

PAINT CREEK INDEPENDENT SCHOOL DISTRICT

District/Campus Improvement Plan

2025-2026



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

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

Kevin White – Chairperson

Shannon Waters	Principal
Rachel Fitchett	Elementary Teacher
Samantha Carroll	Elementary Teacher/SPED Teacher
Jennifer White	Counselor
Selina Salinas	Ag Teacher
Chelsea Bullard	Elementary Teacher

Parent Members

Melody Hicks
Harry Boyd

Business Member

Josh Fitchett

Community Member

Wanda Thompson

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)
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 STAAR/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 2024-2025 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.

STAAR ASSESSMENTS	READING			MATH			SOCIAL STUDIES			SCIENCE		
	2021 2022	2022 2023	2024 2025	2021 2022	2022 2023	2024 2025	2021 2022	2022 2023	2024 2025	2021 2022	2022 2023	2024 2025
School Years % of students who met standard												
ALL STUDENTS	80	91	84	92	91	90	71	90	80	79	92	69
HISPANIC	84	96	88	86	92	87	50	100	67	71	91	56
WHITE	74	88	85	100	89	96	89	N/A	100	90	90	86
ECONOMICALLY DISADVANTAGED	80	92	83	91	91	89	75	86	67	75	90	73

EOC ASSESSMENTS

School Years	English I	English II	Algebra I	US History	Biology
ALL STUDENTS <i>Approaches</i>					
2021-2022	71%	71%	83%	100%	100%
2022-2023	83%	83%	100%	N/A	100%
2024-2025	80%	100%	100%	100%	90%
HISPANIC <i>Approaches</i>					
2021-2022	50%	75%	50%	100%	100%
2022-2023	83%	N/A	100%	N/A	100%
2024-2025	N/A	N/A	N/A	100%	N/A
WHITE <i>Approaches</i>					
2021-2022	60%	66%	100%	100%	75%
2022-2023	100%	N/A	N/A	N/A	N/A
2024-2025	67%	N/A	100%	100%	83%

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/ STAAR/EOC instructional strategies
5. supplies and materials necessary to teach TEKS/STAAR/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 60-70% economically disadvantaged students. The following fund sources are utilized to improve the district’s educational program:

Fund Source	Amount
Title I, Part A	\$44,242
Title II, Part A	\$7,926
Title IV	\$10,000
REAP (SRSA)	\$11,247
State Compensatory Education	\$108,685