

PAINT CREEK INDEPENDENT SCHOOL DISTRICT

District/Campus Improvement Plan

2022-2023



Mission Statement

The Paint Creek Independent School District shares responsibility with families and the community to provide each child with the maximum opportunities for a complete education so he/she may be successful in life. PCISD will spend the time, resources, and effort to provide an environment conducive to learning so that each child shall become a productive member of society.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin. 42 U.S.C. 2000d; Civil Practice and Remedies Code 106.001

**PAINT CREEK ISD
DISTRICT GOALS
2022-2023**

1. The Paint Creek Independent School District will strive for an “A” rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps.

Performance Objectives:

- A. At least 90% of all students, including sub populations, will approach grade level on the state assessment in Math.
 - a. At least 60% of all students will meet or exceed grade level on the state assessment in Math.
 - b. At least 30% of all students will master grade level on the state assessment in Math.
- B. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Reading.
 - a. At least 60% of all students will meet or exceed grade level on the state assessment in Reading.
 - b. At least 30% of all students will master grade level on the state assessment in Reading.
- C. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Science and Social Studies.
 - a. At least 60% of all students will meet or exceed grade level on the state assessment in Science and Social Studies.
 - b. At least 30% of all students will master grade level on the state assessment in Science and Social Studies.
- D. Address identified needs in special programs (special education, CTE, Migrant, Gifted & Talented, and ESL) and improve services for students identified as 504, Dyslexic, & At-Risk.
- E. The district/campus student attendance rate will be 96%.
- F. The district dropout rate will be 0%.

2. Paint Creek ISD will have a safe, orderly environment that promotes successful student learning

Performance Objectives:

- A. Discipline referrals will be minimal
- B. Tobacco, alcohol, and other drug offenses will remain low
- C. Incidents of violence will remain at zero
- D. Safety Drills performed routinely
- E. Safety Meetings held each semester
- F. Updates to security for campus
- G. Student/Staff training will be implemented

3. Parents, community members and educators at Paint Creek ISD will be active partners in the education of our students

Performance Objectives:

- A. Opportunities for parental and community involvement will be provided.
 - a. Open House during fall In-Service
 - b. Donuts for Dads
 - c. Muffins for Moms
 - d. Goodies for Grandparents
 - e. Opportunities for parents to be involved in safety meetings, Title meetings, and parent/teacher conferences

Every Student Succeeds Act (ESSA)

1. Advances equity by upholding critical protections for America's disadvantaged and high-need students.
2. Requires that all students in America will be taught to high academic standards that will prepare them to succeed in college and careers.
3. Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward high standards.
4. Helps to support and grow local innovations – including evidence-based and place-based interventions developed by local leaders and educators – consistent with our Investing in Innovation and Promise Neighborhoods.
5. Sustains and expands this administration's historic investments in increasing access to high quality preschool.
6. Maintains an expectation that there will be accountability and action to affect positive change in our lowest-performing Schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Texas Education Agency Strategic Plan – 2023-2027

The mission of the Texas Education Agency is to improve outcomes for all public school students in the state by providing leadership, guidance and support to school systems.

GOAL 1: Strategic Priority One: Recruit, Support and Retain Teacher and Principals

Strong classroom instruction, supported by effective instructional leaders, makes a tremendous difference in ensuring that students are progressing to achieve the state's vision of preparing the public school students in Texas for success in college, career, or the military. To accomplish this, TEA will strengthen the teacher pipeline every step of the way and support the development of principals statewide.

GOAL 2: Strategic Priority Two: Build a Foundation of Reading and Math

Building proficiency in reading and math begins with kindergarten readiness, but does not stop there—ensuring students in 3rd and 8th grade demonstrate the ability to meet grade level standards in reading and math have a long-term positive impact on student outcomes and helps prevent expensive taxpayer-funded remediation later in life.

GOAL 3: Strategic Priority Three: Connect High School to Career and College

Whether students are preparing to attend college, go directly to their career, or enter a career in the military, they all need a strong set of skills upon graduation from high school and as a state we must increase the percent of students who meet college, career or military readiness benchmarks.

GOAL 4: Strategic Priority Four: Improve Low-Performing Schools

Attending a low-performing school has a long-lasting impact on student achievement, and the Agency will reduce the number of D or F rated campuses by half by the end of School Year 2022.

DISTRICT EDUCATION IMPROVEMENT COUNCIL

Cheryl Floyd – Chairperson

| | |
|------------------|---------------------------------|
| Kevin White | Principal |
| Rachel Fitchett | Elementary Teacher |
| Samantha Carroll | Elementary Teacher/SPED Teacher |
| Jennifer White | Counselor |
| Selina Salinas | Ag Teacher |
| Leslie Milford | History Teacher |

Parent Members

Melody Hicks
Harry Boyd

Business Member

Gayle Lovvorn

Community Member

Josh Fitchett

Comprehensive Needs Assessment

The following data sources were reviewed to assess the district's strengths and priorities:

1. Disaggregated student assessment information
2. Texas Academic Performance Report (TAPR) for 2018-2019, 2020-2021, 2021-2022
3. Student demographics
4. Technology, Fiscal, and Facility Resources
5. Participation records of students enrolled in special programs (GT, Special Education, ESL, CATE)
6. Staff development records
7. Assessment data and curriculum alignment
8. Staff Surveys
9. Attendance & Retention records and Completion Rate
10. Discipline Records
11. College Readiness

From the data sources above, the following strengths were identified:

1. low student-teacher ratio
2. safe & secure learning environment
3. strong parental communication and parent activities
4. multi-year STAR/EOC data shows stability in most areas
5. consistently have maintained a 96% or above attendance rate with the exception of Pre-K
6. minimal number of severe discipline infractions

From the performance data review, the following critical issues were identified:

1. In K-2 grade Reading, comprehension and word reading scores were low.
2. In 3-5 grade Reading, scores in understanding/analysis of literary texts were low.
3. In 3-6 Math, Computations and Algebraic Relationships were among the lowest categories in all grades.
4. In Math, scores in Geometry and Measurement were deficient in the 7th and 8th grades, Quadratic Functions and Equations were low areas for Algebra EOC as have been in the past.
5. In Science, Understanding Force, Motion and Energy, Earth and Space, and Cell Structure and Function were weaknesses
6. In Social Studies, understanding government and citizenship was a weakness.
7. Lack of parent involvement – need more communication at the secondary level, need more collaboration with parents, need more parental involvement regarding discipline and volunteering.

The 2021-2022 TAPR indicates that PCISD is addressing the needs of most of our students. PCISD exceeded the state average in overall testing in all subjects. As indicated on the accompanying charts, we need to address certain areas to improve accountability scores. We need to address the needs of Hispanic students in ELA, social studies, and math. More specific areas to focus on are Economically Disadvantaged Reading, Hispanic Algebra I, and All students Eng. I and II. These needs will be addressed by continuing to provide staff development for teachers and paraprofessionals in working with special needs children, at-risk, and economically disadvantaged. Teachers need training in differentiated strategies and materials to accomplish that goal. Staff development will also help to retain highly qualified teachers and paraprofessionals. Extended day tutorial sessions will also be provided for those students needing additional help.

| STARR ASSESSMENTS | READING | | | MATH | | | WRITING | | | SOCIAL STUDIES | | | SCIENCE | | | |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | School Years | 2018 2019 | 2020 2021 | 2021 2022 | 2018 2019 | 2020 2021 | 2021 2022 | 2018 2019 | 2020 2021 | 2021 2022 | 2018 2019 | 2020 2021 | 2021 2022 | 2018 2019 | 2020 2022 | 2021 2022 |
| % of students who met standard | | | | | | | | | | | | | | | | |
| ALL STUDENTS | 79 | 70 | 80 | 95 | 84 | 92 | 80 | 72 | N/A | 70 | 83 | 71 | 63 | 81 | 79 | |
| HISPANIC | 77 | 61 | 84 | 92 | 74 | 86 | 71 | 64 | N/A | * | 83 | 50 | 58 | 78 | 71 | |
| WHITE | 83 | 84 | 74 | 97 | 100 | 100 | 86 | 86 | N/A | 75 | 83 | 89 | 67 | 83 | 90 | |
| ECONOMICALLY DISADVANTAGED | 78 | 64 | 80 | 94 | 83 | 91 | 77 | 73 | N/A | 63 | 78 | 75 | 67 | 80 | 75 | |

EOC ASSESSMENTS**EOCs**

| EOC ASSESSMENTS | EOCs | | | | | |
|---|-----------|---------|--------|------------|---------|------|
| School Years % of students who met standard | Eng. I | Eng. II | Alg. I | US His. | Biology | |
| ALL STUDENTS Level II Sat. | 78% | 67% | 75% | 100% | 73% | |
| | 81% | 100% | 94% | 100% | 100% | |
| | 2017-2018 | 89% | 78% | 100% | 100% | 89% |
| | 2018-2019 | | | | | |
| | 2020-2021 | 86% | 100% | 100% | 100% | 100% |
| 2021-2022 | 71% | 71% | 83% | 100% | 100% | |
| HISPANIC Level II Sat. | | | | | | |
| 2016-2017 | 100% | 50% | 50% | 100% | 80% | |
| 2017-2018 | 100% | 100% | 100% | 100% | 100% | |
| 2018-2019 | 80% | 80% | 100% | 100% | 80% | |
| 2020-2021 | 100% | 100% | 100% | 100% | 100% | |
| 2021-2022 | 50% | 75% | 50% | 100% | 100% | |
| WHITE Level II Sat. | | | | | | |
| 2016-2017 | 71% | 80% | 83% | 100% | 67% | |
| 2017-2018 | 70% | 100% | 90% | 100% | 100% | |
| 2018-2019 | 75% | 50% | 100% | 100% | 75% | |
| 2020-2021 | 75% | 100% | 100% | 100% | 100% | |
| 2021-2022 | 60% | 66% | 100% | 100% | 75% | |

Retention of highly qualified teachers will be maintained by the following -- as the need arises:

1. mentor teachers - area that needs addressed by Principal
2. classroom observations
3. peer observations
4. TEKS/ STAR/EOC instructional strategies
5. supplies and materials necessary to teach TEKS/STAR/EOC objectives
6. technology (equipment and software)
7. support by campus and district administration
8. professional development opportunities
9. retention bonuses

The Paint Creek ISD qualifies for a school-wide Title I school program with approximately 81% economically disadvantaged students. The following fund sources are utilized to improve the district's educational program:

| <u>Fund Source</u> | <u>Amount</u> |
|------------------------------|---------------|
| Title I, Part A | \$33,037 |
| Title II, Part A | \$4,072 |
| Title IV | \$9,213 |
| REAP (SRSA) | \$9,580 |
| State Compensatory Education | \$119,735 |
| CRRSA ESSER II | \$14,897 |
| ARP ESSER III | \$74,537 |

PAINT CREEK ISD

Math
2022-2023

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|--|--|------------------------------|---------------------------|-------------------------------|----------------------|--------------------|
| PAINT CREEK ISD Math 2022-2023 | | | | | | |
| District Goal: | The Paint Creek Independent School District will strive for an “A” rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | | |
| Performance Objective(s): | A. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Math. a. At least 60% of all students will meet or exceed grade level on the state assessment in Math. b. At least 30% of all students will master grade level on the state assessment in Math. | | | | | |
| Summative Evaluation | STAAR, EOC | | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources Material/Fiscal | Formative Evaluation Timeline | Formative Evaluation | Documented |
| Disaggregate STAAR/EOC Math objectives for All Students | ASR | Principal Counselor Teachers | | Spring | | |
| Benchmarking Interim Assessments | ASR | Principal Counselor Teachers | | Fall & Spring | Benchmark scores | Assessment Results |
| Provide students with a highly qualified and experienced teacher | TAPR | Principal Teacher | ESSEER Grant - \$59,540 | Fall & Spring | TAPR | TAPR |

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|---|------------------------------|---------------------------------|--|----------------|--|--|
| Extended day learning opportunities and in-school tutorials for students not mastering the curriculum | RC PR BM ASR | Principal Teachers | -Title IV – \$841 -ESSAR – \$14,897 | Fall & Spring | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results |
| Supplemental Curriculum & Technology- Waterford, IXL, Edgenuity | RC PR BM ASR FS | Principal Teachers | State Local REAP – \$4,680 | Ongoing | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Report Cards Assessment Results |
| Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students | RC PR TAPR BM AW | Principal Teachers | State Local Title I, Part A – \$33,037 Title II – \$4,072 Title IV – \$8,372 | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports TAPR |
| Continue inclusion: All students will receive instruction in the least restrictive environment in a regular classroom, with assistance targeted toward our at-risk population | TAPR | Principal Counselor Teachers | State Local | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| Utilize Chrome Books, interactive white board/interactive TV technology and tablers | BM ASR | Principal Teachers | State Local | Ongoing | Report Cards Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |

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|--|---|------|--------------------------|-----------------------------|---------|------|-------------------------|
| | Teachers will be distributed equally to ensure that the needs of all students are met | TAPR | Principal Superintendent | State Comp. Ed. – \$119,735 | Ongoing | TAPR | TAPR |
| | Professional staff will continue effective instructional strategies to ensure that all students achieve success | TAPR | Principal Superintendent | | | TAPR | TAPR |
| | Provide quality staff development opportunities for teachers | | Principal Teachers | State Local | Ongoing | | Staff Dev. Certificates |

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|--|---|--|--------------------|-------------|---------|--|-------------------------|
| | Schedule pull out intervention for students needing one-on-one instruction. | | Principal Teachers | State Local | Ongoing | | Staff Dev. Certificates |
|--|---|--|--------------------|-------------|---------|--|-------------------------|

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; RC=Report Card, PR=Progress Report, BM = Benchmark Scores; ASR = Assessment Summary Reports

PAINT CREEK ISD

Reading
2022-2023

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|---|-----------------------|--|---|-------------------------------|---|---------------------------------|
| District Goal: | | The Paint Creek Independent School District will strive for an "A" rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | |
| Performance Objective(s): | | <p>A. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Reading.</p> <p>a. At least 60% of all students will meet or exceed grade level on the state assessment in Reading.</p> <p>b. At least 30% of all students will master grade level on the state assessment in Reading.</p> | | | | |
| Summative Evaluation | | STAAR, EOC | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources | Formative Evaluation Timeline | Formative Evaluation | Documented |
| Disaggregate STAAR/EOC Reading objectives for All Students | ASR | Principal Counselor Teachers | Benchmark Tests | Spring | Benchmark scores | Assessment Results |
| Provide diagnostic tools to assess student mastery (benchmark assessments) Interim Assessments | ASR BM | Principal Counselor Teachers | Benchmark Tests | Fall & Spring | Benchmark scores | Assessment Results |
| STAAR Reading and TPRI (Texas Primary Reading Inventory) testing for reading | TAPR, TPRI | Principal Teachers | Testing Materials | Fall, Winter, & Spring | STAAR results TPRI Results | Assessment Results |
| Extended day learning opportunities and in-school tutorials for students not mastering the curriculum | RC PR BM ASR | Principal Teachers | -Title IV – \$841 -ESSER II – 14,897 | Fall & Spring | Report Cards Progress Reports Benchmark Scores STAR/EOC Summary Reports | Assessment Results Report Cards |

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|--|---|--|---------------------------------------|--|----------------|---|--|
| | Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students | RC PR TAPR BM AW | Principal Teachers | State Local Title I, Part A – \$33,037 Title II – \$4,072 Title IV – \$6,372 | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports TAPR |
| | Continue inclusion: All students will receive instruction in the least restrictive environment in a regular classroom, with assistance targeted toward our at-risk population | TAPR | Principal Counselor Teachers | State Local | Each six weeks | LPAC Documentation TELPAS Results Language Proficiency Tests | Assessment Results Report Cards Progress Reports |
| | Identify and address the needs of ESL students <ul style="list-style-type: none"> Establish ESL guidelines and procedures regarding the following: <ul style="list-style-type: none"> -LPAC membership/training/meeting -Scheduling -Placement | Home Language Survey TAPR RC PR BM | Principal ESL Teacher Counselor | State Local | Each Six Weeks | LPAC TELPAS Assessment Results Report Cards Progress Reports | |

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|--|---------------------|---------------------------------|---|---------|------------------------------|---|
| <p>Improve services for Dyslexic students:</p> <ul style="list-style-type: none"> • Continue the dyslexia identification procedures and services to ensure alignment with the district dyslexia plan. • Provide training to all faculty and staff in recognizing characteristics of dyslexia and/or related disorders. • Review District Dyslexia Handbook with all faculty and staff. • Communicate to teachers identified dyslexic students and provide accommodations and explanation of services. • Provide intervention for K-2 students based on TPR1 results and reading weaknesses. | Teacher Observation | Principal Teachers | State - \$6,160 Local GORT C-TOPP Neuhaus | Ongoing | Battery of Diagnostic Tests | Assessment Results Report Cards Progress Reports |
| <p>Continue to upgrade library/reading resources</p> <ul style="list-style-type: none"> • AR software/tests • Acquire additional books • Staff training • Renaissance Upgrade • Staffing • Books on CD | | Principal Library Aide Teachers | State Local REAP - \$2,005 | Ongoing | Star Tests Book Inventory | Assessment Results Report Cards Progress Reports Library Inventory |

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|--|---|-----------------------|--------------------|----------------------------------|--|---------|---|--|
| | Continue to utilize STAAR/EOC workbooks | RC PR ASR BM | Principal Teachers | State Local | | Ongoing | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards |
| | Provide quality staff development opportunities for teachers | | Principal Teachers | State Local | | Ongoing | | Staff Development Certificates |
| | Utilize IXL, Waterford Program, Edgenuity | ASR BM TAPR | Principal Teachers | State Local REAP – \$6,480 | | Ongoing | Report Cards Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| | Utilize Chrome Books, interactive white board/interactive TV technology and tablets | BM ASR | Principal Teachers | State Local | | Ongoing | Report Cards Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |

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|---|------|--------------------------|-----------------------|---------|------|------|
| Teachers will be distributed equally to ensure that the needs of all students are met | TAPR | Principal Superintendent | Comp. Ed. – \$119,735 | Ongoing | TAPR | TAPR |
| Professional staff will continue effective instructional strategies to ensure that all students achieve success | TAPR | Principal Superintendent | | | TAPR | TAPR |

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|---|--|--------------------|-------------|---------|--|-------------------------|
| Schedule pull out intervention for students needing one-on-one instruction. | | Principal Teachers | State Local | Ongoing | | Staff Dev. Certificates |
|---|--|--------------------|-------------|---------|--|-------------------------|

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; RC=Report Card, PR=Progress Report, BM = Benchmark Scores; ASR = Assessment Summary Reports

PAINT CREEK ISD

Social Studies
2022-2023

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|--|---|------------------------------|--|--------------------------------------|--|---|
| District Goal: | The Paint Creek Independent School District will strive for an "A" rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | | |
| Performance Objective(s): | <p>A. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Social Studies.</p> <p>a. At least 60% of all students will meet or exceed grade level on the state assessment in Social Studies.</p> <p>b. At least 30% of all students will master grade level on the state assessment in Social Studies.</p> | | | | | |
| Summative Evaluation | STAAR, EOC | | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources Material/Fiscal | Formative Evaluation Timeline | Formative Evaluation | Documented |
| Disaggregate STAAR/EOC social studies objectives for All Students | ASR | Principal Counselor Teachers | | Spring | | |
| Provide diagnostic tools to assess student mastery (benchmark assessments) Interim Assessments | ASR | Principal Counselor Teachers | | Fall & Spring | Benchmark scores | Assessment Results |
| Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students | RC PR TAPR BM AW | Principal Teachers | State Local Title I, Part A – \$33,037 Title II – \$4,072 Title IV – \$8372 | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports TAPR |

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|--|---|-------------|------------------------------|-----------------------|--|----------------|--|--|
| | Continue inclusion: All students will receive instruction in the least restrictive environment in a regular classroom, with assistance targeted toward our at-risk population | TAPR | Principal Counselor Teachers | State Local | | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| | Continue to increase the percent of students achieving grade level performance on STAAR/EOC | TAPR ASR | Principal Teachers | | | Spring | TAPR ASR | Assessment Results |
| | Ensure that grade levels not tested on STAAR/EOC participate in vertical planning and curriculum alignment | ASR TAPR BM | Principal Teachers | | | Fall | Report Cards Lesson Plans | Lesson Plans Assessment Results |
| | Provide quality staff development opportunities for teachers | | Principal Teachers | State Local | | Ongoing | | Staff Development Certificates |
| | Utilize Chrome Books, interactive white board/interactive TV technology and tablets | BM ASR | Principal Teachers | State Local | | Ongoing | Report Cards Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| | Teachers will be distributed equally to ensure that the needs of all students are met | TAPR | Principal Superintendent | Comp. Ed. - \$119,735 | | Ongoing | TAPR | TAPR |
| | Professional staff will continue effective instructional strategies to ensure that all students achieve success | TAPR | Principal Superintendent | | | | TAPR | TAPR |

Needs Assessment: TAPR; TPRR; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; RC=Report Card,
PR=Progress Report, BM = Benchmark Scores; ASR = Assessment Summary Reports

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PAINT CREEK ISD

Science
2022-2023

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|--|-------------------------|--|--|--------------------------------------|--|---|--|
| District Goal: | | The Paint Creek Independent School District will strive for an "A" rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | | |
| Performance Objective(s): | | <p>A. At least 90% of all students, including sub populations, will approach, meet or exceed grade level on the state assessment in Science.</p> <p>a. At least 60% of all students will meet or exceed grade level on the state assessment in Science.</p> <p>b. At least 30% of all students will master grade level on the state assessment in Science.</p> | | | | | |
| Summative Evaluation | | STAAR, EOC | | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources Material/Fiscal | Formative Evaluation Timeline | Formative Evaluation | Documented | |
| Disaggregate STAAR/EOC science objectives for All Students | ASR | Principal Counselor Teachers | | Spring | | | |
| Provide diagnostic tools to assess student mastery (benchmark assessments) Interim Assessments | ASR | Principal Counselor Teachers | | Fall & Spring | Benchmark scores | Assessment Results | |
| Paraprofessional staff will assist classroom teachers to allow for intensive remediation of at-risk students | RC PR TAPR BM | Principal Teachers | State Local Title I, Part A – \$33,037 Title II – \$4,072 Title IV – \$8372 | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports TAPR | |

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|--|---|-----------------------|------------------------------|--|--|--------------------------|--|--|
| | Continue inclusion: All students will receive instruction in the least restrictive environment in a regular classroom, with assistance targeted toward our at-risk population | TAPR | Principal Counselor Teachers | State Local | | Each six weeks | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| | Ensure that grade levels not tested on STAAR/EOC participate in vertical planning and curriculum alignment | ASR TAPR BM | Principal Teachers | State Local | | Fall | Report Cards Lesson Plans | Lesson Plans Assessment Results |
| | Provide quality staff development opportunities for teachers | | Principal Teachers | State Local | | Ongoing | | Staff Development Certificates |
| | Continue to update science lab resources and equipment | TEKS | Principal Teachers | State Local | | Ongoing | Inventory | Inventory |
| | Extended day learning opportunities and in-school tutorials for students not mastering the curriculum | RC BM ASR | Principal Teachers | -ESSAR III – \$14,897 -Title IV – \$841 | | Fall, Spring, and Summer | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards |
| | Continue to utilize STAAR/EOC workbooks | RC PR ASR BM | Principal Teachers | - State -Local | | Fall, Spring, and Summer | Teacher Evaluations | Assessment Results Report Cards |

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|---|-----------|-----------------------------|------------------------|---------|---|--|
| Utilize Chrome Books, interactive white board/interactive TV technology and tablets | BM ASR | Principal Teachers | State Local | Ongoing | Report Cards Progress Reports Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards |
| Teachers will be distributed equally to ensure that the needs of all students are met | TAPR | Principal Superintendent | State Local | Ongoing | Report Cards Benchmark Scores STAAR/EOC Summary Reports | Assessment Results Report Cards Progress Reports |
| Professional staff will continue effective instructional strategies to ensure that all students achieve success | TAPR | Principal Superintendent | Comp. Ed. -- \$119,735 | Ongoing | TAPR | TAPR |

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; RC=Report Card, PR=Progress Report, BM = Benchmark Scores; ASR = Assessment Summary Reports, TEKS=Texas Essential Knowledge and Skills

PAINT CREEK ISD

Attendance
2022-2023

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|---|--|------------------|-----------------------------------|-----------|---------------------------------------|---|-------------------------------------|
| District Goal: The Paint Creek Independent School District will strive for an "A" rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | | | | |
| Performance Objective(s): The district/campus student attendance rate will be 96%. The district dropout rate will be 0%. | | | | | | | |
| Summative Evaluation TAPR PEIMS Data | | | | | | | |
| | Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources | Formative Evaluation Timeline | Formative Evaluation | Documented |
| | Continue weekly monitoring of student attendance records | PEIMS TAPR | PEIMS Coordinator Principal | | Weekly | PEIMS Attendance Reports (individual & campus) | TAPR Parent Sign In/Out Sheet |
| | Continue attendance incentive program | PEIMS | Principal | Local | Weekly 6 Weeks Semester Year | PEIMS Attendance Reports (individual & campus) | TAPR Parent Sign In/Out Sheet |
| | Continue parental notification regarding student absences | PEIMS | Principal | | Ongoing | PEIMS | Letter sent |
| | Follow the procedures for Leavers and Underreported students | PEIMS | PEIMS Coordinator | | Ongoing | PEIMS | TAPR |

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| | Implement a student software system (TEXIS) that will enable close monitoring of student discipline, grades, attendance, registration, and scheduling | PEIMS | Student PEIMS Coordinator | State Local | Ongoing | PEIMS | PEIMS |
| | Pregnancy related services to identified students. Provide assistance in obtaining social services – such as WIC and provide counseling, parent education, and homebound service | PEIMS | Principal Counselor | State Local | Ongoing | Identification of pregnant teens | Pregnant teens and teen fathers stay in school and graduate |

Needs Assessment: TAPR; TPRJ; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

PAINT CREEK ISD

Special Programs
2022-2023

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| District Goal: | | The Paint Creek Independent School District will strive for an "A" rating on state accountability in 2023 based on a scaled score from Student Achievement, School Progress, and Closing the Gaps. | | | | |
| Performance Objective(s): | Address identified needs in special programs (special education, CTE, Migrant, Gifted & Talented, and ESL) and improve services for students identified as 504, Dyslexic, & At-Risk. | | | | | |
| Summative Evaluation | STAAR, EOC | | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources | Formative Evaluation Timeline | Formative Evaluation | Documented |
| <p>Address identified needs in the Special Education Program:</p> <ul style="list-style-type: none"> Identify special education program needs based on the following components: initial evaluations, re-evaluations, least restrictive environment, related services, and transition Provide staff development to all faculty and staff in modifications, confidentiality, and pre-referral process Continue to monitor the number of Hispanic and LEP referrals to prevent over-representation. | TAPR | Special Ed. Director Principal Special Ed. Teacher Teacher | State Local Human/Material/Fiscal | Per student occurrence | Pre-referral documentation ARD Minutes Benchmark Tests Progress Reports Report Cards | Referrals to special education Staff Development Certificates |
| | | | | PEIMS Data Teacher Referrals | Evaluate effectiveness of ESL Program Evaluate effectiveness of pre-referral committee | PEIMS Data |
| | | | | | | Meeting Agenda |

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| | <ul style="list-style-type: none"> As required for response to intervention (RTI), the Student Intervention Team (SIT) will continue to meet to discuss any pre-referrals/referrals to special education. Continue to provide special education information meetings and correspondence | | | | | Parent Needs Assessment/ Survey | Lesson plans |
| | <p>Address identified needs in the CTE and college readiness program:</p> <ul style="list-style-type: none"> Coordinate and integrate CTE Program with regular education program Technology classes will be offered to encourage students to attend post-secondary education Ensure accurate PEIMS coding Continue Career Day participation Offer dual-credit courses through Western Texas College and Cisco College Offer certification in welding and floral design | PEIMS Data TAPR | Principal Counselor PEIMS Coordinator | State Local | Fall & Spring | Coordinated lesson plans Career plans for Coherent Sequence Students PEIMS Data | PEIMS PEIMS Class Rosters |
| | <ul style="list-style-type: none"> Revise and implement a Comprehensive Guidance Plan in accordance with the State Guidance Plan. | DR SAT/ACT PS SS | Counselor Principal | ASVAB Achieve Texas State Guidance Plan | Ongoing | Calendar of Events School Calendar | Program Participation Assessment Results |

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| <ul style="list-style-type: none"> ● Increase the number of graduates taking the ACT/SAT | SAT/ACT | Teacher Counselor Principal | SAT/ACT Prep Software PSAT ASVAB | Fall & Spring | Assessment Results ACT/SAT scores | Lesson Plan Report Cards Tests taken Boards installed Computers purchased |
| <ul style="list-style-type: none"> ● Implement Chrome Books, interactive white board/interactive tv technology and tablets ● Update technology hardware and software ● Curriculum -CVE Multimedia | TAPR TI, FS | | Local/State REAP - \$3,100 | | | |
| <p>Implement a quality Migrant Education Program through a shared service arrangement with ESC XIV -</p> | Occupational Survey | Principal Migrant Coordinator | State Local | August 2022-July 2023 | NGS Reports, Email Communication, PFS Criteria, | PEIMS |

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| | <ul style="list-style-type: none"> • The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities • The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies • The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state or local programs serve PFS students | ESC 14 | | PFS Student Progress Forms and Supplemental Services Form | | Assessment Results LPAC Meeting Agendas |
| | <p>Address identified needs in the ESL program:</p> <ul style="list-style-type: none"> • Review ESL program to provide structure and consistency through communication and coordination with regular education teachers | TAPR | Principal ESL Teacher(s) | State Local SRA | Per Student Fall & Spring LPAC documentation Progress Reports Report Cards | |

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| <ul style="list-style-type: none"> Follow ESC 14 established ESL guidelines and procedures regarding the following: <ul style="list-style-type: none"> -LPAC membership/training/meetings -Grading criteria -Scheduling -Placement -Curriculum alignment and coordination -All elementary teachers become ESL certified | | | | | Proficiency Tests Teacher Certification | Teacher Certification |
| <p>Improve services for Dyslexia students and/or 504 students:</p> <ul style="list-style-type: none"> Continue the dyslexia and 504 identification procedures and services to ensure alignment with the dyslexia plan Provide training to all faculty and staff in recognizing characteristics of dyslexia and/or related disorders Review district dyslexia handbook with all faculty and staff Provide intervention for K-5 students based on TPRI/STAAR results and reading weaknesses Communicate to teachers identified 504 students and provide accommodations and explanation of services | TO ASR Reading Assessments TPRI | 504 Coordinator Dyslexia Coordinator | State Local | Ongoing Fall Fall Ongoing | 504 Committee Meetings 504/Dyslexia Roster | Meeting Agenda/Minutes Staff Development Certificates Individual Student Accommodations |

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| <p>Address identified needs in the Gifted & Talented (GT) Program:</p> <ul style="list-style-type: none"> • Training in differentiation with depth and complexity • Align the G/T with regular education TEKS and ensure differentiation • 30-hour and 6-hour update training • Annual G/T Testing for identification | TAPR | Principal District G/T Coordinator | State Local | Fall & Spring | Progress Reports Report Cards Assessment Results | Staff Development Certificates Identification of students |
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Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify); TO = Teacher Observations; PBM=Performance-Based Monitoring, TI = Technology Inventory, ASR = Assessment Summary Results

PAINT CREEK ISD

Safe and Orderly Environment
2022-2023

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| District Goal: | | Paint Creek Independent School District will have a safe, orderly environment that promotes successful student learning. | | | | |
| Performance Objective(s): | | <ol style="list-style-type: none"> 1) Discipline referrals will be minimal 2) Tobacco, alcohol, and other drug offenses will remain low 3) Incidents of violence will remain at zero. 4) Safety drills and procedures will be performed routinely 5) Safety committee meetings per semester | | | | |
| Summative Evaluation | | | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources Human/Material/Fiscal | Formative Evaluation Timeline | Formative Evaluation | Documented |
| Implement the Crisis Operations Management Plan <ul style="list-style-type: none"> ● Conflict resolution ● Suicide prevention ● Violence prevention ● Provide training on the contents in the Crisis Plan and update based on needs identified during training | PS SS | Principal | SHAC Committee Counselor Principal | Ongoing | Discipline Referrals | Staff Development Records Drills Presentations |
| Provide a tobacco, alcohol, and drug education program <ul style="list-style-type: none"> ● Canine detection ● Expand drug awareness programs for secondary students ● Utilize ESC Region 14 Services ● Health & Wellness classes provide instruction on the negative effects of alcohol, drug, and tobacco use. | PS SS | Principal Teachers Counselor | Red Ribbon State Local Instructional Materials | Ongoing | Discipline Referrals Need for awareness | Canine report School calendar |

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| | Implement Positive Behavior Support strategies derived from the Texas Behavior Support Initiatives <ul style="list-style-type: none"> • Trainer-of-trainers • Provide in-house training to personnel in restraint | Required Training | Principal Teachers | Haskell-Knox-City Special Education Co-op | Fall | Discipline Referrals | Training Schedule and Attendance |
| | Utilize an eight step discipline plan | PS SS | Principal Teachers | | Ongoing | Discipline Referrals | Discipline Referrals |
| | Bullying and cyberbullying will be addressed within the classrooms by all teachers (K-12), in the local bullying policy, and in board policy FFI (Local) | SS PS | Principal Counselor Teachers | Assemblies Health Curriculum STOP IT reporting system | Ongoing | Need for awareness Discipline referrals | Lesson Plans Bullying Policy Board Policy |
| | The prevention of teen dating violence (the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship) will be addressed | PS SS | Counselor | Assemblies Health Curriculum | Ongoing | Need for Awareness | Program Participation |
| | Maintain, monitor, and evaluate facilities to provide an environment that will meet the demands of curriculum requirements | PS FS | Superintendent School Board | State Local | Ongoing | Needs Assessment | Board Minutes |
| | Emphasize positive behavior, self-esteem, and mental health | PS FS | Principal Teachers | ESSER III – \$14,997 | Ongoing | Needs Assessment | Banners |

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| Install and maintain safety & security equipment: 1. Raptor visitor check-in system 2. Security cameras 3. Door & gate access controls (locking system) 4. Perimeter security fencing 5. Exterior doors with push bars | Facility Survey | Superintendent | State Local | Ongoing | Committee Recommendations Survey of facility | Installation and maintenance of equipment |
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Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)

PAINT CREEK ISD

Parent Involvement
2022-2023

| District Goal: | | Parents, community members and educators at Paint Creek Independent School District will be active partners in the education of our students. | | | | |
|---|------------------|---|---------------------------------|-------------------------------|--------------------------------|--------------------------|
| Performance Objective(s): | | Opportunities for parental and community involvement will be provided. | | | | |
| Summative Evaluation | | Membership and attendance rosters, parent/community involvement rate | | | | |
| Action(s)/Implementation(s) | Needs Assessment | Person(s) Responsible | Resources Human/Material/Fiscal | Formative Evaluation Timeline | Formative Evaluation | Documented |
| Parent-Teacher Conferences | | Principal Teacher | Local | Ongoing | | Sign-In Sheet |
| Report Cards/ Progress Reports sent to parents and community each six weeks | FS PS | Teacher Office Staff Principal | State/Local | Ongoing | | Sent out every 3/6 weeks |
| Volunteer Program | FS PS | Principal Teachers | Parents Community Members | Ongoing | Parent/community participation | Sign-in sheets |
| Parent Contact Lists | FS PS | Teachers | Contact Sheets | Ongoing | Contact Sheets Available | Contact Sheets Completed |
| Open House/Meet the Teacher | FS PS | Principal Teachers | Teachers | Fall | | Sign-in sheets |
| Fall Festival | FS PS | Principal Teachers | Student Activity | October | | Parent participation |
| Utilize SchoolMessenger and Facebook | FS PS | Teacher Principal | State Local | Ongoing | | Parent Input |

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| | Utilize a student software system that includes a parent portal providing access to school/student related information (attendance, grades, assignments) | PS FS | Student PEIMS Coordinator Teachers Principal | State Local | Ongoing | Parent Survey | Parent Participation |
| | Senior Parent Night at Football and Basketball Games | FS PS | Principal Coaches | Parents Students | Fall-Spring | | Parent participation |
| | Donuts for Dads-Muffins for Moms | FS PS | Principal Teachers | State Local | Spring | | Parent participation |
| | Come Read With Me | FS | Teacher | Parents Students | Spring | | Parent Participation |

Needs Assessment: TAPR; TPRI; SS=Student Survey; PS=Parent Survey; FS=Faculty Survey; DR=Discipline Report; Other (specify)