Palacios Independent School District

Secondary School

2026-2027 Campus Improvement Plan

Mission Statement

The Palacios Independent School District is dedicated to keeping students first. We will ensure all students acquire the knowledge and skills necessary to reach their full potential through staff who are effective, supportive, and committed for the ultimate benefit of our multi-cultural community.

Vision

Every student prepared for a successful future.

Value Statement

Fairness and Equity:

- All students, parents, and staff will be treated with consideration, integrity, and respect.
- We will foster an environment built on consistency, transparency, and mutual trust.

Professionalism:

- We will serve as positive role models for our community, students, and staff.
- We will carry out our roles and responsibilities with a high level of commitment, diligence, and skill.

Accountability and High Expectations:

- We are responsible for the academic performance of every student.
- We believe that all student can learn, perform, and achieve at high levels.

Positive Environment:

- We are responsible for establishing a safe and secure environment for all.
- We will support a dynamic atmosphere based on teamwork, communication, and collaboration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Palacios ISD has two brand new campuses serving students from pre-kindergarten through twelfth grade. Enrollment at the start of the 25-26 school year is 1274 students. (End of 25-26 enrollment was 1,265 students)

During construction of the new schools, the student enrollment has continued to decrease only slightly, with a 2023-24 enrollment ending the year at 1,266 students, 2022-23 enrollment of 1,300 students, 2021-22 student enrollment of 1,322, and the 2020-21 enrollment of 1,316. The 2023-24 enrollment by grade level averaged approximately 100 students. The daily attendance rate is 96% in 2020-21 and has fluctuated to 80% in 2022-23, and rounding out last year with in 2023-24. Palacios ISD realized a slight decrease in students classified as economically disadvantaged from 70.5% in the 2021-22 school year to 69.77% in the 2022-23 school year, and currently a sharp increase to 78.83% for the 2023-24 school year. There have only been a couple of significant changes in the student indicators over the school year. Further information will be indicated within the following document.

Demographics Strengths

Palacios ISD student population is demographically stable with three major ethnic backgrounds represented. The experiences and learning opportunities for students, staff and community are varied among all the ethnicities that are represented. Demographics in Palacios ISD have remained relatively consistent over the past two years showing a slight decrease in the African American and Asian population. Hispanic-Latinos are the largest population at 71% of the school enrollment, Asians at 4%, African Americans at 1%, and Whites at 22%. Those students represented by two or more races, and the American Indian - Alaskan Native have increased slightly to give us the diverse population we currently represent.

The district is considered Title 1 for the 26-27 school year.

In the 2025-2026 school year the student programs indicate over 19.86% of the student population was identified as coded for Special Education (18% in 24-25), 18.3% of the student population was coded as Emergent Bilingual, 13.74% were ESL students and 0.00% were coded as Bilingual or Alternative Bilingual.

At-risk population for 25-26 is 38%. The student indicators for the 24-25 school year indicate 43.05% student population coded At-Risk which is an increase from the 2022-23 school year which indicated 39.69%. The Economic Disadvantaged percentages for 25-26 is 75%. The Homeless and Unaccompanied Youth status increased this year to 9 students as of fall 2025.

Migrant count is currently at 21 students as of 8.12.25. Migrant count for the year 2024-2025 was 24 students at the end of the year. 2023-2024 was 58 students.

Palacios ISD will continue to acknowledge that our special programs align with the needs and desires of our students, parents and community. The alignment with the philosophy and beliefs of our teachers and administrators can be viewed throughout the Vision and Mission statements as well as the portrait of a graduate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): ESL students that have been in the school district for a significant amount of time are not performing at the high level of expectation.
Root Cause: ESL alignment with accommodations and instructional strategies

Problem Statement 2 (Prioritized): Some students and families do not see the value in consistent, regular school attendance.
Root Cause: Lack of communication on the value of education and the diverse roles that modern schools effectuate.

Student Learning

Student Learning Summary

Palacios ISD earned a "B" rating during the 2025-2026 school year.

Palacios ISD earned a "B" rating during the 2024-2025 school year.

Palacios ISD earned a "B" rating during the 2023-2024 school year.

Accountability ratings were based on student performance toward meeting targets in each of the following three domains: (1) Student Achievement; (2) School Progress (a) Academic Growth, (b) Relative Performance, and (3) Closing the Gaps.

2025-2026 District Assessment Outcomes:

- CLI- Circle for PK
- mCLASS for K-2 BOY only
- NWEA
- STAAR released tests
- Graduation Rates - 4 year longitudinal (TAPR)

Student Learning Strengths

Students continue to show growth in several areas on state testing. Students also perform well on Nationally normed exams. Students in Palacios ISD are afforded rich and varied learning experiences.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students fail to engage in rigorous coursework consistently.
Root Cause: Achieving "excellent" grades is sometimes viewed as a greater achievement than rigorous coursework at Secondary.

School Processes & Programs

School Processes & Programs Summary

Organizational Structure

Palacios ISD focuses on reliable customer service and a commitment to continuously improve efficiency and systems to better meet the needs of not only our campus leadership but our students and staff as well. With regular evaluation for adjustment in the district, our leadership is organized to provide quality support and training to our four current campuses.

Our district, along with those around the state, is experiencing challenges in finding qualified, diverse candidates to hire and retain in teaching positions as fewer candidates are entering or staying in the teaching profession.

Professional Practices

PISD believes that comprehensive, on-going professional learning is central to school improvement and student success. High-quality professional learning in PISD is data driven, provides follow-up, is flexible to meet the learners' needs, and is continuously evaluated for its effectiveness. The district's calendar provides for continual learning opportunities for the teachers throughout the school year.

To increase the focus on student learning, PISD implements a structured Professional Learning Community (PLC's) district-wide. Collaboratively the teams work to achieve common goals linked to the purpose of learning for all students. Teachers have the opportunity to tailor instruction to ensure all students master the skills needed for their grade level. During this time teachers have the opportunity to collaborate with their campus peers to share best teaching practices, and also meet with campus and district administration for guidance.

PISD has an active site-based decision-making committee know as the District Education Improvement Council (DEIC). This Council is established to review the district goals and objectives and to discuss major instructional programs, participate in the development and approval of staff development of a district wide nature, and provide written comments or requests for waivers as needed. This Council is comprised of twelve members of varying backgrounds within and supporting the school system.

Curriculum and Instruction

PISD provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. The district's commitment to curriculum provides for an appropriate level of campus support to meet the teachers' and students' needs. Within the curriculum, we use the TEKS Resource System to provide vertically aligned documents that help teachers and campuses plan their work effectively. Teachers and students needing specialized support can look to the curriculum documents for recommended instructional strategies and materials. District Formative Assessments are given each quarter with alignment to the district curriculum administered each nine weeks. Additional features added to the district assessments is the opportunity to complete them online through Eduphoria with accommodation to meet the students' needs.

Communities in Schools

PISD is fortunate enough to partner with Communities in Schools to empower all students to realize their greatest potential in school and beyond. The mission is to surround students with a community of support empowering them to stay in school and achieve in life. With this mission in mind, the district assists in providing families and students with support by mobilizing available resources, fostering positive relationships between family, school and community and developing opportunities for students to prosper in their educational experiences and beyond.

Special Education

The Special Education Department's processes and procedures are rooted in IDEA, including students' access to a free and appropriate public education. The district's special education programs provide inclusive environments with high quality instruction and support services that enable all students to achieve their full potential in the least restrictive environment. All students in PISD are served in general education settings to the greatest extent appropriate, receiving appropriately differentiated instruction with best practice

supports and services. All staff facilitate and support instruction and learning of all students and participate in regular professional learning opportunities.

Gifted and Talented

The districts Gifted and Talented program identifies and supports potentially high academic students and provides them with opportunities that promote academic rigor, depth, and breadth, acceleration and college preparation, independent research, and social and emotional development to nurture the development of their full academic potential.

Various Practices

During the 2022-23 School year, PISD school administrators, staff, students, parents, and community members collaborated to create a strategic plan and portrait of a graduate that was approved by the Board of Trustees to guide the district in their strategic action plans. Strategies were identified for Academic Achievement, Educating the Whole Child, Human Capital, Operational Excellence, Parent and Community Partnerships, and Effective Technology. Through this Strategic Plan we arrive at the Board Based Goals that are set yearly.

School Processes & Programs Strengths

Palacios ISD has an organized system in place for continuously improving the efficiency of support for the campuses within the district.

With the ongoing PLC meetings, teachers are encouraged to support one another and to communicate among the team and with administration on a regular basis. Teachers are encouraged to attend professional development as the need arises and collaborate on the curriculum on an ongoing basis. The DEIC team is well established and all members actively participate to support the district and their mission and vision.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The District struggles to find qualified teaching applicants annually that are highly qualified.
Root Cause: Fewer candidates are entering into or staying in the teaching profession

Perceptions

Perceptions Summary

Student Attendance

Student attendance rates have only varied slightly over the past few years, according to On Data Suite. We are averaging 95% ADA at the start of the 2025 school year.

Staff Engagement

During the Fall of the 2024 school year a survey was initiated and conducted to capture the district-wide Employee Opinions. Results of the survey were shared with all stakeholders in an effort to review the responses and reflect on creating an action plan to address areas of need. The table below shows a summary of positive responses for each topic presented on the survey. These represent the percentage of respondents who chose agree or strongly agree, averaged across the items in a topic. On average, job satisfaction had the highest percentage of positive responses, while compensation had the lowest.

EXHIBIT 1: SUMMARY OF POSITIVE RESPONSES

Survey Topic	Positive (Average)
Job Satisfaction	98%
Working Conditions	91%
Relationship with Coworkers	96%
Relationship with Supervisor	87%
Compensation and Benefits	79%
District Communications	90%
District Leadership	91%
Board of Trustees	91%
Campus Environment	87%
Curriculum and Instruction	85%
Student Discipline	88%

Parent/Guardians, Families, and Community Engagement

PISD provides a variety of opportunities for parent, family, and community participation at each campus level. PISD has a strong partnership with the Chamber of Commerce in Palacios, as well as various other entities in and around the community.

Perceptions Strengths

PISD works as a unified team to continuously support positive progression from every aspect.

Priority Problem Statements

Problem Statement 1: ESL students that have been in the school district for a significant amount of time are not performing at the high level of expectation.
Root Cause 1: ESL alignment with accommodations and instructional strategies
Problem Statement 1 Areas: Demographics

Problem Statement 2: Some students and families do not see the value in consistent, regular school attendance.
Root Cause 2: Lack of communication on the value of education and the diverse roles that modern schools effectuate.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Students fail to engage in rigorous coursework consistently.
Root Cause 3: Achieving "excellent" grades is sometimes viewed as a greater achievement than rigorous coursework at Secondary.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: The District struggles to find qualified teaching applicants annually that are highly qualified.
Root Cause 4: Fewer candidates are entering into or staying in the teaching profession
Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Goals

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 1: By the end of the 2026-27 school year, 80% of tested students will meet their projected ELAR growth goal as predicted by NWEA Map Testing.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY Map Testing by NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Teachers will engage in regular collaboration structures such as PLCs to improve practice, review data, and track student progress in conjunction with department goals. **Strategy's Expected Result/Impact:** Increase student achievement in ELAR **Staff Responsible for Monitoring:** Principal **Funding Sources:** State and Federal Accountability Training - Title II, Part A TPTR 255				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Teachers will utilize No Red Ink, IXL, and Edgenuity to provide targeted and accelerated instruction according to student need as demonstrated by 2026 STAAR/EOC scores and NWEA BOY/MOY data. **Strategy's Expected Result/Impact:** Increased student achievement through targeted instruction and interventions. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local 199, - Instructional Material Allotment 410				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: Continued support of Limited English Proficiency (LEP) students in all classrooms by training teachers on how to engage students linguistically and identify needed supports through Language Proficiency Assessment Committees (LPAC) as applicable. **Strategy's Expected Result/Impact:** Increased performance of LEP students on assessments due to a deeper understanding of language and increased engagement. **Staff Responsible for Monitoring:** Principal and Campus LPAC Coordinator **Funding Sources:** - Title III, Part A LEP 263, - Title I, Part A ESSA 211, - Local 199				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 4: Targeted intervention and support (tutoring) during, after school, and summer school for students identified as needed support in reading. **Strategy's Expected Result/Impact:** Increase in academic growth of students receiving tutoring supports. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - ESSER III - 282, - Title II, Part A TPTR 255, - Title V, Part B RLI 270, - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 2: By the end of the 2026-27 school year, 80% of students will meet their projected Math growth goal as predicted by NWEA Map Testing.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY Map Testing by NWEA

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Teachers will utilize IXL to provide targeted instruction according to student need as demonstrated by 2026 STAAR/EOC Scores, NWEA BOY/MOY data, and Unit Bluebonnet Assessments. **Strategy's Expected Result/Impact:** IXL will allow teachers to provide individualized support and accelerate learning to close achievement gaps by increasing their math fluency and student engagement in mathematics. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, Part A ESSA 211, - Local 199, - Title V, Part B RLI 270				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Math teachers will implement the new Bluebonnet Math Curriculum in grades 6-8, Algebra 1, Geometry, and Algebra 2. **Strategy's Expected Result/Impact:** Improved instructional preparation, delivery, and alignment that will positively impact student achievement. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local 199, Incorporate class sets of advanced graphing calculators - Title I, Part A ESSA 211 - $12,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: Targeted intervention and support (tutoring) during school, after school, and summer school for students identified as needed support in math. **Strategy's Expected Result/Impact:** Increase in academic growth of students receiving tutoring supports. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - ESSER III - 282, - Title II, Part A TPTR 255, - Title V, Part B RLI 270, - Local 199				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 4: Teachers will engage in weekly PLCs to improve practice, review data, and track student progress in conjunction with department goals. **Strategy's Expected Result/Impact:** Academic achievement and growth including 'closing the gaps' measures. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Academic Achievement for ALL - PISD will inspire individual excellence through collaboratively building a safe, respectful, and inviting learning community where every student's story matters.

Performance Objective 3: The class of 2027 will graduate with a 90% CCMR Completer Status

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Percentage report at MOY based on CCMR Tracker and PEIMS data with final report given at EOY.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Continue to seek additional OnRamps course opportunities as part of the PHS curriculum program. **Strategy's Expected Result/Impact:** On-Ramps offers Dual Enrollment which is taught by our teachers vs. online professors/adjuncts. This will increase the level of student engagement, participation, and success rates in these classes compared to dual credit online only classes. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1 **Funding Sources:** - Local 199, - ESSER III - 282				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Monthly CCMR check-in meeting to ensure more than 90% of seniors earn a CCMR point by graduation. **Strategy's Expected Result/Impact:** The monthly CCRM check-in meeting will allow a dedicated time to discuss relevant changes to CCMR criterion, review the CCMR tracker for student progress, review and update CTE programs of study as needed. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Student Learning 1 **Funding Sources:** - Local 199, - ESSER III - 282				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students fail to engage in rigorous coursework consistently. **Root Cause**: Achieving "excellent" grades is sometimes viewed as a greater achievement than rigorous coursework at Secondary.

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 1: Through CTE courses, PJSH will ensure that students are career ready by completing a coherent sequence of classes and succesfully earning an industry-based certification.

HB3 Goal

Evaluation Data Sources: Local student tracking sheets showing the number of completers and IBC's earned. TEA Data (lagging by two years).

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Continued CTE career exploration and course opportunities in junior high, including 7th grade students completing Employability Skills and all 8th grade students completing a principle level CTE class before beginning 9th grade. **Strategy's Expected Result/Impact:** Increase in the number of completers and IBC's earned by students. **Staff Responsible for Monitoring:** Principal and CTE Department Chair **Funding Sources:** - Title I, Part C Carl Perkins 244, - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Continued evaluation of alignment between CTE sequence completion and industry based certification requirements by using high quality certification aligned curriculum, building student preparation into instruction, and providing teacher training and support. **Strategy's Expected Result/Impact:** Increase in the number of completers and IBC's earned by students. **Staff Responsible for Monitoring:** Principal and CTE Department Chair **Funding Sources:** - Local 199, - Title I, Part C Carl Perkins 244				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Educating the WHOLE Child - PISD will support the whole student by providing them with rich opportunities. The district will provide effective professional development for staff which will support student growth in academics, conflict resolution, character building, and post high school career aspirations.

Performance Objective 2: Continued implementation of social-emotional skill development, character education, and student leadership opportunites.

Evaluation Data Sources: Documentation of programs used currently and the selection of programs to use move forward.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Regularly scheduled lessons developed and implemented by At Risk Counselor that include topics of suicide prevention, socio-emotional well-being, and drop-out prevention. **Strategy's Expected Result/Impact:** More consistent support of students' social and emotional needs. **Staff Responsible for Monitoring:** At Risk Counselor				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Invite community and career professionals into the school to deliver training and presentations that provide career guidance, life skills, and health, such as YES Program, Fentanyl Awareness, and Human Trafficking Prevention. **Strategy's Expected Result/Impact:** Students will be better prepared for life beyond high school through improved interpersonal skills and career knowledge. **Staff Responsible for Monitoring:** At Risk Counselor				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 1: An intentional system of campus celebration will be modeled, implemented, and visible throughout the school.

Evaluation Data Sources: Surveys, social media posts, visible displays throughout the school

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: The campus will utilize Shark Shouts Outs for students and staff, celebrate birthdays via display, publicize teacher credentials/colleges, and follow a designated calendar for group appreciation. **Strategy's Expected Result/Impact:** Improved campus culture that results in higher teacher retention. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees.

Performance Objective 2: PISD will encourage stability by focusing on employee professional development and retention.

Evaluation Data Sources: Local documentation of employee professional development, retention efforts, and employee incentives. Annual survey (anonymous) from TASB to staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Increased opportunities for professional development, teacher collaboration and planning, and alignment will be built into the master schedule. **Strategy's Expected Result/Impact:** Increased teacher collaboration and peer professional development opportunities for teachers. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Title II, Part A TPTR 255, - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: The campus will support the district implementation of Teacher Incentive Allotment (TIA) through careful monitoring of Map Testing (NWEA) throught the year and high fidelity T-Tess evaluations. **Strategy's Expected Result/Impact:** More teachers qualifying for TIA bonus. **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Local 199, - Title I, Part A ESSA 211				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: All new employees will participate in a Mentor/Mentee program supported by the campus. **Strategy's Expected Result/Impact:** Increased retention of effective teachers. **Staff Responsible for Monitoring:** Principal **Problem Statements:** School Processes & Programs 1 **Funding Sources:** - Title II, Part A TPTR 255, - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The District struggles to find qualified teaching applicants annually that are highly qualified. **Root Cause**: Fewer candidates are entering into or staying in the teaching profession

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 1: The campus will establish mechanisms for parent, community, and business involvement in the schools and encourage participation.

Evaluation Data Sources: Calendars of events, notifications of events sent to parents/community on Parent Square, and sign-in sheets.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Scheduled Campus Improvement Meetings, PJSH Career Fair, Secondary Club Night, FAFSA Night, Senior Parent Seminars, AVID FAmily Night, Dual Enrollment Parent Night, Homecoming Activities, Group Travel OPportunities for Families (EF Tours), Veteran's Day Breakfast, Blood Drives, Graduation ACtivities and Baccalaureate, FFA Chili Supper and Banquet, Scholarship Ceremony **Strategy's Expected Result/Impact:** Increased community involvement in schools. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - Title I, Part A ESSA 211, - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Intentional publication of campus activities and student recognition via Facebook, ParentSquare, and the PISD website. **Strategy's Expected Result/Impact:** Increased awareness of positive outcomes and opportunities for participation. **Staff Responsible for Monitoring:** Assistant Principal **Problem Statements:** Demographics 2 **Funding Sources:** - Local 199				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Some students and families do not see the value in consistent, regular school attendance. **Root Cause**: Lack of communication on the value of education and the diverse roles that modern schools effectuate.

Goal 4: Parent and Community Partnership - Palacios ISD will provide information and establish multilingual input and feedback avenues to build inclusive partnerships where all family and community members are actively involved.

Performance Objective 2: The campus partners will other governmental entities and community organizations to meet the needs of students and the community in a coordinated manner.

Evaluation Data Sources: Documentation of meetings/events with flyers, pictures, and sign-ins.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: Campus staff will collaborate with Community in Schools representative to support student needs. **Strategy's Expected Result/Impact:** Increase in student attendance and participation in school programs and decrease in student dropout rate. **Staff Responsible for Monitoring:** Principal and Community in Schools Representative **Funding Sources:** - Title V, Part B RLI 270, - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: The campus will foster relationships with the Palacios Chamber of Commerce, local churches, the Matagorda County Economic Development Council, local government and businesses, and other community organizations to support and recognize students and build community relationships. **Strategy's Expected Result/Impact:** Increase in student partnerships and recognition to be visible in the community. **Staff Responsible for Monitoring:** Principal				

No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Secondary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Secondary School

Name	Position	FTE
Teacher	RTI PES	1
Teacher	RTI PES	1

Title I Personnel

Name	Position	Program	FTE
At-Risk Counselor	At-Risk Counselor		2
SBEC Instruuctional Aide	PES & PJSH		2
Teacher	Teacher PJSH		1
Teacher	PES		2

Campus Funding Summary

Title I, Part A ESSA 211					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	2	1			$0.00
1	2	2	Incorporate class sets of advanced graphing calculators		$12,000.00
3	2	2			$0.00
4	1	1			$0.00
				Sub-Total	$12,000.00

Title II, Part A TPTR 255					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	State and Federal Accountability Training		$0.00
1	1	4			$0.00
1	2	3			$0.00
3	2	1			$0.00
3	2	3			$0.00
				Sub-Total	$0.00

Title III, Part A LEP 263					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
				Sub-Total	$0.00

Title V, Part B RLI 270					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	1			$0.00
1	2	3			$0.00
4	2	1			$0.00
				Sub-Total	$0.00

Title I, Part C Carl Perkins 244					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00

Local 199					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	3	1			$0.00
1	3	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	2	1			$0.00
				Sub-Total	$0.00

Instructional Material Allotment 410					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
				Sub-Total	$0.00

ESSER III - 282					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00

ESSER III - 282					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
1	3	1			$0.00
1	3	2			$0.00
				Sub-Total	$0.00