

Palmer Independent School District

District Improvement Plan

2023-2024



Palmer

INDEPENDENT SCHOOL DISTRICT

Board Approval Date: October 9, 2023
Public Presentation Date: October 9, 2023

Mission Statement

"To be the pride of the community, Palmer I.S.D. will continually strive to provide a safe environment that encourages lifelong learners by developing individual leadership skills. We believe that quality educators will inspire a student's learning ability toward his or her personal potential through real life experiences."

Vision

WD > WS

Well Done is Greater than Well Said

Core Beliefs

Palmer Prime Nine

1. WD>WS

(Well done is greater than well said)

2. Set the example

3. Become a better person everyday

4. Take pride in everything you do

5. Share positive contagious energy

6. Courage, compassion, character

7. Be humble & hungry

8. Know & understand everyone's background

9. Engage everyone with a smile

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	12
Perceptions	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: Palmer ISD will provide educational programs ensuring that all students are challenged, perform at grade level or above, and demonstrate exemplary performance in foundation subjects of Mathematics, English Language Arts, Science, and Social Studies.	19
Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.	26
Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.	35
Goal 4: Palmer ISD will provide a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Palmer.	43
RDA Strategies	44
Title I	45
1.1: Comprehensive Needs Assessment	46
2.1: Campus Improvement Plan developed with appropriate stakeholders	46
2.2: Regular monitoring and revision	46
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	46
2.6: Address needs of all students, particularly at-risk	46
3.1: Annually evaluate the schoolwide plan	46
4.1: Develop and distribute Parent and Family Engagement Policy	46
4.2: Offer flexible number of parent involvement meetings	47
Title I Personnel	47
District Funding Summary	48
Addendums	50

Comprehensive Needs Assessment

Revised/Approved: September 27, 2023

Demographics

Demographics Summary

Palmer ISD is a PK-12th grade Title I district located in Palmer, TX. Palmer is a growing rural community that is located south of Dallas. Palmer has always been a farming community, but that image is beginning to shift as Palmer is starting to become more of a bedroom community where residents commute to the metroplex or to one of the larger near by cities of Ennis, Waxahachie, or Red Oak. Palmer is a diverse community with a low crime rate. All of the campuses are located in the center of the town and within walking distance of each other. Additionally, there are 7 bus routes that bring approximately 24% of the students to school. In concert with the growth in the community, student enrollment in the district is growing. During this past year, enrollment increased resulting in 1,252 students. All student groups are growing at about the same rate. The district has two main student groups: 45.6% are Hispanic, and 49.2% are White. African American students make up 1.9% of the population, American Indian students are 0.2%, Asian students are 0.5% and there are 2.6% who are Two-or-More Races.

Attendance rates are high at 95.7% for the 2020-2021 school year. Palmer ISD's student groups include 13.7% Emergent Bilinguals (EBs), 4.2% as Gifted and Talented (GT), and 18.1% Special Education. Special Education rate is high as the state is at 11.6%. We attribute that to a strong reputation of great special education services that attract parents to the district. Additionally, 52.9% are economically disadvantaged, 50.6% are identified as at risk. The annual dropout rate is 0.5% which is below the state average of 2.4%. The four year graduation rate is 97.0% (Class of 2021) which is above the state at 90.0% and the five year graduation rate is 100.0% which is above the state at 92.2%.

Palmer ISD places a very high priority in employing a high-quality, talented staff. Our total staff is at 184.1 and our student to teacher ratio continues to be low at 14.0 to 1. The turnover rate among our teaching staff is at 22.1%, which was slightly higher than usual because of a number of retirees, with the state average at 17.7%.

Class size is also a high priority for the district. With the growth we have experienced the district has been able to continue to have class sizes smaller than the state average in all grades except one. Kindergarten was 14.0, 1st was 17.3, 2nd was 14.9, 3rd was 18.2, 4th was 19.9, 5th was 23.2, and 6th was 16.5. At the secondary level English Language Arts was 14.1, Foreign Languages was 12.8, Math was 14.1, Science was 14.0, and Social Studies was 16.3.

(Data from 2021-2022 TAPR Report)

Demographics Strengths

Palmer ISD has many strengths. Some of the most notable demographics strengths include:

1. Many families move to Palmer because of the schools. Because our families value education, we have many supportive parents and students who are committed to success.
2. The attendance rate continues to be above the state average.
3. The annual dropout rate continues to be below the state average.
4. Our student-to-teacher ratios and our class sizes continue to be below the state average in majority of grade levels.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The growth in number of students is accelerating resulting in slightly larger class sizes and issues with available classrooms. **Root Cause:** New housing additions are being built in the district resulting in accelerated growth.

Problem Statement 2: The percentage of Special Education students in the district is above the state average. **Root Cause:** The reputation of the district's strong Special Education services is well known by parents and servicing dyslexia students through Special Education rather than Section 504.

Student Learning

Student Learning Summary

The 2023 STAAR Assessments are the introduction to STAAR 2.0. These assessments include new interactive question types, including constructed response questions. The 2023 STAAR results include the performance levels of Approaching, Meets, and Masters Grade Level Performance. All three levels are considered to be passing. The Approaches category indicates that students show some knowledge of course content but may be missing critical elements — the student may need additional support in the coming year. The Meets category indicates the students have a strong knowledge of course content and students are prepared to progress to the next grade level or course. The Master's category indicates that students are on track for college and career readiness. The high school showed gains at all three levels. There were small declines in scores at the middle school and elementary school.

Subject	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Algebra I (MS)	24	24	100%	24	24	100%	14	24	58%
Algebra I (HS)	71	83	86%	48	83	58%	23	83	28%
Algebra Total	95	107	89%	72	107	67%	37	107	35%
Biology	82	86	95%	55	86	64%	18	86	21%
English I	95	109	87%	85	109	78%	22	109	20%
English II	95	105	90%	77	105	73%	15	105	14%
US History	78	78	100%	61	78	78%	26	78	33%
Grade 8 Reading	97	112	87%	71	112	63%	38	112	34%
Grade 8 Math	90	112	80%	62	112	55%	20	112	18%
Grade 8 Social Studies	61	112	54%	17	112	15%	4	112	4%
Grade 8 Science	85	112	76%	46	112	41%	9	112	8%
Grade 7 Reading	87	98	89%	77	98	79%	42	98	43%
Grade 7 Math	81	98	83%	62	98	63%	21	98	21%
Grade 6 Reading	77	99	78%	60	99	61%	30	99	30%
Grade 6 Math	85	99	86%	61	99	62%	23	99	23%
Grade 5 Reading	96	115	83%	73	115	63%	33	115	29%
Grade 5 Math	97	115	84%	57	115	50%	18	115	16%
Grade 5 Science	79	115	69%	42	115	37%	15	115	13%
Grade 4 Reading	75	94	80%	54	94	57%	24	94	26%

Subject	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Grade 4 Math	76	94	81%	51	94	54%	25	94	27%
Grade 3 Reading	82	98	84%	50	98	51%	24	98	24%
Grade 3 Math	81	98	83%	52	98	53%	17	98	17%
Grand Total	1694	2056	82.39%	1185	2056	57.64%	461	2056	22.42%
Last year (2022)			83.52%			57.68%			26.82%
Difference			-1.13%			-0.04%			-4.40%
High School Total	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Algebra I (HS)	71	83	86%	48	83	58%	23	83	28%
Biology	82	86	95%	55	86	64%	18	86	21%
English I	95	109	87%	85	109	78%	22	109	20%
English II	95	105	90%	77	105	73%	15	105	14%
US History	78	78	100%	61	78	78%	26	78	33%
High School Total	421	461	91.32%	326	461	70.72%	104	461	22.56%
Last year (2022)			87.76%			65.31%			21.54%
Difference			3.56%			5.41%			1.02%
Middle School Total	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Algebra I (MS)	24	24	100%	24	24	100%	14	24	58%
Grade 8 Reading	97	112	87%	71	112	63%	38	112	34%
Grade 8 Math	90	112	80%	62	112	55%	20	112	18%
Grade 8 Social Studies	61	112	54%	17	112	15%	4	112	4%
Grade 8 Science	85	112	76%	46	112	41%	9	112	8%
Grade 7 Reading	87	98	89%	77	98	79%	42	98	43%
Grade 7 Math	81	98	83%	62	98	63%	21	98	21%
Grade 6 Reading	77	99	78%	60	99	61%	30	99	30%
Grade 6 Math	85	99	86%	61	99	62%	23	99	23%

Middle School Total	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Grade 5 Reading	96	115	83%	73	115	63%	33	115	29%
Grade 5 Math	97	115	84%	57	115	50%	18	115	16%
Grade 5 Science	79	115	69%	42	115	37%	15	115	13%
Middle School Total	959	1211	79.19%	652	1211	53.84%	267	1211	22.05%
Last year (2022)			82.45%			55.81%			28.35%
Difference			-3.26%			-1.97%			-6.30%
Elem. School Total	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Grade 4 Reading	75	94	80%	54	94	57%	24	94	26%
Grade 4 Math	76	94	81%	51	94	54%	25	94	27%
Grade 3 Reading	82	98	84%	50	98	51%	24	98	24%
Grade 3 Math	81	98	83%	52	98	53%	17	98	17%
Elem. School Total	314	384	81.77%	207	384	53.91%	90	384	23.44%
Last year (2022)			81.84%			54.48%			28.36%
Difference			-0.07%			-0.57%			-4.92%

The district surpasses the state in all three categories. At the Approaching level, the district is above the state in 19 of 20 tested areas. At the Meets level, the district is above or equal to the state in 18 of 20 tested areas. At the Master's level, the district is above or equal to the state in 13 of 20 areas.

2023 Palmer ISD vs. State and Region											
Percent Approaches, Meets and Masters Grade Level											
Subject	Approaches GL			Meets GL			Masters GL			Total	
	PISD	Region 10	State	PISD	Region 10	State	PISD	Region 10	State	PISD	Region 10
US History	100%	94%	95%	78%	71%	71%	33%	40%	39%	211%	205
English II	90%	75%	74%	73%	58%	56%	14%	10%	9%	177%	143
English I	87%	72%	71%	78%	56%	54%	20%	16%	14%	185%	144
Biology	95%	88%	89%	64%	58%	57%	21%	24%	22%	180%	170
Algebra I	86%	78%	78%	58%	47%	45%	28%	27%	24%	172%	152

2023 Palmer ISD vs. State and Region											
Grade 8 Reading	87%	82%	82%	63%	58%	56%	34%	31%	27%	184%	171
Grade 8 Math	80%	75%	74%	55%	45%	44%	18%	17%	16%	153%	137
Grade 8 Social Studies	54%	72%	60%	15%	34%	31%	4%	18%	15%	73%	124
Grade 8 Science	76%	74%	72%	41%	48%	45%	8%	19%	16%	125%	141
Grade 7 Reading	89%	79%	76%	79%	56%	52%	43%	30%	26%	211%	165
Grade 7 Math	83%	65%	61%	63%	40%	35%	21%	15%	10%	167%	120
Grade 6 Reading	78%	76%	76%	61%	53%	51%	30%	25%	22%	169%	154
Grade 6 Math	86%	76%	74%	62%	24%	38%	23%	18%	15%	171%	118
Grade 5 Reading	83%	82%	81%	63%	59%	56%	29%	32%	28%	175%	173
Grade 5 Math	84%	82%	80%	50%	54%	50%	16%	25%	21%	150%	161
Grade 5 Science	69%	65%	64%	37%	36%	34%	13%	16%	15%	119%	117
Grade 4 Reading	80%	80%	78%	57%	51%	47%	26%	25%	21%	163%	156
Grade 4 Math	81%	72%	70%	54%	50%	47%	27%	25%	22%	162%	147
Grade 3 Reading	84%	78%	77%	51%	53%	51%	24%	22%	20%	159%	153
Grade 3 Math	83%	74%	73%	53%	47%	44%	17%	22%	19%	153%	143
Totals	83%	77%	75%	58%	50%	48%	22%	23%	20%	163%	150

Although small declines were expected with the changes of STAAR 2.0, Palmer ISD will continue to work to strengthen core academic programs with sound instructional practices. There is intentional focus in the areas of science and social studies, where the largest declines were seen. Our needs in these subject areas very closely mirror the state.

Math	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Algebra I (MS)	24	24	100%	24	24	100%	14	24	58%
Algebra I (HS)	71	83	86%	48	83	58%	23	83	28%
Algebra Total	95	107	89%	72	107	67%	37	107	35%
Grade 8 Math	90	112	80%	62	112	55%	20	112	18%
Grade 7 Math	81	98	83%	62	98	63%	21	98	21%
Grade 6 Math	85	99	86%	61	99	62%	23	99	23%

Math	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Grade 5 Math	97	115	84%	57	115	50%	18	115	16%
Grade 4 Math	76	94	81%	51	94	54%	25	94	27%
Grade 3 Math	81	98	83%	52	98	53%	17	98	17%
Grand Total	605	723	83.68%	417	723	57.68%	161	723	22.27%
Last year (2022)			83.82%			56.35%			23.43%
Difference			-0.14%			1.33%			-1.16%

ELA	Approaching	Total	%	Meets	Total	%	Masters	Total	%
English II	95	105	90%	77	105	73%	15	105	14%
English I	95	109	87%	85	109	78%	22	109	20%
Grade 8 Reading	97	112	87%	71	112	63%	38	112	34%
Grade 7 Reading	87	98	89%	77	98	79%	42	98	43%
Grade 6 Reading	77	99	78%	60	99	61%	30	99	30%
Grade 5 Reading	96	115	83%	73	115	63%	33	115	29%
Grade 4 Reading	75	94	80%	54	94	57%	24	94	26%
Grade 3 Reading	82	98	84%	50	98	51%	24	98	24%
Grand Total	704	830	84.82%	547	830	65.90%	228	830	27.47%
Last year (2022)			83.31%			60.10%			30.87%
Difference			1.51%			5.80%			-3.40%

Science	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Biology	82	86	95%	55	86	64%	18	86	21%
Grade 8 Science	85	112	76%	46	112	41%	9	112	8%
Grade 5 Science	79	115	69%	42	115	37%	15	115	13%
Grand Total	246	313	78.59%	143	313	45.69%	42	313	13.42%
Last year (2022)			85.35%			58.61%			24.54%

Science	Approaching	Total	%	Meets	Total	%	Masters	Total	%
Difference			-6.76%			-12.92%			11.12%

Social Studies	Approaching	Total	%	Meets	Total	%	Masters	Total	%
US History	78	78	100%	61	78	78%	26	78	33%
Grade 8 Social Studies	61	112	54%	17	112	15%	4	112	4%
Grand Total	139	190	73.16%	78	190	41.05%	30	190	15.79%
Last year (2022)			80.24%			50.30%			25.75%
Difference			-7.08%			-9.25%			-9.96%

The goals for the district for 2023-2024 are 85% approaching, 60% meets, and 25% masters along with a 97% attendance rate, 75% of students show growth, and 90% of seniors earn CCMR indicator.

Student Learning Strengths

Palmer ISD has a population of hard-working, high-achieving students. The district is proud of many different student achievement strengths including:

1. Palmer ISD is above the state on Approaching level by 8%
2. Palmer ISD is above the state on Meets level by 1%
3. Palmer ISD is above the state on Masters level by 2%.
4. Palmer ISD is above the state on Approaching in 19 of 20 tested areas.
5. Palmer ISD is above the state on Meets in 18 of 20 tested areas.
6. Palmer ISD is above the state on Masters in 13 of 20 areas.
7. Palmer ISD had 16 of 20 tested areas above 80% on Approaching
8. Palmer ISD had 17 of 20 tested areas above 50% on Meets
9. Palmer ISD had 13 of 20 tested areas above 20% on Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The district's percentages at the Meets level and the Masters level need to improve to 60% and 25%. **Root Cause:** A difficult transition to emphasis on moving students to the meets and masters level and not just passing the test.

Problem Statement 2: Every student needs to show growth in math and reading language arts each year. **Root Cause:** A difficult transition to focus on growth for all, not just students who are struggling.

District Processes & Programs

District Processes & Programs Summary

Curriculum and Instruction

Palmer ISD uses the TRS Scope and Sequence from Region 10. The teachers follow the nine weeks sequencing but have the academic freedom to rearrange the sequence based on student needs. The curriculum outlines what is taught but the teachers are in complete control as to how it is taught in their classrooms. All core teachers create their own unit assessments, mid-terms, and final exams. The district conducts benchmark testing one to two times per school year depending on the subject and the needs of the students. All results from unit assessments, mid-terms, final, and benchmarks are monitored in AWARE by the district curriculum office and campus administrators.

Recruitment and Retention

Palmer ISD will continue to be aggressive in recruiting new teachers and staff when vacancies occur. The district posts openings on the district website as well as the Region 10 Job Network site. All applications are screened by the curriculum office in conjunction with the campus administrators. The district has adopted multiple strategies to attract and retain teachers and staff including a retention bonus in December, increasing pay, decreasing the number of contracted work days, becoming a District of Innovation, and implementing a 4-day instructional week. The district participates in the Region 10 ESC's teacher mentor program and new teacher academy to offer support with high quality and on going professional development.

School Organization

Palmer ISD is composed of three campuses. Palmer High School is grades 9-12 and has a principal, assistant principal, a school counselor, and a school nurse. Palmer Middle School is grades 5-8 and also has a principal, assistant principal, a school counselor, and a school nurse. Palmer Elementary School is grades PK-4 and also has a principal, assistant principal, a school counselor, and a school nurse. The administrative offices are located in the old elementary school and houses district administration, special education, food services, custodial, and technology departments. There is also a maintenance facility near the administration building and it houses maintenance and transportation. All external doors are controlled by Net2Access and require a staff badge to gain access.

Technology

Palmer ISD has state-of-the-art technology. Students in grades PK-12 are all issued Chromebooks. All classrooms have interactive projection screens. Teachers are encouraged to participate in local and offsite technology training. Wireless internet access is available at all campuses and the administration building.

District Processes & Programs Strengths

The TRS scope and sequence is a proven curriculum with excellent results.

Teachers have the academic freedom in their classrooms to meet the needs of the students.

Teachers create their own Campus-Based Assessments (CBA) so they are teaching with the end in mind.

Palmer ISD is aggressive in teacher recruitment and creative in teacher retention.

Palmer ISD has state-of-the-art technology and excellent wireless capabilities.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Recruiting and retaining high quality teachers will continue to be an issue for Palmer ISD. **Root Cause:** Neighboring districts pay scale is higher.

Perceptions

Perceptions Summary

Palmer ISD works diligently to create an inclusive family atmosphere at the district and all campuses. Safety of our staff and students is a top priority and the focus on this component is evident throughout the district. Students can enter our hallways knowing that they will graduate with many options including a job skill, career and technical preparation toward an industry certification or college readiness. Our students and our staff like being a part of Palmer ISD, and they believe that it is an excellent school district and a great place to learn and work.

Palmer ISD is committed to a feeling of family and this intangible quality is encouraged and exemplified on every campus. We actively work toward that goal. Administrators, counselors, and teachers regularly work to create opportunities for parent involvement in student learning. The culture of Palmer ISD is carefully studied and monitored and new employees are carefully vetted to make sure they have the same commitment to our family atmosphere. Many programs, services, and common courtesies are extended to make sure that walking into a campus feels as if one is part of the family beginning with open houses, 4th grade orientation, and fish camp.

Palmer ISD is responsible with the use of Federal, State, and Local services programs and funds.

Perceptions Strengths

Palmer ISD is a great place to work and learn. Teachers, staff, and students enjoy working and learning here in Palmer. There is definitely a feeling of family in Palmer ISD.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our continued growth will be a challenge for Palmer ISD to continue creating and maintaining the family environment. **Root Cause:** New housing additions are being built in the district resulting in accelerated growth.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data





Goals

Goal 1: Palmer ISD will provide educational programs ensuring that all students are challenged, perform at grade level or above, and demonstrate exemplary performance in foundation subjects of Mathematics, English Language Arts, Science, and Social Studies.

Performance Objective 1: Palmer ISD STAAR results will be at 85% approaching, 60% meets, and 25% masters. Palmer ISD individual student growth on STAAR will be 75%.

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor teacher lesson plans and classroom instruction</p> <p>Strategy's Expected Result/Impact: Instruction that is aligned to the scope and sequence and instruction that is engaging.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create and revise unit assessments.</p> <p>Strategy's Expected Result/Impact: Assessments will be better aligned to instruction and have a level of rigor comparable to the STAAR test.</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent Teachers</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Educate and inform all core teachers about the new changes in assessment and accountability</p> <p>Strategy's Expected Result/Impact: Teachers will have a strong knowledge of all requirements in assessment and accountability</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Special Programs Campus Administration</p> <p>Title I: 2.4</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Focus on tested areas that fell below the state average: 8th grade social studies and 8th grade science.</p> <p>Strategy's Expected Result/Impact: All scores will be above the state average.</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Each tested subject will have 1 to 2 benchmarks for the school year and each core subject in K-12 will have unit assessments.</p> <p>Strategy's Expected Result/Impact: Benchmarks and six weeks tests will serve as a gauge for overall student academic progress as well as identify those individual students in need of additional intervention.</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Palmer ISD will provide educational programs ensuring that all students are challenged, perform at grade level or above, and demonstrate exemplary performance in foundation subjects of Mathematics, English Language Arts, Science, and Social Studies.

Performance Objective 2: Palmer ISD will recruit and retain a highly qualified staff.

Evaluation Data Sources: Turnover Rate, Salary Schedules, Benefits available, Recruitment Strategies

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD will provide salaries and benefits that are competitive with other similar school districts</p> <p>Strategy's Expected Result/Impact: Palmer ISD will be able to better attract teaching candidates and also be able to retain current teachers.</p> <p>Staff Responsible for Monitoring: Superintendent Director of Finance</p> <p>Funding Sources: Stipends for Math and Science Teachers - 255 Title II,Part A,TPTR - \$29,894, Salaries for Teachers - 199-PIC 30 State Compensatory Education (SCE), Tit - \$477,985, Salaries for Teachers - 265 Title IV, Part A - \$11,459</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD will recruit highly qualified teachers and staff</p> <p>Strategy's Expected Result/Impact: Palmer ISD will continue to have a high quality teaching staff, administrators, and other staff.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration</p> <p>Funding Sources: Stipends for Math and Science Teachers - 255 Title II,Part A,TPTR - \$29,894, Salaries - 199-PIC 30 State Compensatory Education (SCE), Tit - \$477,985, Salaries - 265 Title IV, Part A - \$11,459</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will provide orientation and training for new staff and provide high quality staff development for current staff</p> <p>Strategy's Expected Result/Impact: Palmer ISD will retain more of the current staff.</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Campus Administration</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Palmer ISD will continue to participate in the Region 10 Teacher Mentor Program Strategy's Expected Result/Impact: The trained mentors will help the district in training and retaining new teachers to the profession. Staff Responsible for Monitoring: Principals Assistant Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Palmer ISD will continue to participate in the Region 10 Empowering New Teacher Program Strategy's Expected Result/Impact: Region 10 consultants will work with a cohort of 0-1 year teachers multiple times in the school year to provide ongoing professional development in order to retain new teachers to the profession. Staff Responsible for Monitoring: Assistant Superintendent Campus Principals	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Palmer ISD will continue to search for highly qualified support staff in the Special Education Department (diagnosticians, speech, counseling, etc.) at all campuses. Staff Responsible for Monitoring: Director of Special Education Title I: 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Palmer ISD will continue to emphasize recruiting, hiring, and retaining of teachers in critical need areas and especially math and science teachers at middle and high school. Staff Responsible for Monitoring: Principals Assistant Superintendent	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Palmer ISD will build a local designation system for the Teacher Incentive Allotment. Strategy's Expected Result/Impact: Palmer ISD will be able to retain quality teachers and attract quality teachers with the opportunity to earn a designation within the Teacher Incentive Allotment. Staff Responsible for Monitoring: Assistant Superintendent Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Palmer ISD will provide educational programs ensuring that all students are challenged, perform at grade level or above, and demonstrate exemplary performance in foundation subjects of Mathematics, English Language Arts, Science, and Social Studies.

Performance Objective 3: Palmer ISD will continuously monitor the quality and effectiveness of curriculum, instruction, and assessment throughout the district.

Evaluation Data Sources: Lesson plans, walkthroughs, six weeks tests and benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Maximize the amount of time students spend learning the curriculum by continually reviewing the class and bell schedules and by observing classrooms on walkthroughs</p> <p>Strategy's Expected Result/Impact: Students and teachers will spend more time on teaching and learning and the minutes of the day will be maximized.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration</p> <p>Title I: 2.5</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase effective teaching practices and make sure the curriculum objectives are taught and at a high level by conducting walkthroughs, checking lesson plans, and checking six weeks tests coverage of TEKS</p> <p>Strategy's Expected Result/Impact: The curriculum will be taught and assessed and done so at a high level</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent</p> <p>Title I: 2.4, 2.5</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will continue with the new Pre-K guidelines</p> <p>Strategy's Expected Result/Impact: Palmer ISD will have a highly effective Pre-K program that prepares students for kindergarten and beyond</p> <p>Staff Responsible for Monitoring: Special Programs Director Assistant Superintendent Campus Administration</p> <p>Title I: 4.1</p> <p>Funding Sources: Supplies - 225 IDEA B - Preschool Special Education (SpEd) - \$3,035, Salaries - 199-PIC 30 State Compensatory Education (SCE), Tit - \$477,985</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Palmer ISD will adopt a new Pre-K textbook system during the latest state adoption cycle</p> <p>Strategy's Expected Result/Impact: Improve the quality of Pre-K instructional materials</p> <p>Staff Responsible for Monitoring: Principal Assistant Superintendent</p> <p>Title I: 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Palmer ISD will provide educational programs ensuring that all students are challenged, perform at grade level or above, and demonstrate exemplary performance in foundation subjects of Mathematics, English Language Arts, Science, and Social Studies.

Performance Objective 4: Palmer ISD will provide supplemental intensive or accelerated compensatory instructional programs and services designed to eliminate any disparity in performance on assessments for each student who is educationally disadvantaged or is at risk of dropping out of school.

Evaluation Data Sources: STAAR results, RDA, TAPR, Students in developmental math or reading, Response to Intervention, ESL

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus will evaluate and monitor the academic performance of every student on their campus. Strategy's Expected Result/Impact: Campuses will be able to identify those students who are in need of supplemental or accelerated instruction Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.5, 2.6 Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each campus will implement supplemental intensive and/or accelerated compensatory instructional programs and services designed to eliminate disparity in at-risk, white, EB and non-continuously enrolled students' academic performance including pull-outs during the school day and Friday tutoring groups. Strategy's Expected Result/Impact: Individual students and student groups will be able to close any performance gaps Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: APEX - 199-PIC 30 State Compensatory Education (SCE), Tit - \$19,936, SPED Manager, SPED Staff - 224 IDEA B - Formula Special Education (SpEd) - \$259,330</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will continue to offer after school tutoring for Emergent Bilingual students at elementary and middle school</p> <p>Strategy's Expected Result/Impact: Increase of TELPAS scores Increase of STAAR scores for EL students</p> <p>Staff Responsible for Monitoring: Principals Director of Special Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 263 Title III - LEP - \$8,526</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Palmer ISD will implement all requirements of HB 1406 and the required accelerated instruction during the summer, during school hours, and during Friday tutoring.</p> <p>Strategy's Expected Result/Impact: The intervention will help in addressing student learning gaps and deficiencies due to COVID-19</p> <p>Staff Responsible for Monitoring: Principals, Assistant Superintendent</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Palmer ISD will utilize intervention teachers in math and reading at the elementary and middle school levels.</p> <p>Strategy's Expected Result/Impact: The intervention will help in addressing student learning gaps and deficiencies.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 1: Palmer ISD will monitor student academic progress in all grades using a variety of methods and tools.

Evaluation Data Sources: Comprehensive Needs Assessment, STAAR results, iStation results, Response to intervention, RDA, TAPR, Circle, ect.

Strategy 1 Details	Reviews			
<p>Strategy 1: Examine student academic performance at the district, campus, classroom, and student levels by dis-aggregating all testing results and other assessment data.</p> <p>Strategy's Expected Result/Impact: Be able to determine the effectiveness of all subjects, courses, programs, and services</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze dis-aggregated data for every student including students receiving services through all special programs including at-risk, EB, CTE, Dyslexia, GT, special education</p> <p>Strategy's Expected Result/Impact: Be able to determine the effectiveness of all subjects, courses, programs, and services and to monitor and react to any gaps in performance</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration Special Programs Director</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze dis-aggregated data for every student group identified in the state assessment program.</p> <p>Strategy's Expected Result/Impact: Be able to determine the effectiveness of all subjects, courses, programs, and services and to monitor and react to any gaps in performance</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 2: The integration and use of technology in the instructional process will be expanded.

Evaluation Data Sources: Walkthroughs, observations, staff development, lesson plans





Strategy 1 Details	Reviews			
<p>Strategy 1: Update computer hardware, software and wireless capabilities throughout the district. Strategy's Expected Result/Impact: To make sure the district and campuses stay up to date and operational at all times Staff Responsible for Monitoring: Technology Director Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain the number of computers available for instruction on every campus. Strategy's Expected Result/Impact: To achieve a 1:1 for grades PK-12 and have enough student computers available for quality instruction at all grade levels Staff Responsible for Monitoring: Technology Director Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities in the integration of technology into instruction. Strategy's Expected Result/Impact: Improve the teachers' expertise in delivering instruction by integrating technology Staff Responsible for Monitoring: Technology Director Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase the use of technology as an instructional tool.</p> <p>Strategy's Expected Result/Impact: Improve students' use of and understanding of technology in their current and future lives</p> <p>Staff Responsible for Monitoring: Technology Director Campus Administration</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 3: An on-going unified program of staff development for all personnel involved with the design, delivery, and monitoring of the curriculum and instruction will continue and focus on improving student academic performance.





Evaluation Data Sources: District staff development, Region 10 workshops, other workshops and staff development, Reading Academies

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD will deliver and make available high quality staff development to all staff during the school year, prior to the school year, and during the summer.</p> <p>Strategy's Expected Result/Impact: Improve the quality of instruction in the classrooms</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Director of Special Programs</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD Administrators will continue to learn and stay up to date on the latest educational information by attending Region 10 sessions and other conferences.</p> <p>Strategy's Expected Result/Impact: Improve the quality of instruction on the campuses and in the classrooms</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Director of Special Programs Campus Administration</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer Elementary teachers grades K-3 will attend the State mandated Reading Academy.</p> <p>Strategy's Expected Result/Impact: Improve the Science of Reading in our early grades</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 4: Palmer ISD and Palmer High School will monitor upcoming graduating classes to make sure at least 90% have a CCMR indicator





Evaluation Data Sources: All CCMR data indicators such as dual credit, TSI, SAT, ACT, Military, CTE classes with certifications, students passing the College Prep classes, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create spreadsheets with lists of each graduating class and monitor each students' progress towards meeting one or more of the indicators for CCMR.</p> <p>Strategy's Expected Result/Impact: At least 90% of graduating students will earn a CCMR indicator.</p> <p>Staff Responsible for Monitoring: High school administration High school counselor PEIMS coordinator Assistant Superintendent</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize embedded College Bridge Preparatory Classes for Seniors who have not successfully obtained CCMR credit in math and/or English language arts.</p> <p>Strategy's Expected Result/Impact: At least 90% of graduating students will earn a CCMR indicator.</p> <p>Staff Responsible for Monitoring: High school administration High school counselor PEIMS coordinator Assistant Superintendent</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 5: Palmer ISD will ensure information about higher education admissions and financial aid opportunities will be provided to all three campuses by the counselors.

Evaluation Data Sources: Documentation from counselors on information disseminated to students, student meetings held, parent meetings held, etc.





Strategy 1 Details	Reviews			
Strategy 1: Counselors will visit each campus and speak with students and distribute information. Strategy's Expected Result/Impact: Increase awareness of college Staff Responsible for Monitoring: Counselors Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Palmer ISD will provide support services ensuring that all students are equipped with the proficiency in the use of academic, technical, vocational, and life skills necessary for them to demonstrate exemplary performance.

Performance Objective 6: Palmer ISD will accelerate the level of student learning by providing educational opportunities that facilitate the academic development of students to outstanding levels.

Evaluation Data Sources: Gifted and Talented Plan, Dual Credit offerings at the high school, Bulldog Academy enrollment, and CTE Certifications.

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD will continue to develop and implement a comprehensive GT program.</p> <p>Strategy's Expected Result/Impact: GT program will emphasize inquiry and problem solving as fundamental methods of learning while encouraging teamwork and collaboration in finding solutions to the problems relevant to a constantly changing world</p> <p>Staff Responsible for Monitoring: Special Programs Director Campus Administration</p> <p>Funding Sources: - 199-PIC 21 State Gifted and Talented (G/T) - \$196,151</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD will continue to increase dual credit offerings at the high school level by continuing its relationship with Navarro College.</p> <p>Strategy's Expected Result/Impact: Palmer ISD will have more students enrolled in dual credit courses and selected students will be enrolled in the Bulldog College Prep Academy</p> <p>Staff Responsible for Monitoring: Campus Administration School Counselor Assistant Superintendent</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will continue CTE offerings at the high school level and increase the number of CTE certifications earned by students.</p> <p>Strategy's Expected Result/Impact: Palmer ISD will have more students enrolled in CTE courses and more students earning CTE industry certifications</p> <p>Staff Responsible for Monitoring: CTE Director Campus Administration School Counselor Assistant Superintendent</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Palmer ISD will educate high school and middle school students, teachers, counselors, and parents about higher education admissions, options, financial aid, Texas grant program, Teach for Texas grant, sources of information for admissions and aid, and the need to make informed curriculum choices to be prepared for success after high school.</p> <p>Strategy's Expected Result/Impact: Palmer ISD students will be better prepared for college and/or careers.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Campus Administration Counselors</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 1: Palmer ISD will continue to provide schools that are healthy and active for students and staff.

Evaluation Data Sources: School Health Advisory Committee, Physical Education, Recess, Physical Wellness for employees and students, Nutrition from Food Services, Plan for addressing sexual abuse, sex trafficking, other maltreatment of children, Plans for suicide prevention education and training, drug and tobacco use education, social media use, etc.





Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD will continue to meet the state requirements for the School Health Advisory Committee (SHAC) to make recommendations about wellness and implement a wellness plan that addresses nutrition, physical wellness, and wellness education.</p> <p>Strategy's Expected Result/Impact: Create schools and students that are healthy</p> <p>Staff Responsible for Monitoring: School Health Advisory Committee Assistant Superintendent</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD will continue to participate in the School Age Parent Program to provide assistance in parenting skills as well as medical services for school age parents and their children.</p> <p>Strategy's Expected Result/Impact: Palmer ISD teen parents will stay in school and be connected to needed resources.</p> <p>Staff Responsible for Monitoring: Special Programs Director</p> <p>Funding Sources: Teenage Parent Program - 199-PIC 30 State Compensatory Education (SCE), Tit - \$4,000</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will develop, implement, and evaluate a developmentally effective program(s) to address dropping out of school, substance abuse, suicide prevention, conflict resolution, harassment, sexual abuse, freedom from bullying, and violence prevention.</p> <p>Strategy's Expected Result/Impact: Create schools and students that are healthy</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Special Programs Director School Counselors Campus Administration</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Palmer ISD will develop, implement, and evaluate a developmentally effective program(s) to address dyslexia instruction.</p> <p>Strategy's Expected Result/Impact: Students identified with dyslexia will be served and will improve their reading abilities</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Special Programs Director Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Palmer ISD will not tolerate dating violence. Procedures for reporting dating violence will be located in the Student Handbooks. Palmer ISD and/or the campus will immediately notify the parent(s) and/or guardians if a report identifies a student as an alleged victim or perpetrator. The guidelines for students who are victims will also be located in the Student Handbooks.</p> <p>Strategy's Expected Result/Impact: Students will not experience dating violence but if they do there will be clear guidelines on notifications, reporting, and assistance.</p> <p>Staff Responsible for Monitoring: Principals Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 2: Palmer ISD will follow a discipline management plan that complies with all federal and state laws and supports the Student Code of Conduct with the goal of reducing the number of disciplinary actions.





Evaluation Data Sources: Discipline records, RDA

Strategy 1 Details	Reviews			
<p>Strategy 1: The Student Code of Conduct and Student Handbooks will be reviewed and revised annually. Strategy's Expected Result/Impact: Create schools that are safe and orderly Staff Responsible for Monitoring: Campus Administration Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Palmer ISD DAEP (District Alternative Education Program) and ISS (In-School Suspension Program) will be maintained. Strategy's Expected Result/Impact: Create learning environments for students who are placed in alternative settings because of discipline Staff Responsible for Monitoring: Campus Administration Assistant Superintendent Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will offer training on behavioral support for teachers for students with disabilities utilizing the Crisis Prevention Institute (CPI) model with emphasis on de-escalation of behaviors. Strategy's Expected Result/Impact: Create schools that are safe and orderly Staff Responsible for Monitoring: Special Programs Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 3: Palmer ISD will continue to encourage students on each campus to attend school so that the overall attendance for the district and each campus is 97% or greater.





Evaluation Data Sources: Daily and weekly attendance reports, TAPR, Accountability Summaries

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD campuses will each implement appropriate incentives for attendance and promote the importance of good attendance.</p> <p>Strategy's Expected Result/Impact: All campuses and the district will have attendance rates of 97% or higher</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD campuses will each implement strategies to counsel parents, guardians, and students who have excessive absences.</p> <p>Strategy's Expected Result/Impact: All campuses and the district will have attendance rates of 97% or higher and fewer students will have excessive absences</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD campuses will develop and implement opportunities for students to make-up missed assignments, to recover credit, and to recover days missed from school.</p> <p>Strategy's Expected Result/Impact: Students will be able to regain credit and/or improve grades due to missing assignments and they will be able to regain good standing for attendance.</p> <p>Staff Responsible for Monitoring: Campus Administration Assistant Superintendent</p> <p>Funding Sources: Apex - 199-PIC 30 State Compensatory Education (SCE), Tit - \$19,936</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 4: Palmer ISD will attempt to limit the number of students leaving school so that the dropout rate is 0.0% and encourage students to graduate in four years at a 96.0% rate or higher.





Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD campuses will monitor the students who are at-risk of dropping out of school and develop interventions.</p> <p>Strategy's Expected Result/Impact: Reduce the number of drop-outs by intervening and therefore reduce the number of drop-outs</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: APEX - 199-PIC 30 State Compensatory Education (SCE), Tit - \$19,936, Tutoring Programs - 263 Title III - LEP - \$8,526, Summer School Teacher Salaries - 199-PIC 30 State Compensatory Education (SCE), Tit - \$70,000, Saturday School Teacher Pay - 199 Local Funds - \$35,000, Summer School Supplies - 199-PIC 30 State Compensatory Education (SCE), Tit - \$1,000</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD campuses will work with students and parents to encourage the students to return to school.</p> <p>Strategy's Expected Result/Impact: Reduce the number of drop-outs by having them return to school</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 5: Palmer ISD will improve, revise, communicate, rehearse and follow a comprehensive and coordinated crisis management plan.





Evaluation Data Sources: Number and types of drills performed at each campus, results of safety audit

Strategy 1 Details	Reviews			
<p>Strategy 1: The Palmer ISD Safety and Security Team will review and improve the Emergency Operations Plan annually.</p> <p>Strategy's Expected Result/Impact: Create campuses and district buildings that are safe and secure</p> <p>Staff Responsible for Monitoring: Superintendent Assistant Superintendent Campus Administration</p> <p>Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 6: Palmer ISD will provide positive behavior interventions and support that integrate grief-informed and trauma-informed care, and a comprehensive school counseling program. PISD will provide training in trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.





Evaluation Data Sources: School counselors training, TEA approved programs in trauma care delivered at campuses by counselors or by other providers. Training of all new employees and number of current staff trained.

Strategy 1 Details	Reviews			
<p>Strategy 1: PISD will train and educate counselors and other staff members in grief informed and trauma informed care.</p> <p>Strategy's Expected Result/Impact: Counselors and Teachers will be gain exposure on trauma informed care practices.</p> <p>Staff Responsible for Monitoring: Campus administrators Campus counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Palmer ISD will provide all students with healthy, nurturing learning environments that are safe, drug-free, and conducive to learning at an outstanding level.

Performance Objective 7: Palmer ISD will reduce the percent of disciplinary removals of students ages 3-21 who are served in SPED.





Evaluation Data Sources: RDA

Strategy 1 Details	Reviews			
<p>Strategy 1: Make sure administrators are cognizant of student coding when making disciplinary removals.</p> <p>Strategy's Expected Result/Impact: Reduce the number of SPED disciplinary removals from 60.9 to less than 51.0.</p> <p>Staff Responsible for Monitoring: Campus Administrators Director of Special Programs</p> <p>Results Driven Accountability</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Palmer ISD will provide a communication system that facilitates an open exchange of information relating to student academic performance and safety between students, parents, and the citizens of Palmer.

Performance Objective 1: Palmer ISD will upgrade communication systems so that the flow of information to and from the students, parents, and community is improved.

Evaluation Data Sources: Apptegy analytics of social media engagement and interaction. Number of website, twitter, and Facebook views. Number of alerts sent to parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Palmer ISD will continue to update the new and improved version of the webpage. Strategy's Expected Result/Impact: Create a website that functions better and allows for two-way communication between schools and parents/community Staff Responsible for Monitoring: Superintendent Technology Director Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Palmer ISD will continue to offer the parent grade portal Strategy's Expected Result/Impact: Parents and students will be more aware of their grades and assignments Staff Responsible for Monitoring: Technology Director Campus Administration Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Palmer ISD will use a parent/student messaging system Strategy's Expected Result/Impact: Create a system in which the district, campus, and teachers can notify parents and students quickly of events Staff Responsible for Monitoring: Superintendent Technology Director Campus Administration Funding Sources: - 199 Local Funds</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

RDA Strategies

Goal	Objective	Strategy	Description
3	7	1	Make sure administrators are cognizant of student coding when making disciplinary removals.

Title I

1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted by all campuses and the LEA at the beginning of the 2023-2024 school year.

The District Advisory Committee met to review and revise the District Comprehensive Needs Assessment.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Each campus in the LEA developed their Campus Improvement Plan with input from the appropriate stakeholders.

2.2: Regular monitoring and revision

Title I, Part A funds are regularly monitored by the Federal Programs Director to make sure all funds are used appropriately and distributed appropriately.

2.3: Available to parents and community in an understandable format and language

All correspondence is delivered in a language and format that is understandable for all parents and community stakeholders.

2.4: Opportunities for all children to meet State standards

Title I, Part A funds are used to offer extended learning opportunities in order for all children to have the opportunity to meet State standards.

2.5: Increased learning time and well-rounded education

Palmer ISD operates a Schoolwide Title I, part A program which allows us to offer increased learning time and a well-rounded education for all students.

2.6: Address needs of all students, particularly at-risk

Palmer ISD offers extended learning opportunities in order to address the needs of all students, particularly those at-risk.

3.1: Annually evaluate the schoolwide plan

Each Campus and the LEA annually evaluate the schoolwide plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement Policies were reviewed this year and distributed to parents accordingly.

4.2: Offer flexible number of parent involvement meetings

Parents are offered several opportunities to participate in their child's education through meetings that vary throughout the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carol Chapman	Intervention Teacher	Title I Math	1
Robyn Anglin	Intervention Teacher	Title I Reading	1
Teresita Lawson	Paraprofessional	Title I Reading	1

District Funding Summary

199-PIC 34 State Compensatory Education (SCE), Pre					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$477,985.00
+/- Difference					\$477,985.00
211 Title I,Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$157,810.00
+/- Difference					\$157,810.00
224 IDEA B - Formula Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	SPED Manager, SPED Staff		\$259,330.00
Sub-Total					\$259,330.00
Budgeted Fund Source Amount					\$220,026.00
+/- Difference					-\$39,304.00
225 IDEA B - Preschool Special Education (SpEd)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Supplies		\$3,035.00
Sub-Total					\$3,035.00
Budgeted Fund Source Amount					\$3,035.00
+/- Difference					\$0.00
255 Title II,Part A,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Stipends for Math and Science Teachers		\$29,894.00
1	2	2	Stipends for Math and Science Teachers		\$29,894.00
Sub-Total					\$59,788.00

255 Title II,Part A,TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$29,894.00
+/- Difference					-\$29,894.00
263 Title III - LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			\$8,526.00
3	4	1	Tutoring Programs		\$8,526.00
Sub-Total					\$17,052.00
Budgeted Fund Source Amount					\$8,526.00
+/- Difference					-\$8,526.00
265 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Salaries for Teachers		\$11,459.00
1	2	2	Salaries		\$11,459.00
Sub-Total					\$22,918.00
Budgeted Fund Source Amount					\$11,459.00
+/- Difference					-\$11,459.00
Grand Total Budgeted					\$908,735.00
Grand Total Spent					\$362,123.00
+/- Difference					\$546,612.00

Addendums

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

STATEMENT OF
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

GENDER-BASED
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past 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.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

	<p>and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CRIMINAL INVESTIGATION	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
DISTRICT ACTION PROHIBITED CONDUCT	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
CORRECTIVE ACTION	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
BULLYING	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following template is provided as a resource for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: N/A
Region: 10

Priority for Service (PFS) Action Plan

Filled Out By: Cynthia Jaid
Date: 8/2018

School Year: 2018- 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s)</u></p> <p>To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.</p>	<p><u>Objective(s):</u></p> <p>To advance student success the following will be implemented:</p> <ol style="list-style-type: none"> 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Since progress will be determined by the grading system of the school district, it will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas. (See Migrant Education Program PFS/Migrant Plan of Action-SDP)
--	--

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 1- August 31 of program year	NGS Specialist	PFS Tracking Report
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. <p>Migrant funds must be targeted to serve PFS Students first and format before serving migrant students who no not fall in this category.</p>	Beginning of each academic school year	Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts	Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet, Filed copies in the district and ESC.
Additional Activities			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will provide parents of PFS information on the Priority for Service criteria. 	September 1- August 31 of the program year	NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits

<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will make individualized home and/or community visits to update parents on the academic progress of their children. 	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Telephone and mail logs, parent signatures of home visits
Additional Activities			
services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will use the PFS reports to give priority placement to these students in migrant education program activities. 	September 1-August 31 of the program year	Migrant Administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. <p>What type of assistance/service is the LEA/ESC providing the PFS student in each of the grade configurations i.e., K-3 and 3-12, etc.? And, how is this assistance/service different from the support given other migrant students?</p>	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
<ul style="list-style-type: none"> The district's Title I, Part C Migrant Coordinator and/or program contact in coordination with the MEP staff at the ESC will determine what federal, state, or local programs serve PFS students. 	September 1-August 31 of program year	Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
Additional Activities			

LEA Signature

Date Completed

ESC Signature

Date Received