

The MISSION of the PETTUS INDEPENDENT SCHOOL DISTRICT is to assure that all students acquire knowledge and develop the skills and work habits to enable them to become productive members of society. PISD believes that educating its children to be productive citizens in an ever changing society necessitates an excellent educational system characterized by quality, equity and accountability.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained..
- Objective #7: The state 's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

District Strategic Planning Team Members:

<u>PRINTED NAME</u>	<u>SIGNATURE</u>
TORY HARRIS	
SHEILA CUSTER	
GREG HUSKEY	
CHRISTINA ESCAMILLA	
STEVE SUGAREK	
CAROL BRZOZOWSKI	
DONNA MONSON	
LAURA STAPLES	
DARRIN POWERS	
EZEKIAL RIVAS	

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR: 2015-2016

- Data Sources Reviewed:**
- Student Demographic Data from PEIMS
 - District Report Card
 - Highly Qualified Data
 - Volunteer data
 - Surveys

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	ESL population increasing Transfer student numbers stable Special Education numbers declining	Literacy College Readiness Growing Economically Disadv. Pop.	Parent Literacy awareness ESL Certification G/T Certification Parent access to services/food/technology
Student Achievement	District Met Standard Increased Post- Secondary Readiness by 5% Closed the Performance Gap by 1% Increased State Safeguards by 2%		
School Culture and Climate			
Staff Quality/ Professional Development	Fully Staffed Small teacher/student ratio 1:11	100% HQ Staff Housing Technology PD	
Curriculum, Instruction, Assessment			
Family and Community	Parent/Teacher Conferences Trying to improve	Volunteerism Parent Involvement spaces on each	Access to services and food for Low SES

<p>Involvement</p>	<p>Communication is improving When students perform, parents are present Facebook page Church's involvement Fire Departments involvement DQ and Fastbreak support STCH Support</p>	<p>campus Parent reach-out Education Foundation</p>	
<p>School Context and Organization</p>	<p>Very little, but better than the past Resourceful in acquiring inexpensive devices Prepared for increased devices/bandwidth -- web filter</p>	<p>Bandwidth Computers Accessibility for students at home Updated Website Interactive White Boards Cameras for security Visitor Check in system</p>	<p>100 mb Bandwidth with plan to increase to 400 within 5 years One-to-one process/infrastructure Wireless strength throughout district Accessibility for adults/students</p>
<p>Technology</p>			

Title I, Part A

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.

Ideal State: 100% Highly Qualified Staff							
Objective(s): Recruit, train, retain, and support qualified, certified staff members							
Strategies and Action Steps	Person(s) Responsible	Resources	Timeliness	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Attend all available job fairs to recruit the highest quality candidates	Supt. And Principals	Local funds	Feb 2016-August 2016	At least 3 qualified candidates to interview for each position	Pool of HQ candidates for interview	Final Contract data vs HQ	3,5
Interview all qualified candidates with at team	Supt., Principals, other staff members	Local funds	Feb 2016-August 2016	Interview Notes, Reference forms, Recommendations for hire	Evidence of diverse staff involvement	Numbers of interviews/ Final Contract data	3,5
Implement a mentor program to acclimate new staff to the district	Administrative team	Local funds	Aug 2016-Aug 2017	PD Agendas, mentor log hours, new staff survey	Increased positive climate, positive staff survey results	Staff retention data – goal of 90%	3,4,5
Explore teacher housing possibilities on district property	Supt. And Board	Capital Outlay of Local Funds	Jan 2016-July 2016	Board agenda items in discussion	Study of efficacy of housing	Final Board vote	5
Implement electronic application system	Supt.	Local funds	Jan 2016 forward	Online portal for applications	Online application data	Online application data	
Provide research-based professional development to create a culture and climate that nurtures new staff	Supt., Principals	Title IIA \$5000, Local Funds	August 2015-August 2016	Teacher CECS	Teacher retention data, HQ statistics	Accountability data improvement	3,4,5

Ideal State: 100% Highly Qualified Staff

Objective(s): Recruit, train, retain, and support qualified, certified staff members

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Implement T-TESS/T-PSS Evaluation system as a pilot District	Supt, Principals	ESC 2, Local Funds	August 2015- June 2016	Goal Setting documents, Formal Observation documents, Walk through data	Culture/Climate survey indicating efficacy	Increased STAAR/EOC Scores	3,8
Investigate possibility of Teacher Salary Increases	Supt.	Local	Spring 2016	Budget, Salary Scale	Culture/Climate Survey, Recruiting data	Recruiting data	3,8

Ideal State: Safe and Secure Learning Environment

Objective(s): To provide a safe and secure learning environment for all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Continue Facilities design process to ensure building construction	Supt., Board	Bond Funds, Local funds	August 2015 forward	Facility Planning Team agendas	Beginning of Construction	Construction actual vs timeline	
Emergency operations simulations to implement EOP	Supt., Principals	County agencies, local funds	August 2015- June 2016	Simulation accounting	Needs assessment survey measuring comfort level with EOP	Ongoing evaluation	
Investigate possibility of Full Time SRO	Supt., Sheriff Office	Local funds	Spring 2016	SRO in 2016-2017 School year	Bullying data, discipline data	Ongoing	

Ideal State: Accountability status Proficient with Distinctions

Objective(s): To meet STAAR/EOC Standards with Distinctions

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Measure student growth using MAP to drive Intervention/acceleration	Supt., Principals, Teachers, Technology Director	SCE, Local	August 2015- June 2016	MAP Testing schedules and results	Increase in Accountability Index 2, Overall STAAR/EOC scores	100% Student Growth >= 1 year	2, 8, 9
Provide individual student intervention through tier II, III, and Special Education during Eagle Enrichment Time	Principals, Teachers	SCE, Title I (\$155483)	August 2015- June 2016	EET Schedules	Increase in Distinctions and Overall STAAR/EOC scores	MAP Data, Lesson plans for EET, School Report Card	2, 8, 9
Provide Research-based Professional Development on the TEKS	Principals	SCE, Title II (\$5000)	August 2015- August 2016	Agendas, sign in sheets, CEC hours	Walkthrough data ensuring use of new strategies, Increase in STAAR/EOC scores and distinctions	School Report Card	2, 4, 8, 9

Ideal State: One-to-One Technology model PK-12

Objective(s): To Saturate the learning environment with advanced Technology

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Implement Digital Pioneer Program to determine which platform to implement 1-1 and to develop teacher technology/ leaders	Supt.	SCE, Title II (\$5000)	August 2015 ongoing	Selection of Pioneers, PD for Pioneers, Purchase of devices	Development of paperless classrooms, pioneers providing tech support to other teachers, etc.	Determination of platform	10
Use of Eduphoria for district operations: Lesson planning, testing, Maint. And Technology work orders, Inventory, facilities use, Teacher Evaluations, Business office forms, etc., Surveys	Supt, Admin Team	Eduphoria, Local Funds	August 2015 ongoing	Decrease in district paperwork	Eduphoria reports	Needs assessment survey	
Ensure that future investment in instructional resources are aligned with technology goals	Supt., Principals, Librarian	SCE, Local	August 2016 Ongoing	Movement toward paperless instructional environment	Increased student success	STAAR/EOC, MAP data	10

Ideal State: Guaranteed, Aligned, Viable, and published curriculum

Objective(s): To develop and implement a guaranteed, aligned, and viable curriculum

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Using Forethought, audit the curriculum published through lesson planning	Supt.	Eduphoria	Ongoing	Curriculum Board report			
Provide opportunities for teachers to audit curriculum to determine viability	Supt.	SCE, Title II (\$5000)	Ongoing	Agendas, sign in sheets	Development of viable scope and sequence in each area	Increase in STAAR/EOC scores	2, 8, 9
Edit TEKS Resource System to reflect aligned curriculum	Supt., Teachers	Eduphoria, Title II (\$5000)	Ongoing	TRS System	Increase in Accountability scores	Increase in STAAR/EOC scores	2, 8, 9

Ideal State: All students are involved in Extra or Co-Curricular Activities

Objective(s): To engage every student in school sponsored extracurricular activities

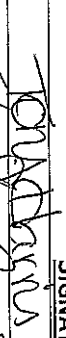

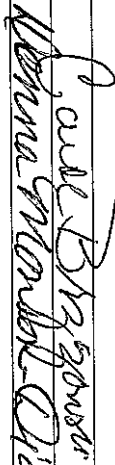

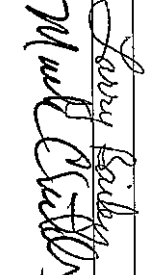

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Ensure 100% Staffing	Supt, Principals	Local Funds	August 2015- August 2016	Staffing Ratios	Increased number of extra-curricular sponsors or coaches	Extra-curricular results and data	
Develop CTE programs to lead students to certifications and co-curricular competitiveness	CTE Teachers, Secondary Principal, Supt	Carl Perkins SSA, Local	Ongoing	Student Course Selections	Increased FTE for Advanced CTE	Student Certifications	
Implement a Theatre Arts program K-12	Supt., Principals, Staff	Local	Spring 2016 – Ongoing	Master Schedules, Staffing	Increased Student participation	Ongoing	

Ideal State: PISD Pride permeating the community

Objective(s): Build School Pride amongst students, staff, and the community

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Increase Parent and Community Volunteers	Supt., Principals	Title I Funds	Ongoing	Parent/Community Volunteers on campuses	Increased school pride	Community Involvement Survey	6
Create an "Internet Café" on Both Campuses for Parents, Community, after school hours	Supt. Principals Tech Director	Title I Parent Involvement Funds	Ongoing	Parent/community presence	Increased Parent Participation	Community Involvement Survey	6

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LAURA STAPLES	
DARRIN POWERS	
EZEKIAL RIVAS	
Larry Bailey	
Mark Childs	

Pettus Independent School District
500 N. May St.
Pettus, TX 78146

Site Based Team Meeting
Thursday, March 3, 2016
Sign-In

- | | |
|-----------------------------|-----------|
| 1. <u>Shirley Costa</u> | 19. _____ |
| 2. <u>Larry Bailey</u> | 20. _____ |
| 3. <u>Carl Brzozowski</u> | 21. _____ |
| 4. <u>Tony Harriell</u> | 22. _____ |
| 5. <u>Mark Childs</u> | 23. _____ |
| 6. <u>Donna Monzon Diaz</u> | 24. _____ |
| 7. _____ | 25. _____ |
| 8. _____ | 26. _____ |
| 9. _____ | 27. _____ |
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