PALO PINTO
INDEPENDENT SCHOOL DISTRICT

District/Campus Improvement Plan
HB 3 Early Childhood Literacy & Numeracy Goals & Plans
2025-26

Approved: October 21, 2025

Each school **district shall have a district improvement plan that is developed, evaluated, and <u>revised annually</u>, 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)*

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*__Vision__*__:__ Educational Excellence

*__Mission__*__:__ To provide the best 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, the 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 that 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 educational 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.

2025-2026 Site-Based Decision-Making Team

Name	Position/Role/Title
Wendell Barker	Superintendent; Non-teaching
Natalie Rogers	Principal; Non-teaching
Tori Price	Teacher
Trina Toalson	Teacher
Aaron Watts	Teacher
Jamie Murphy	Parent
Ashley Martinez	Parent
Cindy Beaty	Community Member
Adriana Beasley	Community Member
Kayme McIntosh, Four Points Wellness	Business Representative
Lynette Babcock, Agrilife Extension	Business Representative

Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess the educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

School districts are required to establish district- and campus-level planning and decision-making committees whose membership must include:
• Professional staff (at least one Special Education teacher and 2/3 are classroom teachers)
• Parents of students enrolled in the district
• Community members
• Business and industry representatives

Comprehensive Needs Assessment and DIP/CIP Process: Palo Pinto ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment and District/Campus Improvement plan. As part of the needs assessment process, surveys are utilized to obtain feedback from students, staff, parents, and other stakeholders. The SBDM Team meets at least two times each year. The SBDM Team assists the Administration and the School Board with prioritizing identified needs to be included and addressed in the improvement plan.

- Date: The CNA was conducted on March 27, 2024, for the 2024-25 school year.

- Stakeholders: Sign-in sheet(s) for CNA and DIP/CIP development are kept in the Administration Office.

- Data Gathering: The data sources and areas examined are included in the CNA Summary.

- Meetings: Palo Pinto ISD selects members through a nomination and majority vote of all stakeholders, including staff, parents, community members, and business representatives. Once votes are tallied, those who were selected confirm their participation. Meetings are held after school two times per year.

- Needs Assessment: After meetings with the SBDM Team, the identified needs are summarized and documented within the District/Campus plan. After assessment scores are made available, the needs assessment is refined to include assessment data.

- District/Campus Plan: The DIP/CIP is developed based on the strengths and weaknesses identified in the needs assessment. In the spring, a draft DIP/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the DIP/CIP is refined accordingly.

- District/Campus Improvement Plan: The DIP/CIP is posted on the school website: https://www.palopintoisd.net/district-information. Hard copies are available at the Administration Office.

- District/Campus Parent and Family Engagement Policy: The Parent and Family Engagement Policy is posted on the school website: https://www.palopintoisd.net/_files/ugd/ab7584_555e4869955441a3b63e038bb3a37da6.pdf. Hard copies are available in the Administration Office.

- School-Parent Compact: The School-Parent compact is posted on the school website: ab7584_d7f7652d1cb34185add9577213677a11.pdf (palopintoisd.net). Hard copies are available at the Administration Office. The compact is discussed during parent-teacher conferences (minimum of one per year).

Translations: Documents are provided and posted in English. Should another language be needed, please contact Natalie Rogers for assistance. Palo Pinto ISD translation procedures may be found at https://www.palopintoisd.net/district-information.

Comprehensive Needs Assessment Summary
Approved: October 21, 2025

Identified Strengths:
- Awarded National Blue Ribbon School designation in 2025
- Multi-year success on STAAR with minimal-moderate decreases in performance after the pandemic and STAAR Redesign
- Systems in place to monitor student progress throughout the year (administer benchmarks and analyze data three times a year)
- Low teacher-student ratios, small class sizes, and individualized instruction to maximize each student's potential
- Staff committed to student achievement and progress
- Low teacher turnover rate
- 1:1 as a result of the Technology Lending Grant; increased staff and student utilization of instructional technology
- Implementation of a 4-day school week
- Safety and security upgrades to school facilities

Identified Needs:
From performance data review and teacher/parent/student surveys, the following areas were identified:
- Ongoing staff development to strengthen instructional planning, differentiating instruction, and writing across the curriculum to ensure instruction is aligned to the TEKS and all students, including students receiving special education services and emergent bilingual students, maintain performance and progress as measured by STAAR
- Students receiving special education services are not performing the same as their peers; provide teachers with training on effective interventions
- Additional instructional staff for individualized student support (especially students receiving special education services and emergent bilingual students)
- Evidence-based resources and platforms to provide timely intervention to students at risk of not meeting the state's standards
- Continual enrollment of intermediate students through 6th grade
- Security System Upgrades and Enhancements
- Refreshment schedule to upgrade instructional technology in the classrooms, including teacher laptops, as needed

Demographics

Located about 65 miles west of Fort Worth, Palo Pinto School is a rural one-campus district serving students in grades Pre-K-6. Palo Pinto School is a Title I campus and operates a Schoolwide program. Enrollment has steadily increased over time, but has not reached pre-pandemic numbers when enrollment was typically more than 100 students. Enrollment since the pandemic is as follows: 2020-21 – 84 students; 2021-22 – 84 students; 2022-23 – 97 students; 2023-24 – 107 students; 2024-25 – 98 students. Beginning of the year enrollment for 2025-26 is 94 students. Transfer students make up approximately 61% of the enrollment. Students attend secondary school in neighboring districts, including Mineral Wells, Gordon, and Santo.

Based on 2024-25 enrollment, the ethnic distribution of Palo Pinto students is 82% White, 15% Hispanic, and 3% two or more races. 44% of students are eligible for free or reduced meals. Approximately 9% of students qualify as Gifted and Talented. Last year, two students were military-connected, four students experienced homelessness, and three students were identified as Emergent Bilingual. Palo Pinto utilizes bilingual staff members, Google Translate, and LPAC parent representatives to ensure effective communication with parents and families whose native language is not English. Approximately 17% of students receive special education services. Palo Pinto is a member district of the Palo Pinto County Shared Services Arrangement (SSA).

Palo Pinto ISD employs approximately 20 staff members, including 11 teachers and an instructional aide, to provide direct instruction to students. The PPISD student-to-teacher ratio is usually less than 10:1, well below the state ratio of 14.8. Teacher turnover is low (0% for several years). The superintendent has been with the district since 2017, when he was a principal; he became the superintendent in 2018. The principal started as a teacher in the district in 2011 and became the principal in 2018. Palo Pinto ISD was selected as the Mineral Wells Area Chamber of Commerce's Employer of the Year for 2023 and awarded a National Blue Ribbon School for 2025. We are so proud of our teachers, administrators, and support staff for making PPISD a great place to work and go to school!

Student Achievement

2025 Accountability Rating – 93 (A)

Student Achievement evaluates performance across all subjects for all students on both general and alternate assessments; College, Career, and Military Readiness (CCMR) indicators; and graduation rates. Because PPISD is an elementary campus, CCMR and

Student Achievement, cont.

graduation rates are not part of the Student Achievement calculation. For PPISD, Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test. The STAAR score is an average of the percentage of students scoring at Approaches, Meets, and Masters grade levels. The STAAR raw score for Palo Pinto was 75, and when compared to state performance, the score was scaled to 94. Palo Pinto's student achievement score has been a 94 for the past three years, and 91 or above since 2019.

School Progress measures outcomes in two areas: Academic Growth (the percentage of students who grew at least one year academically as measured by STAAR results and the percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year); and Relative Performance (the achievement of students relative to campuses with similar economically disadvantaged percentages.) The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math, and Palo Pinto's raw score was 80, which, when compared to statewide performance, was scaled to 90. Relative Performance indicates how much progress Palo Pinto ISD students are making relative to students at similar schools; PPISD's scaled score was 93. Palo Pinto's school progress score has been 91or above since 2019.

Closing the Gaps uses disaggregated data among racial/ethnic groups, socioeconomic backgrounds, and other factors to determine how different groups of students are performing. There are four components evaluated in the Closing the Gaps domain: **Academic Achievement**: STAAR Performance Status at the Meets Grade Level or above standard in reading/language arts (RLA) and mathematics; **Growth**: Academic Growth Status: The School Progress, Part A domain data in RLA and mathematics; **Progress in Achieving English Language Proficiency**; and **School Quality**: STAAR component of the Student Achievement domain. Palo Pinto's raw score was 73, scaled to 89 (up from 83 in 2024).

Palo Pinto earned the following designation distinctions in 2025: Academic Achievement in Reading/Language Arts, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Postsecondary Readiness (based on the percentage of students scoring at Meets Grade Level or Above (All Subjects) on STAAR and the percentage of students scoring at Meets Grade Level or Above in both Reading and Mathematics).

Processes & Programs

Palo Pinto ISD provides robust staff development at the beginning of each school year based on identified needs and protects time throughout the school year for on-site support and coaching to ensure teachers are adequately supported. For example, in 2021, Palo Pinto utilized ESSER funds to pay for on-site staff development at the beginning of the year and continued on-site coaching throughout the year for teachers to implement the Empowering Writers curriculum, methodology (sequential process of modeling, observation, review, and evaluation), and lesson design. The ongoing coaching and support provided throughout the school year have led to successful implementation as well as improved student outcomes. Palo Pinto ISD was recently featured in a case study by Empowering Writers.

PPISD utilizes *The Fundamental 5: The Formula for Quality Instruction* and provides teachers with training on the 5 instructional practices that have the greatest impact on student performance. Teachers receive support to ensure that Guided Reading is implemented with fidelity. Annually, staff are provided training and support in topics such as effectively implementing RtI, supporting students receiving special education services, ARD committee Member Roles and Decision Making, Youth Mental Health, Suicide Prevention, Safety/Active Threat procedures, and T-TESS.

Palo Pinto ISD has utilized T-TESS (Texas Teacher Evaluation and Support System) as the teacher evaluation system since it was implemented more than ten years ago. The components of T-TESS (observation, teacher self-assessment, and student growth) are designed to help teachers grow and improve as educators. The principal regularly observes all teachers and provides feedback to help teachers develop strategies to adjust instruction based on progress monitoring. Any new or inexperienced teachers are provided with more frequent, ongoing support.

Teachers are provided with access to the TEKS Resource System and TEKS-aligned supplemental resources to use with students as part of classroom instruction, accelerated learning, or additional practice. The principal provides instructional coaching to ensure that teachers understand Texas Essential Knowledge and Skills (TEKS) and can identify aligned resources to support instruction.

Systems are in place to monitor student progress. Literacy and numeracy screeners are administered to students in PreK-2 three times per year to assess student progress and mastery of grade-level expectations. Palo Pinto administers STAAR Interim Assessments (optional, online assessments aligned to the Texas Essential Knowledge and Skills (TEKS) that help educators monitor student

Processes & Programs, cont.

progress and predict student performance on STAAR. STAAR Interim Assessments are a snapshot of current student performance administered three times per year to determine mastery of grade-level expectations for students in grades 3-8. The principal leads the teachers in reviewing student data to monitor student progress, provides evidence-based feedback, and supports teachers in determining the root cause of why students may not have learned concepts and creating plans to respond. The ongoing, on-site professional development and support, combined with instructional leadership in data-driven instruction, have resulted in improved instructional practices and strengthened Tier 1 instruction.

Palo Pinto ISD utilizes instructional technology to increase the academic achievement of all students. Teachers use technology in the development and management of instruction. Administrators and support staff use technology to support instruction. Students and parents use technology as a natural component of the learning process. Technology is used to foster lifelong learning, facilitate the acquisition of knowledge, and develop the skills needed to be competitive in the twenty-first century. Instructional technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective data-driven instruction. Thanks to funding opportunities that arose from the pandemic, as well as the Technology Lending Grant, classrooms have updated instructional technology, including hardware and connectivity, and most students have devices. Instructional technology will continue to be updated over time as resources are available.

Perceptions

Palo Pinto ISD believes that education succeeds best when there is a strong partnership and communication between home and school. Parents and family members are encouraged to share suggestions, ideas, or concerns with the school at any time. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome.

Information is disseminated through registration packets, parent meetings, school sign, social media postings, PPISD web page, face-to-face meetings, newsletters, and annual Parent Information Nights/Meetings. Palo Pinto ISD provides translation services as requested by parents, administrators, teachers, or support staff. Teachers routinely contact parents on an individual basis to communicate about their child's progress. The Palo Pinto Elementary Parent Portal allows parents to access their child's grades. The

Perceptions, cont.

school provides parents with report cards every six weeks with information regarding their child's academic progress and attendance. Parents of students in Pre-Kindergarten and Kindergarten receive progress reports in lieu of report cards. Parents of students in grades 3-6 also receive a parent-friendly brochure with STAAR scores that explains their child's test results and standardized test scores.

Parents and community members are given opportunities to provide input during the comprehensive needs assessment and planning processes throughout the school year via surveys. Parents and community members serve on the Site-Based Decision-Making Committee, Student Health Advisory Council, and other committees as needed. Parents are invited and encouraged to join the Palo Pinto Parent Teacher Organization (PTO).

Palo Pinto students have many opportunities outside of the classroom to develop to their full potential intellectually, physically, and socially. Students are provided with instruction in fine arts and physical education and are encouraged to participate in extracurricular activities such as UIL, 4-H, and Scouts. Field trips are scheduled every 6 weeks to incentivize reading through the Accelerated Reader program. Other field trips include attending performances at Bass Performance Hall in Fort Worth. Each year, PPISD students take a trip to spend a week at YMCA Camp Grady Spruce and participate in their Outdoor Education Program. There, they explore topics in Science, Math, Language Arts, and Social Studies in a beautiful outdoor setting. They also get to experience many other outdoor activities, like horseback riding, canoeing, hiking, and archery.

The Palo Pinto ISD will continue its policy to operate the Community Eligibility Program (CEP) under the National School Lunch Program and School Breakfast Program for the 2025-2026 school year. Schools qualifying to operate CEP serve breakfast and lunch to all children at no charge and eliminate the collection of meal applications for free, reduced-price, and paid student meals. This new approach reduces burdens for both families and school administrators and helps ensure that students receive nutritious meals.

Palo Pinto ISD has a school nurse and partners with Texas Child Health Access Through Telemedicine (TCHATT) to provide telemedicine or telehealth programs to help identify and assess the behavioral health needs of children and adolescents and provide access to mental health services.

Comprehensive Needs Assessment Data Sources

The SBDM Team considers data from the following sources to identify and prioritize areas of need:

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

Texas Performance Reporting System (TPRS) data

Accountability data: Student Achievement data, Student Progress data, Closing the Gaps data, & Distinction Designations data

State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, academic student growth (as measured by STAAR)

Texas English Language Proficiency Assessment System (TELPAS) results

Benchmark data, STAAR Interim Assessment Data, TFAR data

PreK-2 Literacy and Numeracy Data

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

Special Programs data, including the 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, and Dyslexia data

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

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

EB 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 to provide the resources necessary for all students to meet their full educational 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 earn eligible distinction designations.

Performance Objective 2: Students will either make progress or maintain proficiency in ELA/reading and mathematics from year to year, measured by STAAR results and PK-2 assessments in reading and math.

Evaluation Data Source(s): PPISD will meet or exceed targets for HB 3 early childhood literacy and numeracy goal progress measures for 2026.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
100% of teachers will utilize the TEKS-based curriculum for Tier 1 instruction and assessments aligned with the curriculum and approved by the Commissioner to monitor student progress.	Superintendent, Principal, and Teachers	State and local funds	Teachers can focus more on teaching and learning (rather than materials and resources); high-quality instructional materials aligned to the TEKS will improve student outcomes
All teachers will regularly monitor student progress (using multiple assessment forms aligned to the TEKS) to check for student mastery of the TEKS and identify students at risk for academic failure.	Principal and Teachers	State and local funds, multiple measures of assessment	Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year
Teachers will be provided time to meet, plan, and work on the vertical alignment of instruction (writing program with writing portfolios, review and utilize student data) to make instructional improvements.	Principal and Teachers	Time for staff to meet and plan; Eduphoria	Principal and teachers will analyze student data to identify gaps in learning; teachers will have time to plan interventions based on 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; purchase additional guided reading materials to support literacy growth	Principal	Principal time in classrooms	Teachers will be more effective in meeting the needs of diverse learners; increased performance in phonemic awareness, phonics, fluency, vocabulary, and comprehension, and increased student motivation and interest in reading
Teachers in grades 3-6 will utilize Writing Across the Curriculum and instructional strategies for higher-order thinking skills to promote reading and math comprehension and problem-solving skills.	Principal	Time for training and in-class support	Writing develops students' critical thinking skills and reinforces learning; increased writing scores on local and state assessments
K-6 teachers will utilize the Empowering Writers curriculum and will be provided training and ongoing support to effectively implement the methodology	Principal	Time for training and support	Students' writing abilities and reading comprehension will improve
Teachers will utilize science lab materials and robotics materials aligned with science TEKS to reinforce teaching and learning in all grades and provide enrichment opportunities for GT students	Principal	State and local funds	Improved performance on local and state assessments; increased student engagement

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Instructional staff (including paraprofessionals) will provide supplemental instruction, interventions, and/or classroom support to students failing to meet academic standards.	Superintendent, Principal, and Interventionist	State and local funds, Title I, Title II, and Title IV funds	Additional staff ensure that students receive individualized instruction and support as needed to meet the State's challenging academic standards
Provide a full-day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential; purchase Frog Street backpacks to support school/home connection and literacy	Principal and PreK Teacher	State and local funds; Title I, II, & IV funds	Students will obtain strong foundational knowledge and skills across five primary domains of development and will demonstrate Kinder-readiness
Hire additional instructional staff to work with students with disabilities and other students as needed to ensure academic success	Superintendent	State and local funds	Additional staff will more effectively meet the needs of all students and improve student outcomes
The principal and instructional staff will continuously identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for learning	Principal and Teachers	State, local, and federal funds; ESC 11	Teachers will keep abreast of creative or innovative techniques in instruction to improve student learning
Identify students who may be at risk for academic failure; design and implement appropriate compensatory, intensive, or accelerated instruction that enables students to perform at grade level at the conclusion of the next regular school term.	Principal and Teachers	State Comp Ed funds	Increase in student performance for students identified as at-risk as a result of academic interventions (tutorials, small group instruction, etc.)
Teachers will meet the needs of all learners, including students with disabilities and students eligible under 504, by providing instructional accommodations and support based on individual IEPs and 504 plans.	Principal and Teachers	Palo Pinto County Special Education SSA; ARD committee	Students will be educated in the Least Restrictive Environment, and improved student outcomes for students receiving special education services will be achieved.
Utilize preLAS and LAS Links; Riverside Insights® for Reclassification to complete necessary emergent bilingual (EB) student identification; students identified will receive instruction from a certified ESL classroom teacher	Principal and LPAC committee; ESL teacher	ESC Region 11 Title III SSA, BEA allotment	Students identified as Emergent Bilingual will attain English proficiency and develop high levels of academic achievement in English.
Identify and serve GT students utilizing 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; encourage participation in UIL and BOB	Principal and Teachers	GT allotment, Volunteers, UIL coaches	Students who participate in GT services will demonstrate self-directed learning, thinking, research, and communication skills, and will develop innovative products and sophisticated performances that reflect individuality and creativity
Screen Kinder & 1st-grade students for dyslexia; students with dyslexia or a related disorder will be provided with the services of an interventionist trained in dyslexia and related disorders, utilizing an evidence-based reading program for students with dyslexia and related disorders that incorporates specific critical evidence-based components of instruction and instructional approaches and provides for evidence-based, multisensory structured literacy instruction.	Principal and 504 or ARD committee	Dyslexia Allotment	Students will receive support and services to meet his/her needs; an increase in academic progress as a result of a continuum of tiered intervention and instruction

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
Utilize the Response to Intervention model for differentiated instruction and targeted interventions to identified students; purchase research-based supplemental reading and math programs to improve student achievement and close instructional gaps	Principal and Instructional staff	Federal/state/local	Research-based and updated RTI materials will better serve struggling learners and close gaps in a timely manner
Implement a schoolwide tiered model to prevent and address problem behavior; utilize discipline management techniques as part of progressive interventions to reduce the overuse of discipline practices that remove students from the classroom	Superintendent, Principal and Teachers	Leadership and staff planning time	Staff will engage in a process to develop and enforce common expectations and consequences; reduce the number of student referrals to the office for discipline during instructional periods
Provide opportunities outside the regular classroom setting to meet the needs of all learners by offering enrichment classes and activities, supporting and/or sponsoring extracurricular activities, clubs, and organizations that provide enhanced experiences for all students	Principal and Teachers	State and local funds; Staff, parents, and volunteers	Students will be encouraged and challenged to meet their full educational potential through increased opportunities such as field trips and involvement in extracurricular activities such as UIL, Boy Scouts, Girl Scouts, and BOB
Staff 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 and Principal	Pecan Valley Centers; Area law enforcement	Staff will more effectively identify and meet the needs of students; students will be referred for counseling or services as appropriate
Implement strategies to facilitate effective transitions for students from early childhood programs or home to Pre-K or Kindergarten; from elementary school to the next district; for students new to PPISD, students in foster care, and students experiencing homelessness	Principal, Teachers, and Administrative Assistant	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling or other services, as appropriate, to ensure student success.
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, Nurse, and Teachers	State and local funds;	Implementation of the Health and Wellness Plan and a school health program that effectively addresses students' physical, mental, and social well-being.
Conduct ongoing school safety audits to improve and update school security measures to provide a safe and secure learning environment for students and staff	Superintendent and Principal	State and local funds	Updated crisis management plan, emergency operation plan, and multi-hazard plan; maintain a safe and disciplined environment conducive to student learning

Continue partnerships with TCHATT for telehealth services and local community organizations to provide access to services such as counseling, school-based mental health programs, and mentoring services, as needed, to identified students (and families)	Superintendent and Principal	Pecan Valley Centers; State Comp Ed funds	Services will be provided to students and families as appropriate, and an increase in student performance and attendance
Continue partnership with Pecan Valley Centers for lessons and/or presentations on a variety of subjects, including drugs, tobacco, alcohol, bullying, communication skills, social skills, and character education lessons (courage, trustworthiness, integrity, respect, responsibility, fairness, caring, good citizenship, and school pride).	Superintendent and Principal	Pecan Valley Centers	Students will be thoughtful, active citizens who have an appreciation for basic values of state and national heritage and can productively function in a free enterprise society
The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behaviors that are based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at www.palopintoisd.net. [See policy FFH.] Dating violence will not be tolerated at school.	Superintendent and Board of Trustees	TASB	Dating violence occurs when a person in a dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.
PPISD will obtain written parental consent before a student may receive any instruction related to the prevention of child abuse, family violence, or dating violence. Parents will be sent a request for written consent at least 14 days before the instruction begins.	Superintendent and Principal	Parental consent forms (opt-in or opt-out)	An annual notice will inform parents of the right to access the materials, the right to remove the student from the instruction, and opportunities to be involved in the development of the curriculum.
Staff will utilize age-appropriate scripts and videos to teach children how to reduce their risk of sexual and physical abuse and sexual assault, and make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help.	SHAC, Nurse	Local funds; Play it Safe!® Curriculum	Age-appropriate, research-based anti-victimization programs for students to learn to recognize potentially abusive behavior, respond to threatening situations, and report abuse to a trusted adult.
Any student who believes that he or she has experienced prohibited conduct and any person who believes that a student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, or other district employee.	Students	Response protocols and forms to document student complaints	Upon receipt of a report of dating violence, the district will notify the parent of the alleged victim and the alleged perpetrator. The school office has information about the dangers of dating violence and resources for seeking help.
Any district employee who suspects or receives direct or indirect notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate district official and take any other steps required by this policy.	Staff	Response protocols and forms to document staff reports	The district has procedures for reporting and immediately notifying a parent if a report identifies a student as an alleged victim or perpetrator, and guidelines for students who are victims
The district shall provide training to employees as required by law and district policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities.	Superintendent and Principal	State and Local funds	Increased staff awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim.

Goal 3: The District will exhibit fiscal responsibility and integrity so as to always be good stewards of 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 and 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) to inform the allocation of Foundation School Program (FSP) and grant funds.	Superintendent and Principal	Student Attendance Accounting Handbook; Region 11	Maintain fiscal compliance and low-risk status as determined by TEA
Provide and/or post financial information reports and share other reports (accountability, health and safety, Governance, and personnel) at each meeting of the Board of Trustees as required.	Superintendent	State and federal guidance	The school website will have current postings and information as required by state and federal rules, regulations, and deadlines for district reporting
Conduct an annual Comprehensive Needs Assessment (with students, parents, and other community members) for the entire school as part of the continuous improvement planning process.	Principal and Committee	Parents, Community, and Business Representatives	Allocation of funds, especially federal funds, will be outlined in DIP/CIP and will meet the needs identified by the committee
Follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher, classroom teachers, parents of students enrolled in the District, business representatives, and community members.	Superintendent and 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 the impact and effectiveness of programs and initiatives, and process reviews to increase learning time and reduce duplication of services and resources.	Principal and Committee	Parents, Community, and Business Representatives	Efficient allocation and use of 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 and 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 and Teachers	Parents, Community, and Business Representatives	Parents and families will be provided with information that will encourage engagement with children to increase student achievement.
Provide a dynamic and informative district website and utilize appropriate social media outlets to inform parents and the community of school programs, volunteer activities, opportunities to provide input, and parent and family engagement opportunities.	Principal and 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, and Mother's Day Luncheon.
The campus improvement plan will be regularly monitored and revised based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principal and Committee	Parents, Community, and Business Representatives	CIP will delineate instructional methods for addressing the needs of student groups not achieving their full potential and methods for addressing the needs of students in 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 and Committee	Parents, Community, and 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 and Committee	Parents, Community, and 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 and progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	Principal and Teachers	Staff time	Parents will receive relevant data on attendance, behavior, 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

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Recruit and hire highly effective teachers; provide stipends to staff to retain effective teachers and reduce staff turnover	Superintendent	State and local funds	Increase in student performance for all student groups; increase in the number of students meeting grade-level expectations in all grades and content areas
Utilize the T-TESS and T-PESS evaluation system to promote professional growth at all levels of the organization.	Superintendent and Principal	Training and time for conferences	Teachers will create an individual improvement plan through T-TESS
The principal will mentor and/or ensure mentorship for inexperienced teachers and ensure all teachers have support in meeting the needs of diverse learners.	Principal and Teachers	Training and 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 collaborating with professionals teaching elsewhere.	Principal	Region 11 consultant fees; state and local funds	Teachers will have access to ongoing professional development based on needs; improved T-TESS ratings
Conduct team-building activities during back-to-school staff development; monthly birthday luncheons and other activities throughout the year to honor and recognize all staff	Superintendent, Principal, and Teachers	Local funds; PTO	Increased staff retention; improved school culture/climate
Utilize personalized strategies to retain high-performing staff (leadership opportunities, recognition, stipends as appropriate)	Superintendent and Principal	State and local funds	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

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Maintain and enhance the technology infrastructure with a focus on 1-to-1 computing and web 2.0 applications; replace outdated hardware	Superintendent and Principal	State and local funds; REAP/SRSA funds	Teachers and students will have updated resources (interactive whiteboards, projectors, laptops, tablets, etc.)
Align curriculum with technology resources and utilize supplemental digital resources such as Discovery Education digital resources; develop a school library program to provide opportunities to develop digital literacy skills and improve academic achievement	Superintendent and Principal	State and local funds	Integration of technology in instruction to increase the effectiveness of student learning
Utilize age-appropriate software in classrooms and labs: Lone Star Learning, Pearson Realize, Renaissance Place, STEMscopes.	Principal and Teachers	State and local funds	Increased student engagement; students will develop and continuously improve 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 and Principal	State and local funds	Improved student performance; increased student engagement

Goal 7: The District will identify, provide, and support ongoing professional development to support the District's 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 various platforms, including job-embedded professional learning.	Superintendent and School Board	State and local funds; TASA/TASB	The Administration will attend PD (including conferences and conventions); Board members will meet the 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 utilize effective assessment methods.	Superintendent and Principal	State and local funds; Region 11	Individualized professional development plans will 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) and meet the needs of students with disabilities	Superintendent and Principal	State and local funds; Region 11	Increased student engagement and academic 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 improve instructional rigor and relevance, and student performance will continue to improve
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 expected high level of teaching and learning.

Strategy Description	Person (s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct ongoing facilities and instructional needs assessments to prioritize current and future needs	Superintendent and Board of Trustees	State and local funds	Repair, replace, and update facilities, fixtures, and instructional technology over time as funds allow
Repair, replace, and update equipment and facilities as identified by needs assessment over time, as funds allow.	Superintendent and Board of Trustees	State and local funds	Update facilities and resources as appropriate to meet the instructional needs of students.
Maintain safe and secure facilities, vehicles, and equipment; monitor via the installation of security systems (cameras and video surveillance components, lighting, surge protectors)	Superintendent and Board of Trustees	State and local funds, safety grant funds	Promote the safety of students and staff and the security of facilities, vehicles, and equipment

Goal 9: The District and its employees will communicate effectively 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 surveys of teachers, students, and parents to determine the efficacy of communication within the district by all stakeholders.	Administration	Local funds	At least 90% of the surveys received will indicate positive communication practices by all stakeholders.
Utilize marquee to capture the attention of parents and the community; utilize sign to thank volunteers, announce birthdays, recognize student/faculty achievements, announce PTO meetings, and other events	Superintendent	Local funds	Build awareness and increase parent and community involvement with school functions, activities, and fundraisers; recognize student achievements and thank volunteers

HB 3 Early Childhood Literacy Goals & Targets
Board Approved October 2025

Goal: Increase the percentage of 3rd-grade students who score MEETS GRADE LEVEL or above on STAAR Reading from 67% to 75% by June 2031.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	64	75	64	55
2023	67	78	67	58
2024	68	79	68	59
2025	69	80	69	60
2026	70	81	70	61
2027	71	82	71	62
2028	72	83	72	63
2029	73	84	73	64
2030	74	85	74	65
2031	75	86	75	66

GPM 1.1: The percent of PK Students who score on grade level or above in literacy (rapid lettering naming [1 and 2], phonological awareness) as indicated on CIRCLE will increase from 74% to 84% by June 2031.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	74			
2024	76			
2025	78			
2026	79			
2027	80			
2028	81			
2029	82			
2030	83			
2031	84			

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

GPM 1.2: The percent of K Students who score on grade level or above in literacy (listening comprehension) as indicated on EOY TxKEA will increase from 72% to 84% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	72			
2024	74			
2025	76			
2026	78			
2027	80			
2028	81			
2029	82			
2030	83			
2031	84			

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

GPM 1.3: The percent of 1st Grade Students who score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 72% to 84% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	72			
2024	74			
2025	76			
2026	78			
2027	80			
2028	81			
2029	82			
2030	83			
2031	84			

Data: Comprehension from 1st and 2nd story, Average the comprehension of 1 and 2 stories, then 100-avg.

GPM 1.4: The percent of 2nd Grade Students who score on grade level or above in literacy (reading comprehension) as indicated on EOY TPRI will increase from 71% to 83% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL

2023	71			
2024	73			
2025	75			
2026	77			
2027	79			
2028	80			
2029	81			
2030	82			
2031	83			

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

HB 3 Early Childhood Numeracy Goals & Targets
Board Approved October 2025

Goal: Increase the percentage of 3rd-grade students who score MEETS GRADE LEVEL or above on STAAR Mathematics from 60% to 68% by June 2031.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
Baseline (2019)	57	58	55	64
2023	60	61	58	67
2024	61	62	59	68
2025	62	63	60	69
2026	63	64	61	70
2027	64	65	62	71
2028	65	66	63	72
2029	66	67	64	73
2030	67	68	65	74
2031	68	69	66	75

GPM 1.1: The percentage of PK Students who score on grade level or above in numeracy, as indicated on CIRCLE, will increase from 76% to 86% by June 2031.				
Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	76			
2024	78			
2025	80			
2026	81			
2027	82			
2028	83			
2029	84			
2030	85			
2031	86			

Data: Math and optional math, Average both math and optional math, then divide

GPM 1.2: The percent of K Students who score on grade level or above in math as indicated on EOY test provided by HMH Go Math/Tx KEA will increase from 73% to 84% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	73			
2024	75			
2025	77			
2026	79			
2027	80			
2028	81			
2029	82			
2030	83			
2031	84			

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

GPM 1.3: The percent of 1st Grade Students who score on grade level or above in math as indicated on the EOY test provided by HMH Go Math will increase from 76% to 86% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL
2023	76			
2024	78			
2025	80			
2026	81			
2027	82			
2028	83			
2029	84			
2030	85			
2031	86			

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

GPM 1.4: The percent of 2nd Grade Students who score on grade level or above in math as indicated on the EOY test provided by HMH Go Math will increase from 76% to 86% by June 2031.

Targets	ALL	WHITE	ECO DIS	CONT ENROLL

2023	76			
2024	78			
2025	80			
2026	81			
2027	82			
2028	83			
2029	84			
2030	85			
2031	86			

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

Palo Pinto ISD Title I, Part A Schoolwide Program Plan

Palo Pinto School is a Title I, Part A Schoolwide Campus with approximately 44% economically disadvantaged students. PPISD transfers 100% of Title II, Part A funds and 100% of Title IV, Part A funds to support the Title I, Part A Schoolwide program. Title I funds (combined with Title II and Title IV funds) are used to pay for 50% of the PreK teacher's salary (to offer a full-day PreK program) and to employ an instructional aide who provides supplemental instruction, interventions, and/or classroom support to meet the needs of those children who are failing or are at risk of failing, to meet the challenging State academic standards.

The following federal and state funding sources improve our educational program:

FUND	Title	Allocation	Planned Expenditures
211 – Title I Part A	Improving Basic Programs	$26,235	$26,235 – Educational Aide, part of PreK teacher's salary to offer full-day PreK
255 – Title II Part A	Teacher and Principal Training and Recruitment	$3,969	$3,969 – part of PreK teacher's salary to offer full-day PreK
270 – Small, Rural Schools	Small, Rural School Grant	$12,200	$12,200 – Technology Support and Hardware replacement
289 – Title IV Subpart 1	Student Support and Academic Enrichment	$10,000	$10,000 – part of PreK teacher's salary to offer full-day PreK
429 – Cycle 1 SAFE Grant	2023-2027 School Safety Facilities Grant Requested reduction to $16,542 last school year when asked (7/3/24); Reduction not given, as TEA missed request.	$189,600	Meet minimum compliance to implement the new safety standards applicable to Chapter 61, Sub-chapter CC, 61.031 of the Commissioner's Rules
429 – Cycle 2 SAFE Grant	2024-2027 School Safety Facilities Grant	$150,000	Meet minimum compliance to implement the new safety standards applicable to Chapter 61, Sub-chapter CC, 61.031 of the Commissioner's Rules

Title I, Part A Plan

The Title I, Part A Plan of Palo Pinto ISD was developed in accordance with Section 1112 to ensure that all children receive a high-quality education and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Statutory Required Descriptions	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students. (Refer to CNA Summary and Goal 1 strategies)	Student data	Grade Reporting Period
The district identifies students who may be at risk for academic failure (Refer to CNA summary and strategies under Goals 1 and 2)	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards. (Refer to CNA Summary and strategies under Goals 1 and 2)	MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning. (Refer to strategies under Goals 1 and 2)	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (Refer to CNA Summary and strategies under Goals 1, 5, and 7)	ESSA Talent Plan (if identified by TEA)	Annually
The district will carry out School Support and Improvement activities and responsibilities under Sec 1111(d)(1) & (2). N/A – the campus is not identified as for comprehensive support and improvement, targeted support and improvement, or additional targeted support.	N/A	N/A
The district utilizes the number of students eligible for free and/or reduced-price lunches under the National School Lunch Act as the data used to calculate the low-income percentage (poverty measure).	Free and/or Reduced-Price Lunch forms	Collected upon enrollment
The district does not provide services for children living in local institutions for neglected or delinquent children because there are no institutions for neglected or delinquent children in the attendance area.	N/A	N/A
The district provides services to homeless children and youths to support their enrollment, attendance, and success. (Refer to Goal 2 strategies)	Homeless Liaison data	Upon Enrollment, Needs-Based

The district implements effective parent and family engagement. (Refer to CNA Summary and Goal 4 strategies)	Calendar of Events	Quarterly
The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs. (Refer to strategies under Goal 2)	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from 6th grade to secondary school. (Refer to strategies under Goal 2)	Calendar of Events	Annually
PPISD does not operate a Targeted Assistance program.	N/A	N/A
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom. (Refer to strategies under Goal 2)	PEIMS 425	Grade Report Period
PPISD is a PK-6 campus and does not have programs that coordinate or integrate CTE content or work-based learning opportunities.	N/A	N/A
PPISD does not utilize Title I, Part A funds to assist in identifying gifted and talented students or assist in developing an effective school library program.	N/A	N/A

Palo Pinto ISD
Parent/Family Engagement & Involvement Policy

Education is a team effort, and we know that students, parents, teachers, and other staff members all working together can make each year a wonderfully successful year for our students. We believe that a partnership must exist between our parents and our staff. Palo Pinto ISD promotes positive communication between the school and our students' homes. We provide a variety of opportunities for parents to be involved in activities supporting our students. It is our goal to provide an atmosphere where parents are able to express their views and assist in problem-solving. We want parents to understand that we view them as joint policy and decision-makers and we welcome their input.

Palo Pinto ISD will use a variety of communication strategies to provide information to parents and to increase parental involvement in supporting classroom instruction.

Information will be disseminated through registration packets, parent meetings, social media postings, web pages, face-to-face meetings, newsletters, and annual Parent Information Nights/Meetings. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. Parents are encouraged to contact their child's teacher at any time to communicate about their child.

The school website will provide a link to the ESC Region 16 Parent and Family Engagement Newsletter (published quarterly), comprised of articles and tips relating to school achievement, such as homework tips, organizational skills, and study skills. The Palo Pinto Elementary Parent Portal allows parents to access their child's grades.

The school will provide parents with report cards every six weeks with information regarding their child's academic progress and attendance. Parents of students in Pre-Kindergarten and Kindergarten will receive progress reports in lieu of report cards. Parents of students in grades 3-6 will receive a parent-friendly brochure with STAAR scores that explains their child's test results and standardized test scores.

The school will use the student handbook, school website, school signage, and parent meetings to inform parents about the Schoolwide Title I Plan and how to get a copy upon request.

The school will hold parent meetings, conferences, and activities regularly throughout the year to increase parental involvement and build staff and parent capacity to engage in these types of efforts.

Meetings may include parent–training sessions to help parents understand how to enhance their child's education, such as a series of family reading, math, and/or science nights.

Meetings will be held at various times during the day and evening to better accommodate parents.

Parents will be informed of the school's participation in the Title I program and will be invited to assist with reviewing and revising the Title I Plan.

Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given information regarding their student's academic performance and as appropriate, an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in a discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. The school will provide parents with information each year to provide an explanation of the statewide assessment systems, standards, and other accountability measures.

Palo Pinto ISD will provide opportunities for parents and community members to support the instructional program throughout the year. The school will engage parents and family members in the following types of roles and activities to increase their involvement and support for student learning: Reading buddies; Classroom Volunteers; Tutors; Special parent lunches; Book Fair helpers; Grandparents Day; Awards presentations; Field Day volunteers; Family Reading nights; Open house; Parent-teacher organization (PTO) events; Red Ribbon week; Graduation; and various committees, including Site-Based Decision-Making (SBDM) and Student Health Advisory Committee (SHAC).

PPISD will partner with local middle and high schools to help provide a smooth transition for students graduating from Palo Pinto Elementary and moving on to another district by raising student and parent awareness of procedures and related activities. For students moving from PreK to Kindergarten and from Kindergarten to 1st grade, the school will host special orientation programs for parents and students to help with the transition. Parents and students will have the opportunity to meet the new teachers at the end of the school year as well as the beginning of the next school year.

The school will work with parents to create a School–Parent–Student Compact.

The compact will outline how parents, school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.

The school will provide an opportunity for parents to engage in decision–making processes regarding the school's Title I, Part A program.

The school will involve parents on the site-based decision-making committee. The Site-Based Decision-Making (SBDM) Committee, consisting of teachers, administrators, parents, and community members, will meet on an annual basis to review feedback from surveys and discussions with teachers, administrators, parents, and community members. Using this data, the committee will review and/or revise (as needed) services and activities to promote parental involvement and provide additional support for student learning. The school will engage parents in decisions about the allocation of its Title I, Part A funds for parental involvement.

Parents will participate in the annual evaluation of the Title I, Part A program's parental involvement efforts as part of the comprehensive needs assessment. The SBDM Committee made up of teachers, parents, and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted.

The Palo Pinto ISD Parent and Family Engagement Policy has been jointly developed and agreed upon with parents and educators involved with participation in a Title I, Part A program. This policy will be distributed in conjunction with back-to-school information packets and an Open House at the beginning of each school year.

Attested by:
Wendell Barker, Superintendent
June 9, 2025
Updates:
June 9, 2025
June 1, 2023 (WB)
June 7, 2022 (WB)
May 11, 2018 (EJC)

State Compensatory Education State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. Is in grade 7-12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten, or grades 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student (formerly LEP student), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments;
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.

Total FTEs funded through SCE at this District/Campus: 1.8

To identify students as at risk, teachers review and verify student data throughout the year in order to provide support and prescribed academic interventions in a timely manner. The primary data sources considered when making intervention recommendations included: STAAR data, universal screening data, Texas Resource System unit assessments, report cards, and progress report data.

A student is considered at risk of dropping out of school until he or she performs on the identifying instrument or another appropriate instrument in the same or a comparable subject area at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.

Once a student is not advanced from one grade level to the next, i.e., retained, the student remains at risk of dropping out of school for the remainder of his/her public school education.

For all other state eligibility criteria, students must be evaluated on an ongoing basis to determine if they continue to meet the criteria for being at risk of dropping out of school.

Under certain criteria, students will be reported for one or more school years until the student performs at a level sufficient to exit the at-risk special population category.

All decisions for exiting a student from the SCE program will be based upon the review of student data

Palo Pinto ISD utilizes State Compensatory Education funds to support Title I initiatives (full-day PreK, instructional aides, supplemental curricular resources, and evidence-based intervention programs).

Recommendations:
- Continue to use SCE funds for direct supplemental instruction of identified at-risk students
- Ensure that all SCE funds are dedicated to improving outcomes for at-risk students.
- Monitor at-risk student performance to ensure that at-risk students are receiving proper accelerated instruction.