

Petrolia Consolidated Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: December 18, 2017
Public Presentation Date: December 18, 2017

Mission Statement

In partnership with parents, teachers, and students, the mission of the Petrolia Consolidated Independent School District is to ensure a positive, supportive, nurturing environment in which to educate all students through a commitment to quality and high standards

Vision

The Petrolia CISD will continually remain a high performing School District that provides a well-balanced curriculum in an environment that addresses the needs of the whole child.

Comprehensive Needs Assessment

Needs Assessment Overview

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Demographics

Demographics Summary

Based on available spring 2017 data:

Total Students = 524

Economically disadvantaged students = 52.5%

Number of ELL students = .8%

At-risk population = 14.1%

Mobility rate = 13.2

SPED population = 9.7%

African American = .4%

Hispanic = 11.3%

Two or more Races = 4.6%

White = 82.4%.

Elementary Class size 18-20 students per teacher

Secondary Class Size 10-12 students in core subjects

Demographics Strengths

1. Attendance rate < 95%
2. Student/Teacher ratio is in a benefit to the students.

3. A transfer bus from Wichita Falls is provided to students to and from school daily.
4. The RTI program services many students daily. Teachers and an RTI specialist work on individual needs with students. This has helped close the learning gaps.

Student Academic Achievement

Student Academic Achievement Summary

SPED students are provided services through three models: Co-Teach, Facilitated Support, and Resource.

Co-Teach has been implemented in Math and Reading across the district. Other services are provided in order to meet student needs. Petrolia CISD changed their SPED structure this year due to low state exam results. Students were low performing in all areas.

We have also implemented PLCs and SST meetings in order to monitor instruction and student growth. Our focus is on the progress measure, rather than pass rate.

Student Academic Achievement Strengths

1. For the 2016-17 school year both campuses met standard on the TEA Accountability report for STAAR testing.
2. Tutorials are offered to struggling students and STAAR boot camps are provided for all students.
3. Student success is also evidenced by a 100% graduation rate.

Comprehensive Needs Assessment Data Documentation

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


Goals




Goal 1: Petrolia CISD will provide a curriculum and instructional program that will prepare students to achieve academic excellence.






Performance Objective 1: Annually disaggregate all student achievement data and develop a detailed plan with specific strategies to address each deficiency.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Mar	June
<p style="text-align: center;">System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 -improve tier I instruction -Director of Student Services -coteach and facilitated model for SPED in order to improve scores for Fed and State requirements (Rdg and Math) -tutors to assist core teachers with supplemental instruction focusing on writing, science, reading, and math for ALL students to improve test scores and to satisfy Fed and State requirements. - supplies will be needed for tutoring. -subs to assist in classrooms while teachers work in small groups with students. -supplemental teachers and paras to assist students with writing, science, rdg, and math. Tier 3 instruction targeting students who may be needing SPED services. -Added Tier 3 interventionist teacher. -tutorial time embedded into student schedules.</p>	<ul style="list-style-type: none"> -Director of Student Services -ELL teacher -SPED teachers -tutors -campus administrator -all staff -substitute teachers 	<ul style="list-style-type: none"> -STAAR results -TELPAS results -PLC data -SST minutes/notes 			

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Staff attends Prof Dev as required to provide newest strategies for students. Tutorials for intervention are implemented daily with data from PLCs to drive Tier 2 & 3 and small group instruction to improve test scores for student achievement in all core areas and to satisfy Fed and state requirements. Structured transitions Weekly review for Tier placement Consistent progress monitoring of all students ELL students need to make gains in Rdg, Math, and Wrtg to meet Fed and State requirements. Teachers will use intervention periods to target instruction and provide additional support to students through small group instruction. All teachers incorporate technology to assist with daily instruction targeting science, writing, math and rdg.</p>	<p>-Petrolia CISD staff -District staff to provide training</p>	<p>-STAAR results -TELPAS results -TPRI results -PLC data - SST data</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 3 CSF 4 CSF 5</p> <p>3) With the guidelines making it necessary that all paraprofessionals and teachers have Highly Qualified status, the campus will ensure that all students are instructed by HQ staff. The district will employ only highly qualified teachers when possible and all teachers will take advantage of continuing education opportunities in their teaching field. The district will provide appropriate notifications to parents, as required by the state of the HQ status if all staff does not meet HQ status. Any non-qualified staff member must follow a district developed certification plan. Teachers new to the teaching profession are given a mentor. Provide a positive, inviting atmosphere for staff and students.</p>	<p>-Campus Admin -District Admin -Mentor Teachers -HQ personnel</p>	<p>Retention of effective teachers</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>4) Implementation of technology - Google Docs - monthly technology instruction to improve science and writing scores -Lesson plans are submitted on Google Drive (with implementation of Fundamental 5, Framework, and Marzano models)</p>	<p>-Petrolia CISD staff -District staff -Reg 9 staff</p>	<p>improved scores on standardized testing more engaging lessons/activities teachers use of time</p>			

<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>5) Provide a Physical Education program and fitness curriculum that promotes healthy eating and regular exercise</p>	<p>Coaches and PE teacher</p>	<p>Daily PE Training and Athletics Results of Annual Fitness Gram Overall Fitness and Wellness of Students</p>			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>6) 6) Accelerated instruction classes will be established to aid students who have not been successful. Tutorials will focus on deficiencies provided in Eduphoria. Categories unique to the struggling students on 2016 STAAR/EOC and campus CBA and district Benchmark data will be addressed in these classes. Istation Reports, Think Through Math, FCRR and weekly assessments will help teachers identify and pinpoint students who are struggling and require interventions. African American students were identified in Reading as not meeting state requirements. These computer generated programs will aid and benefit AA students and track progress.</p>	<p>Principal Teachers Counselors District Curriculum Specialists Region IX Education Service Center</p>	<p>STAAR scores CBA scores (developed at campus) Benchmarks TPRI PLC data SST data</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>7) Students will be evaluated and provided with services in special programs such as Dyslexia Treatment Program, Pregnancy Related Services, and the Gifted and Talented Program.</p>	<p>Principal Dyslexia Teacher Director of Student Services Lead Teacher Diagnostician Counselor</p>	<p>STAAR mastery (Level II) CBA data formative assessments SST information</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>8) Federally funded teaching positions will lower student/teacher ratio and provide more individualized attentions to students in an attempt to increase achievement.</p>	<p>Federally funded teaching positions will lower student/teacher ratio and provide more individualized attentions to students in an attempt to increase achievement.</p>	<p>The teachers/paraprofessionals paid with federal funds will be verified by completing the required documentation which indicates the percentages of funds used to pay the salary. Time and effort documentation is required for any teacher whose salary is funded with less than 100% of a supplemental fund.</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>9) Teachers paid with supplemental federal funds are necessary to teach students. 2016 STAAR/EOC scores indicate that they are in need of accelerated instruction in order to increase their performance in reading, math, science and writing.</p>	<p>Principal Teachers District Level Support</p>	<p>Increased performance of targeted students</p>			
<p>System Safeguard Strategy</p>	<p>Principal</p>	<p>Increased performance of targeted students</p>			

PBMAS

Critical Success Factors

CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7

10) The District Site Based Decision Making Committee (SBDM) will review all data related to State Accountability and NCLB accountability performance standards. The committee will focus on all areas; but for AYP a special focus will be given to the all student subgroup and economically disadvantaged subgroup. All students in all groups will meet performance standards across all measures indicated.

The students in all groups related to Adequate Yearly Progress will meet the performance standard set in math and reading/ELA (TEA waiver pending). All information discussed at the District SBDM meetings must be shared with other staff members in a timely manner.

The District SBDM Committee will develop a comprehensive needs assessment to address the multiple components of increasing student performance.

Development of strategies or actions will begin by sharing information and including participation of teachers, administrators, parents, community members, and students.

Areas to be reviewed are as follows:

- Achievement levels
- Demographics
- Campus culture and climate
- Staff quality/professional development
- Curriculum, instruction, assessments
- Family and community involvement
- School organization
- Technology

The district will review the 16-17 state accountability system and the effect the four areas of the performance index framework will have on the campus performance ratings. The new set of student achievement indicators disaggregated by 1. Student Achievement; 2. Student Progress

3. Closing Performance Gaps;




4. Post-secondary Readiness will be included in the rating of 1. Met Standard; 2. Met Alternative Standard; 3. Improvement Required.






Petrolia Elementary and JH/HS met standard in all domains.


SPED population continue to score lower than their peers. Petrolia CISD is moving to a Co-Teach model and Facilitated Support model.



Teachers
District Level Support



<p>Students will be monitored in order to pinpoint data and improve test scores in order to meet Fed and State requirements.</p> <p>Teacher groups and Leadership groups will attend Marzano's Highly Reliable Schools training next year. This staff development is ongoing throughout the year.</p> <p>Teacher team will attend Marzano's Art and Science of Teaching (ASOT) next year. The strategies and knowledge gained from the ongoing trainings will increase Reading and Math scores with a focus on Writing and Science. These scores must improve to meet Fed and State guidelines.</p>					
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>11) Provide professional development opportunities so that the most updated teaching and learning techniques are implemented to increase student achievement.</p>	<p>Curriculum Support Staff Teachers Principals District Administration Reg 9 Staff</p>	<p>Walk -Through Evaluations T-TESS evaluations</p>			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>12) Eduphoria will compile and analyze data from common assessments and district benchmark exam and CBAs in foundation areas which are assessed. Teachers will utilize data to identify trends in STAAR reporting category.</p>	<p>Principal RtI Instructors Business manager Reading Teachers</p>	<p>Daily Progress in Reading Satisfactory Grades in Reading Higher Passing Averages in STAAR Reading</p>			
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>13) The Director of Student Services will assist/monitor the initiation and review the Tier 3 process for identified students. Homeroom Teachers will strengthen Tier I and Tier II with the director's assistance. Director and HR Teachers will devise strategies to assist students in performing at a higher level in math and reading. This will be completed with small group/centers implementation. This will continue to support Tier II intervention strategies for students struggling in core academic areas. A survey was issued to staff in order to identify strengths and weaknesses of our current RTI program. Region IX will be providing training/support in order to better address the strengths/weaknesses of our current program.</p>	<p>Principal Director of Student Services Teachers Counselor Instructional Coaches Region IX Education Service Center</p>	<p>Academic weaknesses in areas where difficulties occur will be identified and addressed in a timely manner through monthly SST mtgs.. Each teacher will disaggregate student data and create a class list from Eduphoria in order to know where each student needs are to make improvements.</p> <p>Teachers and Instructional Coaches will use progress monitoring to oversee the growth of students identified as Tier II and Tier III students.</p>			

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>14) Maintain STAAR, STAAR Alt, expectations and share accountability for objectives between special education and regular education teachers. Implement Co-Teach with Math and Reading across the district with SPED and GEN ED staff</p>	<p>Principal Teachers Diagnostician Special Ed Teacher Reg 9</p>	<p>Progress will be measured with common formative assessments, benchmarks, STAAR results, and at teacher discussions at scheduled meetings.</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 6</p> <p>15) The district will make a concerted effort to develop, discuss, and implement plans to improve STAAR math, reading, science, writing scores for all students with special education needs.</p>	<p>Principal Teachers Diagnostician Special Ed Teacher</p>	<p>Monitor student progress weekly</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 6</p> <p>16) The Texas Education Code, §38.101 and §38.103, requires that the fitness levels of all students in grades 3-12 enrolled in a physical education course or any substitute course or activity be assessed at least once annually and that school districts submit the results to the Texas Education Agency (TEA) each school year.</p>	<p>PE staff Coaches Campus Admin</p>	<p>Active engagement in class Scheduling</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 7</p> <p>17) Teachers will meet in PLC (Professional Learning Communities) groups weekly to develop strategies to improve instruction and to review common assessments. The data is used to drive instruction and place students into appropriate tiers for intervention.</p>	<p>Certified Staff Campus Admin</p>	<p>Collaborative Lessons Mindset change</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 6 CSF 7</p> <p>18) Provide professional development opportunities so that the most updated teaching and learning techniques are implemented to increase student achievement.</p>	<p>Curriculum Support Staff Teachers Principals District Administration</p>	<p>The staff will constantly monitor each student achievement level in English Language Arts, Mathematics, Science, and Writing. Staff will use the data provided by teacher made assessments, observations, and PLC discussions to assess and implement the appropriate interventions.</p>			

<p align="center">System Safeguard Strategy Critical Success Factors CSF 7</p> <p>19) With the guidelines making it necessary that all paraprofessionals and teachers have Highly Qualified status, the district will ensure that all students are instructed by HQ staff. The district will employ only highly qualified teachers and all teachers will take advantage of continuing education opportunities in their teaching field. The district will provide appropriate notifications to parents, as required by the state of the HQ status if all staff does not meet HQ status. Any non-qualified staff member must follow a district developed certification plan. Teachers will add research-based teaching to their knowledge through staff development Teacher certification and staff development certificates will be periodically reviewed by campus and district administration</p>	<p>District Admin Principal</p>	<p>HQ Report</p>			
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue









Goal 2: Produce students that are globally competitive.

Performance Objective 1: Review best practices and develop a comprehensive plan to increase overall enrollment and minority representation in the district most challenging courses in preparation for college success.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Mar	June
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) -Tutorial Time (Intervention) schedules set for small group instruction for students to surpass minimum expectations in all subjects; targeting writing and science. -UIL participation across the district to enhance post-secondary interests and explore different activities.</p>	Petrolia Staff Campus Admin	-STAAR scores - number of students participating in after school activities -number of students participating in UIL events			
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) All staff will monitor attendance on daily basis. Students/ Parents will be contacted by many sources to improve attendance. Parent link messaging will be used to contact parents regarding student attendance along with phone calls and letters.</p>	Secretary Principal Teachers Counselor	ADA will improve			
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Students begin thinking about college and the contemporary job market.</p>	Principal District Curriculum Specialist	Student interests are determined and careers and jobs are researched. Students will be given alternatives to complete their education rather than following the traditional graduation plan. Motivation for some students will increase with the ability to choose and attend an alternative program. The students will be able to successfully set goals. Students will be exposed to post-secondary opportunities. Students will be provided with real world situations and options.			



<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Students will be scheduled for tutoring to help them succeed in passing STAAR test and the subject area of need.</p>	Principal Teachers	SST meetings Grade level PLC minutes Curriculum PLC minutes STAAR- improved scores Spring 2017			
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) The Intervention process with District Director of Student Services will be constantly reviewed by staff and utilized by students who are in danger of failing (Tier II and III). SST meetings will be held monthly to discuss progress of students who are in jeopardy of failure. Data from Eduphoria will be analyzed and documented on targeted students.</p>	Principal Director of Student Services Teachers	Formative Assessments SST Data			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Apply for grants to help increase the number of CTE courses available to PCISD students and certificates that can be earned.</p>	Principal Director of Student Services Counselor	Increased student performance/success Number of students graduating with applicable job skills will increase.			
<p> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</p>					






Goal 3: Provide safe and secure facilities that support instructional programs.

Performance Objective 1: Conduct a detailed analysis of building security and develop a plan to maximize student and staff safety at all campuses.

Evaluation Data Source(s) 1: Walkthrough

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) The campus crisis management is reviewed on a regular basis. Safety drills to include shelter in place, fire, and disaster drills will be conducted as per the district's security plan for campuses.</p> <p>All teachers are trained in the Shelter in Place model and routinely speak to students regarding alternate plans if they were in the hallways (or elsewhere) if an intruder were to be in the building.</p>	<ul style="list-style-type: none"> -Campus Admin -Counselor -Petrolia Elementary staff -Petrolia Elementary students -Community resource 	<ul style="list-style-type: none"> -Parent complaints -completion of trainings -Shelter in place evaluation by District Security Personnel 			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) The district will incorporate in its discipline management program and document in its Student and Teacher Handbooks those actions which include student and employees training of the consequences related to sexual harassment or physical and verbal aggression. The district Student Code of Conduct documents are published to students, parents, and staff at the start of each school year. The policies and guidelines therein are followed to enhance safety in the district.</p>	<ul style="list-style-type: none"> Principal Counselors Teachers Paraprofessional 	<p>Staff and students will feel safe at school. School authority will address incidents in a manner which assures students and staff that their safety, rights and privacy are protected.</p> <p>All staff will follow procedures as outlined in the 2017-2018 PCISD handbook. Documentation will be completed for each incident which occurs and proper authorities will be notified.</p>			

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) The campus will incorporate in its discipline management program and document in its Student and Teacher Handbooks those actions which include student and employees training of the consequences related to sexual harassment and dating violence, physical and verbal aggression, suicide prevention, conflict resolution, violence prevention and intervention, bullying in school, on school grounds and in school vehicles.</p> <p>All certified staff are required to view a Suicide Prevention Video on line and provide signatures for viewing.</p>	<p>Principal Teachers Counselor</p>	<p>The confidentiality required involving all cases of sexual abuse of children will become a priority of the district. The goal should be to continue to develop strategies and actions for reducing child abuse, neglect and to improve welfare.</p> <p>Cooperation and trust through professional, accurate communication with students, school personnel, parents, law enforcement, and Child Protective Services should be contacted.</p>			
<p>Critical Success Factors CSF 3</p> <p>4) Continuing to monitor on-campus visitors through the use of Complete Campus Security Software (CCSS). School Check In All staff have morning and afternoon duties in order to keep students safe at all times. Students are not allowed outside the campus without an adult at any time.</p>	<p>Principal Secretary Office Staff District Security Campus Staff</p>	<p>Office staff will be able to monitor visitors to the campus on a computer in the office. Visitors will present a state issued ID and be required to sign-in and out in the front office. A secure and safe school allows for better student achievement.</p>			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 3</p> <p>5) Improving campus security is a constant concern. Every measure will be taken to inform staff, students, and parents of the program and steps taken to keep the district safe and secure.</p>	<p>Principal Secretary Office Staff District Security Campus Staff</p>	<p>School Check In reports</p>			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 3 CSF 6</p> <p>6) Reviewing school crisis management plan and security audit with faculty and staff will be a continuing process. Improving safety for students and staff will be a continuing process.</p>	<p>Principal Secretary Office Staff District Security Campus Staff</p>	<p>Document all drills on campus: Fire, disaster, shelter in place. Successful safety drills. Review accident reports and make improvements where needed. Review procedures with crisis team and keep staff informed</p>			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>7) Administer policies and guidelines found in the Student Code of Conduct. The Code of Conduct will be referenced to maintain consistent, fair, and policy regulated school discipline.</p>	<p>Principal Counselor Teachers</p>	<p>Numbers of student referrals to the discipline office will be monitored to measure success</p>			



<p align="center">System Safeguard Strategy Critical Success Factors CSF 7</p> <p>8) Students and staff will receive training on Bullying Prevention, Sexual Harassment/ Internet Safety, Conflict Resolution, and anti-violence techniques.</p>	<p>Campus Staff District Staff</p>	<p>Certification Certificates</p>			
<p align="center">System Safeguard Strategy Critical Success Factors CSF 6</p> <p>9) Review, refine, and implement all policies and regulations regarding sexual abuse of children. The defined procedures are outlined in the annual PCISD Handbook distributed to all parents. District personnel whose responsibilities include counseling, referring, and reporting students and parents to proper agencies will be trained on district policy and on the availability of resources to address the sexual abuse of children</p>	<p>Campus Staff District Staff</p>	<p>Completion Certificates</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					





Goal 4: Promote a culture of mutual support, collaboration and community engagement.









Performance Objective 1: Develop a comprehensive plan to improve communication among students, parents, community members and employees that includes Social Media posts, School Messenger User guide for principals and inclement weather decision-making process.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Staff has been instructed to contact parents with positives and not always negatives and keep this documentation in Aware. Provide information for meetings -Implemented FB pg for Petrolia PCISD -Implemented Twitter for Petrolia Elementary -Implemented a Comment Section on Web for parents and Community -Continue using Remind for campus communication</p> <p>All parent meetings are informative and educational for the the student and parent.</p>	<p>-Campus Admin -Petrolia CISD staff -community -parents</p>	Students, staff, and parents will all have the same information regarding news, needs, and upcoming events.			
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Encourage and provide opportunities for parents to interact with school activities and to become more proactive with their children.</p> <p>Provide community members strategies to work w/district</p> <p>Maintaining parental support is difficult in title campuses increase parental opportunities and welcome parents will motivate them to become active in their child's education Scheduled Family Involvement Activities: October: Fall Carnival November-Veteran's Day Progra</p>	<p>-Campus Admin -Community members/stakeholders</p>	Attendance at Parental Involvement Activities			

<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>3) Establish partners to donate and support the campus with gifts and monetary donations. More families are becoming involved. Invite Community Resources to provide valuable information for successful parenting. Parental support is vital for student success.</p>	<p>Campus Admin -Community members -Petrolia PCISD staff</p>	<p>-Community support -Attendance at Parental Involvement Activities</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) The Director of Student Services will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the district office as required.</p>	<p>Principal Counselor Director of Student Services</p>	<p>STAAR scores CBA scores Benchmarks</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>5) The district will develop and make available to all parents, a copy of the Parent/Student Compact. This compact will be available to all parents in hard copy or through the district webpage. School personnel, parents, and students will understand their individual responsibility for student success.</p>	<p>Principal Teachers Counselor Parents Students</p>	<p>Sign-in sheets for parent involvement agenda Signed Parent/Student Compact</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>6) The campuses will schedule Parent Involvement meetings and informational meetings.</p>	<p>Principal Teachers Counselor Parents Students</p>	<p>Sign-in sheets for parent involvement agenda Signed Parent/Student Compact</p>			

<p>System Safeguard Strategy Critical Success Factors CSF 5 CSF 6</p> <p>7) The selection of parents to serve on the Site Based Decision Making Committee will be a priority. Parents will be asked for input on priority areas to assist the campus in meeting performance objectives. The following parent meetings will include references to academic performance objectives outlined in the district action plan: -The annual parent-teacher conference day is held at the end of the first report card period. -Parents have the ability to monitor their child's progress through TxEIS (Gradebook.) -The district maintains a website to facilitate the sharing of school information with parents. -School Messenger will be used to communicate relevant school information to parents.</p>	<p>Principal Teachers Counselor Curriculum Support Staff</p>	<p>Meeting attendance Campus Surveys</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>8) The data collected at parent involvement activities, should not be limited to, but must include sign-in sheets which states the date, time, location of the meeting, and parent signature. The sign in sheets should include a section which states the "title or designation" of the person signing. These sign-sheets along with a copy of the meeting agenda must be kept as part of Title Documentation</p>	<p>Principal Teachers Counselor Curriculum Support Staff</p>	<p>Meeting attendance Campus Surveys</p>			
<p>System Safeguard Strategy Critical Success Factors CSF 5</p> <p>9) The District's School Messenger System has proven to be a positive example of using technology to communicate with parents and the community. The district will continue to use this system to communicate with parents of students enrolled at the campus. The communication could range from positive announcements pertaining to groups of students to reminders of campus/district events.</p>	<p>Superintendent Principal Teachers</p>	<p>Parent Feedback</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 5: Demonstrate fiscal responsibility and operating efficiency.

Performance Objective 1: Implement a budget development process that ensures resources are identified, prioritized, aligned and allocated to reflect the district mission and core belief statements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Mar	June
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Continue training to staff on data collection in the areas of appropriate use of funds to include state and federal funds, budget codes, and ordering procedures. This allows all staff to assume fiscal ownership and responsibility for the district's funding and financial processes.</p>	Principal Petrolia CISD Staff	Staff will utilize funds appropriately and wisely to enhance instruction in all areas and all grade levels			
<p>Critical Success Factors CSF 3</p> <p>2) The SBDM members will develop and review the campus budget on a regular basis.</p>	Campus Admin SBDM Teams	SBDM members will meet and discuss campus needs. SBDM will agree on where funds should be allocated in order to reach maximum student achievement.			
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support At-Risk learners.</p>	Campus admin Instructional programs Tutors	Data from state testing and success on District Benchmark testing.			
<p>Critical Success Factors CSF 3</p> <p>4) Continue to provide training to staff in data collection in the areas of appropriate use of funds for supplemental state and federal programs, budget codes and specific ordering information. This process ensures the engagement of all staff in fiscal ownership and responsibility for the district's funding and financial process.</p>	Principal District Budget Office	SBDM Agenda/Minutes Budget requests from staff			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 -improve tier I instruction - Director of Student Services -coteach and facilitated model for SPED in order to improve scores for Fed and State requirements (Rdg and Math) -tutors to assist core teachers with supplemental instruction focusing on writing, science, reading, and math for ALL students to improve test scores and to satisfy Fed and State requirements. - supplies will be needed for tutoring. -subs to assist in classrooms while teachers work in small groups with students. -supplemental teachers and paras to assist students with writing, science, rdg, and math. Tier 3 instruction targeting students who may be needing SPED services. -Added Tier 3 interventionist teacher. -tutorial time embedded into student schedules.
1	1	2	Staff attends Prof Dev as required to provide newest strategies for students. Tutorials for intervention are implemented daily with data from PLCs to drive Tier 2 & 3 and small group instruction to improve test scores for student achievement in all core areas and to satisfy Fed and state requirements. Structured transitions Weekly review for Tier placement Consistent progress monitoring of all students ELL students need to make gains in Rdg, Math, and Wrtg to meet Fed and State requirements. Teachers will use intervention periods to target instruction and provide additional support to students through small group instruction. All teachers incorporate technology to assist with daily instruction targeting science, writing, math and rdg.
1	1	3	With the guidelines making it necessary that all paraprofessionals and teachers have Highly Qualified status, the campus will ensure that all students are instructed by HQ staff. The district will employ only highly qualified teachers when possible and all teachers will take advantage of continuing education opportunities in their teaching field. The district will provide appropriate notifications to parents, as required by the state of the HQ status if all staff does not meet HQ status. Any non-qualified staff member must follow a district developed certification plan. Teachers new to the teaching profession are given a mentor. Provide a positive, inviting atmosphere for staff and students.
1	1	4	Implementation of technology - Google Docs - monthly technology instruction to improve science and writing scores -Lesson plans are submitted on Google Drive (with implementation of Fundamental 5, Framework, and Marzano models)
1	1	5	Provide a Physical Education program and fitness curriculum that promotes healthy eating and regular exercise
1	1	6	6) Accelerated instruction classes will be established to aid students who have not been successful. Tutorials will focus on deficiencies provided in Eduphoria. Categories unique to the struggling students on 2016 STAAR/EOC and campus CBA and district Benchmark data will be addressed in these classes. Istation Reports, Think Through Math, FCRR and weekly assessments will help teachers identify and pinpoint students who are struggling and require interventions. African American students were identified in Reading as not meeting state requirements. These computer generated programs will aid and benefit AA students and track progress.
1	1	7	Students will be evaluated and provided with services in special programs such as Dyslexia Treatment Program, Pregnancy Related Services, and the Gifted and Talented Program.

Goal	Objective	Strategy	Description
1	1	8	Federally funded teaching positions will lower student/teacher ratio and provide more individualized attentions to students in an attempt to increase achievement.
1	1	9	Teachers paid with supplemental federal funds are necessary to teach students. 2016 STAAR/EOC scores indicate that they are in need of accelerated instruction in order to increase their performance in reading, math, science and writing.
1	1	10	The District Site Based Decision Making Committee (SBDM) will review all data related to State Accountability and NCLB accountability performance standards. The committee will focus on all areas; but for AYP a special focus will be given to the all student subgroup and economically disadvantaged subgroup. All students in all groups will meet performance standards across all measures indicated. The students in all groups related to Adequate Yearly Progress will meet the performance standard set in math and reading/ELA (TEA waiver pending). All information discussed at the District SBDM meetings must be shared with other staff members in a timely manner. The District SBDM Committee will develop a comprehensive needs assessment to address the multiple components of increasing student performance. Development of strategies or actions will begin by sharing information and including participation of teachers, administrators, parents, community members, and students. Areas to be reviewed are as follows: -Achievement levels - Demographics - Campus culture and climate - Staff quality/professional development - Curriculum, instruction, assessments - Family and community involvement - School organization - Technology The district will review the 16-17 state accountability system and the effect the four areas of the performance index framework will have on the campus performance ratings. The new set of student achievement indicators disaggregated by 1. Student Achievement; 2. Student Progress 3. Closing Performance Gaps; 4. Post-secondary Readiness will be included in the rating of 1. Met Standard; 2. Met Alternative Standard; 3. Improvement Required. Petrolia Elementary and JH/HS met standard in all domains. SPED population continue to score lower than their peers. Petrolia CISD is moving to a Co-Teach model and Facilitated Support model. Students will be monitored in order to pinpoint data and improve test scores in order to meet Fed and State requirements. Teacher groups and Leadership groups will attend Marzano's Highly Reliable Schools training next year. This staff development is ongoing throughout the year. Teacher team will attend Marzano's Art and Science of Teaching (ASOT) next year. The strategies and knowledge gained from the ongoing trainings will increase Reading and Math scores with a focus on Writing and Science. These scores must improve to meet Fed and State guidelines.
1	1	11	Provide professional development opportunities so that the most updated teaching and learning techniques are implemented to increase student achievement.
1	1	12	Eduphoria will compile and analyze data from common assessments and district benchmark exam and CBAs in foundation areas which are assessed. Teachers will utilize data to identify trends in STAAR reporting category.
1	1	13	The Director of Student Services will assist/monitor the initiation and review the Tier 3 process for identified students. Homeroom Teachers will strengthen Tier I and Tier II with the director's assistance. Director and HR Teachers will devise strategies to assist students in performing at a higher level in math and reading. This will be completed with small group/centers implementation. This will continue to support Tier II intervention strategies for students struggling in core academic areas. A survey was issued to staff in order to identify strengths and weaknesses of our current RTI program. Region IX will be providing training/support in order to better address the strengths/weaknesses of our current program.

Goal	Objective	Strategy	Description
3	1	3	The campus will incorporate in its discipline management program and document in its Student and Teacher Handbooks those actions which include student and employees training of the consequences related to sexual harassment and dating violence, physical and verbal aggression, suicide prevention, conflict resolution, violence prevention and intervention, bullying in school, on school grounds and in school vehicles. All certified staff are required to view a Suicide Prevention Video on line and provide signatures for viewing.
3	1	5	Improving campus security is a constant concern. Every measure will be taken to inform staff, students, and parents of the program and steps taken to keep the district safe and secure.
3	1	6	Reviewing school crisis management plan and security audit with faculty and staff will be a continuing process. Improving safety for students and staff will be a continuing process.
3	1	8	Students and staff will receive training on Bullying Prevention, Sexual Harassment/ Internet Safety, Conflict Resolution, and anti-violence techniques.
3	1	9	Review, refine, and implement all policies and regulations regarding sexual abuse of children. The defined procedures are outlined in the annual PCISD Handbook distributed to all parents. District personnel whose responsibilities include counseling, referring, and reporting students and parents to proper agencies will be trained on district policy and on the availability of resources to address the sexual abuse of children
4	1	1	Staff has been instructed to contact parents with positives and not always negatives and keep this documentation in Aware. Provide information for meetings -Implemented FB pg for Petrolia PCISD -Implemented Twitter for Petrolia Elementary - Implemented a Comment Section on Web for parents and Community -Continue using Remind for campus communication All parent meetings are informative and educational for the the student and parent.
4	1	2	Encourage and provide opportunities for parents to interact with school activities and to become more proactive with their children. Provide community members strategies to work w/district Maintaining parental support is difficult in title campuses increase parental opportunities and welcome parents will motivate them to become active in their child's education Scheduled Family Involvement Activities: October: Fall Carnival November-Veteran's Day Progra
4	1	3	Establish partners to donate and support the campus with gifts and monetary donations. More families are becoming involved. Invite Community Resources to provide valuable information for successful parenting. Parental support is vital for student success.
4	1	4	The Director of Student Services will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. SRQs (Student Residency Questionnaire) will be submitted to the district office as required.
4	1	5	The district will develop and make available to all parents, a copy of the Parent/Student Compact. This compact will be available to all parents in hard copy or through the district webpage. School personnel, parents, and students will understand their individual responsibility for student success.
4	1	6	The campuses will schedule Parent Involvement meetings and informational meetings.

Goal	Objective	Strategy	Description
4	1	7	The selection of parents to serve on the Site Based Decision Making Committee will be a priority. Parents will be asked for input on priority areas to assist the campus in meeting performance objectives. The following parent meetings will include references to academic performance objectives outlined in the district action plan: -The annual parent-teacher conference day is held at the end of the first report card period. -Parents have the ability to monitor their child's progress through TxEIS (Gradebook.) -The district maintains a website to facilitate the sharing of school information with parents. -School Messenger will be used to communicate relevant school information to parents.
4	1	8	The data collected at parent involvement activities, should not be limited to, but must include sign-in sheets which states the date, time, location of the meeting, and parent signature. The sign in sheets should include a section which states the "title or designation" of the person signing. These sign-sheets along with a copy of the meeting agenda must be kept as part of Title Documentation
4	1	9	The District's School Messenger System has proven to be a positive example of using technology to communicate with parents and the community. The district will continue to use this system to communicate with parents of students enrolled at the campus. The communication could range from positive announcements pertaining to groups of students to reminders of campus/district events.

DIP Planning and Review Team

Committee Role	Name	Position
Administrator	David Hedges	Superintendent
Administrator	Laura McDonald	Director of Student Services
Administrator	Travis Barnes	Elementary Principal
Administrator	Clint Perkins	HS Principal
Community Representative	Buddy Alexander	
Classroom Teacher	Greg Marek	
Athletic Director	Jesse House	
District Security	Jim Weaver	
CTE Rep	Josh Cox	
Classroom Teacher	Kallie McCord	
Classroom Teacher	Kimberli Prewitt	
Parent	Kirk Horton	
Business Representative	Aaron Mahurin	
Business Representative	Leslie Thompson	
Parent	Macy Shoemaker	
Counselor/DTC	Melinda Kleckner	
District-level Professional	Skyla Barger	
District-level Professional	Theresa Harrison	