

Plainview Independent School District

District Improvement Plan

2024-2025



Board Approval Date: August 15, 2024
Public Presentation Date: August 15, 2024

Mission Statement

The Mission of the Plainview Independent School District, in partnership with the community, is to graduate all students with skills and values to compete successfully as life-long learners in society by addressing the needs and recognizing the worth of each student through a coordinated program of instruction in a safe, disciplined environment.

Vision

Preamble

The Plainview ISD Board of Trustees values the notion that life circumstances should not limit our student's future success and that every employee, inclusive of the board of trustees, has a responsibility to ensure a quality education for our students. Given this premise, the Plainview ISD Board of Trustees developed the following Board Core Beliefs and Commitments:

1. Student Achievement

Core Belief

We believe that all children can learn at grade level and should be challenged beyond their learning potential so that the achievement gap starts to narrow.

Commitment

- We will allocate resources to ensure each student attains their full learning potential, social, emotional and civic development.

2. Staff

Core Beliefs

We believe in the value of each employee and in empowering each one to be an expert in his/her respective field. We believe that a local, highly-qualified staff can contribute more to the development of our students.

Commitments

- We will commit to provide the necessary resources to promote staff growth and development.
- We will promote a culture that treats staff fairly and respectfully.

3. Finance

Core Belief

We believe that all PISD departments must follow all local, state, and federal laws regarding the management of school district funds.

Commitment

- We will commit to frequent PISD financial oversight to ensure lawful and ethical stewardship and transparency in the use of taxpayer dollars and to ensure tight alignment between student needs and district expenditures

4. Safety

Core Belief

We believe that all Plainview ISD environments can be supportive, safe, and secure.

Commitments

- We will commit to ensure that all Plainview ISD environments follow the PISD security policies and approved policies.
- We will commit to an established calendar review of all PISD facilities to ensure they meet supportive, safe, and secure standards.

5. Communication

Core Belief

We believe in the provision of trustworthy and frequent communication with people and groups inside and outside PISD to cultivate and maintain positive relationships.

Commitment

- We will commit to a communication process that considers the perspectives of those affected by decisions into account.

6. Community /Diversity

Core Belief

We believe in the value of our community, parents, grandparents, and caretakers.

Commitment

- We will commit to embrace differences to help our school district appreciate diversity and, in turn, continue to respect all who live within its boundaries.
- We will commit to foster effective, engaging and respectful involvement of families in the education process to the students of PISD.

Value Statement

Setting the Standard in Education

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Notes from CNA 3/4/24

Strengths

School Climate/ Safe & Healthy Schools

- Locked doors, safety drills, and audits have been successful.
- Students feel safe and believe they are protected.
- Badge compliance checks- teachers do random student ID and Chromebook checks to ensure they are wearing them properly.
- StopIt App - students and teachers are aware of the app and use it as needed.

CCMR/Graduation/Dropout Reduction

- PHS offers many programs of study.
- Offer many IBC opportunities.
- Graduation rate is high & dropout rate is low.
- The district supports CTE programs well financially.
- Students feel prepared in the Programs of study taken.

District Initiative and Communication

- Attendance celebrations at campuses – Intermediate and lower grade levels.
- Call-outs, text messages, and multiple platforms really get the information out (if you want to access it). Also, send paper copies home for backup.

Parent and Community Engagement

- Many programs in the community/town to connect for those in need.
- A good system in place on gathering information for people in need.
- The district goes above and beyond to help those in need.

Student Achievement

- 3rd Math, 3rd and 4th Reading growth from last year to this year's Fall interim assessments.
- Eureka teaches different ways to solve problems.
- Published curriculum/adoption for reading language arts and math.
- Teachers have adjusted well to STAAR 2.0 by implementing item types into instruction
- Consistent TFAR platform for elementary to expose students to the format of the test. Formative assessments and one test in secondary using TFAR
- Training provided for both HMH, Eureka Math, (STEMCOPES). Learning Lab visits to Brownfield and Lubbock. Planning and internalizing of lessons took place and helped

teachers. Showcasing lessons modeled by teachers.

- IXL (Reading) and Zearn (Math) used at the intermediate and PD opportunities helped teachers.
- Counseling and Guidance counselors have a curriculum that is taught in the classrooms. It is not enough time. Maybe a morning circle for tier 1? Counselors' family education sessions each month
- We are stable in our buildings and familiar with resources. Next year will be better.
- Parent nights are well attended for Math, Reading, and Science
- Intermediate offered available resources online for parents who could not attend the parent nights.
- Parent outreach systems: Social media, calls out, app...
- STEMSCOPES has good resources in both languages
- The conceptual side of Eureka Math has helped EXED students (South), read, draw, and write process

Needs

School Climate/ Safe & Healthy Schools

- Students would like resistance glass on interior doors and windows (specifically HS/PJH)
- Need to change the student culture to understand the importance of the badge and the safety component of them.
- Need a stricter policy on letting people/students enter campuses and ensure sign-in sheets are being signed and proper procedures followed.
- Students have not been using the app, just the website. It is difficult and frustrating for them to find information on the website regarding services offered or the right staff to talk to about issues (ex. social and emotional support and 504 services)
- Awareness of diagnosis. Students who feel they may have ADHD or similar characteristics find it difficult to get help or know who to talk to for accommodations.
- Counselors feel there is a misunderstanding of what their job duties truly are so feel like the students and parents get frustrated for services that they cannot provide.
- Vaping/THC awareness and education for students and parents. Need more than videos but testimonies and training from other sources (nurses or former students). Celebrations of recovery and share stories on how and why it worked.
- Student support groups (PJH, PHS, Ash) to address issues on campuses. This would include emotional support, vaping, addiction, and other related issues.
- Build relationships between counselors/teachers and students/families
- Add resources on social & emotional support on the website. Students go to the website to look for information.

CCMR/Graduation/Dropout Reduction

- Need to increase the number of students that meet TSIA requirements.
- Continue tracking the number of compcompleters connect with families to understand the importance of completing programs.
- Student education about why TSIA is needed.
- Provide more opportunities for students to take TSIA.
- Need more CTE teachers.
- Recruit and sell our program better to students.
- Promote our CTE successes better in the community.
- Community partners for internship opportunities.
- Increase the use of the XellXellogram and include parents.

District Initiative and Communication

- Make Skyward more user-friendly for parents. Or have it connected to the Plainview ISD app so we can access all district information in one app. Go to the Plainview ISD app and then it links you to the Skyward app.
- Figure out how to help PHS increase attendance (off-campus lunch is for seniors only unless they lose that privilege). Figure out different lunch schedules so eating at campus is available. If they "get" to go off campus, they must meet attendance and grade requirements (and discipline requirements).
- Encourage a way to get kids involved to get PHS students 75-80% involved in something (theater, choir, band, extra-curricular). Promote our programs!!! Welding, etc...

- Allow more time to get in doctor's notes (5 days grace would benefit and put less kids in truancy – they need to be IN CLASS). Per semester: 3 parent notes within 3 days of parent absence – enforce it on all campuses until we can change the policy... Unlimited doctor notes but must be turned in 3 days.
- Separate truancy notifications (like cell phone notifications).
- Provide better incentives for attendance (custom NikeNikes students at PHS – in drawing – see FloyFloydada).
- Make parents aware of why it's important for their student to attend school.

Parent and Community Engagement

- More information on “Budget Billing” for utility payments and educate struggling families.
- Need other sources for funding for district initiatives with family engagement.
- Find solutions on how to help families while also empowering them to take responsibility. Do not want to enable families.
- Difficulty in scheduling with parents- parents not honoring their meeting date.
- Networking between all the PISD organizations (SnakSnak,PakS STUCO, Snack Shack, PTOsPTOsollaborating and working together better.
- Need an events calendar to unify campus and district initiatives.

Student Achievement

- Behavior, Social emotional skills professional development (Lubbock playroom for all- Connections over compliance/ Capturing kid's heart, Brain Aligned, Adult self-regulation...)
- 4th grade math
- Pushing meets and masters in reading and math
- Published curriculum for intermediate, not a locally developed curriculum. Keep PISD framework.
- Need to find a way to integrate 2.0 from STAAR and spiraling of skills (RLA/Math)
- Being intentional and timely to spiral the skills students need after assessments. Spiraling activities/questions need to include 2.0.
- TAPR report shows our scores are dropping.
- Tracking and monitoring students from the beginning
- Ongoing intervention and support through RTI
- Schedule needs to be adjusted to include RTI
- Use of ELD/Science Time in Elementary
- Professional Development to differentiate for special programs and differentiation
- Learning supplies can be bundled up to maximize time. This year has been a learning year.
- Secondary teachers need more time to learn about it and use ZernZernme to implement?
- Phonics needs to be revisited to promote more engagement and ensure phonics is rigorous. Look at adjustments with curriculum writers/cadres.
- Align Kinder report card to each six weeks' skills/expectations.
- Spanish phonics does not do a good job. We need explanations in Spanish for the Spanish phonics rule.
- Too many changes last year with STAAR, new building, procedures, and leadership....
- Increase parental involvement by including incentives (free hat pass (intermediate), ice-cream party for class with most attendees, food during the event, showcase students doing work, or students show parents how they are learning
- Strategic scheduling of after-school events so they do not coincide with other events.
- Hands-on activities during parent nights and at the campus (i.e.: Parents experience Istation as opposed to sitting and getting presentations;...)
- Reading endurance and love for reading. Books in the hands of students.
- Need to practice on paper and create a balance with online format
- Materials for the experiments
- ELD/Science- One activity, 3x a week- May need to rethink the ELD/Science schedule with the new Science TEKS
- PK would rather have Science 5x a week instead of 3x a week. ELD/Social Studies. Writing in Science instead of having a block for writing.

- Writing integrated across core areas. W.A.C.A- Write a little every day, a lot.
- Interactive writing for lower grades Pk-2 to learn faster
- RACER and more writing in 2nd to help support 3rd grade.
- Methods for addressing the needs of all students (including special pops).
- Making curriculum choices to prepare students for success.
- Accelerated Education.
- Special Education- would like to use manipulatives with students. The pace needs to be slowed down and repeated to help students grasp concepts.
- Implementation of IEP strategies- Training needed for teachers.
- Collaboration between EXED Teachers and rest of teachers/paras to better support the implementation of accommodations/designated supports for special programs.

Demographics

Demographics Summary

PISD has a total of 4,277 students. See student grade level breakdown below:

School Population (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Student Total	4,277	100%
Early Education Grade	54	1.26%
Pre-Kindergarten Grade	178	4.16%
Kindergarten Grade	251	5.87%
1st Grade	255	5.96%
2nd Grade	249	5.82%
3rd Grade	261	6.10%
4th Grade	291	6.80%
5th Grade	288	6.73%
6th Grade	321	7.51%
7th Grade	334	7.81%
8th Grade	356	8.32%
9th Grade	378	8.84%
10th Grade	338	7.90%
11th Grade	400	9.35%
12th Grade	323	7.55%

The demographic breakdown for PISD is as follows:

The district is 82.53% (3530) Hispanic; .28% (11) American Indian; .63% (27) Asian; 3.27% (140) African American; .09% (4) Native Hawaiian; 12.23% (523) White; .96% (41) Two-More

The student program breakdown for PISD is as follows:

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
Dyslexia	316	7.39%
Gifted and Talented	351	8.21%
Regional Day School Program for the Deaf	0	0.00%
Section 504	266	6.22%

Section 004	200	0.22%
Special Education (SPED)	580	13.56%
Bilingual/ESL		
Emergent Bilingual (EB)	539	12.60%
Bilingual	180	4.21%
English as a Second Language (ESL)	215	5.03%
Alternative Bilingual Language Program	90	2.10%
Alternative ESL Language Program	107	2.50%
Title I Part A		
Schoolwide Program	4,277	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators:

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/19/2024)	Count	Percent
At-Risk	2,804	65.56%
Foster Care	17	0.40%
IEP Continuer	11	0.26%
Immigrant	0	0.00%
Intervention Indicator	549	12.84%
Migrant	64	1.50%
Military Connected	14	0.33%
Transfer In Students	38	0.8885%
Unschooling Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	3,505	81.95%
Free Meals	2,717	63.53%
Reduced-Price Meals	155	3.62%
Other Economic Disadvantage	633	14.80%

Homeless and Unaccompanied Youth

Homeless Status Total	24	0.56%
Shelter	2	0.05%
Doubled Up	21	0.49%
Unsheltered	1	0.02%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	23	0.54%
Is Unaccompanied Youth	1	0.02%

Staff Information:

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/19/2024)

	Count	Percent
Administrative Support	152	20.68%
Teacher	328	44.63%
Educational Aide	120	16.33%
Auxiliary	135	18.37%

Plainview ISD is a rural district. The district consists of 3 elementary schools, 1 junior high school, 1 intermediate school, 1 high school, 1 early college high school, and 1 ASH program.

Demographics Strengths

Plainview is a predominantly Hispanic population with strong potential in bilingual education programs and promotes a strong sense of cultural richness and inclusion. The PISD

families have lived within the city for years with multiple generations attending PISD schools that fostered loyalty and pride in the schools.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment has been declining every year. **Root Cause:** State and community economics.

District Culture and Climate

District Culture and Climate Summary

District is supportive of obtaining staff feedback. Areas of celebration for our district are resources provided to teachers, classroom technology, teacher's support instructional calendar, and teachers are satisfied with teacher compensation. A counseling resource center was created to support PISD families. Outside PD support was provided to address student behavior.

Resources are used to meet the needs of students (emotional, social, academic, etc.). Need to continue to address the dangers of vaping with students.

District Culture and Climate Strengths

Areas of strength are:

- teachers feel satisfied with compensation
- teachers are satisfied with the instructional calendar
- teachers are satisfied with training.
- staff satisfied with classroom technology
- teachers are provided necessary resources

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Teachers and staff feel that greater efforts need to be made to engage parents/guardians in the education and discipline of students. **Root Cause:** Parental disengagement due to feelings of disconnect because of work and/or outside commitments, a lack of understanding of how to support their child in the school setting, and/or lack of communication/opportunities to have parents involved in school settings.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Survey was provided to staff members to obtain information regarding staff perceptions. The survey was anonymous and can be broken down by campus. Areas of celebration were teacher resources, classroom technology, instructional calendar, and teacher compensation. Areas of improvement included parental involvement regarding discipline, application of the student code of conduct and revisions to the student code of conduct. A final areas of focus is helping teachers with behavior management.

Staff Quality, Recruitment, and Retention Strengths

Areas of strength include:

- providing teacher resources
- classroom technology
- instructional calendar supported by staff
- teacher compensation

Overall the survey indicated staff satisfaction with PISD.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Addressing behavioral needs of students **Root Cause:** Defining tiers. classroom/campus rules and procedures, staff PD, disengagement of parents

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Discussion for Curriculum, Instruction and Assessment Summary: Discussed looking at the goals from last year (22-23). We will develop our goals and write strategies. Strategies are tied to purchasing.

1. Career Craft Reports – All pieces that go into CCMR – State tracks where your Seniors are graduating. We look at all grade levels and track data. All CCMR data is lagging

1. TSI
2. AP/IB – The district pays for the AP test.
3. Dual Credit – PCHS all dual credit is paid for
4. IBC – IBCs change every 2 years. MOS and Welding will increase these numbers when entered into the spreadsheet. They are the largest IBC certifications.
5. Level 1 and 2 and Associate Degrees - We do not offer
6. On-Ramps – PCHS approximately ____ passed on College Algebra
7. SPED Ed –

Discussion on concentrators and completers and why students choose classes then change. Received student input to help identify root problem of why students change paths. Discussed increasing the number of completers with an IBC with the necessary resources to help.

Prepare all student with industry relevant knowledge and skills, and also to help prepare for the changes in accountability requirements in 24-25.

Discussion on TSIA and students meeting college readiness standards in math and reading to increase.

2. Eureka Math curriculum provided challenges for students and teachers. PISD involved with LASO Strong Foundations Planning Grant. Math results decreased. District spoke to TEA (specifically regarding Eureka curriculum and results on 6/5/24 and TEA expected a drop in scores once the new curriculum is implemented. The district is working on adding supplemental material, strategies, and manipulatives to support teachers and students and improve scores for 2025.

3. 3-4 grade growth in reading. PISD teachers adjusted well to STAAR 2.0 by implementing item types into instruction. IXL was implemented in 5-8 grade to supplement ELA and was successful with students.

Curriculum, Instruction, and Assessment Strengths

TAPR 2022-2023, 2021-2022

1. Graduation Profile

- At-Risk Graduates 2023 District-57%, State-43% - Strength
- 5-Year Extended Rate Class of 2021 Graduation %
 - District Economically Disadvantaged-96.1%, District All Students- 96.3%, State- 92.2% - Strength
- Annual Dropout Rate (Grd 9-12)
 - 21-22 District- 1.1%, State-2.2%

2. Attendance

22-23 - All District Students- 91.7%, At-Risk- 91.4%

23-24 - All District Students- 93.6%, At-Risk- 93.3% - overall attendance increased for district

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students meeting college readiness standard in math and reading should be increased. **Root Cause:** Students need to be educated on importance of TSI and need more opportunities to take TSIA test.

Parent and Community Engagement

Parent and Community Engagement Summary

- Information provided to families during community resource fair held with Chicano Por La Causa
- Information provided at Plain View Event held in downtown Plainview
- Family Engagement participated in Back to School events as requested by campuses
- Family Engagement Liaison attended and served as a board member for Hope House of Plainview
- Student monitoring, Senior Check-Ins, and Home visits were completed throughout the school year
- PHS and Jr. high homeless students attended college tours (ex. WT in Canyon)
- PHS homeless students attended annual conference at ESC 17
- Migrant PAC meetings on 10/30/2023, 02/19/2024, 05/13/2024
- GT meet and greet 08/03, Parent Conferences 08/02-08/16; GT Presentation Dates 04/15-04/16, 04/29-04/30, 05/01-05/05/02, 05/03 and 05/06
- Counseling Monthly Family Education Sessions 10/17, 11/14, 12/12, 01/16, 02/20, 03/19, and 04/16
- Family engagement meetings were also held on each individual campus based on campus needs

Parent and Community Engagement Strengths

1. PISD utilizes many community programs/resources to connect students and families in need.
2. Survey and good communication on gathering information for people in need
3. District provided more events (especially with behavioral/social-emotional) to education families and to receive community feedback

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Strategies regarding educational strategies for parent, staff, and community members should be broadened. **Root Cause:** Low attendance with parental/community educational events due to time conflicts and external factors that keep families out of the school.

District Context and Organization

District Context and Organization Summary

District enrollment has been declining while students with higher needs have been increasing. Additional efforts are needed to monitor attendance and student enrollment.

School Year	At-Risk Enrollment (Fall PEIMS)	Total Enrollment (Fall PEIMS)	Percent
2023-2024	2,804	4,277	65.56%
2022-2023	3,026	4,662	64.91%
2021-2022	2,939	4,752	61.85%

Overall funding has decreased in State allotment and local revenues.

Summary of Finance State Compensatory Education Allotment:

- 2021-2022 Final Allotment – 6,223,140
- 2022-2023 Final Allotment – 6,066,599
- 2023-2024 (Not Final) - \$5,521,516

Plainview ISD is seeing an increase in student indicators, with emergent bilinguals rising from 9.91% in 2021-22 to 12.60% in 2023-24, and migrant students increasing from 0.64% to 1.5% from 2022-23 to 2023-24. The district aims to address these disparities to better understand the needs and perceptions of students, teachers, and classroom staff.

District Context and Organization Strengths

Attendance percentages increased for 2023-2024.

Academic opportunities have been increased to improve student opportunities and enrollment.

Supplemental resources have been increased like tutoring and programming to support instruction.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Student enrollment **Root Cause:** Community, parents, and students need to be made aware of opportunities and support system that PISD provides for all students.

Technology

Technology Summary

One-to-one access to technology has been beneficial for students. Technology in the classroom has helped increase learning opportunities in the classroom.

Consolidation of Instructional Technology: A process of reviewing the use of each program and removing and/or blocking access to unwanted programs.

In an effort to find and repair broken/damaged Chromebooks in a timely manner is crucial that teachers and library staff monitor Chromebooks daily. Students/families are offered to make online payments to repair devices, but many are reported damaged.

Technology Strengths

Network updates to help reduce service outages.

Online programs were regularly monitored for usage and cost usage analysis were conducted to reduce waste and keep successful programs.

Problem Statements Identifying Technology Needs

Problem Statement 1: Identifying broken/damaged Chromebooks a in a timely manner. **Root Cause:** Need to increase monitoring by teachers and librarians and ensure all devices are checked.

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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: STUDENT ACHIEVEMENT (READING): The district will increase the percentage of students who meet the grade level standard on STAAR from 39% to 42% (with attention to special populations such as At-Risk, EB, and Exceptional Education...)

Performance Objective 1: All PK-12 students will be provided high quality READING Tier I instruction through a manageable, viable, and rigorous scope and sequence aligned to the K-12 TEKS and prekindergarten guidelines.

Evaluation Data Sources: STAAR scores, interim scores, summative, and formative assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus staff will implement the PISD adopted Reading Language Arts (RLA) literacy framework (Word Study/Phonics, Reader's Workshop, and Writer's Workshop) and locally developed curriculum documents using recommended adopted resources such as HMH and approved instructional technology programs such as Learning A-Z, Learning.com, IXL, and/or SummitK12 with fidelity. Strategy's Expected Result/Impact: Increase academic achievement in reading. Staff Responsible for Monitoring: Campus administration, District leadership, Exceptional Education, Language Acquisition, teachers, and paraprofessionals (i.e.: computer lab para or SummitK12 para)	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administrators and teachers teams will create short-cycle assessments and analyze student achievement data during PLC time with a focus on student growth. The appropriate stakeholders will convene to analyze student reading achievement data and adjust the next level of work as necessary. Strategy's Expected Result/Impact: Students will show overall academic growth and increased improved appropriate behavior. Staff Responsible for Monitoring: Campus administration, Teaching and Learning Departments, Exceptional Education, Language Acquisition, MTSS, Campus principals, Elementary and Secondary Directors	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers, students, and district staff will be provided with the resources and corresponding professional development necessary to promote learning and academic/behavioral advancement and growth. Strategy's Expected Result/Impact: Improved staff knowledge and teacher efficacy and an increase in academic scores and appropriate behavior. Staff Responsible for Monitoring: Campus administration, Teaching and Learning, District and Campus Administrators, Teachers, Counselors, MTSS, Students, Parents Funding Sources: - Title I, Part A-Improving Basic Programs, - Effective Schools Framework	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Incorporate qualified tutors to engage students and provide personalized academic support for all students, but especially economically disadvantaged, at-risk, migrant, and other special pops. Strategy's Expected Result/Impact: Increase student success with state assessments and reduce disparity. Staff Responsible for Monitoring: Campus principals and leadership. Funding Sources: - Title I, Part A-Improving Basic Programs - SCE	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: STUDENT ACHIEVEMENT (MATH): The district will increase the percentage of students who meet the grade level standard on STAAR from 29% to 32% (with attention to special populations such as At-Risk, EB, Exceptional Education...)

Performance Objective 1: All PK-12 students will be provided high quality Tier I instruction through a manageable, viable, and rigorous scope and sequence aligned to the K-12 TEKS and prekindergarten guidelines.

Evaluation Data Sources: Formative Assessments, Campus-Based Assessments, Universal Screeners and Benchmarks.

Strategy 1 Details	Reviews			
Strategy 1: Teachers, students, and district will be provided with the resources needed to promote learning and academic growth. Strategy's Expected Result/Impact: Improved staff knowledge and teacher efficacy and an increase in academic scores and appropriate behavior. Staff Responsible for Monitoring: Campus Principals, Teaching and Learning, District and Campus Administrators, Teachers, Counselors, MTSS. Funding Sources: - Title I, Part A-Improving Basic Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will align curriculum, instruction, and assessments to grade-level TEKS by planning lessons and assessments with a focus on priority standards, utilizing a viable curriculum and supplemental resources, with support from TNL and campus administration. Strategy's Expected Result/Impact: Increase student achievement in math. Staff Responsible for Monitoring: Campus Principals, Teaching and Learning, District and Campus Administrators, Teachers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: With district support, campus administration and teachers will frequently monitor student progress and needs using a variety of assessment processes and use the results to improve student performance and instruction. Strategy's Expected Result/Impact: Increase student achievement in math. Staff Responsible for Monitoring: Campus Principals, Teaching and Learning, District and Campus Administrators, Teachers.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Incorporate qualified tutors to engage students and provide personalized academic support for all students, but especially economically disadvantaged, at-risk, migrant, and other special pops. Strategy's Expected Result/Impact: Increase student success with state assessments and reduce disparity. Staff Responsible for Monitoring: Campus Principals and leadership. Funding Sources: - Title I, Part A-Improving Basic Programs - SCE	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 3: DISTRICT INITIATIVE: Plainview ISD will focus on improving attendance by monitoring and reporting attendance data to maximize district funding.

Performance Objective 1: To increase attendance by the end of the 2024-2025 school year. Attendance percentage will be collected in the first six weeks as the baseline, then monthly attendance reports will be used to track progress and reduce chronic absenteeism.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Hold regular meetings periodically to review ADA and WADA with Special programs, Campus Administrators, the Attendance Committee, and PEIMS coordinator to ensure accuracy and make adjustments as needed. Strategy's Expected Result/Impact: Increase attendance and academic scores Staff Responsible for Monitoring: PISD Attendance Committee, Assistant Superintendents	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus incentives to reward and publicize good attendance. Include incentives for the attendance clerks, teachers, and other personnel that impact attendance. Strategy's Expected Result/Impact: Increased ADA, increased academic scores Staff Responsible for Monitoring: PISD Attendance Committee, Assistant Superintendents	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: STAFF QUALITY: Plainview ISD will support instructional improvement by responding to staff perceptions of the district and support the recruitment and retention of content specialist, instructional coaches, as well as teachers and paraprofessionals servicing in areas of need.

Performance Objective 1: Administer a survey soliciting feedback from staff to assess perceptions of our schools and district.

Evaluation Data Sources: staff survey

Strategy 1 Details	Reviews			
Strategy 1: Use survey data as the vehicle to drive decisions on instructional support, resource allocation, and policy changes. Strategy's Expected Result/Impact: Increased staff feedback and buy-in for decision-making. Staff Responsible for Monitoring: Human Resource Administrator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Enhance the survey process by conducting surveys both in the middle and at the end of the school year to provide a more frequent feedback loop, track changes over the year, assess their impact, and make necessary adjustments Strategy's Expected Result/Impact: increase staff feedback and participation Staff Responsible for Monitoring: Human Resource Administrator	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: STAFF QUALITY: Plainview ISD will support instructional improvement by responding to staff perceptions of the district and support the recruitment and retention of content specialist, instructional coaches, as well as teachers and paraprofessionals servicing in areas of need.

Performance Objective 2: Ensure focused instructional improvement and the promotion of educational equity.

Strategy 1 Details	Reviews			
Strategy 1: Allocate federal funding to the salaries and training of specialized instructional staff. Strategy's Expected Result/Impact: Enhance the quality of education for all students, particularly economically disadvantaged, and help close educational gaps. Staff Responsible for Monitoring: District and Campus Administrators. Funding Sources: - Title I, Part A-Improving Basic Programs, - Title II, Part A-(FT)	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 5: SCHOOL CLIMATE/SAFE & HEALTHY SCHOOLS: By the end of each school year, Plainview ISD will cultivate an environment where staff and students feel safe and supported by implementing specific initiatives. Participation rates and feedback will be monitored through an annual survey, with adjustments made within the following school year based on the survey feedback.

Performance Objective 1: Facilitate safe and healthy schools by providing for the emotional, social, physical, academic, and linguistic needs of students to educate and support the whole child.

Evaluation Data Sources: surveys, discipline reports, MTSS referrals

Strategy 1 Details	Reviews			
Strategy 1: To effectively respond to the rising need for personalized student and family support, Plainview ISD will expand its social-emotional counseling framework by integrating additional case managers and counselors, complementing the efforts of the traditional social counselor. Strategy's Expected Result/Impact: To reduce behavioral-related discipline incidents and offer more support for students' mental health. Staff Responsible for Monitoring: MTSS Director, Executive Director, Campus Counselors, and Campus Leadership.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: To support staff in effectively addressing the dynamic needs of students in our community, we will prioritize staff support. The district will foster meaningful staff-student connections, offer professional development training for staff, students, and families, and ensure the consistent application of the student code of conduct. Strategy's Expected Result/Impact: Explore and implement training and/or support opportunities (i.e., developmental asset training, de-escalation technique training). Review and revamp, as needed, the student code of conduct and disciplinary consequences for disruptive and inappropriate behaviors to include an approach that better embraces parents/guardians as partners in solving behavior issues. Staff Responsible for Monitoring: MTSS Director, Chief of PISD Police Department, Assistant Superintendent	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide for the academic, social, and emotional needs of students and families with students in special populations (ex. homeless, migrant, at-risk, emergent bilingual). Strategy's Expected Result/Impact: Improvement of school performance and maintain accurate identification of students and families in need of support. Staff Responsible for Monitoring: Migrant Recruiter, Family Engagement Specialist (charged with overseeing homeless), Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Offer fine arts and physical education activities that engage students, serve as outlets for channeling emotions constructively, and enhance students' skills in self-discipline and focus. Strategy's Expected Result/Impact: Increase engagement in creative and physical activities to develop positive social skills, build supportive relationships with peers and teachers, and an overall contribution to a safer and more positive school climate. Staff Responsible for Monitoring: Assistant Superintendent, Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The district will proactively enhance safety and security measures and offer crisis/suicide/threat prevention and intervention support and resources, as necessary, for students and staff. Strategy's Expected Result/Impact: Offer ongoing support in intervention and prevention in regards to physical and mental safety of staff and students. Improve awareness of suicide and violence prevention programs. Staff Responsible for Monitoring: MTSS Department, Chief of PISD Police Department, Assistant Superintendents, Campus Leadership	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: COLLEGE AND CAREER/GRADUATION/DROPOUT REDUCTION: Increase the percentage of students receiving an College-Career-Military Readiness Indicator(s) from 79% by the Class of 2024 to 84% by the Class of 2025 as specified by House Bill 3. (Student sub-groups such as At-Risk, Emergent Bilingual, Migrant, and Exceptional Education will be monitored for progress each quarter).

Performance Objective 1: Increase the percentage of students who achieve both Completer Status and earn an Industry-Based Certification in their aligned Program of Study from 23% by the Class of 2024 to 26% by the Class of 2025.

HB3 Goal

Evaluation Data Sources: Counselor Feedback, CCMR State Data Reports.

Strategy 1 Details	Reviews			
Strategy 1: Provide curriculum, equipment, and resources necessary to prepare all students with industry-relevant knowledge and skills in preparation to complete their program of study and earn an aligned industry-based certification. Strategy's Expected Result/Impact: Increase CTE Program of Study Completers, and students who earn an aligned industry based certification. Staff Responsible for Monitoring: Campus Leadership, Campus Counselors, Teaching & Learning, Language Acquisition, and Exceptional Education.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct quarterly progress monitoring meetings with all stakeholders to review current data, student groups, and action steps to support the increase of the percentage of students who achieve both Completer Status and earn an Industry-Based Certification. Strategy's Expected Result/Impact: Increase CTE Program of Study Completers, and students who earn an aligned industry based certification. Staff Responsible for Monitoring: Campus Leadership, Campus Counselors, Teaching & Learning, Language Acquisition, and Exceptional Education.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 6: COLLEGE AND CAREER/GRADUATION/DROPOUT REDUCTION: Increase the percentage of students receiving an College-Career-Military Readiness Indicator(s) from 79% by the Class of 2024 to 84% by the Class of 2025 as specified by House Bill 3. (Student sub-groups such as At-Risk, Emergent Bilingual, Migrant, and Exceptional Education will be monitored for progress each quarter).

Performance Objective 2: Increase the percentage of students meeting College Readiness Standards on TSIA Math and Reading from 12% by the Class of 2024 to 15% by the Class of 2025

HB3 Goal

Evaluation Data Sources: Counselor Feedback, CCMR State Data Reports.

Strategy 1 Details	Reviews			
Strategy 1: Provide curriculum, resources, teacher training, and continuous access for students to test throughout the school year. Strategy's Expected Result/Impact: Increase students that meet college readiness standards. Staff Responsible for Monitoring: Campus Leadership, Campus Counselors, Teaching & Learning, Language Acquisition, and Exceptional Education.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 6: COLLEGE AND CAREER/GRADUATION/DROPOUT REDUCTION: Increase the percentage of students receiving an College-Career-Military Readiness Indicator(s) from 79% by the Class of 2024 to 84% by the Class of 2025 as specified by House Bill 3. (Student sub-groups such as At-Risk, Emergent Bilingual, Migrant, and Exceptional Education will be monitored for progress each quarter).

Performance Objective 3: Increase the percentage of students meeting the Dual Credit Indicator from 13% by the Class of 2024 to 16% by the Class of 2025.

Evaluation Data Sources: Accountability Data Sources- PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Provide students access to various dual credit courses by partnering with colleges/universities through both online courses, and courses taught in-person by qualified PISD personnel. Strategy's Expected Result/Impact: Increase students that meet the dual credit indicator. Staff Responsible for Monitoring: Campus Leadership, Campus Counselors, Teaching & Learning, Language Acquisition, and Exceptional Education.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 7: COMMUNICATION: Plainview ISD will actively engage with families and the community through effective communication and collaboration to cultivate strong relationships, aiming for a 3% increase in total stakeholder engagement by the end of the school year.

Performance Objective 1: Improve communication with parents and administrators by providing clear, timely, and positive messaging, resulting in a 3% increase in positive feedback and engagement by the end of the school year.

Evaluation Data Sources: district survey, stakeholder feedback.

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with school principals and department heads to gather and share stories of success, innovation, and community involvement. Strategy's Expected Result/Impact: Increase information provided to families and community to increase involvement and build relationships. Staff Responsible for Monitoring: Communications Dept., District and Campus Administration.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Showcasing individuals on social media, featuring student accomplishments, staff recognitions, and community partnerships. Strategy's Expected Result/Impact: enhance positive communication and events to the community and families and improve district climate. Staff Responsible for Monitoring: Communication Dept.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Conduct a weekly posting for parents and administrators highlighting district achievements, upcoming events, and important announcements on various platforms such as: apptegy school app, school website, social media, call outs and text messaging. Strategy's Expected Result/Impact: Increase participation in district/campus events and build relationships.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 8: FAMILY & COMMUNITY ENGAGEMENT: Strengthen family and community connections through educational opportunities that cultivate a nurturing environment, enabling students to thrive academically, physically, socially, and emotionally and increase participation rates by 3% within the school year.

Performance Objective 1: Offer educational and relationship-building opportunities for school and community stakeholders.

Evaluation Data Sources: surveys, resource meetings

Strategy 1 Details	Reviews			
Strategy 1: The Family Engagement department will collaborate with other district departments (GT, LA, Exceptional Ed., MTSS, Migrant, etc.) to provide opportunities for families to attend a community resource meeting to become aware of how to address the diverse needs of the family unit. Strategy's Expected Result/Impact: Promote positive relationships with families and increase student success. Staff Responsible for Monitoring: Family Engagement Specialist	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The district will coordinate events aimed at promoting life skills and good decision-making for all students, including special population departments (ex. Migrant, LA, GT, Exceptional Ed., At-Risk, etc.) Strategy's Expected Result/Impact: Promote positive relationships with families and increase student success. Staff Responsible for Monitoring: Family Engagement Specialist, Migrant Specialist, Coordinators and Directors of Special Populations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide educational opportunities that inspire students to pursue further education or develop job-specific trade skills after high school, including options like college, university, trade school, or other post-graduate paths. Strategy's Expected Result/Impact: Increase post-graduation attendance in higher education and/or trade schools. Staff Responsible for Monitoring: Family Engagement Specialist, Campus Principals, and Counselors.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 9: TECHNOLOGY: To access district instructional technology software programs in order to strategically abandon those that have a limited or negligible effect on learners and strengthen the district's information security-based tools and procedures.

Performance Objective 1: Ensure technology resources are used with fidelity, maintaining integrity in their utilization, including adherence to cybersecurity protocols and safeguarding sensitive data and systems.

Evaluation Data Sources: Program usage reports

Strategy 1 Details	Reviews			
Strategy 1: By pulling user reports and comparing them to student-aced outcomes (grades and state testing data), software and instruction programs with limited impact may be assessed. Strategy's Expected Result/Impact: Increased student performance and optimal use of district technology resources. Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent of Teaching and Learning, Director of Technology Funding Sources: supplemental inst'l programs and online resource subscriptions - Title I, Part A-Improving Basic Programs - \$50,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Access the district's cybersecurity stance by using a combination of reporting tools, phishing tests, user training reports, and the requirement for updates as necessary. Strategy's Expected Result/Impact: Prevent and decrease ever-growing cyber threats. Staff Responsible for Monitoring: Director of Technology, Safety Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Plainview ISD will annually replenish a target of 500 student Chromebooks with expiring licenses. Strategy's Expected Result/Impact: Ensure all students have necessary technology and resources to optimize student performance Staff Responsible for Monitoring: Campus Admin, CTO, Assistant Superintendent(s) Funding Sources: Chromebook - Title I, Part A-Improving Basic Programs - \$150,000, Chromebook - Title V, B, SP 2, RLIS, - Title II, Part A-(FT) - 211 allowability (FT)	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$3,043,365.60

Total FTEs Funded by SCE: 45

Brief Description of SCE Services and/or Programs

Provide supplemental support for at-risk and economically disadvantaged students by funding paraprofessionals on Title I campuses. The funds also support teachers and instructional materials for the Ash program with the disciplinary and non-disciplinary alternative education programs. SCE funds are used for childcare services or assistance with childcare expenses for students at risk of dropping out of school.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
ABBOTT, TYPHANY ANN	Paraprofessional	1
ABELL, NICOLE MAIRE	AEP	1
AGUILERA, LUCY	Paraprofessional	1
ALEXANDER, YVONNE	Prek	0.5
ALVAREZ, ISABEL M	Paraprofessional	1
ANDRIST, ASHLEY NICKOLE	Prek	0.5
ANGUIANO, TRACY	Prek	0.5
BANDA, MIRIAM NAOMI	Paraprofessional	1
BARRIOS, LARRY H	DAEP	1
BROWN, NATHENA RENEE	Paraprofessional	1
CAMPOS, BLANCA E	Paraprofessional	1
CANTU, SAMANTHA	Prek	0.5
CASTILLO, ALEJANDRA LETICIA	Paraprofessional	1
CASTILLO, JOSEPHINE PARGA	AEP	1
CASTORENA, CYNTHIA P	Prek	0.5
CHAPA, DIANE ESTRADA	Paraprofessional	1
CHAVEZ, MONTALVO KELLY	Paraprofessional	1
DAVIS, JACOB DOULGAS	DAEP	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
DIAZ, REBEKAH JOY	Paraprofessional AEP	1
DURAN, KIMBERLY	Paraprofessional	1
FLORES, JUDY GONZALES	Paraprofessional	1
GONZALES, SANJUANA	Prek dual	0.5
GONZALEZ, NATIVIDAD	Paraprofessional	1
GONZALEZ, YADHIRA	Paraprofessional	1
GRIMALDO, MARTHA RODRIGUEZ	Paraprofessional	1
GUTIERREZ, RICARDO	Paraprofessional	1
HALLMAN, THERESA G	AEP	1
HARRISS, KRISTI NAOMI	Paraprofessional	0.5
HARVEY, MAURICE CHARLES	DAEP	1
HERRERA, ANATALIA RODRIGUEZ	AEP	1
HOWELL, CLAUDIA KAY	AEP	1
LAMBRIGHT, CARLA RENEE	Prek	0.5
LARRALDE, LAURA	Prek	0.5
LUND, JO ANN	AEP	1
MAGALLAN, NEOMIE	Paraprofessional	1
MARIN, NATALIA ISABEL	Paraprofessional	1
MARTINEZ, LIBBY I	Paraprofessional	1
MARTINEZ, MARIAH RENEE	Prek	0.5
MENDOZA, CYNTHIA ELENA	Paraprofessional DAEP	1
MITCHELL, JEANETTE SYLVIA	Paraprofessional	1
MONTGOMERY, AARON MARQUELL	DAEP	1
ORTIZ, MONICA ELIZABETH	Paraprofessional	1
PICASSO, RACHEL MARIE	PreK	0.5
PINEDA, BARBARA MEDINA	Dual	0.5
REYES, DELIA	Dual	0.5
REYNA, ELIZABETH MARTINEZ	Paraprofessional DAEP	1
RIVERA, SUSAN R	Paraprofessional	1
ROMERO, BLANCA LORENA	Prek	0.5
SOLIS, JENNIFER DENISE	Paraprofessional	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
SOUTHERLAND, ADELITA	Paraprofessional	1
WHITE, LONNIE G	DAEP	1
WISEMAN, JIMMIE J	Supplemental Counselor AEP	1

Title I

1.1: Comprehensive Needs Assessment

Strengths

School Climate/ Safe & Healthy Schools

- Locked doors, safety drills, and audits have been successful.
- Students feel safe and believe they are protected.
- Badge compliance checks- teachers do random student ID and Chromebook checks to ensure they are wearing them properly.
- StopIt App - students and teachers are aware of the app and use it as needed.

CCMR/Graduation/Dropout Reduction

- PHS offers many programs of study.
- Offer many IBC opportunities.
- Graduation rate is high & dropout rate is low.
- The district supports CTE programs well financially.
- Students feel prepared in the Programs of study taken.

District Initiative and Communication

- Attendance celebrations at campuses – Intermediate and lower grade levels.
- Callouts, text messages, and multiple platforms really get the information out (if you want to access it). Also, send paper copies home for backup.

Parent and Community Engagement

- Many programs in the community/town to connect for those in need.
- A good system in place on gathering information for people in need.
- The district goes above and beyond to help those in need.

Student Achievement

- 3rd Math, 3rd and 4th Reading growth from last year to this year's Fall interim assessments.
- Eureka teaches different ways to solve problems.
- Published curriculum/adoption for reading language arts and math.
- Teachers have adjusted well to STAAR 2.0 by implementing item types into instruction
- Consistent TFAR platform for elementary to expose students to the format of the test. Formative assessments and one test in secondary using TFAR
- Training provided for both HMH, Eureka Math, (STEMCOPES). Learning Lab visits to Brownfield and Lubbock. Planning and internalizing of lessons took place and helped teachers. Showcasing lessons modeled by teachers.
- IXL (Reading) and Zearn (Math) used at the intermediate and PD opportunities helped teachers.
- Counseling and Guidance counselors have a curriculum that is taught in the classrooms. It is not enough time. Maybe a morning circle for tier 1? Counselors' family education

sessions each month

- We are stable in our buildings and familiar with resources. Next year will be better.
- Parent nights are well attended for Math, Reading, and Science
- Intermediate offered available resources online for parents who could not attend the parent nights.
- Parent outreach systems: Social media, calls out, app...
- STEMSCOPES has good resources in both languages
- The conceptual side of Eureka Math has helped EXED students (South), read, draw, and write process

Needs

School Climate/ Safe & Healthy Schools

- Students would like resistance glass on interior doors and windows (specifically HS/PJH)
- Need to change the student culture to understand the importance of the badge and the safety component of them.
- Need a stricter policy on letting people/students enter campuses and ensure sign-in sheets are being signed and proper procedures followed.
- Students have not been using the app, just the website. It is difficult and frustrating for them to find information on the website regarding services offered or the right staff to talk to about issues (ex. social and emotional support and 504 services)
- Awareness of diagnosis. Students who feel they may have ADHD or similar characteristics find it difficult to get help or know who to talk to for accommodations.
- Counselors feel there is a misunderstanding of what their job duties truly are so feel like the students and parents get frustrated for services that they cannot provide.
- Vaping/THC awareness and education for students and parents. Need more than videos but testimonies and training from other sources (nurses or former students). Celebrations of recovery and share stories on how and why it worked.
- Student support groups (PJH, PHS, Ash) to address issues on campuses. This would include emotional support, vaping, addiction, and other related issues.
- Build relationships between counselors/teachers and students/families
- Add resources on social & emotional support on the website. Students go to the website to look for information.

CCMR/Graduation/Dropout Reduction

- Need to increase the number of students that meet TSIA requirements.
- Continue tracking the number of completers and connect with families to understand the importance of completing programs.
- Student education about why TSIA is needed.
- Provide more opportunities for students to take TSIA.
- Need more CTE teachers.
- Recruit and sell our program better to students.
- Promote our CTE successes better in the community.
- Community partners for internship opportunities.
- Increase the use of the Xello program and include parents.

District Initiative and Communication

- Make Skyward more user-friendly for parents. Or have it connected to the Plainview ISD app so we can access all district information in one app. Go to the Plainview ISD

app and then it links you to the Skyward app.

- Figure out how to help PHS increase attendance (off-campus lunch is for seniors only unless they lose that privilege). Figure out different lunch schedules so eating at campus is available. If they “get” to go off campus, they must meet attendance and grade requirements (and discipline requirements).
- Encourage a way to get kids involved to get PHS students 75-80% involved in something (theater, choir, band, extra-curricular). Promote our programs!!! Welding, etc...
- Allow more time to get in doctor’s notes (5 days grace would benefit and put less kids in truancy – they need to be IN CLASS). Per semester: 3 parent notes within 3 days of parent absence – enforce it on all campuses until we can change the policy... Unlimited doctor notes but must be turned in 3 days.
- Separate truancy notifications (like cell phone notifications).
- Provide better incentives for attendance (custom Nikes for students at PHS – in drawing – see Floydada ISD).
- Make parents aware why it’s important for their student to attend school.

Parent and Community Engagement

- More information on “Budget Billing” for utility payments and educate struggling families.
- Need other sources for funding for district initiatives with family engagement.
- Find solutions on how to help families while also empowering them to take responsibility. Do not want to enable families.
- Difficulty in scheduling with parents- parents not honoring their meeting date.
- Networking between all the PISD organizations (Snak Pak, PHS STUCO, Snack Shack, PTOs). Collaborating and working together better.
- Need an events calendar to unify campus and district initiatives.

Student Achievement

- Behavior, Social emotional skills professional development (Lubbock playroom for all- Connections over compliance/ Capturing kid’s heart, Brain Aligned, Adult self-regulation...)
- 4th grade math
- Pushing meets and masters in reading and math
- Published curriculum for intermediate, not a locally developed curriculum. Keep PISD framework.
- Need to find a way to integrate 2.0 from STAAR and spiraling of skills (RLA/Math)
- Being intentional and timely to spiral the skills students need after assessments. Spiraling activities/questions need to include 2.0.
- TAPR report shows our scores are dropping.
- Tracking and monitoring students from the beginning
- Ongoing intervention and support through RTI
- Schedule needs to be adjusted to include RTI
- Use of ELD/Science Time in Elementary
- Professional Development to differentiate for special programs and differentiation
- Learning supplies can be bundled up to maximize time. This year has been a learning year.
- Secondary teachers need more time to learn about it and use Zern. Time to implement?
- Phonics needs to be revisited to promote more engagement and ensure phonics is rigorous. Look at adjustments with curriculum writers/cadres.
- Align Kinder report card to each six weeks' skills/expectations.
- Spanish phonics does not do a good job. We need explanations in Spanish for the Spanish phonics rule.
- Too many changes last year with STAAR, new building, procedures, and leadership....
- Increase parental involvement by including incentives (free hat pass (intermediate), ice-cream party for class with most attendees, food during the event, showcase students doing work, or students show parents how they are learning
- Strategic scheduling of after-school events so they do not coincide with other events.
- Hands-on activities during parent nights and at the campus (i.e.: Parents experience Istation as opposed to sitting and getting presentations;...)
- Reading endurance and love for reading. Books in the hands of students.

- Need to practice on paper and create a balance with online format
- Materials for the experiments
- ELD/Science- One activity, 3x a week- May need to rethink the ELD/Science schedule with the new Science TEKS
- PK would rather have Science 5x a week instead of 3x a week. ELD/Social Studies. Writing in Science instead of having a block for writing.
- Writing integrated across core areas. W.A.C.A- Write a little every day, a lot.
- Interactive writing for lower grades Pk-2 to learn faster
- RACER and more writing in 2nd to help support 3rd grade.
- Methods for addressing the needs of all students (including special pops).
- Making curriculum choices to prepare students for success.
- Accelerated Education.
- Special Education- would like to use manipulatives with students. The pace needs to be slowed down and repeated to help students grasp concepts.
- Implementation of IEP strategies- Training needed for teachers.
- Collaboration between EXED Teachers and rest of teachers/paras to better support the implementation of accommodations/designated supports for special programs.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The committee is made up of the following:

Principals, paraprofessionals, teachers, students, parents, community/business owner, district administration, special pop coordinators/directors, counselors, and social workers.

2.2: Regular monitoring and revision

CNA - 3-4-2024

Title I and State Comp. Ed Evaluation- 6-3-2024

Tentative Schedule: Dates may change

EIC review - August 2024

Formative Review Nov. 5, 2024

Formative Review and Planning for 2025: Mar. 10, 2025

Summative Review June 9, 2025

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

Yes- Plan 4 Learning translation services and available upon request. Posted in English and Spanish on Plainview ISD website.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anita Garcia	Instructional Coach		1
Arlinda Hernandez	Makerspace Teacher		1
Brenda McDowell	Teacher Math	Math	1
Clarissa Huron	Family & Community Engagement Liasion		1
Cristina Aguilera-Hernandez	Instructional Coach		1
Jackie Guerrero	Makerspace Teacher		1
Jaclyn Pessel	Content Specialist		1
Kathryn Flikkema	Teacher- English	ELA	1
Lori Franklin	Teacher- Math	Math	1
Mackenzie Sutton	Teacher-English	ELA	1
Paulina Gonzales	Literacy Specialist		1
Richard Roberts	Teacher- Math	Math	1
Sara Valencia	LPAC Assistant		1
Shara Sloan	Content Specialist		1
Sherella Lewis	Content Specialist		1
Tracy McIntire	Makerspace Teacher		1

District Funding Summary

Title I, Part A-Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4		SCE	\$0.00
2	1	1			\$0.00
2	1	4		SCE	\$0.00
4	2	1			\$0.00
9	1	1	supplemental inst'l programs and online resource subscriptions		\$50,000.00
9	1	3	Chromebook		\$150,000.00
Sub-Total					\$200,000.00
Budgeted Fund Source Amount					\$1,824,043.00
+/- Difference					\$1,624,043.00
Stronger Connections					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$840,000.00
+/- Difference					\$840,000.00
Title III, Part A-ELA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,934.00
+/- Difference					\$46,934.00
Title IV, Part A, Subpart 1 (FT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

Title IV, Part A, Subpart 1 (FT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$125,324.00
+/- Difference					\$125,324.00
Title V, B, SP 2, RLIS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	3	Chromebook		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$125,000.00
+/- Difference					\$125,000.00
199 - PIC 21 State GT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$84,513.00
+/- Difference					\$84,513.00
199 - PIC 22 State CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,616,840.00
+/- Difference					\$2,616,840.00
199 - Pic 23 State Exceptional Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,982,289.00
+/- Difference					\$3,982,289.00
199 - PIC 25 State Emerging Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199 - PIC 25 State Emerging Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$253,792.00
+/- Difference					\$253,792.00
Strong Foundations Planning					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$217,500.00
+/- Difference					\$217,500.00
Perkins V. Strengthen. CTE for 21st Century					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$76,139.00
+/- Difference					\$76,139.00
Title I, Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,934.00
+/- Difference					\$46,934.00
IDEA-B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,083,654.00
+/- Difference					\$1,083,654.00
IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

IDEA-B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$23,102.00
+/- Difference					\$23,102.00
2021-2024 ARP Homeless II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$48,510.00
+/- Difference					\$48,510.00
State Compensatory Ed. (PIC 24, 26, 28, 29, 30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,533,392.00
+/- Difference					\$5,533,392.00
Effective Schools Framework					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$100,000.00
Title II, Part A-(FT)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
9	1	3		211 allowability (FT)	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$268,471.00
+/- Difference					\$268,471.00
Grand Total Budgeted					\$17,296,437.00
Grand Total Spent					\$200,000.00
+/- Difference					\$17,096,437.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. 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;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

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- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a class-room, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Minimum Standards

In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.

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.

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**

Student Report

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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

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.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
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, sex, 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	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. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	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. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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 whether 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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<i>Improper Conduct</i>	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 website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

Assignments

A board or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

A board or its designee must make the decision concerning the assignment or transfer of a student on an individual basis and may not consider as a factor in its decision any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032*

Multiple Birth Siblings

"Multiple birth sibling" means a twin, triplet, quadruplet, or other sibling resulting from a multiple birth.

"Parent" includes a person standing in parental relation.

Placement

The parent of multiple birth siblings who are assigned to the same grade level and school may request in writing, not later than the 14th day after the first day of enrollment, that the school place the siblings in the same classroom or in separate classrooms.

A school shall provide the placement requested, except that a district is not required to place multiple birth siblings in separate classrooms if the request would require the district to add an additional class to the grade level of the siblings.

The school may recommend to a parent the appropriate classroom placement and may provide professional educational advice to assist the parent with the decision.

These provisions do not affect:

1. A right or obligation regarding the individual placement decisions of the admission, review, and dismissal (ARD) committee with respect to students receiving special education services [see EHBAB]; or
2. The right of a district or teacher to remove a student from a classroom under Chapter 37 [see FOA].

Reassignment by Principal

At the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings.

Appeal

A parent may appeal the principal's classroom placement in the manner provided by district policy. During an appeal, the siblings shall remain in the classroom chosen by the parent. [See FNG]

Education Code 25.043

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

Placement of Older Students

A person who is 21 years of age or older who is admitted by a district to complete the requirements for a high school diploma and who has not attended school in the three preceding school years may not be placed with a student who is 18 years of age or younger in a classroom setting, a cafeteria, or another district-sanctioned school activity. This restriction does not prevent the student from attending a school-sponsored event that is open to the public as a member of the public. *Education Code 25.001(b-2)*

Petitions and Objections

The parent or person standing in parental relation to any student may by written petition either:

1. Request the assignment or transfer of the student to a designated school or to a school to be designated by the board; or
2. File objections to the assignment of the student to the school to which the student has been assigned.

Education Code 25.033, 26.003(a)(1)

Procedure

Upon receiving a written petition, a board shall proceed as follows:

1. If no hearing is requested, act on the petition not later than the 30th day after the petition is submitted and notify the petitioner of its conclusion; or
2. If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

If a hearing is requested, it shall be conducted by a board in compliance with the following:

1. The petitioner may present evidence relevant to the student.
2. The board may conduct investigations as to the objection or request, examine any student involved, and employ agents, professional or otherwise, for the purpose of examinations and investigations.

Board's Decision

The board must grant the request made in the petition unless the board determines that there is a reasonable basis for denying the request. The decision of a board, with or without a hearing, is final, unless the student, or the parent, guardian, or custodian of the student as next friend, files an exception to the decision as constituting a denial of any right of the student guaranteed under the U.S. Constitution.

If such an exception is filed, a board may reconsider its decision. If a board has not ruled on the exception before the 16th day after the date of the filing, the objection is considered overruled. If the

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

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(LEGAL)

exception is overruled, an appeal of a board's decision may be filed in the district court of the county in which the board is located.

Education Code 25.034

**Students With a
Peace Officer or
Servicemember
Parent**

For information regarding intradistrict transfers upon request of a parent or person standing in parental relation who is a peace officer or servicemember, see FDA.

**Students Who Are
Victims of Bullying**

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

**Students Who
Engage in Bullying**

The board may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

Education Code 37.004 (Placement of Students with Disabilities) applies to a transfer under this provision of a student with a disability who receives special education services.

Definition

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Verification

A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board may consider past student behavior when identifying a bully.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

A district is not required to provide transportation to a student who transfers to another campus under this provision.

Education Code 25.0342

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Note: For bullying rising to the level of prohibited harassment, see FFH. For all other bullying, see FFI. For transfers related to sexual assault or school safety, see FDE.

**Others in Special
Education Student's
Household**

If a district assigns a student to a district campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the district shall permit the student's parent, guardian, or other person standing in parental relation to the student to obtain a transfer to the assigned campus for any other student residing in the household of the student receiving special education services, provided that:

1. The other student is entitled to attend school in the district [see FD]; and
2. The appropriate grade level for the other student is offered at the campus.

This provision does not apply if the student receiving special education services resides in a residential facility.

Education Code 25.034 [see Petitions and Objections—Procedure, above] does not apply to a transfer under this provision.

Transportation

A district is not required to provide transportation to a student who transfers to another campus under this provision. This provision does not affect any transportation services provided by a district in accordance with other law for the student receiving special education services.

Education Code 25.0343

**Students in
Unacceptable
Schools**

A student is eligible to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus assigned an unacceptable rating that is made publicly available under Education Code 39.054. *Education Code 29.202(a)* [See FDAA]

**Students in Schools
Identified for
Support and
Improvement**

A district may provide all students enrolled in a school identified by the Texas Education Agency (TEA) for comprehensive support and improvement under 20 U.S.C. 6311(c)(4)(D)(i) with the option to transfer to another public school served by the district, unless such an option is prohibited by state law.

A district shall give priority to the lowest achieving children from low-income families. A student who uses the option to transfer shall be enrolled in classes and other activities in the public school

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

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to which the student transfers in the same manner as all other students at the public school.

A district shall permit a student who transfers to another school to remain in that school until the child has completed the highest grade in that school. A district may spend an amount equal to not more than five percent of its allocation under 20 U.S.C. Chapter 70, Part A, Subpart 2 (Title I basic program allocations) to pay for the provision of transportation for students who transfer under these provisions to the schools to which they transfer.

20 U.S.C. 6311(d)(1)(D)

Note: See FDE for the school safety transfer option in Title I programs.

Class Changes

A parent or person standing in parental relation is entitled to reasonable access to the school principal, or to a designated administrator with authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The decision of a board regarding such a request is final and may not be appealed. *Education Code 26.002, .003(a)(2), (b)* [See FNG]

**Notice of Educator
Misconduct**

The board shall adopt a policy under which notice is provided to the parent or guardian of a student with whom an educator is alleged to have engaged in the following misconduct:

1. The educator abused or otherwise committed an unlawful act with a student or a minor. *Education Code 21.006(b)(2)(A)*
2. The educator was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor. *Education Code 21.006(b)(2)(A-1)*

The notice must inform the parent or guardian:

1. That the alleged misconduct occurred;
2. Whether the educator was terminated following an investigation of the alleged misconduct or resigned before completion of the investigation; and
3. Whether a report was submitted to the State Board for Educator Certification concerning the alleged misconduct.

The policy must require that information specified in item 1 above be provided as soon as feasible after the district becomes aware that alleged misconduct may have occurred.

Education Code 21.0061

**Depiction of Minors
in Visual Material**

Definitions

“Bullying” has the meaning assigned by Education Code 37.0832. [See FFI]

“Cyberbullying” has the meaning assigned by Education Code 37.0832. [See FFI]

“Harassment” has the meaning assigned by Education Code 37.001. [See FO]

“Sexual conduct” has the meaning assigned by Penal Code 43.25.

Programs

The Texas School Safety Center, in consultation with the office of the attorney general, shall develop programs for use by school districts that address:

1. The possible legal consequences, including criminal penalties, of sharing visual material depicting a minor engaged in sexual conduct;
2. Other possible consequences of sharing visual material depicting a minor engaged in sexual conduct, including:
 - a. Negative effects on relationships;
 - b. Loss of educational and employment opportunities; and

- c. Possible removal, if applicable, from certain school programs or extracurricular activities;
- 3. The unique characteristics of the Internet and other communications networks that could affect visual material depicting a minor engaged in sexual conduct, including:
 - a. Search and replication capabilities; and
 - b. Potentially worldwide audience;
- 4. The prevention of, identification of, responses to, and reporting of incidents of bullying; and
- 5. The connection between bullying, cyberbullying, harassment, and a minor sharing visual material depicting a minor engaged in sexual conduct.

A district shall annually provide or make available information on these programs to parents and students in a grade level the district considers appropriate. Each district shall provide or make available the information by any means the district considers appropriate.

Education Code 37.218



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Purpose

One of the most significant changes introduced in the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is the new comprehensive local needs assessment (CLNA).

The law states, "To be eligible to receive financial assistance under this part, an eligible recipient shall— (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment."

ESC and TEA Review

☒ ESC Review Complete

TEA Review Status: Pending

Part 1: Applicant Designation

Intention to Apply for Funds				
Funding Source	Apply on Own	Apply as Fiscal Agent of SSA	Not Apply at All	Apply as Member of SSA
1. 24-25 Perkins V	☒	☐	☐	☐



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Part 2: Student Performance

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|--|---|
| ☐ 1S1: Four-Year Graduation Rate | ☐ 3S1: Postsecondary Placement |
| ☒ 1S2: Extended Graduation Rate | ☐ 4S1: Non-traditional Program Enrollment |
| ☒ 2S1: Academic Proficiency in Reading/Language Arts | ☐ 5S1: Attained Recognized Postsecondary Credential |
| ☐ 2S2: Academic Proficiency in Mathematics | ☐ 5S4: CTE Completer |
| ☒ 2S3: Academic Proficiency in Science | ☐ All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2021-2022 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. **Include possible explanations for any differences.**

Plainview ISD CTE learners out performed our district's non-CTE learners in all areas.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. **List the strategies to be implemented that will address the underperformance within special populations.**

CTE Learners in the following categories: Individuals with Disabilities: Performance below the overall district CTE learner's performance: 1S1, 1S2, 2S2, 2S3, 3S1, 5S1. English Learners: Performance below the overall district CTE Learner's performance: 2S2, 2S3, 3S1. Learners from Economically Disadvantaged Families performed lower than all CTE learners: 2S1, 2S2, 2S3, 3S1, 5S1. CTE Learners preparing for Non-Traditional Fields performed lower than all CTE learners: 1S1, 1S2. CTE learners with parents in the Active Military performed lower than all CTE Learners: 5S1. CTE Learners from Migrant households performed lower than all CTE Learners in the following indicators 2S2, 2S3, 3S1, 5S1. Homeless Individual: Performance below the overall district CTE learner's performance: 2S2, 3S1, 2S3. Academic strategies related to science, math, and RLA such as vocabulary development and math computation, will be stressed in CTE courses. CTE teachers will collaborate to review data and discuss student progress with counselors, language acquisition, special education, migrant, and homeless departments to provide support. The LEA will host a Senior Seminar involving Colleges and Technical Schools guest speakers, 3 college field trips, and complete 3 college check-ins. LEARN will meet with seniors for FAFSA and college applications. Counselors will meet individually with students to ensure students are on track to graduate.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. **List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.**

CTE Learners in the following categories: Female: Performance below all district CTE Learners: 1S1, 3S1, 5S1. Male: Performance below all district CTE Learners: 1S2, 2S1, 2S2, 2S3. Blacks or African American: Performance below all District CTE Learners: 1S2, 3S1, 5S1. Hispanic or Latino: Performance below all district CTE Learners: 1S2, 2S1, 2S2, 2S3, 5S1. White - Performance below all district CTE Learners: 1S1, 3S1. Two or More Races: Performance lower than all district CTE Learners: 2S3, 3S1. Academic strategies related to science, math, and RLA such as vocabulary development and math computation, will be stressed in CTE courses. CTE teachers will collaborate to review data and discuss student progress with counselors, language acquisition, special education, migrant, and homeless departments to provide support. Individual student counseling on post-secondary placements and requirements for graduation. The LEA will host a Senior Seminar involving Colleges and Technical Schools guest speakers. Seniors will take 3 college field trips. LEARN will meet with seniors for FAFSA and college applications. Counselors will also complete college check-ins three times a year. All resources will be provided for students to complete program aligned IBCs. Counselors will meet individually with students to ensure students are on track to graduate.

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Part 3: Labor Market Alignment

Evaluate the alignment between CTE programs offered and the labor market needs.

1. List the top career clusters with occupations that meet the state and/or regional definition of "in-demand" and "high-wage".

The Workforce Development Area Labor Market Information, 2020-2030 shows the Health Science Cluster as #1 with a growth rate of 75% for Nurse Practitioners, and a growth rate of 41% for Physician Assistants. Additionally, multiple fields in the Health Science Cluster fall into the category of high wage/high demand. The Health Science Cluster also aligns with the South Plains Targeted Occupations with total annual openings of 115 Medical Assistants, 161 Licensed Nurses, and 303 Registered Nurses. The #2 cluster is Energy with a growth rate of 75% for Wellhead Pumpers. This same cluster has a growth rate of 54% for Roustabouts, Oil and Gas, and 50% for Service Unit Operators, Oil and Gas. The #3 Cluster is Business Marketing and Finance with a growth rate of 38% for Operations Research Analysts and a 34% growth rate for Financial managers. There are 21 occupational titles with high growth rates and median annual wages. The #4 Cluster is Information Technology while this Career Cluster has a 42% growth rate in Software Developers there are fewer Occupational Titles than other clusters.

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2. Describe the alignment between the CTE Learners and the occupations identified in part 3 line 1. Second, identify any gaps between high-wage/in-demand occupations and CTE program offerings.

The alignment between the district CTE Learners and the occupations identified in our Workforce Development Area Labor Market Information 2020- 2030 aligns in the following career clusters for Health Science, Business, Marketing, and Finance, and Information Technology. Health science is #6 at PISD and we are continuing our work to grow this program. An Industry based certification for Certified Personal Trainer was added this year and we will work to incorporate more Industry Based Certification options for students. Business, Marketing, and Finance is #7 at PISD. Enrollment in this program of study has seen a decline in student enrollment. Next year we will focus on finding solutions to increase our enrollment and maintain students through completion. Information Technology #4 cluster and has been added in PISD. We offer Programs of Study in Cybersecurity and Web Development.

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Part 4: Programs of Study/Size, Scope, and Quality

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

The student population in our district totals 4,219 with 1,370 students enrolled in grades 9 - 12. Our secondary campuses consist of a junior high school grades 7-8 and a high school grades 9 - 12. The district offers eight CTE clusters and 12 programs of study, exceeding the minimum requirement of three programs of study. In recent years, our district has focused on aligning programs of study to emphasize Industry -Based Certifications, eliminating or limiting courses that do not lead to such certifications. This strategic approach has led to fully developed programs of study. The alignment of programs of study with an emphasis on industry-based certifications will increase the number of concentrators and completers with an aligned certification.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. (Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)

Each fall we have conversations with CTE staff, counselors, and admin to review the previous year's concentrator/completion rates and discuss POS enrollment and needs based on advisory council commentary from the spring meeting and our CLNA. The LEA's CTE Advisory Committee will be included in our fall conversations. Next, we create POS offering sheets and flow charts while working with counselors to align 4-year graduation plans. We also review pre-requisite changes and staffing needs. If a decision is made to develop and implement a new course and program of study the LEA will develop a recruitment plan and pre-registration information. In the Spring the CTE Advisory Committee reviews POS options, projection numbers, and other data to guide our work for the upcoming year. Every 2 years, CTE staff and business and community partners review POS offerings and data in the CLNA process. We seek input from all stakeholders during our CLNA.

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3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

As a district, we have been working to increase the opportunities for students to participate in work-based learning. We currently offer Career Preparation and will be transitioning to Career Prep Program of Study in multiple pathways as the level four course. We also offer a practicum course in 2 of our POS. Our district provides transportation to students in off-campus practicum courses. If a student needs a career prep opportunity on campus, we also provide those opportunities. We work closely with our two community colleges to identify opportunities for students to complete advanced academic courses. We partner with another university to provide advanced academic courses. In the upcoming school year, we will partner with an additional university to include 3 more advanced academic options including General Animal Science (Advanced Animal Science). Counselors, Advanced Academics, and the CTE director work closely to ensure our CTE students are successful in advanced academic work, and we continue to pursue new opportunities in CTE. When speaking to students during our CLNA they expressed that at times it is difficult to fit some courses into their schedules due to conflicts with other needed courses. The director of CTE works closely with the lead registrar during the development of the master schedule to reduce the number of conflicts.

TEA Use Only

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4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

During our CLNA our workforce, business, and industry partners suggested the district host a career fair so that they can attend and talk to students about work-based opportunities. We are forming plans to host this event for students and parents. Also, we plan to invite businesses and industry as well as our local college to participate in classroom discussions with our CTE students about work-based learning opportunities. Our education foundation hosted its first Career Connection Day with the agriculture community this spring. The Director of CTE spoke to the participants about CTE and work-based opportunities. More of these events are planned for different sectors of industry. We will increase the number of off campus opportunities to different business and industries to form connections.

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CTE Review: ☐ Accept ☐ Decline Pending Edits

5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

We work closely with our two community colleges to identify opportunities for students to complete advanced academic courses. In the upcoming school year we will partner with an additional university to include 3 more advanced academic options including General Animal Science (Advanced Animal Science). Counselors, Advanced Academics, and the CTE director work closely to ensure our CTE students succeed in advanced academic work, and we continue pursuing new CTE opportunities.



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Part 5: Recruitment, Retention, and Training of CTE Educators

Assess and develop plans to improve the quality of CTE faculty.

1. Describe professional development opportunities for faculty, staff, counselors, and administrators specifically providing high quality CTE instruction to CTE students. Include examples of the effectiveness of these experiences at improving student outcomes.

Plainview ISD is committed to providing a wide range of professional development opportunities for faculty, staff, counselors, and administrators within the district and through the Education 17 service center. The primary focus of these training sessions is to boost student engagement and implement effective strategies to enhance learning outcomes for all students. The district ensures that all new hires receive Sheltered Instruction training to support English Language Learners better. Additionally, CTE teachers are encouraged to attend Career Cluster conferences during spring and summer to deepen their understanding of Industry-Based Certifications and course content necessary for their success in the classroom. Following the CLNA, we will evaluate what CTE specific training opportunities are needed and begin collaborating with the Region 17 Education Service Center and external consultants to plan sessions. We recognized the need for more CTE-specific training opportunities throughout the academic year. Collaborating with ESC 17 and external consultants, plans are underway to schedule sessions tailored for student sub-populations. Counselors attended the CTE Winter Conference during the 22-23 school year. Our CTE learners outperformed our district's non-CTE learners in all areas.

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2. Identify the processes that are in place to recruit, induct and retain CTE educators. Evaluate these processes for effectiveness with an emphasis on individuals coming from industry.

Plainview ISD has established a thorough procedure for onboarding and retaining faculty and staff members. Our primary goal is to draw in highly qualified and skilled individuals to join our district and the CTE programs. We collaborate closely with teacher certification programs to attract suitable candidates, and we are a District of Innovation. New team members are matched with a mentor at the campus level. Additionally, the district organizes a mandatory First-Year-Teacher Academy to address the needed skills for first-year teachers. Necessary classroom supplies are provided to all CTE teachers, along with professional development opportunities to connect with others and enhance their teaching abilities. For the convenience of commuting teachers, we offer a bus service to and from Lubbock.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

3. Evaluate faculty in CTE programs for aligned CTE course credentials with related workplace experience in the program area.

In 2023-2024 school year, 63% of the CTE teaching staff met state teacher certification requirements, and several of them had workplace experience in their assigned program area. 26% of the CTE teaching staff were hired under the district of innovation waiver, and we have encouraged them to obtain the appropriate teaching certification for their program area. We also have 11% that are long-term vacancy substitutes. Plainview ISD is a very diverse community, and we are always looking for CTE teachers in underrepresented areas to join the CTE teaching field. We encourage and support our teachers to participate in externship opportunities as they arise to stay current with industry practices for their associated fields of expertise.

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4. Provide a description of how the LEA will coordinate with organizations and institutions of higher education to support the recruitment, preparation, retention, training, and professional development of teachers, instructional support personnel, school counselors, administrators, including individuals from groups underrepresented in the teaching profession.

The district works with our community university to place student teachers across the district. During the spring semester, candidates are screened for our path2teach program. We interview candidates that have a college degree or will within a semester and if selected they are hired as interns and are placed on campuses to shadow teachers. These candidates become teachers in the fall provided it is a good fit for both parties. As a DOI, we work closely with alternative certification programs to recruit and place teachers. The district sends representatives to university job fairs to recruit new teachers. To support and retain teachers, the district provides new teachers with a First Year Teacher Academy that meets throughout the school year. We provide professional development opportunities on campus and through the region service center throughout the year based on the needs of teachers, counselors, and instructional support personnel.

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Part 6: Improving Equity and Access

Evaluate progress in providing equal access to CTE programs.

1. Evaluate special populations as defined by Perkins V.: (A). Special population individuals with disabilities; (B) Individuals from economically disadvantaged families, including low-income youth and adults. (C) Individuals preparing for non-traditional fields.(D) Single parents, including single pregnant women.(E)Out-of-workforce individuals. (F) English learners. (G) Homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.11434a). (H) Youth who are in, or have aged out of, the foster care system; and (I) Youth with a parent who: (i) Is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) Is on active duty) taking part in CTE at disproportionate levels, in comparison to the overall student population. Identify which special populations as defined by Perkins V are over and underrepresented.

According to the opportunity gap analysis, our enrollment compared to community demographics by gender is lower by 1% in both genders in CTE. Race and ethnicity are equal in all areas but multi. The CTE enrollment compared to community demographics by special population is separated by 4% or less in all categories. Female students are underrepresented in Business Marketing and Finance qne in certain POS in AFNR, Hospitality and Tourism, and Manufacturing. Male students are underrepresented in Business AFNNR (animal science, plant science) Human Services, and Health Science. Latin Students are underrepresented in AFNR (animal science), Hospitality, and Tourism, Whites are underrepresented in Education and Training,(no longer offered as a POS). Law and Public Service. Individuals preparing for nontraditional fields are underrepresented in all areas other than Law and Public Service, Health Science (Diagnostic), and Plant Science. Economically Disadvantaged students are underrepresented in AFNR (Applied Ag Engineering and Plant Science), Human Services, and Health Science.

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2. Identify barriers that prevent special populations(see above) from accessing programs, such as prerequisites/admission requirements, transportation, and scheduling. Identify the student groups most affected by these barriers.

The only barrier that Plainview ISD has identified in the past across all student groups is transportation. The district has remedied this by providing a shuttle bus system between the home campus and work-study locations. The district has also purchased a CTE van used exclusively to provide transportation to Practicum sites as needed. If there is a scheduling barrier with a particular student, we will work with the student and counselor to build a class if needed to accommodate their student's course request. We provide cosmetology kits to students to reduce the cost barrier. We have included paraprofessional help in CTE classrooms for SPED and Emergent Bilingual students. The district also conducts Senior Check-ins with our homeless students.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

3. Describe the LEA's policy and procedures for recruiting students into your CTE programs. List the methods for reaching all students, including students from groups identified as Perkins V special populations and from different races, genders, and ethnicities.

Career awareness and CTE options are introduced through an interdisciplinary curriculum at the Jr. high level. Eighth-grade students take Career and Colleg Exploration as a semester course. Career assessment, and career exploration, including high-demand and wage occupations, are investigated. Career Cruising, The US Dept. of Labor & Statistics website, the Texas Workforce Commission websites, and CCR TEKS are some of the resources used to promote career assessment and exploration. 7th-grade lessons on careers were introduced this school year. Eighth-grade students participate in a CTE Expose each spring, where they go through a "speed dating" activity to meet all CTE instructors and learn about the various POS. During our CLNA, students expressed the desire to have a more in-depth view of each program to make a more informed decision about their POS choice.

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Part 7: Summary

LEAs will merge the analyses outlined above into one set of findings.

1. Describe the LEA's overall mission and vision for CTE programming.

The overall mission and vision for CTE programming in Plainview ISD is that all children can learn and should be challenged beyond their learning. The mission of the Career & Technical Education Department is to communicate strategies that adequately and appropriately inform parents and students of educational CTE opportunities offered to all students within our district and provide opportunities to refine and expand CTE offerings to meet the needs of our community and business partners. District and campus personnel will provide resources necessary to guide students in career pathways, including a rigorous curriculum leading to Industry-Based Certifications and post-secondary education for career-ready graduates.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

2. List the top (three-five) CTE priorities over the next four-years.

The top four CTE priorities over the next four years are:

1. Increase the number of offered industry-based certifications and licensure exams in alignment with students' programs of study and ensure teachers have the necessary resources to prepare students to pass the certification tests.
2. Increase and strengthen our partnerships with community business and industry leaders to provide more quality work-based experiences for our CTE students.
3. Review the district POS current offered and find ways to better align with the Workforce Development Area Labor Market Information. This includes finding ways to interest students in POS that students may not be familiar with.
4. Identify ways to bring in professional development opportunities specific to the needs of our CTE staff and students.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

3. List the top three most aligned CTE programs of study based on regional labor market information and the plan for continuing support or expansion of these programs.

The three most aligned programs of study based on the workforce development areas in the Labor Market Information 2020-2030 are Health Science, Business (Health Care Therapeutic/Diagnostic POS) Business, Marketing, & Finance (Business Management POS) and Information Technology (Cybersecurity POS and Web Development POS). We will continue to enlist the advisory committee members and community partners to strengthen programs and provide mentors, resources, and workplace experience for our staff and students. We will continue educating our incoming high school students about our programs of study and provide them with more in-depth information on each. We will work to add courses and increase our choices for IBCs.

TEA Use Only

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4. List the three least aligned CTE programs of study and the plan for transforming or retiring these programs of study.

The district's programs of study have occupations that fall within the high growth/high demand category. Our Agriculture, Food, & Natural Resources Cluster is our #2 cluster. We offer POS in Animal Science, Plant Science, and Ag Mech. According to the workforce data there are few occupations in the high growth/high wage category, but we are an agricultural community and will continue to grow this program. Hospitality and tourism is growing in our district with an increased number of course requests for culinary and there are high-demand/high-wage occupations listed on the workforce data, but the growth rate among all is 32% or less. Law & Public Service is #1 on LEA Rank but has a growth rate of less than 30% in all occupations listed. We will continue with these programs of study while exploring the possibility of adding an Energy Cluster.

TEA Use Only

CTE Review: ☐ Accept ☐ Decline Pending Edits

5. List the LEA's three lowest performance indicators for CTE learners and unique strategies to address each need to improve the student performance indicators.

The lowest performance indicators are 1S2 - Extended -Year Graduation rate were we are tied with the state at 98%, 2SI - Academic Proficiency in Reading/Language Art, and 2S3 Academic Proficiency in Science. When you compare the performance of CTE learners with non-CTE learners on accountability, the CTE learners outperform the non-CTE learners in all indicators. The problems we are experiencing are not specific to CTE learners but to all students. The LEA will identify ways to provide cross-curricular training to support reading, math, and science skills through application scenarios in CTE. Its We will analyze student EOC results, and find opportunities in CTE to strength math, reading, and science. The district will also provide instructional support to help staff build relationships and create safe learning environments where student dialogue can occur related to the information being learned in class. Counselors and Special Popuatations representatives will meet individually with students to ensure they are staying on path to graduate. The LEA will track grades and intervene if students fall behind in an effort to increase graduation rate.

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Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Rachel	Middle Initial:	Last Name: Long	Title: Assistant Superintendent of Secondary Ed			
Phone: 806-293-6191	Ext: 6191	E-Mail: rachel.long@plainviewisd.org				

Part 9: Certification and Incorporation

Certification and Incorporation Statement (Only the legally responsible party may submit this report.)					
I hereby certify that the information contained in this Special Collections Report is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to submit this data. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; provisions, assurances, and certification requirements; and the schedule submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.					
Authorized Official		Select Contact:	Select One	or	Add New Contact
First Name: HT	Middle Initial:	Last Name: Sanchez	Title: Superintendent		
Phone: 806-293-6000	Ext: 6191	E-Mail: rosie.licerio@plainviewisd.org			
Submitter Information					
First Name: Doris		Last Name: Chapa			
Approval ID: doris.chapa		Submit Date and Time: 06/03/2024 03:35:12 PM			