Priority Charter Schools

District Improvement Plan

2023-2024

Mission Statement

The primary mission and vision of Priority Charter Schools is to implement a public charter school in partnership with parents and the community that offers a multicultural, safe and friendly environment in which students can successfully learn basic skills and core academic content, develop and demonstrate their special talents and gifts, and develop social competencies that demonstrate citizenship and character.

Your Choice. Your Future. Our Priority.

Oral translations are available. Contact Priority Charter Schools at 254-206-2013.

Tenemos traducciones orales disponibles. ContactoePriority Charter Schools at 254-206-2013.

Vision

The secondary mission and vision of the schools is also committed to empowering others who possess like visions and missions to carry out their distinctive callings. PCS does not intend to control others in their endeavors, but to help lighten their load of providing assistance and training in the area of personalized education.

Value Statement

At Priority Charter Schools, the administration attempts to teach its staff that parents and students are our customers. We further endeavor to instill within each staff member, from the teachers to the cook to the custodian that "people do not care what you have until they know you care."

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Low student to teacher ratios Small class size	High percentage of economically disadvantaged students Increase enrollment	Marketing and recruiting students
Student Achievement	1:1 technology Scheduled interventions Data talks Instructional coaching College partners Unit Internalization	Improve math STAAR results Improve reading STAAR results Improve data driven instruction Improve CCMR outcomes	Star 360 (Renaissance math and reading) HQIM and support from Region 12 Zearn ST Math Amplify Boost DMAC Paraprofessionals to support math and reading
School Culture and Climate	Parent and Community opportunities Safety procedures Community partners	Social and Emotional focus Multi-cultural activities Student discipline	PAX PBIS

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Staff Quality/ Professional Development	Increase in certified staff Region 12 trainings	Ongoing professional development and training Effective instructional leadership Mentoring Clarity and transparency with T-TESS SchoolMint observations	RSSP Meetings focused on instructional strategies Mentoring of new teachers/staff Texas Instructional Leadership Reading Academies Increase certifications in ESL and GT
Curriculum, Instruction, Assessment	Effective School Framework (ESF) Advisory Periods STAAR materials Established tutoring program	Increase training to address SPED/504/RtI differentiation Increase rigor Hands-on activities/Student engagement	PLC's to address differentiation, rigor, and instructional strategies Incorporate task-performances Instructional Coach weekly feedback
Family and Community Involvement	Website School Messenger system Social Media	Improve parent communication	New parent portal in Ascender
School Context and Organization	Work collaboratively with stakeholders Work collaboratively among campuses	Establish best practice protocol	Engage the campuses as a district to maximize resources and efforts
Technology	One-on-one technology Websites for intervention	Availability of dependable internet access Phone systems	IT Support

Demographics

Demographics Summary

PCS serves students and families in Copperas Cove, Temple, and Killeen area.

PCS serves an average of 800 students in Central Texas. The Temple campus currently serves approximately 300 students (Prekindergarten-12), Copperas Cove serves approximately 250 students (Prekindergarten-12), and we are opening a new location in Killeen, Texas this year.

Students who reside in the following districts are eligible to apply at PCS. Academy ISD / Barlett ISD / Belton ISD / Copperas Cove ISD / Georgetown ISD / Hutto ISD / Jarrell ISD/ Killeen ISD / Lampasas ISD / Leander ISD / Liberty Hill ISD / Moody ISD / Round Rock ISD / Salado ISD / Temple ISD / Troy ISD

The surrounding communities includes several institutions of higher education. Fort Hood is a major influence in the area. Other primary industries are heavily influenced healthcare and technology.

Total Number of Enrollment		17-18	18-19	19-20	20-21	21-22
		861	788	792	846	836
Special Programs						
	Gifted/Talented (TAG)	0	17	12	46	45
	English 2nd Language (ESL)	40	42	14	9	52
	Bilingual (BIL)	0	0	0	0	0
	Limited English (LEP)	33	39	33	35	27
	Special Education	106	98	104	120	110
	At Risk	362	422	382	366	397

2021-2022 District Student Information		
District Name: PRIORITY CHARTER SCHOOLS (014803)		
County Name: BELL		
	----------------- District ----------------	
Student Information	Count	Percent
Total Students	836	100.0%
Students by Grade: Early Childhood Education	0	0.0%
Pre-Kindergarten	86	10.4%
Kindergarten	75	9.0%
Grade 1	68	8.1%
Grade 2	65	7.8%
Grade 3	74	8.9%
Grade 4	70	8.4%
Grade 5	61	7.3%
Grade 6	60	7.2%
Grade 7	61	7.3%
Grade 8	58	6.9%
Grade 9	50	6.0%
Grade 10	48	5.7%
Grade 11	29	3.5%
Grade 12	31	3.7%
Ethnic Distribution: African American	147	17.6%
Hispanic	279	33.4%
White	316	37.8%
American Indian	2	0.2%

2021-2022 District Student Information		
Asian	19	2.3%
Pacific Islander	6	0.7%
Two or More Races	67	8.0%
Economically Disadvantaged	483	57.8%
Non-Educationally Disadvantaged	353	42.2%
Section 504 Students	107	12.8%
Emergent Bilingual/EL	51	6.1%
Students w/ Disciplinary Placements (2020-2021)	0	0.0%
Students w/ Dyslexia	60	7.2%
At-Risk	397	47.5%
Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	110	
By Type of Primary Disability Students with Intellectual Disabilities	58	52.7%
Students with Physical Disabilities	24	21.8%
Students with Autism	14	12.7%
Students with Behavioral Disabilities	14	12.7%
Students with Non-Categorical Early Childhood	0	0.0%
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	District	State
Elementary: Kindergarten	23.0	18.7
Grade 1	17.0	18.7
Grade 2	16.3	18.6
Grade 3	18.5	18.7

2021-2022 District Student Information		
Grade 4	17.3	18.8
Grade 5	17.4	20.2
Grade 6	14.7	19.2
Secondary: English/Language Arts	8.7	16.3
Foreign Languages	7.1	18.4
Mathematics	7.8	17.5
Science	8.0	18.5
Social Studies	7.7	19.1

Teachers by Years of Experience:	
Beginning Teachers	7.7%
1-5 Years Experience	36.6%
6-10 Years Experience	20%
11-20 Years Experience	24.7%
Over 20 Years Experience	11.1%

Turnover Rate for Teachers: 37%

Staff Information District State Experience of Campus Leadership: PCS   State

Average Years Experience of Principals	3.5	6.3
Average Years Experience of Principals with District	3.5	5.4

Demographics Strengths

We serve a diverse student population, and ethnic distributions are consistent with the previous year.

At-risk numbers and categories are consistent.

Low staff to student ratios impact instruction and relationship building.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): PCS does not offer the types of extracurricular and academic programs found in secondary campuses at surrounding Independent School Districts. **Root Cause:** Small high school enrollment.

Problem Statement 2 (Prioritized): PCS teachers have fewer years of experience compared to state and region data. **Root Cause:** Teacher salaries are lower than surrounding districts.

Problem Statement 3 (Prioritized): PCS has a higher teacher turnover rate compared to state and region data. **Root Cause:** Teacher salaries are lower than surrounding districts.

Problem Statement 4 (Prioritized): PCS is a choice, so enrollment numbers can fluctuate. **Root Cause:** PCS needs to improve marketing strategies.

Student Learning

Student Learning Summary

 The 2022 rating for Priority Charter Schools is a B. Campus and district leaders have identified strengths in student achievement as well as areas of concern.

Student Learning Strengths

Student achievement scores have improved, particularly in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Specific campuses have lower scores particularly in math and science.   **Root Cause:** Teacher turnover and student attendance contributed to lower scores.

District Processes & Programs

District Processes & Programs Summary

Instructional and Curricular Processes

PCS uses the TEKS Resource System, a curriculum management solution, to provide K-12 alignment of the State of Texas curriculum, the Texas Essential Knowledge and Skills. The TEKS Resource System provides teachers with a framework for instruction and curriculum documents for planning daily lessons.

PCS uses DMAC for data collection and analysis. Data sources include STAAR, EOC, Renaissance Reading, Renaissance Math, and TPRI.

Personnel

PCS recruits teachers and staff through Indeed job postings and job fairs.

PCS contracts with the Education Service Centers to support grants, business operations, and training.

PCS contracts services to support PEIMS.

District Processes & Programs Strengths

PCS offers quality educational programs for students.

PCS engages in Community Partnerships (Community Colleges, and early childhood learning centers)

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Teacher retention is a challenge **Root Cause:** Certified teachers are attracted to higher salaries in surrounding districts.

Perceptions

Perceptions Summary

Priority Charter Schools is an open-enrollment charter school district. As such, all PCS campuses are free public schools that have the flexibility to adapt to the educational needs of individual students. PCS serves a wide range of students that extend from gifted and talented, to students who need additional support to get to grade level. That is why PCS is different from the one-size-fits-all traditional public school.

PCS provides a personalized learning environment that promotes greater student achievement. PCS also places a great emphasis on character citizenship in both the teachers and students.

PCS partners with both the parents and the community. All campuses operate on the philosophy that each child has value. We believe that every child is unique and must be treated accordingly. See Priority Charter Schools' mission statement.

PCS sees its obligation as providing a personalized education tailored to the needs of every student.

Perceptions Strengths

Priority Charter Schools meets the needs of students and families who are seeking a different choice in education.

Priority Problem Statements

Problem Statement 1: PCS teachers have fewer years of experience compared to state and region data.
Root Cause 1: Teacher salaries are lower than surrounding districts.
Problem Statement 1 Areas: Demographics

Problem Statement 2: PCS has a higher teacher turnover rate compared to state and region data.
Root Cause 2: Teacher salaries are lower than surrounding districts.
Problem Statement 2 Areas: Demographics

Problem Statement 3: PCS is a choice, so enrollment numbers can fluctuate.
Root Cause 3: PCS needs to improve marketing strategies.
Problem Statement 3 Areas: Demographics

Problem Statement 4: PCS does not offer the types of extracurricular and academic programs found in secondary campuses at surrounding Independent School Districts.
Root Cause 4: Small high school enrollment.
Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Professional development needs assessment data
- Equity data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices

Goals

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 1: The percent of all students and each student group, including special program students tests, will pass all portions of the state assessment in reading, math, science and social studies will increase to 75%.

> **High Priority**
>
> **HB3 Goal**

Strategy 1 Details	Reviews			
Strategy 1: Each campus will provide tutorial time for students for special education students and others who are at-risk of failure in core subject areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased academic scores **Staff Responsible for Monitoring:** Principals **Funding Sources:** - 420 General Fund	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers and principals will participate in Professional Learning Communities (PLC) for HQIMs to analyze data and implement interventions.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals **Funding Sources:** DMAC (analyze data) - 211 Title I, Part A - $9,382	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement Texas Instructional Leadership - Observation/Feedback on all campuses to provide feedback and specific suggestions to teachers about classroom management and academic rigor.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved teacher effectiveness **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Principals **Funding Sources:** - 420 General Fund	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Paraprofessionals will support instruction in high needs areas.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide additional time for small group or individualized instruction. **Staff Responsible for Monitoring:** Principals		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 211 Title I, Part A - $154,025					
Strategy 5 Details		Reviews			
Strategy 5: PCS will provide training for effective teaching strategies with Emergent Bilingual (EB) students.		**Formative**			**Summative**
Funding Sources: - 420 General Fund		**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 2: The percent of 3rd grade students that score "meets" grade level or above on STAAR Reading will increase to 41% by June 2024. Subpopulations will also be analyzed.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize paraprofessionals to support instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enable small group instruction.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				
Funding Sources: - 211 Title I, Part A - 154.025				

Strategy 2 Details	Reviews			
Strategy 2: Teachers participate in PLC discussions and data-analysis activities with grade level/content teams. Assessment data will from STAAR, benchmarks, Renaissance 360, and textbook resources will be analyzed through DMAC.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Fully implment Multi-Tier Support System for interventions				
Staff Responsible for Monitoring: Principals, Instructional Coach, RtI Lead				
Funding Sources: DMAC - 211 Title I, Part A - $9,382, Renaissance - 420 General Fund - $49,000				

Strategy 3 Details	Reviews			
Strategy 3: Provide tutorial and interventions times during and outside of the school day.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, teachers	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 420 General Fund				

Strategy 4 Details	Reviews			
Strategy 4: Monitor benchmark data for gaps and inequities in academic performance for subpopulations and special populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Closing the gaps among subpopulations				
Staff Responsible for Monitoring: Principals, Teachers, Assistant Superintendent, Superintendent				
Funding Sources: DMAC - 211 Title I, Part A - $9,382				

Strategy 5 Details	Reviews			
Strategy 5: Implement an assessment calendar for beginning of year, middle of year, and end of year diagnostics and benchmark testing.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Identify students for interventions to support success on STAAR. **Staff Responsible for Monitoring:** Coordinator of Academics, Assistant Superintendent **Funding Sources:** - 420 General Fund				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 3: The percent of 1st grade students that score "on grade level" in Reading on the mClass Reading End-of-Year assessment will increase to 50% by June 2024.

HB3 Goal

Evaluation Data Sources: Amplify mClass Reading assessment

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 4: The percent of 2nd grade students that score "on grade level" in reading on mClass Reading End-of-Year assessment will increase to 55% by June 2024.

HB3 Goal

Evaluation Data Sources: Amplify mClass assessment

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 5: The percent of 3rd grade student that score "meets" grade level or above on the STAAR Math will increase to 46% by June 2024.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores

Strategy 1 Details		Reviews			
Strategy 1: Assess student performance with Renaissance Star 360 at the beginning of year, middle of year, and end of year. Monitor low performing students and implement interventions using a Muli-Tier Support System.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify learning gaps for students. **Funding Sources:** Renaissance - 420 General Fund - $49,000		**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 6: The percent of 1st grade students that score "at or above" grade level on the Renaissance Star 360 Math will increase to 82% by June 2024.

HB3 Goal

Evaluation Data Sources: Renaissance Star 360

Goal 1: Students will reach high levels of academic achievement.

Performance Objective 7: The percent of 2nd grade students that score "at or above" grade level on the Renaissance Star 360 in Math will increase to 64% by June 2024.

HB3 Goal

Evaluation Data Sources: Renaissance Star 360

Goal 2: Students will be prepared for post-secondary opportunities.

Performance Objective 1: PCS graduates will meet the criteria for College, Career, and Military Readiness.

HB3 Goal

Evaluation Data Sources: industry certifications, TSI, dual credit enrollment, and military enlistment

Strategy 1 Details	Reviews			
Strategy 1: Provide Career and Technical Education courses through e-Dynamics.	**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent, Coordinator of Academics	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: E-Dynamics - 420 General Fund - $55,000				

Strategy 2 Details	Reviews			
Strategy 2: Monitor college, career, and military readiness begining in the 8th grade.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase percent of students who graduate CCMR.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Coordinator of Academics, Principals, Assistant Superintendent				
Funding Sources: - 420 General Fund				

Strategy 3 Details	Reviews			
Strategy 3: Facilitate dual credit, FAFSA completion, and college visits.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: Students will be prepared for post-secondary opportunities.

Performance Objective 2: PCS graduates will be eligible as "college ready."

Strategy 1 Details	Reviews			
Strategy 1: 12th graders who have not met "college ready" standards will enroll in College Prep English and/or Math as a course credit. Texas College Bridge curriculum will be used in conjunction with the MOUs from the local community college.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Assistant Principals				
Strategy 2 Details	Reviews			
Strategy 2: Provide the opportunity for 11th and 12th graders to take the TSIA to demonstrate college readiness. Provide materials to help students prepare for the TSIA.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 3 Details	Reviews			
Strategy 3: Encourage students to take the ACT and/or SAT.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for students to visit colleges and college fairs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: PCS will attract and retain high quality administration, faculty, and staff.

Performance Objective 1: Develop district-wide professional development for teachers, support staff, and administrators.

Strategy 1 Details		Reviews			
Strategy 1: K-2 teachers and principals will participate in Reading Academies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading instruction		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 420 General Fund - $3,000					

Strategy 2 Details		Reviews			
Strategy 2: Teachers in Kindergarten through 5th grade will participate in professional learning for curriculum implementation for Reading, Math, and Science. Teachers in 6th through 12th grade will participate in professional learning for curriculum implementation in Reading and Math. Professional learning will include training sessions and on site coaching.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Implement new curriculum with fidelity. **Staff Responsible for Monitoring:** Assistant Superintendent, Principals					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: PCS will attract and retain high quality administration, faculty, and staff.

Performance Objective 2: Increase percent of principals and teachers with certifications aligned with their employment assignment.

Evaluation Data Sources: Employee credentials

Strategy 1 Details			Reviews			
Strategy 1: Maintain documentation for all principals and teachers regarding certifications aligned with their employment assignment.			**Formative**			**Summative**
Staff Responsible for Monitoring: Superintendent, Human Resources			**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 420 General Fund						
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue						

Goal 3: PCS will attract and retain high quality administration, faculty, and staff.

Performance Objective 3: Improve teacher retention.

Strategy 1 Details				Reviews			
Strategy 1: Provide mentoring program for beginning teachers.				**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent, Principals				**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Teacher Mentors - 420 General Fund							
Strategy 2 Details				Reviews			
Strategy 2: Provide leadership opportunities, training, and stipends for mentor teachers.				**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent, Principals				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished		→ Continue/Modify		✕ Discontinue		

Goal 3: PCS will attract and retain high quality administration, faculty, and staff.

Performance Objective 4: Develop high quality teachers and principals.

    Evaluation Data Sources: T-TESS, walk throughs, T-PESS

Strategy 1 Details			Reviews			
Strategy 1: Implement the T-TESS teacher appraisal system with fidelity.			**Formative**			**Summative**
Staff Responsible for Monitoring: Principals			**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Principals and administrators will engage in training for Texas Instructional Leadership with Observation/ Feedback..			**Formative**			**Summative**
Strategy's Expected Result/Impact: Implement Action Coaching to provide specific feedback to teachers regarding classroom management and rigor in instruction **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Principals			**Nov**	**Jan**	**Mar**	**June**

    0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 4: PCS will provide a safe, positive, supportive, and disciplined learning environment.

Performance Objective 1: Provide all students with Social-Emotional Learning curriculum.

    Evaluation Data Sources: PAX training districtwide.

Strategy 1 Details	Reviews			
Strategy 1: Provide training in bullying awareness and prevention.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide drug prevention activities.	**Formative**			**Summative**
Staff Responsible for Monitoring: Principals, Teachers	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Contract with ESC 12 to offer health screenings.	**Formative**			**Summative**
Staff Responsible for Monitoring: Superintendent, Director of Finance	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Nurse - 420 General Fund - $12,000				

Strategy 4 Details	Reviews			
Strategy 4: Campus leadership teams will participate in Texas Instructional Leadership - School Culture and Routines. Leaders will implement routines with campus staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide students with the opportunity to participate in Texas Child Health Access Through Telemedicine (TCHATT).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: PCS will provide a safe, positive, supportive, and disciplined learning environment.

Performance Objective 2: Revise Safety Plans for each campus.

Strategy 1 Details	Reviews			
Strategy 1: Provide "Stop the Bleed" training at each campus	**Formative**			**Summative**
Staff Responsible for Monitoring: District Safety Director, Principals	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Provide AED training at each campus	**Formative**			**Summative**
Staff Responsible for Monitoring: District Safety Director	**Nov**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Provide Standard Response Protocols training at each campus.	**Formative**			**Summative**
Staff Responsible for Monitoring: District Safety Director, Principals	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 4: PCS will provide a safe, positive, supportive, and disciplined learning environment.

Performance Objective 3: Implement features of Raptor to record safety drills.

Goal 4: PCS will provide a safe, positive, supportive, and disciplined learning environment.

Performance Objective 4: Implement monthly checks for door safety audits.

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 1: Maintain documentation and submit required reports of funds expended under ESSA. ESC Region 12 provides assistance with administration of Title I, Part A program.

Strategy 1 Details		Reviews			
Strategy 1: Consult with ESC to submit documentation and verify expenditures.		**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent, Director of Finance		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Region 12 Grant Support - 211 Title I, Part A - $8,625					

Strategy 2 Details		Reviews			
Strategy 2: Hire district personnel to conduct student, teacher, and parent interviews/assessments to develop transition goals/plans and solicit community stakeholder participation in IEP development/ARD meeting.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: ARD & Transition Coordinator - 224 IDEA B - Formula Special Ed (SpEd) - $35,600					

Strategy 3 Details		Reviews			
Strategy 3: Utilize SuccessEd for program documentation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Collect and organize required documentation		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Special Programs					
Funding Sources: SuccessEd - 224 IDEA B - Formula Special Ed (SpEd) - $4,000					

Strategy 4 Details		Reviews			
Strategy 4: Utilize MobyMax to assist with in person and online academic instruction/intervention.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Support interventions for instruction		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Special Programs					
Funding Sources: - 224 IDEA B - Formula Special Ed (SpEd)					

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 2: Special Education: Develop and implement written procedures for Child Find, Evaluation, and FAPE.

Strategy 1 Details	Reviews			
Strategy 1: Review existing procedures in order to update, revise or draft new procedures and processes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Special Service Handbook - written procedures for the Special Education	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Special Programs Director, Diagnostician, Speech and Language Pathologist, Campus SPED Coordinators				
Funding Sources: - 224 IDEA B - Formula Special Ed (SpEd)				

Strategy 2 Details	Reviews			
Strategy 2: Implement regular department meetings to present/discuss procedures and processes	**Formative**			**Summative**
Staff Responsible for Monitoring: Special Programs Director, Diagnostician, Speech and Language Pathologist, Campus SPED Coordinators	**Nov**	**Jan**	**Mar**	**June**
Funding Sources: - 224 IDEA B - Formula Special Ed (SpEd)				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 3: Improve ESL instruction.

Evaluation Data Sources: ESL certified teachers, professional development opportunities

Strategy 1 Details	Reviews			
Strategy 1: Selected teachers will attend the Title 2 Symposium for ESL.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be better equipped to provide ESL instruction. **Staff Responsible for Monitoring:** Special Programs Director, Campus Principals, Director of Finance, Asst. Supt of Academics & Accountability	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide non-ESL certified staff with ESL certification information/course pathways. Implement a compensation incentive for teachers who become certified.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percent of ESL certified teachers. **Staff Responsible for Monitoring:** Director of Special Programs, Assistant Superintendent **Funding Sources:** - 420-PIC 25 State Bilingual/ESL	**Nov**	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 4: Section 504: Implement Child Find efforts by providing parents who indicate any health, behavior, medical, academic, or emotional needs on enrollment documentation with Child Find literature and campus contact information.

Strategy 1 Details			Reviews			

Strategy 1: Campus Coordinators/Facilitators will review all new enrolling student PEIMS, transfer and/or new enrollment information. Continue post Child Find Information - campus office and local businesses
    Strategy's Expected Result/Impact: Increased Section 504 consideration, Increased Section 504 eligibility
    Staff Responsible for Monitoring: Special Programs Director, Campus Section 504 Coordinator/Facilitators
			Formative			**Summative**

			Nov	Jan	Mar	June
Strategy 2 Details			**Reviews**			
Strategy 2: Provide parents of new enrolling students with Child Find literature. **Staff Responsible for Monitoring:** Director of Special Programs			**Formative**			**Summative**
			Nov	Jan	Mar	June
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 5: Dyslexia: Implement mandated dyslexia screening for Kindergarten, 1st grade, and 7th grade.

Strategy 1 Details	Reviews			
Strategy 1: Review the current Dyslexia Handbook and TEC regarding Dyslexia Screening	**Formative**			**Summative**
Research and select a Dyslexia Screening Assessment for older students Propose and select a district-wide 7th grade Dyslexia Screening date(s)	**Nov**	**Jan**	**Mar**	**June**
Administer the selected Dyslexia Screener to 7th grader				
Staff Responsible for Monitoring: Special Programs Director, Campus Dyslexia Facilitators, Campus Principals, District Testing Coordinator, Asst. Supt of Academics & Accountability **Funding Sources:** - 420-PIC 37 Dyslexia				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 6: RtI: Adhere to the district designed RtI process.

    Evaluation Data Sources: Documentation of weekly SST meetings

Strategy 1 Details			Reviews		
Strategy 1: Provide district PD of RtI Process			**Formative**		**Summative**
Post RtI Process and forms on District shared drive Schedule weekly campus SST meetings			**Nov**	**Jan**	**Mar**	**June**
Documentation of SST intervention and progress monitoring Submission of PEIMS documentation of intervention(s)						
Staff Responsible for Monitoring: Special Programs Director, Campus RtI Coordinators, Campus Principals, Asst. Supt of Academics & Accountability **Funding Sources:** - 420 General Fund						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: PCS will fully implement all required special programs, fulfilling all federal, state, and local requirements.

Performance Objective 7: GT: Serve the needs of students in a comprehensive gifted and talented program.

> **Evaluation Data Sources:** STAAR, GT enrollment, GT services

Strategy 1 Details				Reviews			
Strategy 1: Train all teachers on the identification process for GT.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of underrepresented students in GT and advanced academics.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Special Programs, Assistant Superintendent							
Funding Sources: - 420-PIC 21 State Gifted & Talented (G/T)							
Strategy 2 Details				**Reviews**			
Strategy 2: Provide training for a teacher at each campus to serve GT students.				**Formative**			**Summative**
Staff Responsible for Monitoring: Assistant Superintendent, GT Coordinator				**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 6: PCS will promote cooperative relationships among students, faculty, parents, and community members.

Performance Objective 1: Improve relationships with parents.

    Evaluation Data Sources: parent survey

Strategy 1 Details		Reviews			
Strategy 1: Provide state assessment results and other communcation in a language the parent can understand.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - 420 General Fund					

Strategy 2 Details		Reviews			
Strategy 2: Provide Ascender parent portal for communication with teachers and access to student grades.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved student grades.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PEIMS coordinator, Assistant Superintendent					
Funding Sources: - 420 General Fund					

Strategy 3 Details		Reviews			
Strategy 3: Offer campus events/activities for parent engagement.		**Formative**			**Summative**
Staff Responsible for Monitoring: Principals		**Nov**	**Jan**	**Mar**	**June**
Funding Sources: Parent Family Engagement Campus Activities - 211 Title I, Part A - $4,650					

Strategy 4 Details		Reviews			
Strategy 4: Increase use of School Messenger for parent communication.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy 5 Details		Reviews			
Strategy 5: Increase use of social media to improve parent communication.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 6: PCS will promote cooperative relationships among students, faculty, parents, and community members.

Performance Objective 2: Improve relationships with community members

Strategy 1 Details	Reviews			
Strategy 1: Develop partnershisps and MOUs with local institutions of higher education.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased dual credit and certifications **Staff Responsible for Monitoring:** Assistant Superintendent, Coordinator of Academics **Funding Sources:** - 420 General Fund	**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Increase social media presence and news opportunities. Enhance website content and navigation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased enrollment **Staff Responsible for Monitoring:** Superintendent, Director of Communications, Principals,	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

District Funding Summary

420 General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	3			$0.00
1	1	5			$0.00
1	2	2	Renaissance		$49,000.00
1	2	3			$0.00
1	2	5			$0.00
1	5	1	Renaissance		$49,000.00
2	1	1	E-Dynamics		$55,000.00
2	1	2			$0.00
3	1	1			$3,000.00
3	2	1			$0.00
3	3	1	Teacher Mentors		$0.00
4	1	3	Nurse		$12,000.00
5	6	1			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	2	1			$0.00
				Sub-Total	$168,000.00

211 Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	DMAC (analyze data)		$9,382.00
1	1	4			$154,025.00
1	2	1		154.025	$0.00
1	2	2	DMAC		$9,382.00
1	2	4	DMAC		$9,382.00
5	1	1	Region 12 Grant Support		$8,625.00
6	1	3	Parent Family Engagement Campus Activities		$4,650.00

211 Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$195,446.00
224 IDEA B - Formula Special Ed (SpEd)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2	ARD & Transition Coordinator		$35,600.00
5	1	3	SuccessEd		$4,000.00
5	1	4			$0.00
5	2	1			$0.00
5	2	2			$0.00
				Sub-Total	$39,600.00
420-PIC 21 State Gifted & Talented (G/T)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	7	1			$0.00
				Sub-Total	$0.00
420-PIC 25 State Bilingual/ESL					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	3	2			$0.00
				Sub-Total	$0.00
420-PIC 37 Dyslexia					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	5	1			$0.00
				Sub-Total	$0.00