the plan dealing with LEP and SPED students.

Goal #9:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	9.1 Implement short-term strategies mentioned in the content areas of Math, Science, Social Studies, and ELAR that focus on training and implementation.	Nov 2018 - Dec 2018	Training costs, materials to implement training, subs if needed, sign in sheets and agendas	Campus Admin, SPED director, Assistant Superintendent of Instructional Services, Curriculum Director	Teachers will receive the training and materials they need to effect Tier I instruction in the classroom.		Select	
							Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*	9.2 Implement Intermediate strategies mentioned in the content areas of Math, Science, Social Studies, and ELAR that focus on continued training, implementation and the monitoring of implementation.	Jan 2019 - May 2019	DMAC - student data, STAAR released tests, TEKS Resource System, Walkthrough data	Campus Admin, SPED director	Teachers will implement the training and use the materials received to ensure improved student success. Implementation will be monitored through analyzing student data and walkthrough data.		Select	

	Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.					
							Select
							Select
							Select
Long-Term: *(Results)*	9.3 Implement long-term strategies mentioned in the content areas of Math, Science, Social Studies, and ELAR that focus on continued training, implementation and the monitoring of implementation.	Jan 2019 - May 2019	DMAC - student data, STAAR released tests, TEKS Resource System, Walkthrough data	Campus Admin, SPED director	Teachers will implement the training and use the materials received to ensure improved student success.\n\nImplementation will be monitored through tracking student data and walkthrough data.		Select
							Select
Vision Status				**Vision Metrics**			

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

	Problem Statement #10:	Indicator 7 CTE Nontraditional Course Completion Rate for Males Indicator: The ratio of male students to all students completing Nontraditional Male Courses is below target.			Annual Goal #10:	We will identify courses that are traditionally male and female and explore options to increase enrollment of males in traditionally female courses.
	Root Cause #10:	Palestine ISD encourages students to take CTE courses that complete a pathway, and allows student to make their own choices based on interest.			Strategy #10:	PISD will continue to encourage students to take CTE courses that complete a pathway, and allow students to make their own choices based on interest.

Goal #10:	Activity	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
Short-Term: *(training, acquisition of new skills)*	10.1 PISD will conduct a student interest survey to seek input regarding adding new courses.	Jan 2019	survey, computer	CTE director	Students will give input on CTE courses that interest them, but are not currently offered.		Select	
	10.2 PISD will identify current courses as traditionally male and female to explore options to increase enrollment of males in traditionally female courses.	Jan 2019	course listings, TEA identification of traditionally male and female courses	CTE director	CTE courses will be identified as traditionally male or female and then strategies developed to increase enrollment of males in traditionally female courses currently offered.		Select	
							Select	
							Select	
							Select	
Intermediate: *(Implementation)*	10.3 Provide guest speakers in the 8th grade Career Investigations classes that promote males in traditionally female courses and females in traditionally male courses.	Feb 2019 - April 2019	contact information on speakers, contact person, schedule	CTE director, PJHS admin	Students will have an opportunity to see males and females in nontraditional jobs to encourage students to enroll in courses of interest that may not be a traditional male or female course.		Select	
							Select	
							Select	
							Select	

Vision:	At Palestine ISD teachers, students, and community members will work collaboratively to provide a safe, nurturing, and structured environment where all students, regardless of background, can achieve their highest level of learning in order to become responsible and productive citizens.						
Long-Term: *(Results)*	10.4PISD will continue to encourage students to take CTE courses that complete a pathway and allow them the opportunity to choose those courses they are most interested in.	Apr 2019 - May 2019	schedules, course guides	PHS admin	Students will be able to enroll in CTE courses that interest them.		Select	
							Select	
Vision Status				**Vision Metrics**			

End of Year Report

Did you meet the annual goal? Why or why not?

Is the root cause resolved? Why or why not?

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the District Action Team (DAT) will assist the Campus Action Teams (CAT) with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. After each benchmark (middle, and end of year), data will be analyzed and targeted intervention will begin. Intervention will be provided by special and general education teachers and highly qualified paraprofessionals. The campuses will adopt performance objectives reflective of their students' unique needs.	8/2018 - 5/2019	Superintendent - Jason Marshal Campus Principals -	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments- 12/18: Increased academic achievement on Benchmarks.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments - 05/19: Increase in the percent of students passing all state tests.

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

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

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

Objective(s):

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

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

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

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

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

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

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

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

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

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

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

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is an English Language Learner, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. The most frequently employed evaluations include: * Adaptive Behavior Assessment System Third Edition (ABAS-3) * Attention Deficit Disorders Evaluation Scale fourth Edition * Autism Diagnostic Observation Schedule Second Edition (ADOS-2) * Bayley Scales of Infant and Toddler Development 3rd Edition * Beery VMI 6th Edition * Behavior Assessment System for Children Second edition (BASC-3) * Childhood Autism Rating Scale Second Edition * Conners 3rd Edition	8/2018 - 5/2019	Special Education Director - Dee Dietz Campus Counselors -	State - State and Local Funds - Assessment Instruments		Increased student achievement.	Documents :School Records - - 05/19: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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

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

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

Objective(s):

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

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

Objective(s):

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

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

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

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Palestine ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include: * regional television commercial, * countywide--contact each school district and talk with each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	8/2018 - 5/2019	Special Education Director - Dee Dietz	State - State and Local Funds - Child Find Resources		Any child found to need services referred as required.	Documents :School Records - - 05/19: 100% of the activities posted on the Child Find Calendar completed.
Strategy: English Language Learner Program - Palestine ISD offers both an ESL program and a Bilingual program whose goals are to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods.	8/2018 - 5/2019	Bilingual/ESL Director - Grace Mancilla	Local Funds - Time Contributions of ESL/Bilingual Staff		Increased student achievement.	Informal Assessment :Classroom Assessments- 05/19: Increase in the percent of students passing all state tests.

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

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

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for ELL students - A Bilingual program is provided to students in grades K – 3. At Northside, Bilingual classrooms are supported by a full-time bilingual paraprofessional. ESL support is also available in the regular classrooms from a certified ESL teacher who will facilitate classes. Students in grades 4 – 12 are provided with a content-based ESL program, which is an English program that serves ELLs in English only by providing full-time ESL certified teachers to provide supplementary instruction for all content area instruction. The LPAC prescribes the academic achievement test that will be administered to each LEP student: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions off Bilingual/ESL staff Federal - Title III, Part A - ELA - Time Contributions of Bilingual aide FTE: 1.00 **$20,019.53** Federal - Title III, Part A - ELA - Supplemental Instructional Resources **$18,474.00**	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Students exiting ELL designation by LPAC.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation

Activity:
 	
Exit from Program - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 - 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.
 	
To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.
 	
The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:
   * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and
   * the student has passing grades in all core academic subjects and courses taken.
 	
The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced
	8/2018 - 5/2019	Bilingual/ESL Director - Grace Mancilla	Local Funds - Time Contributions of LPAC and Bilingual/ES staff	Informal Assessment :Classroom Assessments - - 12/18: Increased academic achievement on Benchmarks.	Students exiting ELL designation by LPAC.	Informal Assessment :Classroom Assessments - - 05/19: Increase in the percent of students passing all state tests.

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

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

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

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

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

Objective(s):

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

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

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

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

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

Goal: 2		Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]				
Objective(s):						

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

Goal: 2			Attract and retain a highly qualified faculty and provide all teachers with staff development that assures all state mandates regarding faculty training requirements and all priority district needs are met. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]			
Objective(s):						

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

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]					
Objective(s): Pre-K-12th	A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy:

Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.

An Academic Award Ceremony will award students with perfect attendance with certificates and plaques.

Parents will be contacted through conferences, phone calls, emails and home visits for both excessive absences and tardies. Truant officers will be contacted when necessary and the TACE program will be used to make up unexcused absences.

The Principals will ensure that the campus attendance procedures are up to date at the beginning of the school year. | 8/2018 - 5/2019 | Campus Principals - | Local Funds - Time Contributions of Staff | Documents :School Records - 12/18: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences. | Students' attendance will increase at each campus. | Documents :Attendance Records- 05/19: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates. |

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]

Objective(s): Pre-K-12th   A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.

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

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]

Objective(s): Pre-K-12th   A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Palestine ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements: * be Medicaid eligible; * be under 21 years of age; * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2018 - 5/2019		State - State and Local Funds - SHARS Program		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records - - 05/19: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

Goal: 3	**Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]**					
Objective(s): Pre-K-12th A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.						

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

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]

Objective(s): Pre-K-12th   A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Safe Schools Initiatives (SWP CIP) - In an effort to promote "Safe Schools", Palestine ISD will promote special initiatives and activities that support the Safe School environment. Activities may include: * Faculty members will receive training in conflict resolution and discipline strategies to include classroom management, district discipline policies and the student code of conduct * Follow the PISD Safety Plan and provide training for all staff and students for Fire Safety Drills, Evacuation Plan and Tornado Drills. * Penalty guideline chart will be presented to all PHS and PJH students for their understanding. * The Raptor system is used at each campus to screen visitors and School Messenger is used to contact parents and deliver messages. * Consistent discipline management program will be adhered to during the school year. * Campuses will continue student parking permits, cameras, ID pages for staff and secondary students and Safety Plan	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Faculty and Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals- 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.
Activity: Discipline Alternative Education Program (DAEP) - Palestine ISD students who have violated the district code of conduct will be placed in the in-district DAEP. An instructional program will be provided for students in grades 9 - 12 and counseling services will be provided for any student who is at risk of dropping out of school.	8/2018 - 5/2019	High School Principal - Stephen Cooksey	State - State Compensatory Education (SCE) - Time Contributions of DAEP staff	Documents :School Records - - 12/18: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe and disciplined school environment for all students, staff, and community members.	Informal Assessment :Classroom Assessments - - 05/19: Final report card grades and STAAR assessments will indicate program`s success.

Goal: 3	**Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]**	
Objective(s): Pre-K-12th	A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.	

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (SWP CIP) - The staff of Palestine ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. Activities include, but are not limited to: * Character Ed and Anti-Bullying programs * Red Ribbon Week, DARE program and Random Drug testing * Prevention of use, possession and distribution of tobacco, alcohol and illegal drugs * Safety Organization Plan and Safety Committee * Dating Violence Policy (see Board Policy FFH-Local) * Sexting and Cyber bulling awareness/prevention * Gang prevention and intervention * Improve attitudes and self-esteem, understanding expectations and self-image, and improving social skills	8/2018 - 5/2019	Campus Principals - Campus Counselors -	Federal - Title IV, Part A SSAEP - Contracted Security Officer **$50,000.00** Federal - Title IV, Part A SSAEP - Anti-Violence Resources **$19,297.00**	Documents :Agendas, Meeting Notes - - 08/18: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	Palestine students have a heightened awareness of the dangers of substance use and abuse.	Documents :Discipline Referrals - - 05/19: District percentage of discipline referrals will decrease from the previous year.

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

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]					
Objective(s): Pre-K-12th	A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.					

Implementation: Reform Methodologies, Strategies and Activities	*TimeLine*	*Person(s) Responsible*	*Resources / Allocation*	*Formative Evaluation*	*Expected Outcome*	*Summative Evaluation*
is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.						

As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.
The following Web sites might help you become more aware of child abuse and neglect:
http://www.childwelfare.gov/pubs/factsheets/signs.cfm
http://sapn.nonprofitoffice.com
http://www.taasa.org/member/materials2.php
http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml
http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml
Reports may be made to:
The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).

Goal: 3	Maintain a safe and orderly environment creating an atmosphere conducive to learning including facility upgrades to support a high quality learning environment.(SWP CIP) [TEC §4.001(b)(3)(8)]

Objective(s): Pre-K-12th   A safe, orderly environment will be achieved through the implementation strategies evidenced by a reduction in the number of incidents reported and by an increase in student achievement.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include: * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on: * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem–Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior	8/2018 - 5/2019	Campus Counselors -	Coordinated Funds - Time Contributions of Counselors	Documents :Counseling Records- 12/18: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counselor Records- 05/19: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Goal: 4	Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]

Objective(s): Pre-K-12th   Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Parent and Family Engagement (SWP SPFE) - Palestine ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The Parent and Family Engagement Policy will be available on each campus, on the website, and in the Student Handbook. It is distributed in English and Spanish. The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs, and the district will actively recruit the participation of a diverse population of parents. TACE Parents events are held monthly in the evening at each campus.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 4	Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]					
Objective(s): Pre-K-12th	Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand. The compact is discussed, at least annually, at Parent-Teacher conferences.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records- 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Goal: 4   Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]

Objective(s):   Pre-K-12th   Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Events, Programs and Committees - The district communicates with parents and the community through the website, Marquee postings, campus newsletters, Facebook, Twitter, Wildcat Weekly and folders/letters sent home. Various events are held throughout the year to encourage attendance by parents and community members. These may include: * Open House * Elementary conferences held twice a year where student progress is discussed and plans for student success * PTA/PTO meetings * Volunteer opportunities * Award assemblies * Student programs Parent training is provided to include training for strategies in reading, math, and homework and English classes for adults.	8/2018 - 5/2019	Campus Principals -	Federal - Title I, Part A - Parent Involvement Supplies and Expenses $12,130.00		Student failures will decrease and student attendance will increase as a result of increased parent participation.	Documents :School Records - - 05/19: 90% of parents will be engaged their student's academics in a variety of opportunities, as measured by sign-in sheets/end of year surveys.

Goal: 4	Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]					
Objective(s): Pre-K-12th	Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.					

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback. The district and the campuses will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement - literacy training Teachers, support personnel, principals and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school. Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options.	8/2018 - 5/2019	Campus Principals -	Local Funds - Time Contributions of Staff		Student failures will decrease and student attendance will increase as a result of increased parent participation.	Documents :Parent Involvement Records- 05/19: Parent Involvement records document an increase in parent participation in campus events from 2017-2018.

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

Goal: 4	Increase positive attitude of School District throughout the Community by fostering Community Partnerships. (SWP SPFE) [TEC §4.001(b)(1)]

Objective(s): Pre-K-12th   Student achievement will increase 10% on STAAR/EOC by involving parents and community in participating in all facets of the student's educational process as indicated in individual campus plans.

| Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation

Activity:
 	
Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the DAT are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the DIP.
 	
Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program, Title IV, Part A and other federal, state and local programs. Technical assistance is available for ESSA requirements such as supplement, not supplant, campus allocations, and compliance and accountability.
	8/2018 - 5/2019	Superintendent - Jason Marshal
		Campus Principals -
			Federal - Title I, Part A - SECCA, Inc. Consulting Services
			    $11,193.00
			
			Federal - Title II, Part A - Supporting Effective Instruction - SECCA, Inc. Consulting Services
			    $3,674.00
			
			Federal - Title III, Part A - ELA - SECCA, Inc. Consulting Services
			    $1,086.00
			
			Federal - Title IV, Part A SSAEP - SECCA, Inc. Consulting Services
			    $1,753.00
				Documents :Agendas, Meeting Notes - - 12/18: Palestine ISD DAT agendas and minutes reflect monitoring of the Title I Program.	All Palestine ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/19: Palestine ISD will receive the State Accountability Rating of B or higher.

Goal: 5   Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)
[TEC §4.001(b)(5)(10)(11)]

Objective(s):

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

Goal: 5   Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)]

Objective(s):

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

Goal: 5	Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP) [TEC §4.001(b)(5)(10)(11)]
Objective(s):	

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance and Counseling (SWP CIP) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The counselors will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits. The counselors will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and	8/2018 - 5/2019	Campus Counselors -	Local Funds - Time Contributions of Counseling Staff State - State and Local Funds - High School Allotment **$246,125.00**		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records- 5/19: All students complete High School with ideas of potential careers and goals to prepare themselves with successful post-secondary studies.

Goal: 5   Implement HB5 in order to foster innovative, collaborative learning experiences through district wide STEAM education, College Readiness, and CTE Certifications. (SWP CIP)
[TEC §4.001(b)(5)(10)(11)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
interact with people working in a variety of exciting careers, as well as, to visit technical or academic institutions of higher learning through College and Career Day activities. Students will have opportunities available to prepare for post-secondary education and employment. These will include: * 9th – 11th grade students will be given the opportunity to take the PSAT exam * All 11th grade students will be provided information and assistance on registering for the ACT and SAT exams * Provide extended learning opportunities for all students outside of the regular school day * All 11th and 12th students will be given the opportunity to take the ASVAB test						

Funding Values By Program

■	4.6%
■ Federal	19.2%
■ Other	0.0%
■ State	76.2%
Total:	100.0%
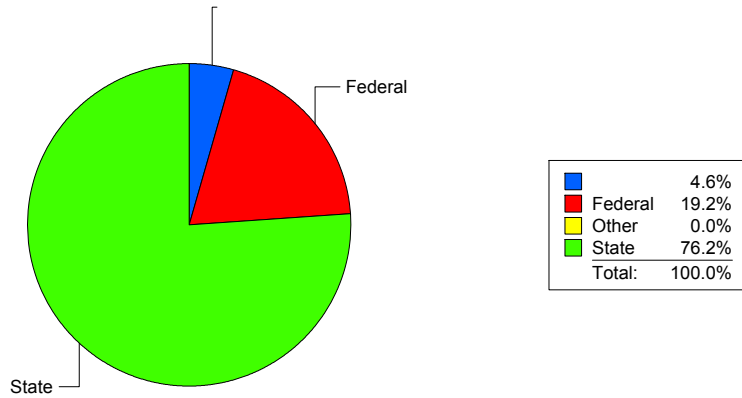
District Improvement Plan

Palestine ISD 2018-2019

Funding Values By Program

	FTE	**DollarValue**
Assessment Instruments and Instructional Resources	0.00	$259854.00
		$259,854.00

Federal	**FTE**	**DollarValue**
Carl D. Perkins Vocational & Applied Technology		
CTE Resources	0.00	$53647.00
Title I, Part A		
Time Contributions of Professional Development Supervisor	0.70	$62724.38
Technoloy Resources	0.00	$31008.00
Time Contributions Of Prekindergarten Staff	2.60	$67797.88
Supplemental Resources	0.00	$5263.00
Counseling Resources and Assessments	0.00	$34880.00

Funding Values By Program

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

Funding Values By Program

Federal	FTE	DollarValue
Title V - RLIS		
Time Contributions of Professional Development Supervisor	0.30	$26881.88
Technology Resources	0.00	$21872.00
Professional Development Travel	0.00	$7201.00
		$1,089,785.50

Other	FTE	DollarValue
Coordinated Funds		
Time Contributions of Counselors	0.00	$0.00
Local Funds		
Time Contributions of Parents and Staff	0.00	$0.00
Time Contributions of Parents and Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Acceptable Use Policy	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Faculty and Staff	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Assessment Resources	0.00	$0.00
Time Contribution of Foundation Staff	0.00	$0.00
Time Contributions of Counseling Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions of Ancillary Staff	0.00	$0.00
Time Contributions of ESL/Bilingual Staff	0.00	$0.00

Funding Values By Program

Other	FTE	DollarValue
Local Funds		
Sexual Abuse Policy	0.00	$0.00
Time Contributions of Committee Members	0.00	$0.00
Time Contributions of Summer School Staff	0.00	$0.00
Time Contributions of ARD Committee	0.00	$0.00
Time Contributions of Staff	0.00	$0.00
Time Contributions off Bilingual/ESL staff	0.00	$0.00
Time Contributions of LPAC and Bilingual/ES staff	0.00	$0.00
		$0.00

State	FTE	DollarValue
State and Local Funds		
High School Allotment	0.00	$246125.00
Time Contributions of Prekindergarten Staff	0.00	$0.00
Assessment Instruments	0.00	$0.00
Time Contributions of Special Education Staff	0.00	$0.00
Time Contributions of ARD committee	0.00	$0.00
Child Find Resources	0.00	$0.00
SHARS Program	0.00	$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	$2135322.00
State Compensatory Education (SCE)		
Time Contributions of DAEP staff	0.00	$0.00
State Gifted and Talented Grant		

Funding Values By Program

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