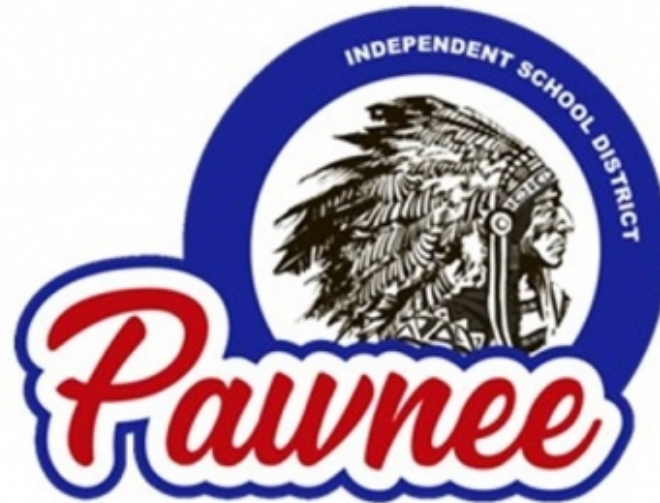


Pawnee Independent School District

District Improvement Plan

2023-2024

Accountability Rating: B



Board Approval Date: October 10, 2023
Public Presentation Date: October 10, 2023

Mission Statement

Pawnee ISD's Mission is to:

Positively impact the destiny of our students and community.

Achieve the impossible!

Work hard.

Never give up!

Encourage those around you!

Engage in life long learning

Vision

Pawnee ISD is a destination for tomorrow's future leaders, where opportunity, excellence and innovation is on the forefront of rigorous learning. A school district where all students and staff learn, lead, and succeed, daily in an ever-changing world.

Value Statement

Pawnee ISD believes every student and staff member should be given the opportunity to pursue their individual dreams by receiving a well rounded education. Pawnee strives to provide these opportunities through innovation programs and project based learning. In addition, Pawnee ISD strives to provide excellence in education for all students and staff.

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Comprehensive Needs Assessment

Revised/Approved: October 10, 2023

Demographics

Demographics Summary

#1, 2, and 3

Pawnee ISD is a diverse group of students, faculty, and community partners that all bring their own unique experiences to the campus. The campus engages with an array of partners to include local families, businesses, and organizations as well as partners outside our geographic boundaries that all support the overall goal of preparing every student for a successful future. Stakeholders from our community and surrounding area are invited to participate and contribute in the development of the campus improvement plan. In many cases, stakeholder input is a result of various meetings that occur throughout the course of the school year. These meetings are not necessarily identified as campus improvement meetings, but rather meetings pertaining to other aspects of the district. The knowledge and input that comes from these individual meetings with the various individuals, groups, and/or organizations prove to be invaluable as we develop our campus improvement plan. The campus improvement plan is developed around the over-arching philosophy of the district which is to provide an innovative curriculum with instructional programs and services that’s designed to maximize each student's potential and to further prepare them for post-secondary experiences.

Student Demographic Data (2020 – 2023)				
	2020-21	2021-22	2022-23	Percent Gain/Loss
White	17%	17%	15%	-2%
Hispanic	82%	70%	63%	-19%
Black	1%	10%	19%	+18%
Male	51%	51%	48%	-3%
Female	49%	49%	52%	+3%
Eco. Dis.	83%	88%	89%	+6%
SpEd	10%	7%	6%	-4%
At-Risk	39%	16.9%	23%	-16%
GT	4%	1.4%	0.86%	-3%
CTE	0%	0%	2%	+2%
ELL	2%	0.7%	0.4%	-1.6%
Enrollment	315	564	465	+150
Mobility Rate	12.7%	-	-	-
Drop-out	-	-	-	-

Student Demographic Data (2020 – 2023)				
Attendance	96.8%	89%	94.02%	-2%

15

The Attendance rate for the 2022-2023 school year at the end of the first semester was 94.02%. The overall percentage has remained steady with only a slight decrease over the last few years. In order to promote attendance, the school uses an attendance and tardy tracking system that generates weekly notification letters to parents/guardians notifying them of excessive unexcused absences that may lead to truancy or absences that violate the 90% attendance requirement. By implementing this notification and warning system we are hopeful that it will lead to an increase in the overall attendance numbers. Implementation of a firm policy that states when a student fails to attend school without excuse on ten or more days or parts of days within a six-month period in the same school year, the campus shall within ten school days of the student's tenth absence refer the student to a truancy court will help in curbing truant behaviors and help to increase our attendance rate. We have a need to be able to provide parents with immediate notification of unexcused absences so that they are aware of the unexcused absence and serve as a reminder for parents to provide the district with proper documentation for the absence/s.

#16

There is not an adequate number of discipline referrals to obtain sufficient discipline data.

#18

Student Groups enrolled at Pawnee ISD for the 2021-2022 School Year	
Migrant	0%
Homeless	3.4%
Special Education	5.4%
English Learners	0.8%
At-Risk	16.9%

In analysis of the 2021-2022 school year, we have 17 students in the District that have been determined to be homeless. The majority of the district's homeless population stem from students enrolled in our Head Start program at satellite campuses throughout the state. With the bulk of our homeless students not residing in Pawnee ISD school boundaries, there is a need for us to ensure that required services are provided to all of our identified homeless students. For these students, the district has a number of services that are available such as designating a staff member to act as a liaison in order to provide the proper services. In turn, they receive the appropriate professional development and technical assistance activities provided and approved by the statewide coordinator for the education of homeless children and youths. Homeless youths are identified by school personnel through outreach and coordination activities with other entities and agencies. The liaison ensures that these children have a full and equal opportunity for success by ensuring that homeless families and their children have access to and receive educational services. This includes referrals to health care, dental, mental health, substance abuse, housing, and other appropriate services. Parents and guardians of homeless children are informed of all available educational and related opportunities. Furthermore, public notice of the educational rights of the homeless is disseminated in locations frequented by parents of such children including the campus and other public places in the community that may include the U.S. Post Office or local convenience store. Moreover, the parents or guardians of homeless children are fully informed of all of the transportation services that are provided by the district and are provided all of the same educational opportunities as the rest of the student body.

For the Special Education population, the District does not differentiate discipline referrals between those of students who are classified as Special Education and those of students who are listed in the general population. The exception being if a student receiving special education services has a behavior intervention plan (BIP) in place in which case the provisions outlined in the BIP are followed. Data from our Special Education Cooperative indicates that the district has had an increase in the number of referrals for special education evaluation and thus increased the number of students receiving services. This increase in students requiring special education services may require an increase in the number of special education personnel to meet the needs of our special education population.

The district has a small population of students identified in our Gifted/Talented program. Students in our Gifted/Talented program only comprise students in 4 out of 11 grade levels. We need to ensure that we have at least one teacher in all grade levels that have the GT certification so that we can provide required services to those students without having to impose additional duties on those teachers that do have the certification. Ideally, we would like to have all teachers GT certified.

The District provides a number of services to meet the needs of English Language Learners (ELLs) such as following all accommodations set by LPAC. Currently, all ELL students have been integrated into the mainstream classrooms. In doing so, the district has required all English Language teachers to become ESL certified. However, there are still some teachers that are working on gaining their ESL certification.

For the 2021-2022 school year, the District has 16.9% of the student population that is labeled as at-risk. For students listed as at-risk, the District uses the 14 state indicator codes to determine whether a student is currently at-risk of dropping out of school. Currently, the District has a number of programs to meet the needs of these students by providing a.m. tutorials, after-school tutorial programs, educational liaisons, and in-class RtI supports to name a few.

Staff Quality, Recruitment, and Retention

(1,2,5)

Pawnee ISD's teaching staff is ethnically comprised of 56% White, 29% Hispanic, and 11% African-American educators. The gender make-up of the teaching staff is 76% female and 24% male. (2021-2022 TAPR) All teachers hold either State teacher certification in the content area they teach or have the equivalent industry-based certification/experience to teach the course/s they are assigned. Seventy-three (73%) percent of teachers have a bachelor's degree while twenty-five percent (25%) have a master's degree, one percent (1%) have a doctorate degree, and one percent (1%) have no degree. Fifty-four (54%) percent of teachers have ten years or fewer experience while 46% of our teachers have eleven years or more years' experience. (2021-2022 TAPR) From the 2022-2023 to the 2023-2024 school year, the teacher retention rate for Pawnee ISD was 80%. Pawnee ISD strives to have a culturally diverse workforce that reflects the general make-up of the district. With a high Hispanic student population in the district, the district seeks to employ highly qualified Hispanic candidates that meet employment requirements and demonstrate an ability to enhance the educational experience of our students.

(4)

Recruiting and retaining highly qualified staff continues to be a focus for Pawnee ISD. The district recruits' staff through the district website by offering incentive-based programs such as paying a stipend for staff members who have attained their master's degree in specific content areas that support our dual credit opportunities. This also includes a Teacher Incentive Allotment program in which teachers are able to earn additional stipends as a result of meeting designated growth and academic achievement goals established by the Texas Education Agency's Teacher Incentive Allotment program. Additional recruiting tools include a master's degree program in which the district pays for staff members to pursue their master's degree in a content area that supports the instruction of students in the district.

(6)

Highly effective staff are assigned to work with the highest needs students and are selected through a variety of means such as student/teacher rapport, content knowledge, and state assessment results. This allows the district to have its most effective teaching staff work with the students that have the greatest need in the district. In other words, teachers that have a proven track record of students that perform well state assessment are typically the teachers that are assigned to our intervention programs and work with students that have the most need.

(7,8)

Pawnee ISD currently does not have a teacher mentor program in place to support new teachers to the district. This is an area of need and one that will be essential to the district's goal of retaining the most highly qualified and successful staff.

(9, 10, 11)

Professional development and resources are needed for the implementation of RtI, small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources. Staff development in education has come to be viewed as indispensable. The staff development process in education has many facets. Terms include

professional growth, in-service education, continuing education, recurrent education, and on-the-job staff training. Pawnee ISD provides all facets mentioned above. Pawnee ISD teachers have the opportunity to participate in Texas Leadership grants which focus on improving e2L best practices. This also includes development in literacy instruction with programs such as Booknook, and grants such Texas Literacy, and Strong Foundations in Literacy. Additionally, the district allows teachers to sign-up for workshops and schedule visits to other classrooms for personal growth. Pawnee ISD provides opportunities for In-service training and is considered for the purposes of improving the skills and knowledge of employees, however, advanced preparation differs from in-service in terms of its goals and objectives, which are intended to anticipate future needs of the district. As of January 18, 2023, the districts professional and support staff has received on average around 6 days of professional development. Roughly, 17% of all absences have been dedicated to professional development for professional and support staff.

The growth of employee development is linked to the school district's strategic plan and how the changing school system's demographics, economic status, and present employee inventory will impact the accomplishment of stated goals and objectives. In this sense, staff development places an emphasis on organizational learning. Historically, staff development has been a reactive program. Staff development must be proactive rather than reactive; its effectiveness depends on the extent to which it is personalized and based on positive constructs. Pawnee ISD embraces this notion of proactive versus reactive. Each individual must assume the primary responsibility for his or her continuous personal growth. When this occurs, Pawnee ISD's school system truly begins to demonstrate the characteristics of a learning organization whereby the needs of the district are readily identified and teacher's initiate's steps to correct or improve the identified concerns. Staff development is developmental in that its emphasis is on a continuously growing individual. In this sense, staff development is an ongoing process as opposed to a one-time project. It focuses on projected needs and objectives that will help the school system remain creative and productive. Staff development is viewed as an important investment.

Parents and Community

29-30

Using the most recent demographic data from American Community Survey (2021), the median age for the community of Pawnee ISD is 34.2 years old. Of the total population, 63% of the residents are 20 years or older. The gender ratio is 52% female and 48% male. Demographic data indicates that the community is 64% White and 36% Hispanic. The major languages spoken in Pawnee ISD range from children 5 to 17 years old as speaking 100% English only. Additionally, 67% of adult residents of Pawnee ISD speak English only while 32% of residents speak some Spanish in the home. There are 221 households and the median household income was \$64,375. Of the 635 residents, 94% of the population has an educational attainment of high school or higher with 20% having a Bachelor's degree or higher. Additionally, Pawnee ISD is also comprised of a number of transfer students from the surrounding areas such as Karnes City, Kenedy, Three Rivers, Beeville, etc.

According to the most recent study conducted by the Census Bureau from the 2020 American Community Survey, there are 21 companies operating in and around Pawnee. From 2019 to 2020, employment in Pawnee, TX declined at a rate of -56.9%, from 58 to 25 employees. The most common job groups, by number of people living in Pawnee are Transportation Occupations, Construction & Extraction, and Sales & Related Occupations. The average driving time for people living within the district to their place of employment is 17.9 minutes. As a campus, we have chosen to interact with our local businesses by inviting them to our campus to present to our student body the benefits of embarking on a career in their specific profession. Furthermore, we have invited parents to educate our students on the benefits, skills, and educational requirements of their fields and to participate in our ADSY, Veteran's Day, Easter, and Christmas activities to name a few. We have also taken our students on numerous field trips to learn about specific professions and arts including trips to the Floating Classroom (Aransas Pass) as well as the Majestic Theater (San Antonio).

(#36 and 38)

Bee County Data (limited data for Pawnee). Census Bureau data from the American Community Survey as it relates to educational levels of parents indicates the following for the age group 25 and older:

No diploma = 25%

High School Diploma = 34%

Some College = 26%

Associate's Degree = 7%

Bachelor's Degree = 5%

Graduate or Professional Degree = 4%

Socio-economic data from the Census Bureau for households in Bee County indicate that roughly 40% of households lived at or below the current poverty level. According to the 2020 Census, Bee County saw a 2.5% decrease in population (31,861 to 31,047).

Demographics Strengths

Family participation in school related activities.

Student participation and support for Academic UIL, sports, and enrichment activities

Standardized test scores and student growth/achievement from year to year.

Ability of the district to provide free lunch to all students.

Administration, faculty, and staff that are committed to a growth mindset.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to attract and retain degreed teachers in the district. **Root Cause:** Rural location and lack of community amenities.

Problem Statement 2 (Prioritized): There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. **Root Cause:** Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 3 (Prioritized): There is a need for students in the 5th, 6th, and 7th grades to improve their Math scores on the end-of-course state assessments. **Root Cause:** Students are below grade level in their basic Math skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 4 (Prioritized): There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. **Root Cause:** Lack of Teachers to provide services to the growing number of special education students in need of services.

Problem Statement 5: Pawnee has a difficult time retaining or attracting teachers **Root Cause:** The travel distance and the lack of housing in the Pawnee area

Student Learning

Student Learning Summary

Data Analysis from STAAR Assessments from the 2021-2022 to the 2022-2023 School year at the Approaches grade level standard.

As a campus the percent of students who passed at the Approaches grade level from the total population increased from 66% to 74% for an increase of +8%. There was no English I assessment given at Pawnee ISD for the 2021-2022 school year.

Subject Area	2021-2022	2022-2023	(+/-)
Reading(3rd to 8th grade)	76	75	-1
Science (3rd to 8th grade)	57	70	+13
Social Studies (3rd to 8th grade)	63	78	+15
Math (3rd to 8th grade)	60	72	+12
English Language Arts (9th grade)	-	88	

#68 Student Groups Data Spring 2022 (Percent)

Table 1. Student Groups Data TAPR 2022-23 (Percent) Grades 3-6 Reading/ELA

	3rd Reading/ELA				4th Reading/ELA				5th Reading/ELA				6th Reading/ELA			
	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV
All Students	91	73	0	+16	69	19	6	-7	60	30	20	-20	54	31	8	-21
African Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	83	50	0	-	64	18	9	-	56	22	11		50	13	0	-
White	100	100	0	-	80	20	0	-	100	100	100		60	60	20	*
Eco Dis	86	57	0	-	64	27	9	-	60	20	0		40	10	0	-
SpEd	*	*	*	-	40	0	0	-	0	0	0		0	0	0	*
At Risk	-	-	-	-	-	-	-	-	-	-	-	-	-	0	-	-

A = Approaches, M = Meets, MS = Masters, SAV = State Average Variance, * = Masked due to small numbers

Table 1 Contd. Student Groups Data TAPR 2022-23 (Percent) Grades 7-8 Readings/ELA, 5th Science, 8th grade Social Studies, 8th Science

	7th Reading/ELA				8th Reading/ELA				5th Science				8th Social Studies/History				8th Science			
	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV
All Students	100	100	56	+23	89	67	44	+7	50	10	0	-13	78	56	33	+18	78	56	22	+6
African Am.	-	-	-	-	-	-	-	-					-	-	-	-	-	-	-	-
Hispanic	100	100	63	-	80	60	40	-	44	0	0		57	43	29		71	43	29	-
White	100	100	0	-	100	75	50	-	100	100	0		*	*	*		*	*	*	*
Eco Dis	100	100	50	-	75	50	25	-	60	0	0		40	40	20		60	20	0	-
SpEd	100	100	0	-	0	0	0	-	0	0	0		*	*	*		*	*	*	*
At Risk	-	-	-	-	-	-	-	-					-	-	-	-	-	-	-	-

A = Approaches, M = Meets, MS = Masters, SAV = State Average Variance, * = Masked due to small numbers

Table 1 Contd. Student Groups Data TAPR 2022-23 (Percent) Grades 3-6 Math

	3rd Math				4th Math				5th Math				6th Math			
	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV
All Students	91	73	18	+19	56	19	13	-13	70	30	10	-9	46	23	0	-28
African Am.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	83	50	33	-	45	18	9	-	67	33	11		38	13	0	-
White	100	100	0	-	80	20	20	-	100	0	0		60	40	0	*
Eco Dis	86	57	14	-	64	27	18	-	80	40	20		40	10	0	-
SpEd	-	-	-	-	0	0	0	-	100	0	0		0	0	0	*
At Risk	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

A = Approaches, M = Meets, MS = Masters, SAV = State Average Variance, * = Masked due to small numbers

Table 1 Contd. Student Groups Data TAPR 2022-23 (Percent) Grades 7-8 Math

	7th Math				8th Math			
	A	M	MS	SAV	A	M	MS	SAV
All Students	89	56	11	+28	78	78	44	+4
African Am.	-	-	-	-	-	-	-	-
Hispanic	88	63	13	-	60	60	20	-
White	100	0	0	-	100	100	75	-

	7th Math				8th Math			
Eco Dis	100	50	0	-	50	50	25	-
SpEd	0	0	0	-	0	0	0	-
At Risk	-	-	-	-	-	-	-	-

A = Approaches, M = Meets, MS = Masters, SAV = State Average Variance, * = Masked due to small numbers

Table 1 Contd. Student Groups Data TAPR 2022-23 (Percent) Grades High school: 9th English I, 9th Biology, and 9th Algebra I

	9th English I				9th Biology				9th Algebra I			
	A	M	MS	SAV	A	M	MS	SAV	A	M	MS	SAV
All Students	88	88	38	+17	88	63	13	-1	100	71	43	+22
African Am.	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	80	80	40		80	40	0		100	60	20	
White	100	100	33		100	100	33		100	100	100	
Eco Dis	67	67	33		67	33	0		100	67	0	
SpEd	0	0	0		0	0	0		100	0	0	
At Risk	-	-	-	-	-	-	-	-	-	-	-	-

Data depicted in Table 1 shows that for all students, we had 91% in 3rd Grade Reading/ELA, 69% in 4th Grade Reading/ELA, 60% in 5th Reading/ELA, 54% in 6th Grade Reading/ELA Reading, 100% in 7th Grade Reading/ELA, and 89% in 8th Grade Reading/ELA that met or exceeded the Approaches Grade Level Standard. In Math, we had 91% in 3rd Grade, 56% in 4th Grade Math, 70% in 5th Grade Math, 46% in 6th Grade Math, 89% in 7th Grade Math, and 78% in 8th Grade Math that met or exceeded the Approaches Grade Level Standard. In regards to Social Studies and Science, we had 78% in 8th Grade Social Studies and 78% in 8th Grade Science that met or exceeded the Approaches Grade Level Standard. In summation, all grade levels were above the state average in History, Science, Math, and Reading/ELA except for 4th, 5th, and 6th Grade Reading/ELA and 4th, 5th, and 6th Grade Math as well as 5th Science. The only High School exam that was below the state average was Biology which was 1 percentage point below the state average of 89.

Data analysis from STAAR tested subject areas from the 2021-2022 to the 2022-2023 school year shows student growth in the following areas: 4th Grade Reading/ELA (+29), 4th Math (+16), 5th Math (+7), 6th Math (+3), 7th Grade/ELA (+11), and 9th Algebra I (+14). Areas with a deficit in student growth were 3rd Reading/ELA (-6), 3rd Math (-14), 5th Grade Reading/ELA (-40), 6th Grade Reading/ELA (-25), 8th Reading/ELA (-4), 8th Math (-1), and 9th English I (-1). The only area in which a specific student group didn't show either positive or negative progress was 7th Math (0) which had the same passing rate from the previous year.

A continued focus of Pawnee ISD is to improve our Reading/ELA and Math scores with a concentrated focus on 4th, 5th, and 6th Grade Reading/ELA and Math. Subpopulation data for STAAR tested data across all grades and subjects shows that White students had 90% (+16) of students pass at the Approaches Grade Level or higher. The Hispanic subpopulation group was second in overall performance at the Approaches Grade Level standard in all tested areas with an average of 66% (-3). Third in overall performance at the Approaches Grade Level standard or higher was the Economically Disadvantaged subpopulation with 65% (+4). The lowest performing subpopulation group was Special Education students scored 22 % (-8).

#69

Data from the 2022-2023 Texas Academic Performance report shows that on average approximately 26% of all students Did Not Meet Approaches Grade Level performance on all tests.

#74

The content areas experiencing deficits on their performance on the STAAR testing at the Approaches Level over the past three years has been 5th Grade Reading (-13), 5th Grade Science (-23), 6th Grade Math (-32), 6th Reading (-29), 8th Grade Math (-12), 8th Grade Reading (-11), and 8th Grade Science (-12).

Content areas over the last three years that showed improvements in their STAAR test performance over the past three years include: 3rd Grade Reading (+45), 3rd Grade Math (+37), 4th Grade Math (+43), 4th Grade Reading (+49), 5th Grade Math (+15), 7th Grade Math (+9), and 8th Grade Social Studies (+8).

Prior to the 2022-2023 school year, assessments for 7th Grade Reading and Writing were scored separately. Therefore, there is no comparative analysis for the three year period. The score for 7th Grade Reading for the 2022-2023 school year was 100%.

#78

Achievement rates for Special Education students when compared to All students was unavailable due to the small sample size of the Special Education population.

#81

Interventions to support students who are not successful include: Tutorials, Grade Checks, Parent Conferences/Contacts, Accelerated Instruction, Summer School, ACE/Win period tutorials, Excellence period HB 4545 tutorials, and RTI.

#83

RtI will continue to be the focus of Pawnee ISD for the 2023-2024 school year. Teacher schedules will be adjusted to allow time for team teaching and to incorporate a pull-out RtI program for identified students. Pull will occur during our Excellence and WIN periods so as to not interrupt instruction in other core content classes. Our RtI program is focused on academics and is a multi-level prevention system consisting of three tiers. Students in our RtI program will fall into one of the three tiers based on EOC benchmark data. The district will rely on these data sources as they are readily available to the campus. During the 2022-23 school, Pawnee ISD invested time and energy into incorporating High Quality Instructional Materials (HQIM) as resources to implement our intervention efforts. Pawnee ISD invested in several HQIM resources approved by the Texas Education Agency to help address our need in the areas of Math and Reading intervention. Pawnee ISD utilizes Amplify, Zearn, Eureka Math, Book Nook, and Houghton Mifflin Harcourt resources for intervention. The district will continue to utilize as many of the HQIM resources available to the district in the 2023-24 school year.

The campus is still in need of a RtI screening tool for the secondary level. To date, the process for identification and placement of students in RtI has therefore been initially to review EOC data. Based on benchmark performance, students at the Masters level are identified as Tier I, students at the Meets/Approaches grade level performance are identified as Tier II, and students that Did Not Meet Approaches grade level performance are identified as Tier III. In Math and English, subsequent MAP testing is administered to students to determine the grade and skill level of each student. A program of study is then developed for each student to address individual needs. Reading Plus, Accelerated Reader, Booknook, Zearn, Eureka, Go Math, and teacher created materials are used to supplement instruction and assist students with skills deficiencies. IXL is used to supplement instruction in core subject areas and allows each student to develop the essential foundations and conceptual understanding they need to confidently move from one level to the next until they achieve grade-level success.

While the RtI model we will implement is not specifically designed to affect special education referrals, we expect that referrals will remain constant or decrease over the next year.

Student Learning Strengths

Dual Credit Courses- Individualized to student college/career goals.

Expansion of courses offered through partnership with Coastal Bend College

Academic UIL success in various events

CTE Courses

Purchase of High Quality Instructional Materials that are approved the Texas Education Agency

Partnerships with E2L, Education Service Center 2 and 3

Grants that support teacher leadership and literacy in the district

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. **Root Cause:** Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 2 (Prioritized): There is a need for students in the 5th, 6th, and 7th grades to improve their Math scores on the end-of-course state assessments. **Root Cause:** Students are below grade level in their basic Math skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 3 (Prioritized): There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. **Root Cause:** Lack of Teachers to provide services to the growing number of special education students in need of services.

Problem Statement 4: The campus is in need of an RtI screening tool for the high school level. **Root Cause:** Prior to the addition of a 9th grade, there was no prior need to conduct universal screenings at the High School level.

Problem Statement 5: There is a need for us to ensure that required services are provided to all of our identified homeless students. **Root Cause:** The bulk of our homeless students not residing in Pawnee ISD school boundaries,

Problem Statement 6: There is a need for additional special education staff to provide required IEP accommodations to students that may qualify for special education services. **Root Cause:** Increase in the number of students requiring special education services

Problem Statement 7: There is a need for English Language Arts teachers to become ESL certified. **Root Cause:** New teachers to the district that did not have ESL certification

Problem Statement 8: There is a need to provide Gifted/Talented services to students identified in the program **Root Cause:** Lack of credentialed Gifted/Talented teachers in the appropriate grade levels to provide services.

Problem Statement 9 (Prioritized): There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic

make-up of our student population. **Root Cause:** Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Problem Statement 10 (Prioritized): There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Problem Statement 11: There is a need for a new teacher mentor program in the district. **Root Cause:** Lack of policy, procedures, and rules/regulation to establish and implement a teacher mentor program.

Problem Statement 12 (Prioritized): Professional development and resources are needed for the implementation of best practices in teaching literacy.

Problem Statement 13: Professional development and resources are needed for the implementation for technology resources such Google Classroom and web-based instructional resources.

Problem Statement 14 (Prioritized): Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. **Root Cause:** Recapture payment and low enrollment

Problem Statement 15 (Prioritized): Pawnee ISD needs additional days to provide professional development. **Root Cause:** ADSY calendar requires 30 extra days of instruction.

Problem Statement 16 (Prioritized): Pawnee ISD lacks classroom space for CTE and instructional programs **Root Cause:** Lack of funding with recapture

Problem Statement 17: Pawnee has a difficult time retaining or attracting teachers **Root Cause:** The travel distance and the lack of housing in the Pawnee area

Problem Statement 18 (Prioritized): Community involvement in district initiatives is non-existent **Root Cause:** There is very little communication to the community

District Processes & Programs

District Processes & Programs Summary

#80

Personnel (District policy)

The Superintendent or designee advertises employment opportunities on the TASA website, the Pawnee ISD website, and in the local newspaper. Employment vacancy notices are also posted at the district and campus offices. The Board is committed to equal opportunity employment and to recruiting highly-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications. Personnel are placed in the positions for which employee is qualified and evaluations are conducted by the assigned supervisor. Paraprofessionals are required to meet the Paraprofessional Highly Qualified requirements. Co-op or partnership employees that provide supplemental services to students are required to employ staff that hold the appropriate certification/education to perform the job/duties contracted to perform.

#81

Professional Practices

The goal of professional development is to improve and grow faculty/staff in their specific area of expertise. Professional development is planned around identified strengths or challenges and related professional learning goals and activities as they relate to individual faculty/staff. Professional development activities may result from:

1. Evidence collected from the most recent annual performance evaluation.
2. The need for content specific improvement/growth.
3. District or campus related improvement goals.

Once the specific area of professional development is identified, specific learning goals to address the need are established. For each of the goals, specific learning activities are developed to accomplish the goal. Pawnee ISD needs to develop a plan of action to measure progress of professional development and evaluate whether the professional development was a success.

#82-83

Pawnee ISD seeks meaningful consultation from teachers and others through staff meetings, Site Based Decision-Making meetings, department meetings, and one-on-one conversations with faculty/staff. Conversations regarding staffing, course offerings, scheduling, and discipline management are all geared toward improving student achievement. The teaching staff is the primary source of input and this plays a key role in the decision-making process across the district. Their input is valued and even though at times we are not able to accommodate every wish, we welcome the input nonetheless.

#89

Pawnee ISD utilizes the TEKS Resource System curriculum for core academic courses and next school year will look to use iCEV curriculum for the majority of our Career and Technology Education courses. TCMPC TEKS Resource System is an online curriculum management system aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS Resource System's high-quality curriculum and assessment components assist schools in meeting the high standard of rigor and relevance required in the TEKS and on STAAR assessment. The iCEV curriculum provides a cloud-based curriculum that is interactive and can be accessed anytime and anywhere by students. Students have the ability to obtain industry certifications and easily explore career options through the curriculum. The high school campus utilizes Edgenuity tutorials for remediation and RtI provides students with an extra layer of support in core EOC tested subjects. Edgenuity tutorials provide standards-based instruction, practice, and review that quickly builds grade-level readiness while seamlessly remediating learning gaps down to the elementary level. The high school courses provide opportunities for student acceleration and enrichment through our dual credit

course offerings. Students will have the opportunity to obtain an associate's degree by the time they graduate from high school and through the use of the Edgenuity program, we are afforded a solution for credit/course recovery, dropout prevention, remediation, RtI, credit accrual, and whole class instruction just to mention a few. Additionally, the district uses a variety of curriculum across all content grade levels. This includes HMH (Houghton Mifflin Harcourt for Reading/ELA for K-10, Eureka Math for K-5, Go Math for 6-8, Lowman for Social Studies 6-8, and PHD (Crimsi) for Science K-8. However, there are still a number of content areas that need curriculum for the upcoming school year such as many of the lower grade levels such as 4th and 5th grade Social Studies as well as those pertaining to High School such as Math, Science, Social Studies, English, and CTE courses.

#90

Develop CTE program of study for the High School.

#92

The high school has continued to grow with the addition of a 10th grade for the upcoming school year. With the addition of subsequent grade levels, we anticipate all students from the high school will meet at least one of the CCMR criteria before graduating. Through the P-TECH grant, it will provide our students with the opportunity to earn a high school diploma while simultaneously earning an industry-based certification or associates degree.

Procedures

#97

Each year the high school strives to integrate more technology into instructional and administrative programs and while the majority of our teachers take advantage of the technology that is available to them, we still have those few that do not accept change so readily. Pawnee ISD integrates a number of technology resources into instruction ranging from Elmos, Promethean boards, to Epson projectors. Additionally, Pawnee ISD is a 2 to 1 campus that provides all students with computer access not only while they're at school, but at home as well. This helps to provide differentiation across all grade and content areas with programs such as Google Classroom. What the district lacks in technology integration is an overall vision and strategic plan for the implementation and continued use of resources that are currently available or that are coming down the pike. Technology integration is not at the forefront of all campus stakeholders and results in resistance to change. The resistance to change is likely attributed to the ever-changing landscape of technology which requires faculty/staff to constantly "upgrade" or have to learn the next "best" thing that comes along. Teachers report that they can barely get a grasp on one technology resource before another is coming down the pike.

#98

The primary data sources for school conditions for learning are the high school master and bell schedules. The district bell schedule for the 2023-2024 school year will remain the same as the 2022-23 school year. The master schedule has been developed to provide maximum opportunity for the majority of our students. We strive to provide opportunities for all students to participate in dual credit (HS), CTE, and extra-curricular activities without having to choose one over the other, but this is becoming increasingly more difficult to do as we add programs to our schedule that prepare students for life after high school. With the expansion of the High School, we plan to provide the various programs at the high school that will lead to industry-based certifications or other dual credit opportunities, we want to ensure that our students are prepared for the next chapter in their lives. The district employs an academic counselor that advises and supports our students via individual and group counseling, parent meetings, social/emotional well-being, academic advising, and career exploration that will help prepare our students as transition from elementary, middle, and secondary levels as well as into college, career, or the military.

District Processes & Programs Strengths

Processes for dual credit enrollment that have been cultivated and modified to provide maximum benefit to our students.

Attendance and tardy tracking system that notifies and updates parents daily.

Counseling program aimed at providing care to support the social/emotional well-being of our students.

Pawnee ISD utilizes site-based decision making which is a process for decentralizing decisions to improve the educational outcomes at our school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess educational outcomes of all students, determine goals and strategies to improve student achievement.

Pawnee ISD includes all stakeholders to accomplish goals and objectives for student progress.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: There is a need for English Language Arts teachers to become ESL certified. **Root Cause:** New teachers to the district that did not have ESL certification

Problem Statement 2: There is a need to provide Gifted/Talented services to students identified in the program **Root Cause:** Lack of credentialed Gifted/Talented teachers in the appropriate grade levels to provide services.

Problem Statement 3: There is a need to attract and retain degreed teachers in the district. **Root Cause:** Rural location and lack of community amenities.

Problem Statement 4: There is a need for a new teacher mentor program in the district. **Root Cause:** Lack of policy, procedures, and rules/regulation to establish and implement a teacher mentor program.

Problem Statement 5 (Prioritized): Professional development and resources are needed for the implementation of best practices in teaching literacy.

Problem Statement 6: Professional development and resources are needed for the implementation for technology resources such Google Classroom and web-based instructional resources.

Problem Statement 7: The campus is in need of an RtI screening tool for the high school level. **Root Cause:** Prior to the addition of a 9th grade, there was no prior need to conduct universal screenings at the High School level.

Problem Statement 8: There is a need for us to ensure that required services are provided to all of our identified homeless students. **Root Cause:** The bulk of our homeless students not residing in Pawnee ISD school boundaries,

Problem Statement 9: There is a need for additional special education staff to provide required IEP accommodations to students that may qualify for special education services. **Root Cause:** Increase in the number of students requiring special education services

Problem Statement 10 (Prioritized): There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Problem Statement 11 (Prioritized): Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. **Root Cause:** Recapture payment and low enrollment

Problem Statement 12 (Prioritized): Pawnee ISD needs additional days to provide professional development. **Root Cause:** ADSY calendar requires 30 extra days of instruction.

Problem Statement 13 (Prioritized): Pawnee ISD lacks classroom space for CTE and instructional programs **Root Cause:** Lack of funding with recapture

Problem Statement 14 (Prioritized): Community involvement in district initiatives is non-existent **Root Cause:** There is very little communication to the community

Perceptions

Perceptions Summary

#37

PEIMS and TAPR data indicate that the district attendance rate is at 94% for the current school year and over the past three years has hovered around the 90%-96% rate. This rate is consistent with the State average for the same time period. We do see a need in the district to work with Upbring (Pre K Program) to develop strategies to help increase attendance in those grade levels. There is no annual drop out data for the district pertaining to the secondary level. Additionally, with the district only recently adding the high school grade levels there is no secondary graduation or College, Career, and Military Readiness data to assess. Furthermore, there is only a small sample size of discipline data to assess and no clear indication of data trends. This can be attributed to the low number of student's receiving discipline referrals across the district as well the lack of discipline data from the previous school year.

#43 & 44

The district did not conduct a Pride Survey to gather student feedback from the 2021-2022 school year in regards to our current school culture. Therefore, a pride survey will be needed to assess student feedback for the 2023-2024 school year.

#45

Safety of our students is always a concern for the campus, but due to the increase in school incidents across the country it is an ever-increasing concern. With the small size of our campus and with the presence of a school resource officer, it has allowed the school campus to be supervised during changing periods and as students transition from the east and west ends of the campus. Developing a plan to adequately monitor and supervise students at all times throughout the day is a priority for the campus. While the campus has increased in size due to the addition of the High School grade levels, crime has never been a major issue of concern for the campus. The campus experiences very little person-to-person or property damage crime. Security measures for the school include keyless entry into the exterior building as well as interior keyless entry access for all classrooms. Additionally, safety measures include an exterior fence with keyless entry to two electrical gates. A security audit was conducted by a third-party agency and no deficiency measures were noted. Lastly, the district promotes the STOPit app which allows stakeholders to anonymously report any security threats ranging from bullying, harassment, violence, alcohol or drug related issues, hazing, discrimination, as well as ethics violations. Data from the 2022-2023 school year reveals that the campus had one contact with law enforcement for person-to-person crime.

#46

Currently, Pawnee ISD is projecting a 0% turnover rate for the upcoming school year. Turnover rate for the 2022-2023 school year was 20%. With the high school projected to grow, this will entail adding additional teachers to accommodate CTE programs, fine arts, and core content areas. We currently have 15 teachers on the Pawnee ISD campus.

#48

There was not a Climate report that covered the Employee opinion survey for the 2022-2023 school year. A Climate report will be something that will be needed to document and solicit employee feedback. The district solicits support and input from parents on an as needed basis as issues arise or when parent/community input is required. Parents and community members understand that we have an open-door policy and that they are free to contact the district for any reason. When meetings are conducted, sign-in sheets are used to document participation by community members or parents. Parent/guardian engagement is an area of need across the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. **Root Cause:** Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Problem Statement 2 (Prioritized): Community involvement in district initiatives is non-existent **Root Cause:** There is very little communication to the community

Priority Problem Statements

Problem Statement 1: There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments.

Root Cause 1: Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 1 Areas: Demographics - Student Learning

Problem Statement 2: There is a need for students in the 5th, 6th, and 7th grades to improve their Math scores on the end-of-course state assessments.

Root Cause 2: Students are below grade level in their basic Math skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 2 Areas: Demographics - Student Learning

Problem Statement 3: There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments.

Root Cause 3: Lack of Teachers to provide services to the growing number of special education students in need of services.

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population.

Root Cause 4: Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Problem Statement 4 Areas: Student Learning - Perceptions

Problem Statement 5: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources

Root Cause 5: Lack of a quality RtI student identification process at the secondary level.

Problem Statement 5 Areas: Student Learning - District Processes & Programs

Problem Statement 6: Professional development and resources are needed for the implementation of best practices in teaching literacy.

Root Cause 6:

Problem Statement 6 Areas: Student Learning - District Processes & Programs

Problem Statement 7: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs.

Root Cause 7: Recapture payment and low enrollment

Problem Statement 7 Areas: Student Learning - District Processes & Programs

Problem Statement 8: Pawnee ISD needs additional days to provide professional development.

Root Cause 8: ADSY calendar requires 30 extra days of instruction.

Problem Statement 8 Areas: Student Learning - District Processes & Programs

Problem Statement 9: Pawnee ISD lacks classroom space for CTE and instructional programs

Root Cause 9: Lack of funding with recapture

Problem Statement 9 Areas: Student Learning - District Processes & Programs

Problem Statement 10: Community involvement in district initiatives is non-existent

Root Cause 10: There is very little communication to the community

Problem Statement 10 Areas: Student Learning - District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 12, 2023





Goal 1: Pawnee ISD will provide all students high quality academic programming designed around best practices in education that will meet the needs of an ever-changing, diverse student population in the school year 2023-2024.

Performance Objective 1: ___ percent of students in grade 3 will perform at the Approaches Grade Level Standard or higher on STAAR Reading.
 ___ percent of students in grade 4 will perform at the Approaches Grade Level Standard or higher on STAAR Reading.
 ___ percent of students in grade 5 will perform at the Approaches Grade Level Standard or higher on STAAR Reading.

HB3 Goal

Evaluation Data Sources: 2024 STAAR and End of Course Assessment Results

Strategy 1 Details	Reviews			
Strategy 1: All core teachers will focus on academic vocabulary. Strategy's Expected Result/Impact: Improve student comprehension of content and academic language development. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Problem Statements: Demographics 2, 3, 4 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Analyze local and state assessment data. Strategy's Expected Result/Impact: Inform teacher instruction Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches Problem Statements: Student Learning 10 - District Processes & Programs 10	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor student progress on local assessments and intervention programs. Strategy's Expected Result/Impact: Identify gaps in learning. Staff Responsible for Monitoring: Teacher, Administrator Problem Statements: Student Learning 10 - District Processes & Programs 10	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Communicate best practices (standards/alignment, observation/feedback, small group instruction, differentiation) focus to campus teachers. Strategy's Expected Result/Impact: Improve teacher instructional practices. Improve teacher TTESS rating in Instruction Staff Responsible for Monitoring: Instructional Coaches, Administration Problem Statements: Student Learning 10 - District Processes & Programs 10	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Pawnee ISD will join UIL and FFA to ensure students have avenues to participate in extracurricular activities. Strategy's Expected Result/Impact: Increased Attendance Staff Responsible for Monitoring: Teacher, Coaches Problem Statements: Student Learning 14, 16 - District Processes & Programs 11, 13	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Pawnee ISD will provide curriculum resources to teachers for instruction to included library resources. Strategy's Expected Result/Impact: To increase student performance Staff Responsible for Monitoring: teachers and Principal Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: - Function 11 Instruction, - Function 12 Instructional Resources	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. Root Cause: Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.
Problem Statement 3: There is a need for students in the 5th, 6th, and 7th grades to improve their Math scores on the end-of-course state assessments. Root Cause: Students are below grade level in their basic Math skills due to learning loss suffered as a result of distance learning during the Covid pandemic.
Problem Statement 4: There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. Root Cause: Lack of Teachers to provide services to the growing number of special education students in need of services.
Student Learning
Problem Statement 1: There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. Root Cause: Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Student Learning

Problem Statement 2: There is a need for students in the 5th, 6th, and 7th grades to improve their Math scores on the end-of-course state assessments. **Root Cause:** Students are below grade level in their basic Math skills due to learning loss suffered as a result of distance learning during the Covid pandemic.

Problem Statement 3: There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. **Root Cause:** Lack of Teachers to provide services to the growing number of special education students in need of services.

Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Problem Statement 14: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. **Root Cause:** Recapture payment and low enrollment

Problem Statement 16: Pawnee ISD lacks classroom space for CTE and instructional programs **Root Cause:** Lack of funding with recapture

District Processes & Programs

Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

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Problem Statement 13: Pawnee ISD lacks classroom space for CTE and instructional programs **Root Cause:** Lack of funding with recapture

Goal 1: Pawnee ISD will provide all students high quality academic programming designed around best practices in education that will meet the needs of an ever-changing, diverse student population in the school year 2023-2024.

Performance Objective 2: Pawnee ISD will provide 100% of its faculty and staff with high quality staff development and trainings during the 2023-2024 school year.

High Priority

HB3 Goal


Evaluation Data Sources: TEKS Resource Management System, along with lesson planning, and MAPS, STAAR results.


Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administration will evaluate all professional development trainings to ensure it aligns with district goals and student progress measures.</p> <p>Strategy's Expected Result/Impact: Student growth thru highly qualified teachers training</p> <p>Staff Responsible for Monitoring: Principal and instructional coaches</p> <p>Problem Statements: Student Learning 9, 10, 12 - District Processes & Programs 5, 10 - Perceptions 1</p> <p>Funding Sources: - Function 13 Instructional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide professional development to teachers in the areas of Standards/Alignment, Observation/Feedback, Small Group Instruction, Differentiation and other areas that will build capacity in our teaching staff.</p> <p>Strategy's Expected Result/Impact: Improved TTESS scores. Student growth on local program assessments and STAAR/EOC. Provided job related knowledge/skills if designated focus areas.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coaches</p> <p>Problem Statements: Student Learning 12 - District Processes & Programs 5</p> <p>Funding Sources: Travel, Professional Development - Function 13 Instructional Development</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide staff with opportunities for career advancement through additional education and training.</p> <p>Strategy's Expected Result/Impact: More highly qualified staff.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 9, 10 - District Processes & Programs 10 - Perceptions 1

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 9: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. **Root Cause:** Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Problem Statement 12: Professional development and resources are needed for the implementation of best practices in teaching literacy.

District Processes & Programs

Problem Statement 5: Professional development and resources are needed for the implementation of best practices in teaching literacy.

Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Perceptions





Problem Statement 1: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. **Root Cause:** Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Goal 1: Pawnee ISD will provide all students high quality academic programming designed around best practices in education that will meet the needs of an ever-changing, diverse student population in the school year 2023-2024.

Performance Objective 3: Pawnee ISD teachers will use assessments such as MAP, STAAR, CLI, and Amplify to track all student progress and growth in all grade levels.

High Priority

Evaluation Data Sources: MAP, STAAR, CLI, And Amplify.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data analysis using student assessments to guide Best Practices, SGI, RTI and tutorials for all student progress including all sub populations: SPED, 504, LEP and GT.</p> <p>Strategy's Expected Result/Impact: To see educational gaps close across all sub-populations</p> <p>Staff Responsible for Monitoring: Teachers , instructional coaches, counselors and Principal</p> <p>Equity Plan</p> <p>Problem Statements: Demographics 2, 4 - Student Learning 1, 3, 10 - District Processes & Programs 10</p> <p>Funding Sources: - Function 11 Instruction, - Function 31 Counseling</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. Root Cause: Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.</p>
<p>Problem Statement 4: There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. Root Cause: Lack of Teachers to provide services to the growing number of special education students in need of services.</p>
Student Learning
<p>Problem Statement 1: There is a need for students at the 5th grade level to improve their reading and writing scores on the end-of-course state assessments. Root Cause: Students are below grade level in their basic reading and writing skills due to learning loss suffered as a result of distance learning during the Covid pandemic.</p>
<p>Problem Statement 3: There is a need to increase the performance of our Special Education population in relation to the other student subgroups on their end-of-course state assessments. Root Cause: Lack of Teachers to provide services to the growing number of special education students in need of services.</p>
<p>Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources Root Cause: Lack of a quality RtI student identification process at the secondary level.</p>

District Processes & Programs





Problem Statement 10: There is a need to provide professional development and resources for the implementation of and RtI program that addresses the needs of students primarily in Reading and Math at the secondary level. small group instruction, literacy, and for technology resources such Google Classroom and web-based instructional resources **Root Cause:** Lack of a quality RtI student identification process at the secondary level.

Goal 2: Pawnee ISD will recruit and retain 100% of highly qualified faculty and staff in the 2023-2024 school year.

Performance Objective 1: To pay competitive salaries.

High Priority

Evaluation Data Sources: Teacher, Staff, and Administrator salary schedules

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain up to date employee job duties and descriptions for all positions in the district. Strategy's Expected Result/Impact: Human Resource department will create and update staff manual of job duties and descriptions Staff Responsible for Monitoring: HR Department Problem Statements: Student Learning 9 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Pawnee ISD will continue to provide incentives (TIA, Master Degrees, Stipends, ETC) to hire and retain highly qualified teachers and staff. Strategy's Expected Result/Impact: Increase of highly qualified teachers and staff will increase student progress in the classrooms and on state assessments. Staff Responsible for Monitoring: teachers, staff, administrators Problem Statements: Student Learning 14, 15 - District Processes & Programs 11, 12 Funding Sources: - Function 11 Instruction, - Function 36 Extra-curricular</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 9: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. Root Cause: Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.</p>
<p>Problem Statement 14: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>
<p>Problem Statement 15: Pawnee ISD needs additional days to provide professional development. Root Cause: ADSY calendar requires 30 extra days of instruction.</p>
District Processes & Programs
<p>Problem Statement 11: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>

District Processes & Programs

Problem Statement 12: Pawnee ISD needs additional days to provide professional development. **Root Cause:** ADSY calendar requires 30 extra days of instruction.

Perceptions





Problem Statement 1: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. **Root Cause:** Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Goal 2: Pawnee ISD will recruit and retain 100% of highly qualified faculty and staff in the 2023-2024 school year.

Performance Objective 2: Utilize multiple methods to attract applicants to districts

High Priority

Evaluation Data Sources: Number of applicants

Strategy 1 Details	Reviews			
Strategy 1: Use social media to attract prospective qualified staff Strategy's Expected Result/Impact: to employ highly qualified teachers Staff Responsible for Monitoring: CFO and Principal Problem Statements: Student Learning 9, 14 - District Processes & Programs 11 - Perceptions 1 Funding Sources: - Function 41 General Administration, - Functional 23 School Leadership	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 9: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. Root Cause: Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.
Problem Statement 14: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment
District Processes & Programs
Problem Statement 11: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment
Perceptions
Problem Statement 1: There is a need to employ highly qualified candidates in vacant positions that allow our teaching and support staff to more resemble the ethnic make-up of our student population. Root Cause: Lack of qualified applicants applying to a small rural school district with limited housing and community amenities.

Goal 2: Pawnee ISD will recruit and retain 100% of highly qualified faculty and staff in the 2023-2024 school year.

Performance Objective 3: Pawnee ISD will continue to be a district of Innovation where additional educational programs provide opportunities to students.

High Priority

Evaluation Data Sources: Principal, Teachers, and Superintendent

Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will continue to seek out programs that enrich the CCMR areas of study to offer students additional pathways to state certifications</p> <p>Strategy's Expected Result/Impact: to increase attendance and/or to retain students in Pawnee ISd moving into high school grades 11th and 12th</p> <p>Staff Responsible for Monitoring: Principal, Counselor, and Superintendent</p> <p>Problem Statements: Student Learning 14, 16 - District Processes & Programs 11, 13</p> <p>Funding Sources: - Function 11 Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 14: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>
<p>Problem Statement 16: Pawnee ISD lacks classroom space for CTE and instructional programs Root Cause: Lack of funding with recapture</p>
District Processes & Programs
<p>Problem Statement 11: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>
<p>Problem Statement 13: Pawnee ISD lacks classroom space for CTE and instructional programs Root Cause: Lack of funding with recapture</p>





Goal 3: Pawnee ISD will provide a safe and secure environment that is conducive to learning a 100% of the time in the School Year 2023-2024.

Performance Objective 1: Pawnee ISD will create a safe learning environment that complies with state mandates regarding safety and security.

High Priority

HB3 Goal

Evaluation Data Sources: House Bill 3 Mandates, TEA submissions

Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will grow the Guardian by increasing the number of employees trained and licensed to carry</p> <p>Strategy's Expected Result/Impact: Provide a safe and secure learning environment</p> <p>Staff Responsible for Monitoring: Principal, Superintendent, and School Board</p> <p>Problem Statements: Student Learning 14 - District Processes & Programs 11</p> <p>Funding Sources: - Function 52 Security and Monitoring Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 14: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>
District Processes & Programs
<p>Problem Statement 11: Pawnee ISD has limited funding sources for additional facilities, FTE's and academic programs. Root Cause: Recapture payment and low enrollment</p>

Goal 3: Pawnee ISD will provide a safe and secure environment that is conducive to learning a 100% of the time in the School Year 2023-2024.

Performance Objective 2: Pawnee ISD will maintain facilities and playground to address safety and security.

Evaluation Data Sources: State regulations and mandates





Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will maintain safety and security of all buildings and playgrounds.</p> <p>Strategy's Expected Result/Impact: to provide a safe environment for students and staff who are required to move to and from the any of the campus facilities outside the main building.</p> <p>Staff Responsible for Monitoring: Principal and Superintendent</p> <p>Funding Sources: - Function 51 Facilities Maintenance and Operations</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Pawnee ISD will provide a safe and secure environment that is conducive to learning a 100% of the time in the School Year 2023-2024.

Performance Objective 3: Pawnee ISD will explore options for more reliable security presence in the district

High Priority





Evaluation Data Sources: MOU's, Local Agreements, Data analysis for police officers presence on campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will look at options of a dedicated SRO, District Police Department, or increased partnership with surrounding counties or school district to share resources.</p> <p>Strategy's Expected Result/Impact: Increased security</p> <p>Staff Responsible for Monitoring: Principal and Superintendent</p> <p>Funding Sources: - Function 52 Security and Monitoring Services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Pawnee ISD will provide a safe and secure environment that is conducive to learning a 100% of the time in the School Year 2023-2024.

Performance Objective 4: Pawnee ISD will provide the nurse with resources to ensure students are healthy.

Evaluation Data Sources: Nurse referrals





Strategy 1 Details	Reviews			
Strategy 1: The Pawnee Nurse will be provided resources to maintain student well-being Strategy's Expected Result/Impact: Increased Enrollment Staff Responsible for Monitoring: Nurse Funding Sources: - Function 33 Health Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Pawnee ISD will maintain bus fleet for transportation purposes for all school activities Strategy's Expected Result/Impact: Increased participation and attendance Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Pawnee ISD will maintain the entire bus fleet for repairs and replacement cost of fleet Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Principal Funding Sources: - Function 34 Student Transportation	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Pawnee ISD will engage and invite key stakeholders input in decision making related to programs, activities, and policies that affect the district during the 2023-2024 school year.

Performance Objective 1: Pawnee ISD will look at starting more CTE programs based on community needs and student interest.

High Priority





Evaluation Data Sources: DEIC meetings and agendas, Student interest surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will Repair buildings and provide facilities upkeep, in addition technology/software that allows for new or maintain instructional programs.</p> <p>Strategy's Expected Result/Impact: Increased space for classrooms and CTE Programs for increased student enrollment.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Counselor, and Superintendent</p> <p>Funding Sources: - Function 51 Facilities Maintenance and Operations, - Function 53 Data Processing, - Function 81 Facilities and Construction, - Function 11 Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Pawnee ISD will engage and invite key stakeholders input in decision making related to programs, activities, and policies that affect the district during the 2023-2024 school year.

Performance Objective 2: Pawnee ISD will become members of state organizations that increase student involvement.

Evaluation Data Sources: Membership rosters and paid dues

Strategy 1 Details	Reviews			
<p>Strategy 1: Pawnee ISD will join UIL and FFA to ensure students have avenues to participate in additional extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increase enrollment and student participation</p> <p>Staff Responsible for Monitoring: Teachers Coaches, Principal</p> <p>Funding Sources: - Function 36 Extra-curricular</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

District Education Improvement Committee

Committee Role	Name	Position
Administrator	Anthony Annis	Superintendent
Administrator	Raymond Robinson	Principal
Classroom Teacher	Mark Baker	Teacher
District-level Professional	Clay Wolff	CFO
Non-classroom Professional	Katy Wiatrek	Instructional Coach
Classroom Teacher	Tiffany Dzuik	Classroom teacher
ACE	Kelly Fields	After School Coordinator
Classroom Teacher	Sheri Kasper	Teacher
Classroom Teacher	Hannah Lyssy	Teacher
Classroom Teacher	Jennifer Pruski	Teacher
Community Representative	Abby Brown	Community Memeber
Parent	Carrie Washburn	Parent

District Funding Summary

Function 13 Instructional Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	2	2	Travel, Professional Development		\$0.00
Sub-Total					\$0.00
Function 11 Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	3	1			\$0.00
2	1	2			\$0.00
2	3	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Function 12 Instructional Resources					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
Sub-Total					\$0.00
Functional 23 School Leadership					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Function 31 Counseling					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Function 33 Health Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$0.00
Sub-Total					\$0.00

Function 34 Student Transportation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	3			\$0.00
Sub-Total					\$0.00
Function 36 Extra-curricular					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
4	2	1			\$0.00
Sub-Total					\$0.00
Function 41 General Administration					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
Sub-Total					\$0.00
Function 51 Facilities Maintenance and Operations					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
4	1	1			\$0.00
Sub-Total					\$0.00
Function 52 Security and Monitoring Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	3	1			\$0.00
Sub-Total					\$0.00
Function 53 Data Processing					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00
Function 81 Facilities and Construction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00