

PALO PINTO INDEPENDENT SCHOOL DISTRICT



District/Campus Improvement Plan HB 3 Early Childhood Literacy & Mathematics Goals & Plans 2021-22

Approved: October 19, 2021

Each school **district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. Texas Education Code 11.252(c)*

Vision: Educational Excellence

Mission: To provide the best of instruction for today and for the future. Our students will be prepared to meet the challenges in their lives.

Core Beliefs: Palo Pinto ISD believes...

- In the strength, dignity and uniqueness of the individual: students can learn and should learn and should be challenged to their fullest potential.
- We must operate in a climate of openness and trust in which students, staff, parents, community, and the Board of Trustees feel free to exchange their opinions, feelings, and needs.
- In an endless quest for excellence, in continuous evaluation, accountability, and creative adaptation of personnel, programs, and technology for the benefit of the students.
- In our responsibility to develop a positive and creative environment. The results of this environment will be students and staff who possess high self-esteem, self-responsibility, and strong decision-making skills.
- Our school community must be a unifying force which is flexible to the changes and the needs of the students, parents, community, and school staff.

Palo Pinto ISD Board/Superintendent Goals:

1. The District will implement a well-balanced and comprehensive educational program based on individualization and best practices that will provide the resources necessary for all students to meet their full education potential.
2. The District will provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.
3. The District will exhibit fiscal responsibility and integrity, as evidenced in the annual budget, so as to always be good stewards of the public funds and trust while providing quality programs that meet or exceed the needs of all students.
4. The District will strive to encourage opportunities for parents and community members to be fully involved partners in education.
5. The District will make every effort to recruit, develop, support, recognize and retain highly qualified personnel in every District position.
6. The District will continue to advance the appropriate use of technology by students and teachers in pursuit of excellence in learning.
7. The District will identify, provide, and support ongoing professional development to support the District mission.
8. The District will provide and maintain facilities appropriate for the high level of teaching and learning expected.
9. The District, and its employees, will communicate effectively in order to portray the desires of a high quality instructional program and facility.

Other Areas of Focus:

- The District will establish enrollment levels so that Palo Pinto ISD will remain a viable Independent School District.
- The District will ensure proper instructional support to meet state and federal accountability standards with commendations, as applicable.

Comprehensive Needs Assessment Summary

Approved: October 19, 2021

Identified Strengths:

- Low teacher-student ratios, small class sizes, individualized instruction
- Staff committed to student achievement and progress
- Multi-year success on STAAR with minimal-moderate decreases in performance after the pandemic
- Students with disabilities group had improved performance on STAAR (all students, all tests compared to 2019)
- 1:1 as a result of Technology Lending Grant; increased staff and student utilization of instructional technology

Identified Needs:

From performance data review and teacher/parent/student surveys, the following areas were identified:

- Ongoing staff development to strengthen instructional planning, differentiating instruction, and writing across the curriculum to ensure instruction is aligned to the TEKS and students are prepared for redesigned STAAR in 2022–23
- Additional Instructional Staff for student support (especially students with disabilities)
- Continual enrollment of intermediate students through 6th grade
- Replacement Bus for Student Transportation
- Replace HVAC units
- Roofing Repairs
- Security System Upgrades and Enhancements, including replacement of phones with a telecommunications system

Comprehensive Needs Assessment Process:

The SBDM Team meets at least 2 times each year (BQA LOCAL). As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The SBDM Team considers data from the following sources to identify and prioritize areas of need (guided by Administration.) The SBDM Team assists the Administration and the School Board with prioritizing identified needs to be included and addressed in the improvement plan.

Comprehensive Needs Assessment Data Sources:

Prior year's DIP/CIP & Site-based decision-making committee meeting data

Texas Academic Performance Report (TAPR) data

Domain 1 - Student Achievement data, Domain 2 - Student Progress data, & Domain 3 - Closing the Gaps data, & Distinction Designations data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, STAAR Progress Measure data

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data

Prekindergarten & Kinder-Readiness Data

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data, Section 504 data, Dyslexia data

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Response to Intervention (RtI) student achievement data, failure and/or retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state certified and high-quality staff data, & Teacher/Student Ratio

Professional development needs assessment & attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements and expenditures data

Palo Pinto School is a Title I, Part A Schoolwide Campus with approximately 58.8% economically disadvantaged students. The following federal fund sources improve our educational program.

Title I Part A	\$37,395
Title II Part A	\$3,529
Title IV Part A	\$10,000
Small, Rural Schools Grant	\$9,335
ARP ESSER III	\$311,793
CRRSA ESSER II	\$138,830

FUND	Title	Allocation	Planned Expenditures
211 – Title I Part A	Improving Basic Programs	\$37,395	\$37,395 – Educational Aide(s), 2 nd Grade Teacher
255 – Title II Part A	Teacher and Principal Training and Recruitment	\$3,529	\$3,529 – 2 nd Grade Teacher
270 – Small, Rural Schools	Small, Rural School Grant	\$9,335	\$9,335 – Technology Support and Hardware replacement
289 – Title IV Subpart 1	Student Support and Academic Enrichment	\$10,000	\$10,000 – 2 nd Grade Teacher
282 – ARP ESSER III	Elementary and Secondary School Emergency Relief	\$311,793	Implementation of evidence-based activities to meet the comprehensive needs of students & address learning loss as a result of the pandemic
281 – CRRSA ESSER II	Elementary and Secondary School Emergency Relief	\$138,830 <i>minus ADA HH amount</i>	Activities that are necessary to continue to employ existing staff

Goal 1: The District will implement a well-balanced and comprehensive educational program based on individualization and best practices to provide the resources necessary for all students to meet their full educational potential.

Performance Objective 1: 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student proficiency.

Evaluation Data Source(s): PPISD will maintain an A rating for the Student Achievement Domain as measured by the Texas Accountability Rating System and earn eligible distinction designations.

Performance Objective 2: Students will either make progress or maintain proficiency in ELA/reading and mathematics from year to year, measured by STAAR results and PK-2 assessments in reading and math.

Evaluation Data Source(s): PPISD will meet or exceed targets for HB 3 early childhood literacy and numeracy goal progress measures for 2022.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Teachers will utilize the TEKS-based curriculum for Tier 1 instruction and assessments aligned with the curriculum and approved by the Commissioner to monitor student progress.	Superintendent, Principal & Teachers	State & Local funds	Teachers can focus more on teaching and learning (rather than materials and resources); implementation of newly adopted ELAR curriculum, and aligned resources
Teachers will regularly monitor student progress (using multiple assessment forms aligned to the TEKS) to gather data and identify students at risk for academic failure.	Principal & Teachers	State/Local Funds; multiple measures of assessments	Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year
Provide teachers with time to meet, plan, and work on the vertical alignment of instruction (writing program with writing portfolios, review and utilize student data) to make instructional improvements.	Principal & Teachers	Time for staff to meet and plan; dmac & eduphoria	Principal & teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions based upon individual student needs
Continue to support PK-2 teachers with effective implementation of Guided Reading to ensure students are receiving individualized instruction that builds reading strategies and increases independence; purchase additional guided reading materials to support literacy growth	Principal	Principal time in classrooms; ESSER III	Teachers will be more effective in meeting the needs of diverse learners; increased performance in phonemic awareness, phonics, fluency, vocabulary, and comprehension; increased student motivation and interest in reading
Teachers in grades 3-6 will utilize Writing Across the Curriculum and instructional strategies for higher-order thinking skills to promote reading and math comprehension and problem-solving skills.	Principal	ESC 11 consultants; time for training and in-class support	Writing develops students' critical thinking skills and reinforces learning
Purchase Empowering Writers curriculum and provide training for teachers	Principal	ESSER III	Students will effectively write across the curriculum; increased writing scores on local and state assessments
Utilize Response to Intervention model for differentiated instruction and targeted interventions to identified students; purchase research-based supplemental reading & math programs to improve student achievement & close instructional gaps	Principal & Interventionist	Federal/state/local; ESSER III	Research-based and updated RTI materials will better serve struggling learners and close gaps in a timely manner

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Utilize paraprofessionals, Interventionist, and other staff as needed to provide supplemental instruction, interventions, and/or classroom support;	Superintendent, Principal, & Interventionist	Local/state; Title 1, Title II, Title IV	Additional staff ensure that students receive individualized instruction and support as needed to be successful
Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential; purchase Frog Street backpacks to support school/home connection and literacy	Principal & PreK Teacher	State and local funds; ESSER III	Students will obtain strong foundational knowledge and skills across five primary domains of development and will demonstrate Kinder-readiness
Hire additional instructional staff to work with students with disabilities and other students as needed to ensure academic success	Superintendent	Local/state/federal	More effectively meet the needs of all students; improved student outcomes
Provide opportunities outside the regular classroom setting to meet the needs of all learners by offering enrichment classes and activities, support and/or sponsor extracurricular activities, clubs, and organizations that provide enhanced experiences for all students	Principal & Teachers	State and local funds; Staff, parents, & volunteers	Students will be encouraged and challenged to meet their full educational potential through increased opportunities such as field trips and involvement in extracurricular activities such as UIL, Boy Scouts, & Girl Scouts, BOB
Utilize Destination Imagination to provide hands-on, collaborative, and unique educational experiences across seven project-based Challenge types–Technical, Scientific, Engineering, Fine Arts, Improvisational, Service Learning, and Early Learning for advanced learners	Principal & Teachers	GT funds; Volunteers	A well-balanced, appropriate curriculum and educational experience will be provided to all students, including students identified as Gifted & Talented; Students will be encouraged and challenged to meet full educational potential
Design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to be performing at grade level at the conclusion of the next regular school term.	Principal & Teachers	State Comp Ed	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, credit recovery, summer school, etc.)
Teachers will meet the needs of all learners, including students with disabilities and students eligible under 504, by providing instructional accommodations & supports based upon individual IEPs and 504 plans.	Principal & Teachers	Palo Pinto County Special Education SSA; ARD committee	Students with disabilities will be educated in the Least Restrictive Environment; improved student outcomes
Purchase updated ESL assessments to identify students; certified ESL classroom teacher or ESL pullout program will provide support	Principal & Teachers	III SSA, LPAC committee; ESSER III	Increase in student performance for students identified as Limited English Proficient
Purchase science lab materials & robotics materials to support science TEKS and differentiation of student learning in all grades	Principal	ESSER III	Improved performance on local and state assessments
Purchase research-based and updated Dyslexia instructional materials and provide teacher training to support identified students	Principal	ESSER III	Increase in performance for students identified as having characteristics of dyslexia

Goal 2: The District will provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.

Performance Objective 1: School personnel and community members will work together to ensure a quality and safe school so that students will be educated in learning environments that are safe, drug free, and conducive to learning.

Evaluation Data Source(s): Student, parents, and staff surveys /annual parent and community evaluation results

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Implement schoolwide tiered model to prevent & address problem behavior; utilize discipline management techniques as part of progressive interventions for behavior prohibited by the Student Code of Conduct or classroom rules.	Superintendent, Principal & Teachers	Leadership & staff planning time	Staff will engage in process to develop and enforce common expectations and consequences; reduced number of student referrals to office for discipline during instructional periods
Staff and students (as appropriate) will receive training on social issues such as harassment, sexual abuse/maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention, bullying, drug use, discipline management, and internet safety.	Superintendent & Principal	Pecan Valley Centers; Star Council – Drug-Free Communities; Area law enforcement	Students will have access to counseling and will receive services as appropriate; compliance with statutory training requirements for public school employees
Implement strategies to facilitate effective transitions for students from early childhood programs or home to Pre-K or Kindergarten; from elementary school to next District; for students new to PPISD, students in foster care & students experiencing homelessness	Principal, Teachers, & Secretary	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.
Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.	Principal & Teachers	State and local funds	Implementation of the Health and Wellness Plan; compliance with requirements for students to participate in moderate to vigorous physical activity
Conduct a school safety audit; improve and update school security measures to provide a safe and secure learning environment for students and staff	Superintendent & Principal	SRSA; State and local funds	Updated crisis management plan, emergency operation plan, and multi-hazard plan; maintain safe and disciplined environment conducive to student learning
Partner/coordinate with local community organizations as needed to provide services such as counseling, school-based mental health programs, and mentoring services, as needed, to students identified as at-risk	Superintendent & Principal	Pecan Valley Centers; STAR Council; State Comp Ed funds	Services will be provided to students and families as appropriate; increase in student performance and attendance
Continue partnership with Star Council for weekly lessons and/or presentations on a variety of subjects including drugs, tobacco, alcohol, bullying, communication skills, social skills, and character education lessons	Superintendent & Principal	Star Council – Drug-Free Communities	Improved health and wellness of students and families; improved school culture and climate

Goal 3: The District will exhibit fiscal responsibility and integrity so as to always be good stewards of the public funds and trust while providing quality programs that meet or exceed the needs of all students.

Performance Objective 1: Allocate and use financial resources in the most efficient way possible to improve the quality of education provided to the students and promote good stewardship of taxpayer resources.

Evaluation Data Source(s): PPISD will meet or exceed state accountability standards and public reporting requirements.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Manage financial resources to provide the maximum allocation possible for direct instructional purposes; maintain fiscal compliance.	Superintendent & School Board	FASRG; local auditor; ESC Region 11	Maintain fiscal compliance and low-risk status as determined by TEA and local auditor; School FIRST rating; AFR
Ensure accuracy and integrity of student attendance data (PEIMS data) to inform the allocation of Foundation School Program (FSP) and grant funds.	Superintendent & Principal	Student Attendance Accounting Handbook; Region 11 ESC	Maintain fiscal compliance and low-risk status as determined by TEA
Provide and/or post financial information reports and share other reports (Accountability, Health & Safety, Governance, & Personnel) at each meeting of the Board of Trustees as required.	Superintendent	State and federal guidance	The school website will have current postings and information as required by state & federal rules, regulations, and deadlines for district reporting
Conduct an annual Comprehensive Needs Assessment (with students, parents, and other community members) for the entire school as part of the continuous improvement planning process.	Principal & Committee	Parents, Community & Business Representatives	Allocation of funds, especially federal funds, will be outlined in DIP/CIP and will meet needs identified by the committee
Follow state & federal guidelines for planning & decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers and parents of students enrolled in the District, business representatives, & community members.	Superintendent & Principal	State and federal guidance	Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives; parents and families will be included in school decision-making
Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Principal & Committee	Parents, Community & Business Representatives	Efficient allocation and use of financial resources while improving the quality of education provided to students.

Goal 4: The District will strive to encourage opportunities for parents and community members to be fully involved partners in education.

Performance Objective 1: PPISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source(s): Title I meetings and parent-teacher conferences will be offered on multiple dates with a variety of meeting times as documented by the school calendar and other school-home correspondence.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Improve recruitment efforts to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Principal & Teachers	State and local funds; staff time	Increased parent and family engagement; more effective family engagement that supports student achievement and success
Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	Principal & Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information that will encourage engagement with children to increase student achievement.
Provide a dynamic and informative district website and utilize appropriate social media outlets to inform parents and the community of school programs, volunteer activities; opportunities to provide input and parent and family engagement opportunities.	Principal & Teachers	State and local funds	Increased attendance and involvement at events such as Meet the Teacher, Grandparents' Day, Parent Teacher Conferences, Veterans Day, fall festival, field day, Thanksgiving Dinner, & Mothers' Day Luncheon, etc.
The campus improvement plan will be regularly monitored and revised based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principal & Committee	Parents, Community & Business Representatives	CIP will delineate instructional methods for addressing the needs of student groups not achieving full potential and methods for addressing the needs of students in special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principal & Committee	Parents, Community & Business Representatives	The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.	Principal & Committee	Parents, Community & Business Representatives	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.
Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	Principal & Teachers	Staff time	Parents will receive relevant data on attendance, behavior, and academic progress, and performance of their child.

Goal 5: The District will make every effort to recruit, develop, support, recognize and retain highly qualified personnel in every District position.

Performance Objective 1: Develop and support staff in every district position; promote retention of staff in every district position.

Evaluation Data Source(s): Staff retention & turnover rates

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Recruit and hire highly effective teachers; provide stipends to staff to retain effective teachers and reduce staff turnover	Superintendent	State, Local	Increase in student performance for all student groups; increase in the number of students meeting grade-level expectations in all grades and content areas
Utilize the T-TESS & T-PESS evaluation system to promote professional growth at all levels of the organization.	Superintendent & Principal	Training & time for conferences	Teachers will create an individual improvement plan through T-TESS
The principal will mentor and/or ensure mentorship for inexperienced teachers and ensure all teachers have support in meeting the needs of diverse learners.	Principal & Teachers	Training & time	Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS ratings
Meet identified needs of teachers such as providing on-site instructional coaching, promoting opportunities for teachers to attend content-based PD and/or collaborate with professionals teaching elsewhere.	Principal	Region 11 consultant fees; state and local funds; Title II	Teachers will have access to ongoing professional development based upon needs; improved T-TESS ratings
Conduct team-building activities during back-to-school staff development; monthly birthday luncheons & other activities throughout the year to honor and recognize all staff	Superintendent, Principal, & Teachers	Local, PTO	Increased staff retention; improved school culture/climate
Utilize personalized strategies to retain high performing staff (leadership opportunities, recognition, stipends as appropriate)	Superintendent & Principal	Local, state, & federal	Increased staff retention; improved school culture/climate

Goal 6: The District will continue to advance the appropriate use of technology by students and teachers in pursuit of excellence in learning.

Performance Objective 1: Instructional technology will be updated over time to ensure all classrooms have working technology hardware and staff utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.

Evaluation Data Source(s): T-TESS ratings; Technology Inventory

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Maintain and enhance the technology infrastructure with a focus on 1-to-1 computing and web 2.0 applications; replace outdated hardware	Superintendent & Principal	State/Local/Federal SRSA	Teachers and students will have updated resources (interactive whiteboards, projectors, laptops, tablets, etc.)
Align curriculum with technology resources & utilize supplemental digital resources such as Discovery Education digital resources.	Superintendent & Principal	State/Local/Federal	Integration of technology in instruction to increase the effectiveness of student learning
Utilize age-appropriate software in classrooms and lab: Lone Star Learning, Pearson Realize, Renaissance Place, STEMscopes.	Principal & Teachers	State/Local SRSA	Increased student engagement; students will develop computer literacy skills
Provide supplemental academic programs to improve student achievement in core academic areas (Pearson Realize, Renaissance Place, STEMscopes, Think Central, Study Island, Think Through Math, etc.)	Superintendent & Principal	Local/State and Title I	Improved student performance; increased student engagement

Goal 7: The District will identify, provide, and support ongoing professional development to support the District mission.

Performance Objective 1: Support and enhance the knowledge and skills of current staff with job-embedded professional learning throughout the school year in a variety of platforms.

Evaluation Data Source(s): 100% of teachers will be rated proficient or above on all dimensions of T-TESS; student performance will increase.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
District personnel, school trustees, and parents will participate in continual personal and professional growth opportunities through various platforms, including job-embedded professional learning.	Superintendent & School Board	State, Local TASA/TASB	The Administration will attend PD (including conferences, conventions); Board members will meet school board training requirements required by law
Provide high-quality ongoing training to ensure staff are knowledgeable in their content area, use current research-based instructional strategies, and utilize effective assessment methods.	Superintendent & Principal	State, Local; Title II; Region 11	Individualized professional development plans will support all staff
Provide PD to ensure staff keep abreast of creative or innovative techniques in instruction to improve student learning (cooperative learning and student engagement)	Superintendent & Principal	State, Local; Region 11	Increased student engagement & performance; improved T-TESS ratings
Continue utilization of the Fundamental Five: The Formula for Quality Instruction approach and provide support for teachers, as needed, to ensure effective implementation	Principal	Principal time in classrooms	Teachers will use five practices to improve instructional rigor and relevance and student performance dramatically
Support teachers via ongoing observation/feedback, data meetings, modeling, and job-embedded feedback loops	Principal	Principal time in classrooms; Region 11	Consistent walkthroughs and T-TESS implementation will ensure the continuous improvement of instruction
K-3 teachers and the principal will complete Reading Academy requirements during the 2021-2022 school year	Principal & Teachers	ESSER III	Teachers will promote student reading success with instructional practices and approaches informed by scientific reading research

Goal 8: The District will provide and maintain facilities appropriate for the expected high level of teaching and learning.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct ongoing facilities and instructional needs assessments to prioritize current and future needs	Superintendent & Board of Trustees	Local	Repair, replace, and update facilities, fixtures, and instructional technology over time as funds allow
Repair, replace, and update equipment and facilities as identified by needs assessment over time, as funds allow – replace HVAC units, repair roof	Superintendent & Board of Trustees	Local	Update facilities and resources as appropriate to meet the instructional needs of students.
Increase security for facilities, vehicles, and equipment with the installation of security systems (cameras and video surveillance components)	Superintendent & Board of Trustees	Local	Promote the safety of students and staff and security of facilities, vehicles, & equipment
Explore campus beautification projects such as a customized PPISD metal sign and mural	Superintendent & Board of Trustees	Local	Improve the overall aesthetics of the campus
Replace route bus & purchase additional school vehicle	Superintendent & Board of Trustees	Local	Ensure safe transportation of students; eliminate expenses for ongoing repairs of the old bus

Goal 9: The District and its employees will communicate effectively to portray the desires of a high-quality instructional program and facility.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct annual surveys of teachers, students, and parents to determine the efficacy of communication within the District by all stakeholders.	Administration, Teachers, Students, Parents, Community	Local	At least 90% of the surveys received will indicate positive communication practices by all stakeholders.
Purchase marquee to capture the attention of parents and the community; utilize sign to thank volunteers, announce birthdays, recognize student/faculty achievements, announce PTO meetings & other events	Superintendent	Local	Build awareness and increase parent and community involvement with school functions, activities, and fundraisers; recognize student achievements and thank volunteers
Upgrade outdated phone systems with modern telecommunications systems to ensure staff can communicate and collaborate efficiently and effectively.	Superintendent	Local	Improved communication among school staff, parents, and students; increased sense of security with an enhanced emergency notification system

Palo Pinto Elementary
Palo Pinto ISD
HB 3 Early Childhood Literacy Proficiency Plan
Through 2027
Board approved: October 19, 2021

Goal: Increase the percent of 3rd grade students that score MEETS GRADE LEVEL or above on STAAR Reading from 55% to 61% by August 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	64	75	64	55
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	55	38	57	56
2022	56	40	58	57
2023	57	42	59	58
2024	58	44	60	59
2025	59	45	61	60
2026	60	46	62	61
2027	61	48	63	62

Data: txschools.gov->Palo Pinto Elem->Closing the Gaps Add'l Details->Dig Into the Data->Performance->STAAR Performance->Grade 3

GPM 1.1: The percent of PK Students that score on grade level or above in literacy (rapid lettering naming [1 and 2], phonological awareness) as indicated on CIRCLE will increase from 70% to 77% by August 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			

2021	70			
2022	72			
2023	73			
2024	74			
2025	75			
2026	76			
2027	77			

Data: Rapid lettering naming (1 and 2), phonological awareness, Avg. all 3 areas

GPM 1.2: The percent of K Students that score on grade level or above in literacy (listening comprehension) as indicated on EOY TPRI/Tx KEA will increase from 68% to 76% by August 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	68			
2022	70			
2023	71			
2024	72			
2025	74			
2026	75			
2027	76			

Data: Total Questions Correct on the Listening Comprehension, 100 - %SD percent for Total Questions Correct

GPM 1.3: The percent of 1 st Grade Students that score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 70% to 77% by August 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	70			

2022	71			
2023	72			
2024	73			
2025	75			
2026	76			
2027	77			

Data: Comprehension from 1st and 2nd story, Avg. the comprehension 1 and 2 stories, then 100-avg.

GPM 1.4: The percent of 2 nd Grade Students that score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 67% to 75% by August 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	67			
2022	69			
2023	70			
2024	71			
2025	73			
2026	74			
2027	75			

Data: Comprehension from 1st and 2nd story, Avg. the comprehension 1 and 2 stories, then 100-avg.

Palo Pinto Elementary
Palo Pinto ISD
HB 3 Early Childhood Mathematics Proficiency Plan
Through 2027
Board approved: October 19, 2021

Goal: Increase the percent of 3rd grade students that score MEETS GRADE LEVEL or above on STAAR Mathematics from 45% to 51% by June 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	57	58	55	64
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	45	38	43	50
2022	46	39	44	51
2023	47	40	45	52
2024	48	41	46	53
2025	49	42	47	54
2026	50	43	48	55
2027	51	44	49	56

Data: txschools.gov->Palo Pinto Elem->Closing the Gaps Add'l Details->Dig Into the Data->Performance->STAAR Performance->Grade 3

GPM 1.1: The percent of PK Students that score on grade level or above in numeracy as indicated on CIRCLE will increase from 72% to 82% by June 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			

2022	74			
2023	76			
2024	78			
2025	80			
2026	81			
2027	82			

Data: Math and optional math, Avg. both math and optional math then divide

GPM 1.2: The percent of K Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math/Tx KEA will increase from 70% to 79% by June 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	70			
2022	71			
2023	73			
2024	75			
2025	77			
2026	78			
2027	79			

Data: Discussed with teacher, **HMH Go Math (2021)**

GPM 1.3: The percent of 1 st Grade Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math will increase from 72% to 82% by June 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			
2022	74			

2023	76			
2024	78			
2025	80			
2026	81			
2027	82			

Data: Discussed with teacher, HMH Go Math (2021)

GPM 1.4: The percent of 2 nd Grade Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math will increase from 72% to 82% by June 2027.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			
2022	74			
2023	76			
2024	78			
2025	80			
2026	81			
2027	82			

Data: Discussed with teacher, HMH Go Math (2021)

2021-2022 Site Based Decision Making Team

Name	Position/Role/Title
Wendell Barker	Superintendent; Non-teaching
Natalie Rogers	Principal; Non-teaching
Sarah Connelly	Teacher
Trina Toalson	Teacher
Glenda Valencia	Teacher
Kelly Korkmas	Parent
Brian Nierman	Parent
Ann Reagan	Community Member
Melissa Potter	Community Member
Beth Henderson, Jesse's Drive In	Business Representative
Lynette Babcock, Ag Extension	Business Representative