

# **Poolville Independent School District**

## **District Improvement Plan**

**2019-2020**

**Accountability Rating: B**

# Mission Statement

The mission of the Poolville Independent School District is to provide all students with an educational program allowing them to develop to their full potential. That program is designed to ensure that they will be well adjusted, capable, and able to make positive contributions to a free-enterprise society controlled by free and well-informed people. Since it is evident that schools can make a difference in the lives of their students, the staff of Poolville Independent School District is committed to the belief that all students can learn.

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# Comprehensive Needs Assessment

Revised/Approved: October 03, 2019

## Demographics

### Demographics Summary

Poolville ISD data is based on 2017-2018 Texas Academic Performance Reports (TAPR):

Poolville ISD serves grades EE-12th, with district enrollment of 518 students.

Ethnic Distribution: 0.2% African American, 17.6% Hispanic, 80.5% white, 0.4% American Indian, 0.2 Asian and 1.2% Two or More Races. 53.3% of students were Economically Disadvantaged, 36.7% of students met criteria as At-Risk, 7.3% of students were English Learners, 6.6% of students were identified as Gifted and Talented, and 11.4% of students met eligibility for Special Education Services.

### Demographics Strengths

# Student Academic Achievement

## Student Academic Achievement Summary

**2019 Accountability Rating** - Poolville ISD was rated “B” with an overall score of 83.

**Student Achievement** measures whether students have met grade-level expectations as measured by the STAAR test and considers graduation rates and how prepared students are for life after high school (CCMR.)

The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (73)

The College, Career, & Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in HS, or earning an industry certification, etc. (91)

Graduation rate is calculated by comparing the number of students who receive a HS diploma vs the number of students who started 9th grade four years ago (100)

The Student Achievement score for Poolville ISD was scaled at 86 (STAAR score - 73; College, Career, and Military Readiness Score - 91; Graduation Rate score - 100)

**School Progress** measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance).

The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (58)

Relative Performance indicates how much progress Poolville ISD students are making relative to students at similar schools (87)

Since the Relative Performance score was higher than the Academic Growth score it was used to calculate the School Progress Score (87)

The School Progress score for Poolville ISD was scaled at 87 (Academic Growth - 58; Relative Performance - (87)

**Closing the Gaps** scores speak to how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness.)

Academic Achievement - Eight student groups met minimum size criteria for Academic Achievement in ELA/Reading. One of the groups met the target. Eight student groups met the minimum size criteria for Academic Achievement in Math. Three of the groups met the target.

Academic Growth - Seven student groups met minimum size criteria for Growth in ELA/Reading. Two of the student groups met the target. Seven student groups met the minimum size criteria for growth in Math. None of the groups met the target.

Graduation Rate - Two student groups met the minimum size criteria; None of the student groups met the target.

English Language Proficiency- One student group met the minimum size criteria. None met the target.

Student Success - Eight student groups met the minimum size criteria. One of the groups met the target (STAAR performance).

School Quality - One student group met the minimum size criteria. One group met the target (CCMR.)

The Closing the Gaps score for Poolville ISD was scaled at 74.

Poolville ISD did not earn a distinction designation.

**2018 Accountability Rating** - Poolville ISD was rated with an overall score of 77.

**Student Achievement** measures whether students have met grade-level expectations as measured by the STAAR test and considers graduation rates and how prepared students are for life after high school (CCMR.)

The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade level (76)

The College, Career, & Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in HS, or earning an industry certification, etc. (49)

Graduation rate is calculated by comparing the number of students who receive a HS diploma vs the number of students who started 9th grade four years ago (95)

The Student Achievement score for Poolville ISD was scaled at 76 (STAAR score - 76; College, Career, and Military Readiness Score - 49; Graduation Rate score - 95)

**School Progress** measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and also looks at how much better students are doing academically at our school compared to similar schools (Relative Performance)

The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (79)

Relative Performance indicates how much progress Poolville ISD students are making relative to students at similar schools (57)

Since the Academic Growth score was higher than the Relative Performance score it was used to calculate the School Progress Score (79)

The School Progress score for Poolville ISD was scaled at 79 (Academic Growth - 79; Relative Performance - 57)

**Closing the Gaps** scores speak to how well different groups of students are performing. The score is calculated based upon four categories: grade level performance (Meets grade level on STAAR); Academic Growth/Graduation Rate; English Language Proficiency; and Student Achievement (College, Career, and Military Readiness.)

Academic Achievement - Eight student groups met minimum size criteria for Academic Achievement in ELA/Reading. Two of the groups met the target. Eight student groups met the minimum size criteria for Academic Achievement in Math. Six of the groups met the target.

Graduation Rate - Two student groups met the minimum size criteria; None of the student groups met the target.

English Language Proficiency- One student group met the minimum size criteria; and one met the target.

Student Success - Eight student groups met the minimum size criteria; Three of the groups met the target (STAAR performance.)

School Quality - Three student groups met the minimum size criteria; none of them met the target (CCMR.)

The Closing the Gaps score for Poolville ISD was scaled at 72.

Poolville ISD did not earn a distinction designation.

## **Student Academic Achievement Strengths**

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- 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
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: November 14, 2019

## Goal 1: Poolville ISD will ensure that all students receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 1:** Implement a well-rounded program of instruction to meet the academic needs of all students and ensure that Poolville ISD graduates are College, Career, and/or Military-ready.

**Evaluation Data Source(s) 1:** The Domain 1 scaled score for Poolville ISD will increase from 86 to 88 by August, 2020 as measured by the Texas Accountability Rating System.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit and retain the most professional and qualified staff possible to support the educational programs of the district by offering incentives such as small class sizes, additional days on contract, and stipends.	2.4, 2.5, 2.6	Superintendent & Board of Trustees	Poolville ISD will attract and retain 100% highly effective staff.				
2) Provide curriculum, scope & sequence, and formative assessments aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels for teachers to utilize.	2.4, 2.5, 2.6	PISD Administration	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.				
3) Provide training to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade level skills and competencies.	2.4, 2.5, 2.6	PISD Administration	Principals and teachers will develop and implement a plan for professional development based upon identified needs in content areas; increase in number of students meeting grade level expectations in all grades and content areas.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide high-quality, ongoing training to facilitate teachers' use of research-based instructional practices that provide opportunities for all students to meet the challenging state academic standards.	2.4, 2.5, 2.6	PISD Administration	Principals will develop and implement a plan for professional development based upon identified needs in instructional practices; improved T-TESS ratings.				
5) Continuously improve the quality of instruction through PLCs, support of new and/or inexperienced teachers, and by providing a supportive workplace climate that enhances staff morale.	2.4, 2.5, 2.6	PISD Administration	Instructional personnel will be supported by administration; students will be taught by highly effective educators.				
6) Provide a technology infrastructure to increase the use and effectiveness of instructional technology, student progress monitoring, and data-driven instruction.	2.4, 2.5, 2.6	Superintendent & Technology Director	Instructional technology will be updated and/or replaced as resources allow to ensure students are prepared for a technology-oriented society.				
7) Demonstrate a positive and professional attitude towards all students to promote high expectations for student behavior and develop character and values such as responsibility, respect, trustworthiness, caring, fairness, and citizenship.	2.4, 2.5, 2.6	PISD Administration	Students will be encouraged and challenged to meet their full potential in a safe and disciplined environment				
8) Offer enrichment classes and activities that enhance students' educational experiences and engagement in school; encourage student participation in extra-curricular activities and enrichment programs in an effort to address the needs of students beyond core academics.	2.4, 2.5, 2.6	PISD Administration	Students will have access to programs, activities, and courses as part of a well-rounded education				
9) Provide specialized support for high-achieving students including a rigorous, diverse curriculum to prepare students for a broad range of career opportunities, as well as enrichment programs to meet the unique needs of students identified as Gifted & Talented.	2.4	PISD Administration	Increase in student performance for students identified as Gifted & Talented; increased student engagement and attendance				
10) Provide a variety of CTE classes that allow students to obtain certification or knowledge in technical areas that can be used for employment or post-secondary education.	2.4, 2.5, 2.6	PISD Administration	All students will have opportunities to develop and demonstrate the knowledge and skills necessary to obtain a career.				
11) Coordinate with institutions of higher ed, employers, and other local partners to facilitate effective transitions for students from high school to postsecondary education by providing increased dual or concurrent enrollment opportunities, career counseling, and work-based learning opportunities.	2.4, 2.5, 2.6	PISD Administration	Increase in school-based and work-based learning opportunities; increase in number of students earning industry certifications; increase in number of students earning college credit				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
12) Implement a schoolwide tiered model to prevent and address problem behavior and utilize discipline management techniques to increase learning time and reduce discipline referrals; develop a discipline management plan including strategies for addressing bullying and peer conflict.	2.4, 2.5, 2.6	PISD Administration	Reduction in the use of discipline practices that remove students from the classroom; increase in student performance for all student groups				

**Goal 1:** Poolville ISD will ensure that all students receive a high-quality education and will improve student performance for all student groups.

**Performance Objective 2:** Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

**Evaluation Data Source(s) 2:** The Domain 2 School Progress Academic Growth scaled score for Poolville ISD will improve from 58 to 61 by August, 2020 as measured by the Texas Accountability Rating System.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Establish strong data-driven instruction practices to help teachers focus on student progress, improve the quality and frequency of use of lesson plans and formative assessments, and adjust instructional delivery to meet the needs of both struggling learners and learners needing acceleration.	2.4, 2.5, 2.6	Principals	Student gains in literacy and math; increase in student performance in all content areas				
2) Utilize SLO process and conduct frequent classroom observations to monitor implementation and effectiveness of curriculum and instruction, especially differentiated student instruction, to ensure that all students' needs are being met.	2.4, 2.5, 2.6	Principals	Instructional coaching for new or inexperienced teachers; improved SLO ratings				
3) Promote PK-12 vertical alignment and implementation of research-based instructional practices in reading and math to improve the quality of teaching and learning for all students via PLCs, content-specific professional development, and campus-campus coordination.	2.4, 2.5, 2.6	Principals	Increase in number of students meeting progress measure expectations in Reading and Math at all campuses				
4) Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential. Conduct PreK/Kinder Registration each spring to enroll students.	2.4, 2.5, 2.6	PES Principal	Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder-readiness				
5) Facilitate effective transitions for students from home to elementary school, from elementary to JH, from JH to HS, and for students new to Poolville, students in foster care, and/or students experiencing homelessness.	2.5, 2.6	Principals & Campus Office staff	Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June



**Goal 2: Poolville ISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.**

**Performance Objective 1:** Staff will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

**Evaluation Data Source(s) 1:** The Domain 3 Closing the Gaps scaled score for Poolville ISD will improve from 74 to 78 August, 2020 as measured by the Texas Accountability Rating System.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize multiple formative assessments to check for understanding. Staff will be provided time to disaggregate data from all manner of student assessment including but not limited to: formative assessments, universal screeners, CBAs, benchmarks and state assessments, using dmac and lead4ward resources.	2.5, 2.6	PISD Administration	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups				
2) Provide differentiated instruction and targeted interventions in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	2.5, 2.6	Principals	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas.				
3) Implement a pyramid of intervention (RtI services) for identified students; provide teachers with training to incorporate supplemental instructional supports and differentiated student instruction.	2.5, 2.6	PISD Administration	Student gains in literacy and math; increase in student performance				
4) Provide additional classroom assistance and supplemental instructional support to improve student achievement and close instructional gaps. Instructional interventionists will supplement classroom instruction with pull-out instruction, intervention, and/or remediation.	2.5, 2.6	Principals	Student gains in literacy and math; increase in student performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June


**Goal 2:** Poolville ISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

**Performance Objective 2:** Staff will utilize varied and effective instructional strategies to improve academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

**Evaluation Data Source(s) 2:** 100% of evaluated student groups will meet achievement and growth targets in Reading and Math (Domain 3 - Closing the Gaps targets.)

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement district attendance policies, processes, and procedures with fidelity to consistently execute notification and follow up processes to improve and maintain student attendance.	2.4, 2.5, 2.6	PISD Administration, SRO	PISD will meet or exceed 96% attendance rate and less than 1% dropout rate.				
2) Coordinate with local law enforcement as needed for alcohol, drug and violence prevention programs, bullying and harassment prevention; and/or truancy issues to keep students in school.	2.5, 2.6	PISD Administration & SRO	Increase in student performance for students identified as at-risk; increase in student attendance				
3) Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students are able to perform at grade level at the conclusion of the next regular school term; Offer extended learning time opportunities before or after school and during the summer	2.5, 2.6	Principals	Increase in student performance for students identified as at-risk as a result of academic interventions such as tutorials, credit recovery, and/or summer school				
4) Educate students with disabilities in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and provide instructional accommodations and supports based upon each student's IEP.	2.5, 2.6	Principals, Parker County Special Education Co-op staff	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.				
5) Provide instruction for students identified as Limited English Proficient through the ESL program; ESL teachers will receive training provided by the Region 11 Title III SSA.	2.4, 2.5, 2.6	PISD Administration	Increase in English Learner student performance in all grades and content areas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Provide instructional accommodations and supports to students eligible under 504 according to each student's 504 plan.	2.5, 2.6	Principals	Increase in student performance for students eligible for 504 in all grades and content areas.				
7) Administer an approved universal screener and provide students identified as at risk for developing reading difficulties and students with dyslexia an accelerated reading instruction program.	2.4, 2.5, 2.6	PISD Administration	Increase in student performance for students identified as at risk for developing reading difficulties and students with dyslexia in all grades and content areas.				
8) Develop, monitor, and update individual student graduation plans based upon students' needs in meeting graduation requirements (IEPs, course completion, EOCs, Endorsement, etc.)	2.5, 2.6	HS Principal, Counselor, & Parker County Special Education Co-op staff	100% Graduation rate & 0% Dropout rate; increase in course completion for students identified as at-risk of dropping out				
9) Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	2.5, 2.6	PISD Administration and campus office staff	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.				
10) Train staff on social issues such as harassment, sexual abuse and other maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.	2.4, 2.5, 2.6	PISD Administration	Students will be referred for services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed, in a more timely manner.				
							

### **Goal 3: Poolville ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.**

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

**Evaluation Data Source(s) 1:** Attain 80% approval on Parent Surveys.

#### **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.	3.1, 3.2	PISD Administration	Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.				
2) Parent and family engagement opportunities will be offered on and off site; parents will receive ongoing communication regarding student progress, school programs, volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home.	3.1, 3.2	PISD Administration	Increased school-parent communication; increased parent attendance at school events; increase in number of parent volunteers; increase in attendance at parent workshops				
3) Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills to parents of HS students		HS Principal, Counselor	Increased parent and family engagement at the High School; more effective family engagement that supports student achievement and post-secondary success				
4) Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	3.1, 3.2	Campus Principals	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	3.1, 3.2	Campus Principals	Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.				

**Goal 3:** Poolville ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.


**Performance Objective 2:** Poolville ISD will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in district, business representatives, and community members

**Evaluation Data Source(s) 2:** Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct an annual Comprehensive Needs Assessment (with students, parents and other members of the community) for the entire school as part of the continuous improvement planning process.	3.1, 3.2	PISD Administration	Stakeholder feedback will inform planning process; improved student performance				
2) Conduct program evaluations to determine impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	3.1, 3.2	PISD Administration	Efficient allocation and use financial resources while improving the quality of education provided to students.				
3) Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	2.4	PISD Administration	Resource allocation is driven by programs and campus needs; Improved student performance;				
4) The district and campus improvement plans will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	2.4, 2.5, 2.6	PISD Administration	DIP/CIPs will delineate instructional methods for addressing needs of student groups not achieving full potential as well as methods for addressing needs of students for special programs				
5) Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	3.1, 3.2	PISD Administration	School-Parent compacts and Parental Involvement Programs will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policies, and School-Parent Compacts.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Identify strategies to lower barriers to participation by parents in campus and district decision-making. Provide parents and families with multiple avenues to give feedback: surveys and evaluations, communication with the principals, attendance at school activities and parent meetings.	3.1, 3.2	PISD Administration	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning				
7) Conduct ongoing evaluation of facilities to ensure PISD is meeting needs of students and staff; continuously improve and upgrade safety and security; update crisis management plan, emergency operation plan, and multi-hazard plan.	2.4, 2.5, 2.6	PISD Administration	Students will be educated in an environment conducive to learning; facilities will meet the needs of students and staff;				



100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue



# District Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Jeff Kirby	Superintendent
District-level Professional	Cathy Pennington	Director of Special Programs
Community Representative	Kelli Crain	consultant
Parent	Katie Baumgartner	Parent
Non-classroom Professional	Doug Martella	Technology Director
Classroom Teacher	Paula Clark	HS Teacher
Classroom Teacher	Mindy Hendrix	Math Specialist
Classroom Teacher	Brenda Clements	Reading Specialist
Student	Brandel Capps	HS student
Community Representative	Anthony Sheridan	SRO
Administrator	Michael Thurman	Elementary Principal
Student	Lucy Ramirez	HS Student
Administrator	Jennifer Shifflett	High School Principal
Administrator	Jamie Dunnam	Junior High Principal
Classroom Teacher	Cheryl Morton	HS Teacher
Classroom Teacher	Tara McEntire	JH Teacher