

Priority Charter Schools District Improvement Plan 2024-2025



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.

Enrollment	18-19	19-20	20-21	21-22	22-23
Total Number of Students	788	792	846	836	751
Special Programs					
Gifted/Talented (TAG)	17	12	46	45	46
English 2nd Language (ESL)	42	14	9	52	43
Bilingual (BIL)	0	0	0	0	0
Limited English (LEP)	39	33	35	27	43
Special Education	98	104	120	110	115
At Risk	422	382	366	397	397

2022-2023 District Student Information		
District Name: PRIORITY CHARTER SCHOOLS (014803)		
County Name: BELL		
	----- District -----	
Student Information	Count	Percent
Total Students		
	751	100.0%
Students by Grade:		
Early Childhood Education	0	0.0%
Pre-Kindergarten	61	8.1%
Kindergarten	85	11.3%
Grade 1	72	9.6%
Grade 2	65	8.7%
Grade 3	48	6.4%
Grade 4	53	7.1%
Grade 5	67	8.9%
Grade 6	52	6.9%
Grade 7	51	6.8%
Grade 8	61	8.1%
Grade 9	41	5.5%
Grade 10	43	5.7%
Grade 11	34	4.5%
Grade 12	18	2.4%
Ethnic Distribution:		
African American	149	19.8%
Hispanic	246	32.8%
White	261	34.8%
American Indian	2	0.3%

2022-2023 District Student Information		
Asian	21	2.8%
Pacific Islander	8	1.1%
Two or More Races	64	8.5%
Economically Disadvantaged	479	63.8%
Non-Educationally Disadvantaged	272	36.2%
Section 504 Students	95	12.6%
Emergent Bilingual/EL	43	5.7%
Students w/ Disciplinary Placements (2020-2021)	0	0.0%
Students w/ Dyslexia	77	10.3%
At-Risk	396	52.7%
Students with Disabilities by Type of Primary Disability: Total Students with Disabilities	115	
By Type of Primary Disability Students with Intellectual Disabilities	67	58.3%
Students with Physical Disabilities	16	13.9%
Students with Autism	10	8.7%
Students with Behavioral Disabilities	22	19.1%
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	17	18.7
Grade 1	18.9	19.1
Grade 2	16.6	19.1
Grade 3	12.9	19.3

2022-2023 District Student Information		
Grade 4	13.4	19.4
Grade 5	18.6	20.8
Grade 6	17.8	19.2
Secondary: English/Language Arts	11.3	16.2
Foreign Languages	5.7	18.8
Mathematics	9.4	17.5
Science	9.7	18.5
Social Studies	8.2	18.9

Teachers by Years of Experience:	
Beginning Teachers	39.6%
1-5 Years Experience	30%
6-10 Years Experience	7.9%
11-20 Years Experience	24.7%
Over 20 Years Experience	5%

Turnover Rate for Teachers: 51.7%

Staff Information District State Experience of Campus Leadership: PCS State

Average Years Experience of Principals	2.7	6.1		
Average Years Experience of Principals with District	2.7	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: All student groups, including those in special programs, will increase their scale score by a minimum of 30% on reading, math, science and social studies state STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Interim Reports, Benchmarks, Assessment Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and principals will participate in Professional Learning Communities (PLC) for HQIMs to analyze data and implement interventions.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: DMAC (analyze data) - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement Texas Instructional Leadership - Observation/Feedback on all campuses to provide feedback and specific suggestions to teachers about classroom management and academic rigor.</p> <p>Strategy's Expected Result/Impact: Improved teacher effectiveness</p> <p>Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Principals</p> <p>Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Paraprofessionals will support instruction in high needs areas.</p> <p>Strategy's Expected Result/Impact: Provide additional time for small group or individualized instruction.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: PCS will provide training for effective teaching strategies.</p> <p>Strategy's Expected Result/Impact: All teachers will learn instructional practices to improve educational opportunities for all students.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p> <p>Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 2: The percent of students that score "approaches" grade level or above on STAAR Math will increase to 68% by June 2025. Subpopulations will also be analyzed.

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize paraprofessionals to support instruction. Strategy's Expected Result/Impact: Enable small group instruction. Staff Responsible for Monitoring: Campus Principal Funding Sources: - 211 Title I, Part A - 154.025</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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. Strategy's Expected Result/Impact: Identify students in need of intervention to fully implment Multi-Tier Support System (RTI) Staff Responsible for Monitoring: Principals, Instructional Coach, RtI Lead Funding Sources: DMAC - 211 Title I, Part A, Renaissance - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutorial and interventions times during and outside of the school day. Strategy's Expected Result/Impact: Increase student growth and achievement. Staff Responsible for Monitoring: Principals, teachers Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Implement an assessment calendar for beginning of year, middle of year, and end of year diagnostics and benchmark testing.</p> <p>Strategy's Expected Result/Impact: Identify students for interventions to support success on STAAR.</p> <p>Staff Responsible for Monitoring: Coordinator of Academics, Assistant Superintendent</p> <p>Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 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 Multi-Tier Support System.</p> <p>Strategy's Expected Result/Impact: Identify learning gaps for students.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The percent of Kindergarten through 2nd grade students that score "on grade level" in Reading on the mClass Reading End-of-Year assessment will increase to 75% by June 2025.

HB3 Goal

Evaluation Data Sources: Amplify mClass Reading assessment

Strategy 1 Details	Reviews			
<p>Strategy 1: Returning Kindergarten through 3rd grade teachers will be enrolled in Reading Academies. Strategy's Expected Result/Impact: Teachers will learn the science of reading and how to apply it to daily instructional strategies. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: On-going job-embedded coaching focused on explicit instruction. Strategy's Expected Result/Impact: Teachers will obtain real-time feedback. Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 4: The percent of 1st through 8th grade students that score "at or above" grade level on the Renaissance Star 360 Math will increase to 70% by June 2025.

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. Staff Responsible for Monitoring: Assistant Superintendent, Coordinator of Academics Funding Sources: E-Dynamics - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor college, career, and military readiness beginning in the 8th grade. Strategy's Expected Result/Impact: Increase percent of students who graduate CCMR. Staff Responsible for Monitoring: Coordinator of Academics, Principals, Assistant Superintendent Funding Sources: - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Facilitate dual credit, FAFSA completion, and college visits.	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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			
<p>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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, Campus Principals, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Encourage students to take the ACT and/or SAT.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide opportunities for students to visit colleges and college fairs.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: K-2 teachers and principals will participate in Reading Academies. Strategy's Expected Result/Impact: Improved reading instruction Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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. Strategy's Expected Result/Impact: Implement new curriculum with fidelity. Staff Responsible for Monitoring: Assistant Superintendent, Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: Maintain documentation for all principals and teachers regarding certifications aligned with their employment assignment.</p> <p>Staff Responsible for Monitoring: Superintendent, Human Resources</p> <p>Funding Sources: - 420 General Fund</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. Staff Responsible for Monitoring: Assistant Superintendent, Principals Funding Sources: Teacher Mentors - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide leadership opportunities, training, and stipends for mentor teachers. Staff Responsible for Monitoring: Assistant Superintendent, Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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-PSS

Strategy 1 Details	Reviews			
Strategy 1: Implement the T-TESS teacher appraisal system with fidelity. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Principals and administrators will engage in training for Texas Instructional Leadership with Observation/ Feedback.. 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	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: Leader in Me 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. Staff Responsible for Monitoring: Principals, Teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Contract with ESC 12 to offer health screenings. Staff Responsible for Monitoring: Superintendent, Director of Finance Funding Sources: Nurse - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide students with the opportunity to participate in Texas Child Health Access Through Telemedicine (TCHAT).	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 Staff Responsible for Monitoring: District Safety Director, Principals	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide AED training at each campus Staff Responsible for Monitoring: District Safety Director	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide Standard Response Protocols training at each campus. Staff Responsible for Monitoring: District Safety Director, Principals	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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. Staff Responsible for Monitoring: Assistant Superintendent, Director of Finance Funding Sources: Region 12 Grant Support - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct student, teacher, and parent interviews/assessments to develop transition goals/plans and in IEP development/ARD meetings. Funding Sources: ARD & Transition Coordinator - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize SuccessEd for program documentation. Strategy's Expected Result/Impact: Collect and organize required documentation Staff Responsible for Monitoring: Director of Special Programs Funding Sources: SuccessEd - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize MobyMax to assist with in person and online academic instruction/intervention. Strategy's Expected Result/Impact: Support interventions for instruction Staff Responsible for Monitoring: Director of Special Programs Funding Sources: - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Review existing procedures in order to update, revise or draft new procedures and processes</p> <p>Strategy's Expected Result/Impact: Special Service Handbook - written procedures for the Special Education</p> <p>Staff Responsible for Monitoring: Special Programs Director, Diagnostician, Speech and Language Pathologist, Campus SPED Coordinators</p> <p>Funding Sources: - 224 IDEA B - Formula Special Ed (SpEd)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement regular department meetings to present/discuss procedures and processes</p> <p>Staff Responsible for Monitoring: Special Programs Director, Diagnostician, Speech and Language Pathologist, Campus SPED Coordinators</p> <p>Funding Sources: - 224 IDEA B - Formula Special Ed (SpEd)</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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			
<p>Strategy 1: Selected teachers will attend the Title 3 Symposium for ESL. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide non-ESL certified staff with ESL certification information/course pathways. Implement a compensation incentive for teachers who become certified. 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</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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			
<p>Strategy 1: Review the current Dyslexia Handbook and TEC regarding Dyslexia Screening Research and select a Dyslexia Screening Assessment for older students Propose and select a district-wide 7th grade Dyslexia Screening date(s) Administer the selected Dyslexia Screener to 7th grader</p> <p>Staff Responsible for Monitoring: Special Programs Director, Campus Dyslexia Facilitators, Campus Principals, District Testing Coordinator, Asst. Supt of Academics & Accountability</p> <p>Funding Sources: - 420-PIC 37 Dyslexia</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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.

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

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			
<p>Strategy 1: Train campus GT coordinators and teachers on the identification characteristics and traits exhibited by GT students.</p> <p>Strategy's Expected Result/Impact: Increase the number of underrepresented students in GT and advanced academics.</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Assistant Superintendent</p> <p>Funding Sources: - 420-PIC 21 State Gifted & Talented (G/T)</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training for a teacher at each campus to serve GT students.</p> <p>Staff Responsible for Monitoring: Executive Director of Special Programs, GT Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 communication in a language the parent can understand. Funding Sources: - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide Ascender parent portal for communication with teachers and access to student grades. Strategy's Expected Result/Impact: Improved student grades. Staff Responsible for Monitoring: PEIMS coordinator, Assistant Superintendent Funding Sources: - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer campus events/activities for parent engagement. Staff Responsible for Monitoring: Principals Funding Sources: Parent Family Engagement Campus Activities - 211 Title I, Part A	Formative			Summative
	Nov	Jan	Mar	June
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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 partnerships and MOUs with local institutions of higher education. Strategy's Expected Result/Impact: increased dual credit and certifications Staff Responsible for Monitoring: Assistant Superintendent, Coordinator of Academics Funding Sources: - 420 General Fund	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase social media presence and news opportunities. Enhance website content and navigation. Strategy's Expected Result/Impact: increased enrollment Staff Responsible for Monitoring: Superintendent, Director of Communications, Principals,	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

420 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	DMAC (analyze data)		\$0.00
1	1	2			\$0.00
1	1	4			\$0.00
1	2	2	Renaissance		\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
2	1	1	E-Dynamics		\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
3	3	1	Teacher Mentors		\$0.00
4	1	3	Nurse		\$0.00
5	1	2	ARD & Transition Coordinator		\$0.00
5	1	3	SuccessEd		\$0.00
5	1	4			\$0.00
5	6	1			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	2	1			\$0.00
Sub-Total					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	1		154.025	\$0.00
1	2	2	DMAC		\$0.00
5	1	1	Region 12 Grant Support		\$0.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	Parent Family Engagement Campus Activities		\$0.00
Sub-Total					\$0.00
224 IDEA B - Formula Special Ed (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1			\$0.00
5	2	2			\$0.00
Sub-Total					\$0.00
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

Addendums

