Palacios Independent School District

District Improvement Plan

2026-2027

Mission Statement

The Palacios Independent School District will equip and encourage students to establish and achieve their goals.

Vision

*"Preparing **ALL** students for **THEIR** future"*

Value Statement

Citizenship:

Treat everyone with integrity and respect

Build trusting relationships

Leadership:

Serve as positive role models

Perform responsibilities with commitment and diligence

Academics:

Take ownership for the performance of every student

Ensure all students learn, perform, and achieve

Culture:

Maintain a safe and secure environment

Provide a positive atmosphere

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 6
District Processes & Programs 7
Perceptions 9
Priority Problem Statements 11
Comprehensive Needs Assessment Data Documentation 12
Goals 14
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. 14
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. 22
Goal 3: Human Capital - Cultivate an inclusive, professional environment that supports, provides opportunities for growth and development, and empowers all employees. 26
Goal 4: Operational Excellence - A persistent commitment to finding and implementing better ways to do things across the entire PISD organization. 29
Goal 5: 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. 30
Goal 6: Effective Technology - Create and support a collaborative learning climate and culture of continuous improvement and professional learning through the use of technology. 32
Title I Personnel 34
Assurances 35
Statutorily Required Assurances 35
District Funding Summary 36

Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 26-27 school year, PISD has a current enrollment of 1238 with a total of 259 (21%) students served in special education. Palacios We have 134 Emergent Bilingual students at Palacios Elementary and 162 at Palacios Junior High. (Elementary - 21.24% Secondary - 27.50%) We have a current Low Socio Economic status of 77%.

Palacios ISD has two 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 studentsdents, 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. We are currently at 77% for the 26-27 school year.

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. Both campuses are schoolwide programs under Title I. We have 21% of our students served under special education for the district.

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 18 students for the 26-27 school year. Migrant count was 21 students for 25-26. 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.

District Processes & Programs

District 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.

District 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 District 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: District 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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Technology and resource allocation data
- Focus Group(s) 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: Target 1:
By 2027, 74% of students will show growth on Reading Language Arts assessments as measured by STAAR.
2023- Target was 62%, Actual- 62%
2024-Target was 65%, Actual 66%
2025- Target is 68%, Actual 68%
2026- Target is 71 % Actual 74%
2027- Target is 74%

High Priority

HB3 Goal

Evaluation Data Sources: District (NWEA) and CBAs given by teachers, released STAAR tests

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: District and campus leadership will analyze district and state level assessments to create a plan of action centered on increasing the percentage of students meeting the state and district standards. **Strategy's Expected Result/Impact:** Increase student achievement in all core areas. **Staff Responsible for Monitoring:** Assistant Superintendent				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Kindergarten through 12th grade teachers and instructional assistants will utilize student data from formative and summative assessments to analyze student performance, instructional effectiveness, and provide research-based interventions and progress monitoring. **Strategy's Expected Result/Impact:** Increased student achievement through targeted instruction and interventions **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** SBEC certified teachers and instructional aides - Title I, Part A ESSA 211, SBEC certified instructional aides - Title III, Part A LEP 263, Teacher Mentors - Title II, Part A TPTR 255				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: IXL Reading & Math will be implemented Grades PK-5 and IXL Math for 6-12 for all students weekly. **Strategy's Expected Result/Impact:** IXL will allow teachers meet students where they are academically and accelerate learning to close achievement gaps, by meeting students where they are and increasing their reading fluency student engagement with written material will increase. **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** SBEC certified RTI teachers and instructional aides - Title I, Part A ESSA 211, - Local 199				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 4: 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:** District Improvement and Accountability Coordinator **Funding Sources:** - Title III, Part A LEP 263, - Title I, Part A ESSA 211, - Local 199				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 5: Targeted intervention and support (tutoring) during, after school, and summer school for students identified as needed support in RLA. **Strategy's Expected Result/Impact:** Increase in academic growth of students receiving tutoring supports. **Staff Responsible for Monitoring:** District Improvement and Accountability Coordinator **Funding Sources:** - Title II, Part A TPTR 255, - Local 199, Funding for summer school and extra duty pay - Title V, Part B RLI 270				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 6: Resource reading classes at the Secondary campus will be added and staffed by certified SPED Teachers to better support SPED students in reading. **Strategy's Expected Result/Impact:** Improvement of SPED students reading scores (STAAR) 3rd-10th grades. **Staff Responsible for Monitoring:** SPED Director **Funding Sources:** - Local 199				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 7: Continue to monitor and address dropout and dropout recovery. **Strategy's Expected Result/Impact:** Reduce dropout rate and increase student attendance and achievement. **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** At-Risk Counselors - Title I, Part A ESSA 211				

 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: New Goal: By 2027, 72% of students will show growth on mathematics assessments as measured by STAAR..

2023 Target- 60% Actual- 60%
2024 Target- 63%, Actual- 59.7%
2025 Target- 66%, Actual - 54%
2026 Target-69% Actual 67%
2027 Target- 72 %

High Priority

HB3 Goal

Evaluation Data Sources: IXL assessment and intervention (K-12th grades),District NWEA and State developed interim testing.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: IXL math will be implemented in PK-12th grades. **Strategy's Expected Result/Impact:** IXL will allow teachers meet students where they are academically and accelerate learning to close achievement gaps, by increasing their math fluency and student engagement in mathematics. It will also support growth in Reading. **Staff Responsible for Monitoring:** Assistant Superintendent **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: 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:** District Improvement and Accountability Coordinator **Funding Sources:** - Title V, Part B RLI 270, - Local 199, SBEC certified teachers and instructional aides - Title I, Part A ESSA 211				

Strategy 3 Details	Reviews			
Strategy 3: Resource math classes at the Secondary campus will be added and staffed by certified SPED Teachers to better support SPED students in reading.	Formative			Summative
	Dec	Feb	Apr	
Strategy's Expected Result/Impact: Increase in SPED students math scores at the meets grade level. **Staff Responsible for Monitoring:** SPED Director **Funding Sources:** - Local 199				

Strategy 4 Details	Reviews			
Strategy 4: PLCs will address curriculum and instructional needs for the district.	Formative			Summative
	Dec	Feb	Apr	
Strategy's Expected Result/Impact: Academic achievement and growth including 'closing the gaps' measures. **Staff Responsible for Monitoring:** Assistant Superintendent **Problem Statements:** Student Learning 1 **Funding Sources:** - Instructional Material Allotment 410				

Strategy 5 Details	Reviews			
Strategy 5: Develop and provide summer school programs focused on intervention needs, support for credit recovery, and enrichment opportunities. (Title IV Funding)	Formative			Summative
	Dec	Feb	Apr	
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Assistant Superintendent **Problem Statements:** Demographics 1 **Funding Sources:** EB Salaries and Supplies - Title III, Part A LEP 263, Summer School - Local 199 - State - State Comp Ed				

Strategy 6 Details	Reviews			
Strategy 6: Hire and retain Bilingual Classroom Instructional Assistants to supplement instruction for EBs.	Formative			Summative
	Dec	Feb	Apr	
Strategy's Expected Result/Impact: Increased academic achievement for EBs on STAAR and TELPAS progress measure. **Staff Responsible for Monitoring:** Coordinator of Accountability and Assessment **Problem Statements:** Demographics 1 **Funding Sources:** Bilingual IA - Title III, Part A LEP 263, - Local 199				

Strategy 7 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 7: Ensure students experiencing homelessness are supported to reduce drop-out rates and increase student achievement. **Strategy's Expected Result/Impact:** Reduce homeless dropouts and increase student achievement. **Staff Responsible for Monitoring:** Coordinator of Accountability and Assessment **Problem Statements:** Student Learning 1 **Funding Sources:** instructional materials and supplies - Title I, Part A ESSA 211 - $1,000				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
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**: ESL alignment with accommodations and instructional strategies

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 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: New goal:
By 2027, 96% of graduates will graduate College, Career, or Military Ready.

2023 Target- 58%, Actual - 58%
2024 Target- 93 %, Actual- 93 %
2025 Target -94 %, Actual 92%
2026 Target- 95 % Actual 99%
2027 Target 96 %

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: On-Ramps Dual Enrollment courses will be added to the dual credit opportunities for PISD students. **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 online only classes. **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** - Local 199				

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 CCMR 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:** Assistant Superintendent **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 4: Support programs for Science and Social Studies are available to staff.

Evaluation Data Sources: Summit K-12, IXL, and Lowman Education materials for Social Studies and Science.

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: PISD will implement coherent CTE programs which lead to 90% or higher student completers and industry based certifications.

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: Monthly CCMR meetings will track students who are completers and/or have earned IBC's. **Strategy's Expected Result/Impact:** Increase in the number of completers and IBC's earned by students. **Staff Responsible for Monitoring:** Assistant Superintendent. **Funding Sources:** - Local 199				

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: PISD will develop and implement Character Education Programs.

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: PISD At-Risk Counselors will use a Character Education Program for implementation of a comprehensive school counseling program that teaches and reinforces social emotional well being, fentanyl awareness, human trafficking, appropriate behaviors, positive character traits, and responsible decision-making. **Strategy's Expected Result/Impact:** More consistent support of PISD students social and emotional needs. **Staff Responsible for Monitoring:** Assistant Superintendent. **Problem Statements:** Demographics 2 **Funding Sources:** At-Risk Counselors - Title I, Part A ESSA 211				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: Provide materials, resources, training, and ongoing support and access to a variety of well-rounded educational and social-emotional learning resources and opportunities that will enrich the curriculum and educational experiences for students. **Strategy's Expected Result/Impact:** All students will have access to quality instruction and a well-rounded education. Increase student academic achievement. **Staff Responsible for Monitoring:** Assistant Superintendent **Problem Statements:** Student Learning 1 **Funding Sources:** At-Risk Counselors on each campus - Title I, Part A ESSA 211, - Local 199, - Title IV - 214				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 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.
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 3: Decrease dropouts in grades 7th-12th.

High Priority

Evaluation Data Sources: Counselor tracking forms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: At-Risk Counselors will meet with at-risk students to discuss way to improve student achievement in all areas. **Strategy's Expected Result/Impact:** Increase student achievement and graduation. **Staff Responsible for Monitoring:** Assistant Superintendent **Problem Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** - Title I, Part A ESSA 211				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
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**: ESL alignment with accommodations and instructional strategies

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

Performance Objective 1: PISD will create pathways to teaching certification for our current employees.

Evaluation Data Sources: Local documentation of pathways for Instructional Aides, Alternatively Certified teachers, and Locally Certified teachers to earn SBEC certification.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will partner with organizations to provide employees with pathways toward earning teaching certifications. **Strategy's Expected Result/Impact:** Increase in number of certified staff members. **Staff Responsible for Monitoring:** Director of HR and Superintendent. **Problem Statements:** District Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

District 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 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 accountability, retention, and employee incentives.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will support employee accountability through PLC's, New Teacher Academy, book studies, and training opportunities focused on student growth. **Strategy's Expected Result/Impact:** Increase in student performance based on teacher efficacy. **Staff Responsible for Monitoring:** Assistant Superintendent **Funding Sources:** - Local 199				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 2: PISD will support employee retention by providing staff daycare. **Strategy's Expected Result/Impact:** Stable or increased retention rates of effective teachers. Daycare has expanded to include two more staff in the 25-26 school year. **Staff Responsible for Monitoring:** HR Director **Problem Statements:** District Processes & Programs 1 **Funding Sources:** - Local 199				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 3: PISD will investigate and create additional incentives for employees. **Strategy's Expected Result/Impact:** Increased retention of effective teachers and recruitment of new teachers. **Staff Responsible for Monitoring:** Director of HR **Problem Statements:** District Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

District 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: Operational Excellence - A persistent commitment to finding and implementing better ways to do things across the entire PISD organization.

Performance Objective 1: PISD will prove its Financial Health by having a clean audit, a Superior Rating on the FIRST Report, being up to date on bank reconciliations, and having at least a three month balance in the district Fund Balance.

Evaluation Data Sources: Local documentation to support 4.1 Performance Objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will prove its Financial Health by having a clean audit, a Superior Rating on the FIRST Report, being up to date on bank reconciliations, and having at least a three month balance in the district Fund Balance. **Staff Responsible for Monitoring:** Director of Finance				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: 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: PISD Staff and Campuses will plan events that encourage our PISD community to participate.

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: PISD Staff and Campuses will plan events and invite the PISD community to participate. **Strategy's Expected Result/Impact:** Increased community involvement in schools. **Staff Responsible for Monitoring:** Assistant Superintendent and Director of HR **Problem Statements:** Demographics 2 **Funding Sources:** - Title I, Part A ESSA 211, - 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 5: 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: PISD will encourage Shark Pride in our community.

Evaluation Data Sources: Local documentation of advertising and events for which the community would see and may attend.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will promote and advertise the schools, students, and programs in the community. **Strategy's Expected Result/Impact:** Increased community pride and attendance at events. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** - Title I, Part A ESSA 211, - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Effective Technology - Create and support a collaborative learning climate and culture of continuous improvement and professional learning through the use of technology.

Performance Objective 1: PISD will implement a 1:1 program in grades 6-12 that includes a district-wide technology loan agreement, district protocols and procedures, and pricing.

Evaluation Data Sources: Local documentation from PISD Technology Department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will implement a 1:1 program in grades 6-12 that includes a district-wide technology loan agreement, district protocols and procedures, pricing, and a plan for replacing old devices. **Strategy's Expected Result/Impact:** Provide updated technology to staff and students on a cyclical basis. **Staff Responsible for Monitoring:** Technology Director **Funding Sources:** - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6: Effective Technology - Create and support a collaborative learning climate and culture of continuous improvement and professional learning through the use of technology.

Performance Objective 2: PISD will ensure the network backbone will be stable, reliable, secure, and robust to meet future district requirements.

Evaluation Data Sources: Local documentation from PISD Technology Department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	
Strategy 1: PISD will ensure the network backbone will be stable, reliable, secure and robust to meet future district requirements. **Strategy's Expected Result/Impact:** Consistent process for selecting new software and hardware to ensure stability, reliability, and expansion capacity to meet future needs. **Staff Responsible for Monitoring:** Technology Director **Funding Sources:** - Local 199				

 No Progress  Accomplished  Continue/Modify  Discontinue

Title I Personnel

Name	Position	Program	FTE
Counselor	At-Risk Counselor	Title I	2
Instructional Aide	PES	Title I	2
Teacher	Teacher PJSH	Title I	1
Teacher	RTI Teacher PES	Title I	2

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

Title I, Part A ESSA 211					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SBEC certified teachers and instructional aides		$0.00
1	1	3	SBEC certified RTI teachers and instructional aides		$0.00
1	1	4			$0.00
1	1	7	At-Risk Counselors		$0.00
1	2	1			$0.00
1	2	2	SBEC certified teachers and instructional aides		$0.00
1	2	7	instructional materials and supplies		$1,000.00
2	2	1	At-Risk Counselors		$0.00
2	2	2	At-Risk Counselors on each campus		$0.00
2	3	1			$0.00
5	1	1			$0.00
5	2	1			$0.00
				Sub-Total	$1,000.00

Title II, Part A TPTR 255					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Teacher Mentors		$0.00
1	1	5			$0.00
				Sub-Total	$0.00

Title III, Part A LEP 263					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SBEC certified instructional aides		$0.00
1	1	4			$0.00
1	2	5	EB Salaries and Supplies		$0.00
1	2	6	Bilingual IA		$0.00
				Sub-Total	$0.00

Title IV - 214					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
				Sub-Total	$0.00

Title V, Part B RLI 270					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Funding for summer school and extra duty pay		$0.00
1	2	1			$0.00
1	2	2			$0.00
				Sub-Total	$0.00

Local 199					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	5	Summer School	State - State Comp Ed	$0.00
1	2	6			$0.00
1	3	1			$0.00
1	3	2			$0.00
2	1	1			$0.00
2	2	2			$0.00
3	2	1			$0.00
3	2	2			$0.00
5	1	1			$0.00
5	2	1			$0.00
6	1	1			$0.00
6	2	1			$0.00
				Sub-Total	$0.00

Instructional Material Allotment 410					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$0.00
				Sub-Total	$0.00