

# PALO PINTO SCHOOL DISTRICT



## District/Campus Improvement Plan with Early Childhood Literacy & Mathematics Plans 2020-21

*Approved: October 6, 2020*

*\*Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan. Texas Education Code 11.252(c)*

**Vision:** Educational Excellence

**Mission:** to provide the best of instruction for today and for the future. Our students will be prepared to meet the challenges in their lives.

**Core Beliefs:** Palo Pinto ISD believes...

- In the strength, dignity and uniqueness of the individual: students can learn and should learn and should be challenged to their fullest potential.
- We must operate in a climate of openness and trust in which students, staff, parents, community, and the Board of Trustees feel free to exchange their opinions, feelings, and needs.
- In an endless quest for excellence, in continuous evaluation, accountability, and creative adaptation of personnel, programs, and technology for the benefit of the students.
- In our responsibility to develop a positive and creative environment. The results of this environment will be students and staff who possess high self-esteem, self-responsibility, and strong decision-making skills.
- Our school community must be a unifying force which is flexible to the changes and the needs of the students, parents, community, and school staff.

**Palo Pinto ISD Board/Superintendent Goals:**

1. The District will implement a well-balanced and comprehensive educational program based on individualization and best practices that will provide the resources necessary for all students to meet their full education potential.
2. The District will provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.
3. The District will exhibit fiscal responsibility and integrity, as evidenced in the annual budget, so as to always be good stewards of the public funds and trust while providing quality programs that meet or exceed the needs of all students.
4. The District will strive to encourage opportunities for parents and community members to be fully involved partners in education.
5. The District will make every effort to recruit, develop, support, recognize and retain highly qualified personnel in every District position.
6. The District will continue to advance the appropriate use of technology by students and teachers in pursuit of excellence in learning.

7. The District will identify, provide, and support ongoing professional development to support the District mission.
8. The District will provide and maintain facilities appropriate for the high level of teaching and learning expected.
9. The District, and its employees, will communicate effectively in order to portray the desires of a high quality instructional program and facility.

Other Areas of Focus:

- The District will establish enrollment levels so that Palo Pinto ISD will remain a viable Independent School District.
- The District will ensure proper instructional support to meet state and federal accountability standards with commendations, as applicable.

## Comprehensive Needs Assessment Summary

Approved: October 20, 2020

### Identified Strengths:

- Low teacher – student ratios
- Teachers committed to student achievement
- Multi-year success on STAAR
- Earned Five Distinction Designations: Comparative Academic Growth; Post-secondary Readiness; Comparative Closing the Gaps; Academic Achievement Math; Academic Achievement ELAR
- Student success with basic technology applications

### Identified Areas for Improvement

From performance data review and teacher/parent/student surveys, the following areas for improvement were identified:

- Professional Development in instructional planning, differentiating instruction, and cooperative learning strategies
- Continued Implementation of Guided Reading in grades PK-2
- Professional Development & Implementation of Higher Order Thinking Skills in Mathematics in grades 3-6
- Student and Teacher knowledge and use of 21<sup>st</sup> Century Learning and Technology.
- Continued Fine Arts/Enrichment focus in support of student success.
- Continual enrollment of intermediate students through 6<sup>th</sup> grade.

Identified needs will be addressed by providing ongoing staff development for teachers and paraprofessionals. Staff development will also help to retain highly qualified teachers and paraprofessionals.

Palo Pinto School is a Title I, Part A Schoolwide Campus with approximately 63.5% economically disadvantaged students. The following federal fund sources improve our educational program.

Title I Part A	\$41,549
Title II Part A	\$3,278
Title IV Part A	\$10,000
Small, Rural Schools Grant	\$9,100

## **Comprehensive Needs Assessment Data Sources:**

Prior year's DIP/CIP & Site-based decision-making committee meeting data

Texas Academic Performance Report (TAPR) data

Domain 1 - Student Achievement data, Domain 2 - Student Progress data, & Domain 3 - Closing the Gaps data, & Distinction Designations data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, STAAR Progress Measure data

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data

Prekindergarten & Kinder-Readiness Data

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data

Special education population, including performance, discipline, progress, and participation data, Section 504 data, Dyslexia data

Migrant population, including performance, progress, discipline, attendance, and mobility

At-Risk population, including performance, progress, discipline, attendance, and mobility

EL data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Response to Intervention (RtI) student achievement data, failure and/or retention rates

Attendance rates, Mobility rates, Discipline data, school safety data

Staff meeting data, state certified and high-quality staff data, & Teacher/Student Ratio

Professional development needs assessment & attendance data, Evaluation(s) of professional development implementation and impact (T-TESS)

Parent feedback, Community feedback

Capacity and resources data, Budgets/entitlements and expenditures data

**Goal 1: The District will implement a well-balanced and comprehensive educational program based on individualization and best practices that will provide the resources necessary for all students to meet their full education potential.**

**Performance Objective 1:** 100% of the students will meet or exceed minimum expectations on the STAAR or a measurable supplemental assessment that identifies student proficiency.

**Evaluation Data Source(s):** PPISD will maintain an A rating for the Student Achievement Domain as measured by the Texas Accountability Rating System, and will continue to earn eligible distinction designations.

**Performance Objective 2:** Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results or other local assessment results.

**Evaluation Data Source(s):** The School Progress Academic Growth scaled score for PPISD will increase from an 88 to 90 by August, 2020 as measured by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Teachers will utilize TEKS-based curriculum for Tier 1 instruction and assessments aligned with the curriculum and approved by the Commissioner to monitor student progress.	Superintendent, Principal & Teachers	State & Local funds	Teachers can focus more on teaching and learning (rather than materials and resources); implementation of newly adopted ELAR curriculum and aligned resources
Teachers will regularly monitor student progress (using multiple forms of assessment aligned to the TEKS) to gather data and identify students at risk for academic failure.	Principal & Teachers	State/Local Funds; multiple measures of assessments	Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year
Provide teachers with time to meet, plan, and work on vertical alignment of instruction (writing program with writing portfolios, review and utilize student data) to make instructional improvements.	Principal & Teachers	Time for staff to meet and plan; dmac & eduphoria	Principal & teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions based upon individual student needs
Continue to support PK-2 teachers with effective implementation of Guided Reading to ensure students are receiving individualized instruction that builds reading strategies and increases independence	Principal	Principal time in classrooms; increase number & variety of leveled books	Teachers will be more effective in meeting the needs of diverse learners; increased performance in phonemic awareness, phonics, fluency, vocabulary and comprehension; increased student motivation and interest toward reading
Continue to support grades 3-6 teachers with Writing Across the Curriculum (students write in all of their classes, not just language arts) and teaching strategies that enhance higher-order thinking skills, especially in math.	Principal	ESC 11 consultants; time for training and in-class support	Writing develops students' critical thinking skills and reinforces learning; higher-order thinking skills promote reading and math comprehension and problem-solving skills
Utilize Response to Intervention model; provide differentiated instruction and targeted interventions to identified students in a timely manner; utilize supplemental reading & math programs to improve student achievement & close instructional gaps	Principal & Interventionist	Federal/state/local	Evidence-based activities, strategies, and interventions will improve student outcomes & meet the academic and educational needs of all students

<b>Strategy Description</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Strategy's Expected Result/Impact</b>
Utilize paraprofessionals, Interventionist, and other staff as needed to provide supplemental instruction, interventions, and/or classroom support	Superintendent, Principal, & Interventionist	Local/state; Title 1, Title II, Title IV	Additional staff ensure that students receive individualized instruction and support as needed to be successful
Provide a full day high-quality prekindergarten program that is developmentally appropriate, multi-sensory and experiential	Principal & PreK Teacher	State and local funds	Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder-readiness
Add a staff member to implement a Fine Arts Program; provide daily instruction in theater, music, art, and/or technology for all grade levels	Fine Arts Teacher	Local/state/federal funds for staff, resources & equipment	A well-rounded program of instruction will better meet the academic needs of all students; increased student engagement
Provide opportunities outside the regular classroom setting to meet the needs of all learners by offering enrichment classes and activities, support and/or sponsor extracurricular activities, clubs, and organizations that provide enhanced experiences for all students	Principal & Teachers	State and local funds; Staff, parents, & volunteers	Students will be encouraged and challenged to meet their full educational potential through increased opportunities such as field trips and involvement in extra-curricular activities such as UIL, Boy Scouts, & Girl Scouts, BOB
Utilize Destination Imagination to provide hands-on, collaborative and unique educational experiences across seven project-based Challenge types—Technical, Scientific, Engineering, Fine Arts, Improvisational, Service Learning, and Early Learning for advanced learners	Principal & Teachers	GT funds; Volunteers	A well-balanced, appropriate curriculum and educational experience will be provided to all students, including students identified as Gifted & Talented; Students will be encouraged and challenged to meet full educational potential
Design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to be performing at grade level at the conclusion of the next regular school term.	Principal & Teachers	State Comp Ed	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, credit recovery, summer school, etc.)
Teachers will meet the needs of all learners, including students with disabilities and students eligible under 504, by providing instructional accommodations & supports based upon individual IEPs and 504 plans.	Principal & Teachers	Palo Pinto County Special Education SSA; ARD committee	Students with disabilities will be educated in the Least Restrictive Environment; improved student outcomes
Students identified as Limited English Proficient will receive support through certified ESL classroom teacher or ESL pullout program	Principal & Teachers	Region 11 Title III SSA staff; LPAC committee	Increase in student performance for students identified as Limited English Proficient

**Goal 2: The District will provide appropriate resources to create a safe, secure and caring school environment to support our commitment to academic success.**

**Performance Objective 1:** School personnel and community members will work together to ensure a quality and safe school so that students will be educated in learning environments that are safe, drug free, and conducive to learning.

**Evaluation Data Source(s):** Student, parents, and staff surveys /annual parent and community evaluation results

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Implement schoolwide tiered model to prevent & address problem behavior; utilize discipline management techniques as part of progressive interventions for behavior prohibited by the Student Code of Conduct or classroom rules.	Superintendent, Principal & Teachers	Leadership & staff planning time	Staff will engage in process to develop and enforce common expectations and consequences; reduced number of student referrals to office for discipline during instructional periods
Staff and students (as appropriate) will receive training on social issues such as harassment, sexual abuse/maltreatment of children, conflict resolution, violence prevention and intervention, suicide prevention, bullying, drug use, discipline management, and internet safety.	Superintendent & Principal	Pecan Valley Centers; Star Council – Drug-Free Communities; Area law enforcement	Students will have access to counseling and will receive services as appropriate; compliance with statutory training requirements for public school employees
Implement strategies to facilitate effective transitions for students from early childhood programs or home to Pre-K or Kindergarten; from elementary school to next district; for students new to PPISD, students in foster care & students experiencing homelessness	Principal, Teachers, & Secretary	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.
Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.	Principal & Teachers	State and local funds	Implementation of the Health and Wellness Plan; compliance with requirements for students to participate in moderate to vigorous physical activity
Conduct a school safety audit; improve and update school security measures to provide a safe and secure learning environment for students and staff	Superintendent & Principal	SRSA; State and local funds	Updated crisis management plan, emergency operation plan, and multi-hazard plan; maintain safe and disciplined environment conducive to student learning
Partner/coordinate with local community organizations as needed to provide services such as counseling, school-based mental health programs, and mentoring services, as needed, to students identified as at-risk	Superintendent & Principal	Pecan Valley Centers; STAR Council; State Comp Ed funds	Services will be provided to students and families as appropriate; increase in student performance and attendance
Continue partnership with Star Council for weekly lessons and/or presentations on a variety of subjects including drugs, tobacco, alcohol, bullying, communication skills, social skills, and character education lessons	Superintendent & Principal	Star Council – Drug-Free Communities	Improved health and wellness of students and families; improved school culture and climate



**Goal 3: The District will exhibit fiscal responsibility and integrity so as to always be good stewards of the public funds and trust while providing quality programs that meet or exceed the needs of all students.**

**Performance Objective 1:** Allocate and use financial resources in the most efficient way possible to improve the quality of education provided to the students and promote good stewardship of taxpayer resources.

**Evaluation Data Source(s):** PPISD will meet or exceed state accountability standards and public reporting requirements.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Manage financial resources to provide the maximum allocation possible for direct instructional purposes; maintain fiscal compliance.	Superintendent & School Board	FASRG; local auditor; ESC Region 11	Maintain fiscal compliance and low-risk status as determined by TEA and local auditor; School FIRST rating; AFR
Ensure accuracy and integrity of student attendance data (PEIMS data) to inform allocation of Foundation School Program (FSP) and grant funds.	Superintendent & Principal	Student Attendance Accounting Handbook; Region 11 ESC	Maintain fiscal compliance and low-risk status as determined by TEA
Provide and/or post financial information reports and share other reports (Accountability, Health & Safety, Governance & Personnel) at each meeting of the Board of Trustees as required.	Superintendent	State and federal guidance	School website will have current postings and information as required by state & federal rules, regulations, and deadlines for district reporting
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.	Principal & Committee	Parents, Community & Business Representatives	Allocation of funds, especial federal funds, will be outlined in DIP/CIP and will meet needs identified by committee
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.	Superintendent & Principal	State and federal guidance	Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives; parents and families will be included in school decision-making
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.	Principal & Committee	Parents, Community & Business Representatives	Efficient allocation and use financial resources while improving the quality of education provided to students.

**Goal 4: The District will strive to encourage opportunities for parents and community members to be fully involved partners in education.**

**Performance Objective 1:** PPISD 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):** Title I meetings and parent-teacher conferences will be offered on multiple dates with a variety of meeting times as documented by the school calendar and other school-home correspondence.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Improve recruitment efforts to involve families as volunteers and audiences at the school or in other locations to support students and school programs.	Principal & Teachers	State and local funds; staff time	Increased parent and family engagement; more effective family engagement that supports student achievement and success
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	Principal & Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.
Provide a dynamic and informative district website and utilize appropriate social media outlets to inform parents and community of school programs, volunteer activities; opportunities to provide input and parent and family engagement opportunities.	Principal & Teachers	State and local funds	Increased attendance and involvement at events such as Meet the Teacher, Grandparents' Day, Parent Teacher Conferences, Veterans Day, fall festival, field day, Thanksgiving Dinner, & Mothers' Day Luncheon, etc.
The campus improvement plan 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.	Principal & Committee	Parents, Community & Business Representatives	CIP 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.
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.	Principal & Committee	Parents, Community & Business Representatives	The School-Parent compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance and feedback given at meetings.	Principal & Committee	Parents, Community & Business Representatives	Increase in parents willing to engage in the continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.
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.	Principal & Teachers	Staff time	Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.

**Goal 5: The District will make every effort to recruit, develop, support, recognize and retain highly qualified personnel in every District position.**

**Performance Objective 1:** Develop and support staff in every district position; promote retention of staff in every district position.

**Evaluation Data Source(s):** Staff retention & turnover rates

<b>Strategy Description</b>	<b>Person (s) Responsible</b>	<b>Resources</b>	<b>Strategy's Expected Result/Impact</b>
Recruit and hire highly effective teachers	Superintendent	State, Local	Increase in student performance for all student groups; increase in number of students meeting grade level expectations in all grades and content areas
Utilize the T-TESS & T-PESS evaluation system as designed to promote professional growth at all levels of the organization.	Superintendent & Principal	Training & time for conferences	Teachers will create an individual improvement plan through T-TESS
Principal will mentor and/or ensure mentorship for inexperienced teachers and will ensure all teachers have support in meeting the needs of diverse learners.	Principal & Teachers	Training & time	Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS ratings
Meet identified needs of teachers such as providing on-site instructional coaching, promoting opportunities for teachers to attend content-based PD and/or collaborate with professionals teaching elsewhere.	Principal	Region 11 consultant fees; state and local funds; Title II	Teachers will have access to ongoing professional development based upon needs; improved T-TESS ratings
Conduct team-building activities during back-to-school staff development; monthly birthday luncheons & other activities throughout the year to honor and recognize all staff	Superintendent, Principal, & Teachers	Local, PTO	Increased staff retention; improved school culture/climate
Utilize personalized strategies to retain high performing staff (leadership opportunities, recognition, and/or financial reward, as appropriate)	Superintendent & Principal	Local, state, & federal	Increased staff retention; improved school culture/climate

**Goal 6: The District will continue to advance the appropriate use of technology by students and teachers in pursuit of excellence in learning.**

**Performance Objective 1:** Instructional technology will be updated over time to ensure all classrooms have working technology hardware and staff utilize technology to enhance instruction, personalize student learning and develop problem-solving skills.

**Evaluation Data Source(s):** T-TESS ratings; Technology Inventory

<b>Strategy Description</b>	<b>Person (s) Responsible</b>	<b>Resources</b>	<b>Strategy's Expected Result/Impact</b>
Maintain and enhance the technology infrastructure with a focus on 1-to-1 computing and web 2.0 applications	Superintendent & Principal	State/Local/Federal SRSA	Teachers and students will have updated resources (document cameras, projectors, mobile computers, tablets, etc.)
Align curriculum with technology resources & utilize supplemental digital resources such as Discovery Education digital resources.	Superintendent & Principal	State/Local/Federal	Integration of technology in instruction to increase effectiveness of student learning
Utilize age-appropriate software in classrooms and lab: Lone Star Learning, Pearson Realize, Renaissance Place, STEMscopes.	Principal & Teachers	State/Local SRSA	Increased student engagement; students will develop computer literacy skills
Provide supplemental academic programs to improve student achievement in core academic areas (Pearson Realize, Renaissance Place, STEMscopes, Think Central, Study Island, Think Through Math, etc.)	Superintendent & Principal	Local/State and Title I	Improved student performance; increased student engagement

**Goal 7: The District will identify, provide, and support ongoing professional development to support the District mission.**

**Performance Objective 1:** Support and enhance the knowledge and skills of current staff with job-embedded professional learning throughout the school year in a variety of platforms.

**Evaluation Data Source(s):** 100% of teachers will be rated proficient or above on all dimensions of T-TESS; student performance will increase.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
District personnel, school trustees, and parents will participate in continual personal and professional growth opportunities through a variety of platforms, including job-embedded professional learning.	Superintendent & School Board	State, Local TASA/TASB	Administration will attend PD (including conferences, conventions); Board members will meet school board training requirements required by law
Provide high-quality ongoing training to ensure staff are knowledgeable in their content area, use current research-based instructional strategies, and practice ongoing effective assessment methods.	Superintendent & Principal	State, Local; Title II; Region 11	Individualized professional development plans are developed and implemented to support all staff
Provide PD to ensure staff keep abreast of creative or innovative techniques in instruction to improve student learning (cooperative learning and student engagement)	Superintendent & Principal	State, Local; Region 11	Increased student engagement & performance; improved T-TESS ratings
Continue utilization of the Fundamental Five: The Formula for Quality Instruction approach and provide support for teachers, as needed, to ensure effective implementation	Principal	Principal time in classrooms	Teachers will use five practices to dramatically improve instructional rigor and relevance, and student performance
Support teachers via ongoing observation/feedback, data meetings, modeling, and job-embedded feedback loops	Principal	Principal time in classrooms; Region 11	Consistent walkthroughs and T-TESS implementation will ensure the continuous improvement of instruction

**Goal 8: The District will provide and maintain facilities appropriate for the high level of teaching and learning expected.**

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct an annual facilities needs assessment and instructional needs assessments to determine availability of resources to meet current and future needs	Superintendent & Board of Trustees	Local	Growth plans and results from facilities needs assessments
Continue to monitor and modify facility according to student growth plans and facility needs assessment	Superintendent & Board of Trustees	Local	Facilities and resources will be updated as appropriate to meet instructional needs of students.
Continue to upgrade facilities and equipment to provide students the resources needed to succeed.	Superintendent & Board of Trustees	Local	Ongoing maintenance and enhancements to ensure student and staff safety and security

**Goal 9: The District, and its employees, will communicate effectively in order to portray the desires of a high quality instructional program and facility.**

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct annual survey of teachers, students, and parents to determine efficacy of communication within the district by all stakeholders.	Administration, Teachers, Students, Parents	Local	At least 90% of the surveys received will indicate positive communication practices by all stakeholders.

### 2020-2021 Site Based Decision Making Team

<b>Name</b>	<b>Position/Role/Title</b>
Wendell Barker	Superintendent; Non-teaching
Natalie Rogers	Principal; Non-teaching
Gayle Taylor	Teacher
Iris Burkett	Teacher
Trina Toalson	Teacher
Donna Polston	Parent
Gretchen Davies	Parent
Ann Reagan	Community Member
Melissa Potter	Community Member
Beth Henderson, Jesse's Drive In	Business Representative
Lynette Babcock, Ag Extension	Business Representative

## FEDERAL FUNDS PLANNING AMOUNTS/ALLOCATIONS

Title I Part A	\$41,549
Title II Part A	\$3,278
Title IV Part A	\$10,000
Small, Rural Schools Grant	\$9,100

## ESTIMATED EXPENDITURES FOR FEDERAL FUNDS

FUND	Title	Resources	Expenditures
211 – Title I Part A	Improving Basic Programs	\$41,549	\$41,549 – Educational Aide(s), 2 <sup>nd</sup> Grade Teacher
255 – Title II Part A	Teacher and Principal Training and Recruitment	\$3,278	\$3278 – Educational Aide(s), 2 <sup>nd</sup> Grade Teacher
270 –Small, Rural Schools	Small, Rural School Grant	\$9,100	\$9,100 – Technology Support and Hardware replacement
289- Title IV Subpart 1		\$10,000	\$10,000 – Educational Aide(s), 2 <sup>nd</sup> Grade Teacher



Palo Pinto Elementary  
Palo Pinto ISD  
Early Childhood Literacy Proficiency Plan  
Through 2025  
Board approved: October 6, 2020

<b>Goal: Increase the percent of 3<sup>rd</sup> grade students that score MEETS GRADE LEVEL or above on STAAR Reading from 64% to 69% by August 2025.</b>				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	64	75	64	55
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	65	76	65	56
2022	66	77	66	57
2023	67	78	67	58
2024	68	79	68	59
2025	69	80	69	60

Data: txschools.gov->Palo Pinto Elem->Closing the Gaps Add'l Details->Dig Into the Data->Performance->STAAR Performance->Grade 3

<b>GPM 1.1: The percent of PK Students that score on grade level or above in literacy (rapid lettering naming [1 and 2], phonological awareness) as indicated on CIRCLE will increase from 70% to 78% by August 2025.</b>				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	70			
2022	72			
2023	74			

2024	76			
2025	78			

Data: Rapid lettering naming (1 and 2), phonological awareness, Avg. all 3 areas

GPM 1.2: The percent of K Students that score on grade level or above in literacy (listening comprehension) as indicated on EOY TPRI/Tx KEA will increase from 68% to 76% by August 2025.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	68			
2022	70			
2023	72			
2024	74			
2025	76			

Data: Total Questions Correct on the Listening Comprehension, 100 - %SD percent for Total Questions Correct

GPM 1.3: The percent of 1<sup>st</sup> Grade Students that score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 70% to 76% by August 2025.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	70			
2022	71			
2023	72			
2024	74			
2025	76			

Data: Comprehension from 1<sup>st</sup> and 2<sup>nd</sup> story, Avg. the comprehension 1 and 2 stories, then 100-avg.

GPM 1.4: The percent of 2<sup>nd</sup> Grade Students that score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 67% to 75% by August 2025.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	67			
2022	69			
2023	71			
2024	73			
2025	75			

Data: Comprehension from 1<sup>st</sup> and 2<sup>nd</sup> story, Avg. the comprehension 1 and 2 stories, then 100-avg.

Palo Pinto Elementary  
Palo Pinto ISD  
Early Childhood Mathematics Proficiency Plan  
Through 2025  
Board approved: October 6, 2020

<b>Goal: Increase the percent of 3<sup>rd</sup> grade students that score MEETS GRADE LEVEL or above on STAAR Mathematics from 57% to 62% by June 2025.</b>				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	57	58	55	64
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	58	59	56	65
2022	59	60	57	66
2023	60	61	58	67
2024	61	62	59	68
2025	62	63	60	69

Data: txschools.gov->Palo Pinto Elem->Closing the Gaps Add'l Details->Dig Into the Data->Performance->STAAR Performance->Grade 3

<b>GPM 1.1: The percent of PK Students that score on grade level or above in numeracy as indicated on CIRCLE will increase from 72% to 80% by June 2025.</b>				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			
2022	74			
2023	76			
2024	78			

2025	80			
Data: Math and optional math, Avg. both math and optional math then divide				
GPM 1.2: The percent of K Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math/Tx KEA will increase from 70% to 77% by June 2025.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	70			
2022	71			
2023	73			
2024	75			
2025	77			

Data: Discussed with teacher, HMH Go Math (2020)

GPM 1.3: The percent of 1 <sup>st</sup> Grade Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math will increase from 72% to 80% by June 2025.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			
2022	74			
2023	76			
2024	78			
2025	80			

Data: Discussed with teacher, HMH Go Math (2020)

GPM 1.4: The percent of 2 <sup>nd</sup> Grade Students that score on grade level or above in math as indicated on EOY test provided by HMH Go Math will increase from 72% to 80% by June 2025.				
Targets	ALL	WHITE	ECO DIS	CONT

				ENROLL
2020	Not Rated: Declared State of Disaster due to COVID-19 STAAR cancellations and school closures			
2021	72			
2022	74			
2023	76			
2024	78			
2025	80			

Data: Discussed with teacher, HMH Go Math (2020)  
Go Math (2020)