

# Plainview Independent School District

## District Improvement Plan

2018-2019

Accountability Rating: B



# Mission Statement

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

## Vision

Setting the Standard in Education

# Comprehensive Needs Assessment

Revised/Approved: October 18, 2018

## Needs Assessment Overview

In summary:

The data reveals the following trends and patterns:

- Students are scoring below state average in reading (at approaches, meets, and masters levels)
- Students are scoring below state average in writing (at approaches, meets, and masters levels)
- High School Juniors are performing below state average in ACT composite score
- Campuses need to provide more parent engagement instructional support
- 9 out of 10 campuses did not meet Domain III - special attention is needed for all special populations

The impact of these trends are:

- due to under performance the district is utilizing resources (personnel, funds, supplies, and materials) to address the needs.

Other insights that the data reveal are:

- Special Pops (EL and Sped) show larger gaps in performance that are contributing to the overall student performance gaps.

The problem statements are identified in:

- Reading
- Writing
- ACT Composite Scores
- Special Populations
- Parental Engagement

## Demographics

### Demographics Summary

Located in Hale County, Plainview ISD earned a grade of B on the NEW accountability report for the 2017-2018 school year. The district currently serves 9 campuses, including six elementary campuses, two middle schools, one traditional high school with the Ash Program. All schools were rated "Met Standard" for the 2017-2018 school year.

With an enrollment of approximately 5,336(end of second week) students, Plainview ISD is a district with 79% Hispanic, 15% White, 4% African American, with the remaining 2% of the population being two or more races, Asian and other. The student population is 51% female, and 49% male.

Approximately 74% of the students are eligible for free or reduced-price lunches under the National School Lunch program.

Approximately 5% of our students are English Language Learners (BOYdata), 10% are special education and 8% of the total student population are participant data). Student Enrollment decreased slightly from the 2017-2018 school year. (Down 165 students from last year)

The ethnic distribution of the district remained stable between 2016-2017 and the 2018-2019 school year.

### Demographics Strengths

The district's diversity and cultural heritage add a beneficial dimension to the school experience. Students benefit from shared experiences and common value and expectations.

#### Strengths:

- Student Attendance rates remained steady
- 93% of seniors accepted into postsecondary education
- Student to teacher ratio is good
- CTE courses are expanding
- Interventions are implemented in all campuses
- Student Groups are treated equally
- Accommodations are made for student/parent needs
- Teachers, parents, and students work together as a team

#### Needs:

- Decrease over representation of Hispanic population in Special Education
- Decrease over representation of Hispanic population in Special Education/ISS placements
- Decrease over representation of Special Education students in ISS placements

- Increase teachers who are ESL endorsed and bilingual certified
- Evaluate Teacher retention
- Increase students in special populations enrollment in AP/Dual, Accelerated courses.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hispanics are over represented in Special Education. **Root Cause:** The RTI process

# Student Academic Achievement

## Student Academic Achievement Summary

In 2017-2018 Plainview ISD had campuses met standard in Student Achievement and Academic Growth. Seven campuses met standard in Closing the Gaps, while three did not meet (Edgemere Elementary, Coronado Middle School, and Ash High School). The district received a letter B for overall academic performance. Coronado Middle School has been identified as a campus in need of comprehensive support.

The district has identified reading and writing across all grade levels as the greatest academic need.

The following schools received distinction designations:

- Plainview High School - ELA/Reading, Mathematics, Comparative Academic Growth, Postsecondary Readiness, and Comparative Closing the Gaps
- Highland Elementary - Comparative Academic Growth
- Hillcrest Elementary - Mathematics
- La Mesa Elementary - ELA/Reading, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps
- Thunderbird Elementary - Comparative Academic Growth

## Student Academic Achievement Strengths

A comparison of STAAR score at the ALL students level show that the 2017 and 2018 scores do not show much variance. The largest change is in

### ALL GRADE LEVELS - Meets

	2017	2018
Reading	38%	35%
Math	42%	45%
Writing	23%	30%
Science	42%	39%

The 2018 STAAR scores includes the performance levels of Masters, Meets, Approaches and Did not Meet Grade Level Performance. The Approaches< Meets and Masters levels are all considered passing. The approaches category indicates the students are likely to succeed in the next grade or course with targeted academic intervention. The Meets category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. The Masters category indicates that students have mastered the TEKS for that grade level and should be challenged with deeper knowledge.

See addendum for attached score charts.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Students are scoring below state standards in Reading at the Meets Level. **Root Cause:** As teachers are implementing and strengthening their content and instruction to align to the TEKS system, they are realizing the necessity of rigorous classroom strategies.

**Problem Statement 2:** Students are scoring below state standard in Writing at the Meets Level. **Root Cause:** The district does not provide clear "systemic" procedures for teachers K-12.

## **District Processes & Programs**

### **District Processes & Programs Summary**

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

#### Student Achievement

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

Commitment: We will allocate resources to ensure each student attains his/her full learning potential, social, emotional and civic development.

#### Staff

Core Belief: We believe in the value of each employee and in empowering each one to be an expert in his/her respective field.

Core Belief: We believe that a local, highly-qualified staff can contribute more to the development of our students.

Commitment: We will commit to provide the necessary resources to promote staff growth and development.

Commitment: We will promote a culture that treats staff fairly and respectfully.

#### Safety

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

Commitment: We will commit to ensure that all Plainview ISD environments follow the PISD security policies and approved policies.



Commitment: We will commit to an established calendar review of all PISD facilities to ensure they meet supportive, safe, and secure standards.

## Finance

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

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

## Communication

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

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

## Community/Diversity

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

Commitment: We will commit to embrace differences to help our school district appreciate diversity and, in turn, continue to respect all who live within its boundaries.

Commitment: We will commit to foster effective, engaging and respectful involvement of families in the education process of the students of PISD.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- T-TESS

## Parent/Community Data

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals




Revised/Approved: August 27, 2018

**Goal 1: The percentage of all students who are at meets standard in STAAR reading will increase from 35% to 37% by May 2019.**

**Performance Objective 1:** Increase by 2%

**Evaluation Data Source(s) 1:** STAAR Data, District CBA's

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>1) Campus Principals will spend time with the data protocol and follow the TEKS Resource System to assess learning on their campus.</p>	2.4, 2.6	Instructional Leadership Team, Campus Principals	Improve STAAR Reading Data Performance.				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Instructional data from STAAR and Curriculum Based Assessments (CBA's) will be analyzed by campus and district PLC's to drive instruction.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Principals	Improve STAAR Reading Data Performance				
<p><b>PBMAS</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) Instructional Coaches will be available on all campuses to increase teacher knowledge and capacity.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Principals	Improve STAAR Reading Data Performance.				

 = Accomplished     = Continue/Modify     = No Progress     = Discontinue

**Goal 1:** The percentage of all students who are at meets standard in STAAR reading will increase from 35% to 37% by May 2019.

**Performance Objective 2:** Classroom systems - procedures and processes, support for new vs. existing struggling teachers and effective lesson planning.

**Evaluation Data Source(s) 2:** Classroom Observations, Lesson Plans

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7 1) Teaching and Learning Team will assist and support each teacher based on data and student performance.	2.4, 2.6	Instructional Coaches, Instructional Leadership Team, Campus Principals	Improved classroom systems, Effective Lesson Plans , CBA data.				
<b>Critical Success Factors</b> CSF 2 CSF 4 CSF 6 CSF 7 2) Establish a minimum in core content areas and elevate said areas by training, implementation, monitoring, and adjusting where necessary.		Instructional Leadership Team, Campus Principals	Increased teacher performance to positively impact student outcomes, discipline data, and CBA data				

**Goal 2: The percentage of all students who are at meets standard in STAAR math will increase from 45% to 48% by May 2019.**

**Performance Objective 1:** Increase by 3%

**Evaluation Data Source(s) 1:** STAAR Data, District CBA's

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2</p> <p>1) 1) The data protocol for curriculum-based assessments will analyze the percentage of students crossing thresholds with an action plan to increase the number of students at the meets and masters standard level.</p>	2.4, 2.6	Instructional Leadership Team, Campus Principals, and Assistant Superintendent of School Leadership	CBA data				
<p style="text-align: center;">  = Accomplished                        = Continue/Modify                        = No Progress                        = Discontinue                 </p>							

**Goal 2:** The percentage of all students who are at meets standard in STAAR math will increase from 45% to 48% by May 2019.

**Performance Objective 2:** Poor execution and delivery, limited communication among departments - district and campus, use of existing human/material resources.

**Evaluation Data Source(s) 2:** STAAR Data, District CBA's

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Focus review of existing resources both at district and campus for deployment where best needed.	2.4	Instructional Leadership Team, Campus Principals	Resources utilized juxtaposed and CBA data.				
<p><b>Equity Plan Strategy</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> 2) Communication among district level Teaching and Learning regarding struggling teachers to align identified resources will be a standing item on agendas.	2.5, 2.6	Instructional Leadership Team, Campus Principals	Increased communication between programs to better equip struggling teachers.				
3) Communication for needs will be posted, adjusted, and followed through at the district and campus level.	2.5, 2.6	Instructional Leadership Team, Campus Principals	Improved communication for maximum student outcomes.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							






**Goal 3: The average composite score for high school juniors taking the ACT exam will increase from 18 to 19 by July 2019.**

**Performance Objective 1:** Increase composite score by 1

**Evaluation Data Source(s) 1:** ACT reports

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 1) Provide training for knowledge and awareness of ACT test for staff, students and parents.	2.5, 2.6	Instructional Leadership Team, Campus Principals, Middle and High School Staff	Increase ACT composite score to 19.				
<b>Critical Success Factors</b> CSF 1 2) Provide an outcome based course of study for junior students to learn best practices for ACT exam. (e.g. Princeton Review)	2.5	Instructional Leadership Team, PHS Associate Principal, Assistant Superintendent for School Leadership	Increase ACT composite score to 19.				
							

**Goal 4: The district will increase parent academic focused meetings from 19% to 25% by May of 2019.**

**Performance Objective 1:** Increase by 6%

**Evaluation Data Source(s) 1:** Parent Engagement Activities

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Identification of community resources.</p>	2.6, 3.1, 3.2	Instructional Leadership Team, Campus Principals, Assistant Superintendent for School Leadership	Increased ability to address student needs and resource manual/ Community Resource Handbook.				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>2) Develop capacity within a campus representative regarding community/district resources to address student needs by providing professional development to build awareness, establishing guidelines to provide support/track progress, and identify students in need. Review existing parental activities and transform to meet academic student needs.</p>	2.6, 3.2	Instructional Leadership Team, Campus Principals, Assistant Superintendent of School.	Increase student achievement, collaborative relationships between district and community stakeholders.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 5: The percentage of campuses who meet the expectations of Domain III in the A-F accountability system will increase 10% to 20% by May of 2019.**

**Performance Objective 1:** Increase the number of campuses who meet Domain III

**Evaluation Data Source(s) 1:** STAAR data, District Special Population Data

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Focused training, professional development, travel and resources will be implemented for teachers and administrators of EL, Migrant, Special Education, and At-Risk students in order to obtain maximum results for student achievement as measured in Domain III.</p>	2.4, 2.5, 2.6	Instructional Leadership Team, Campus Principals	Increase academic performance of special populations, review and analyze CBA data.	 28%			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 5:** The percentage of campuses who meet the expectations of Domain III in the A-F accountability system will increase 10% to 20% by May of 2019.

**Performance Objective 2:** Addressing disengaged instructors, Campus Instructional Leader vs. Manager,

**Evaluation Data Source(s) 2:** Principal Academy Agendas

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7  1) Increase opportunities to provide teachers feedback from district and campus staff. Identifying the value in the time they are investing during PLC, training, or any support teachers receive.	2.4, 2.6	Instructional Leadership Team, Campus Principals	Increased capacity within Teachers and Leadership, evidence by the number of TTESS classroom observations .				
<b>Critical Success Factors</b> CSF 3  2) Assist campus principals in defining campus managerial vs. instructional leadership roles to assist them where their present reality falls and adjust accordingly.	2.6	Assistant Superintendent of School Leadership	Increased instructional capacity in leadership TTESS and TPESS reports.				
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

# State Compensatory

## Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199-31-6117-05-699-0-24-252	6117 Career Ladder - Locally Defined	\$5,000.00
199-31-6117-05-699-0-30-252	6117 Career Ladder - Locally Defined	\$3,150.00
199-11-6117-05-699-0-24-252	6117 Homebound - Locally Defined	\$47,610.00
199-11-6117-05-699-0-30-252	6117 Homebound - Locally Defined	\$22,532.00
199-11-6119-00-999-0-24-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,315.00
211-61-6119-00-999-9-30-000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$53,180.00
211-61-6119-00-999-9-30-250	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,688.00
199-11-6127-05-699-0-30-252	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$9,497.00
199-12-6127-05-699-0-24-252	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$500.00
199-32-6127-05-699-0-24-252	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$3,500.00
199-32-6127-05-699-0-30-252	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$3,500.00
199-11-6127-05-699-0-24-252	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$7,000.00
199-21-6129-00-999-0-24-000	6129 Salaries or Wages for Support Personnel	\$4,271.00
211-21-6129-00-999-9-30-000	6129 Salaries or Wages for Support Personnel	\$17,011.00
199-11-6141-00-999-0-24-000	6141 Social Security/Medicare	\$626.64
199-21-6141-00-999-0-24-000	6141 Social Security/Medicare	\$62.00
211-21-6141-00-999-9-30-000	6141 Social Security/Medicare	\$247.00
211-61-6141-00-999-9-30-000	6141 Social Security/Medicare	\$299.88
211-61-6141-00-999-9-30-250	6141 Social Security/Medicare	\$73.80
199-11-6142-00-999-0-24-000	6142 Group Health and Life Insurance	\$3,069.00
199-21-6142-00-999-0-24-000	6142 Group Health and Life Insurance	\$2,046.00

211-21-6142-00-999-9-30-000	6142 Group Health and Life Insurance	\$2,046.00
211-61-6142-00-999-9-30-000	6142 Group Health and Life Insurance	\$4,092.00
199-11-6144-00-999-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$579.00
199-21-6144-00-999-0-24-000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$344.00
211-61-6146-00-999-9-30-250	6146 Teacher Retirement/TRS Care	\$575.64
199-11-6146-00-999-0-24-000	6146 Teacher Retirement/TRS Care	\$620.00
199-21-6146-00-999-0-24-000	6146 Teacher Retirement/TRS Care	\$96.00
211-21-6146-00-999-9-30-000	6146 Teacher Retirement/TRS Care	\$1,752.00
211-61-6146-00-999-9-30-000	6146 Teacher Retirement/TRS Care	\$5,383.20
199-21-6147-00-999-0-24-000	6148 Employee Benefits - Locally Defined	\$4.32
211-21-6147-00-999-9-30-000	6148 Employee Benefits - Locally Defined	\$3.00
211-61-6147-00-999-9-30-000	6148 Employee Benefits - Locally Defined	\$5.76
<b>6100 Subtotal:</b>		<b>\$250,679.24</b>
<b>6200 Professional and Contracted Services</b>		
211-61-6239-00-999-9-30-000	6239 ESC Services	\$600.00
199-34-6299-05-699-0-24-252	6299 Miscellaneous Contracted Services	\$10,000.00
199-34-6299-05-699-0-30-252	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$20,600.00</b>
<b>6300 Supplies and Services</b>		
199-11-6399-05-699-0-24-139	6399 General Supplies	\$500.00
199-11-6399-05-699-0-30-139	6399 General Supplies	\$500.00
199-11-6399-05-699-0-30-252	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$1,500.00</b>

## Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alyse Lackey	Specialist	La Mesa	
Angela Clawson	Specialist	Thunderbird	
Anita Flores	Federal Data Clerk	District Wide/Federal	.50
Anita Garcia	Interventionist	Coronado/Estacado	
Araceli Ortiz	ESL Instructional Coach	Coronado	
Cara Togliatti	Instructional Coach	Plainview High School	
Dalia Pardo	Federal Administrative Assistant	District Wide/Federal	.50
Dawn Mustian	Specialist	College Hill	
Deborah Alcozer	Special Programs Instructional Coordinat	District Wide	
Elena Sepeda	ESL Instructional Assistant	Plainview High School	
Janelle Styne	Instructional Coach	Highland	
Jennifer Hughey	Instructional Coach	Thunderbird	
Kathy Jones	Specialist	Hillcrest	
Kristin Arnold	Instructional Coach	Hillcrest	
Linda Quezada	Migrant Recruiter	District Wide/Federal	
Mary Sanchez	Parent and Family Engagement Specialist	District Wide/Federal Programs	
Mayra Sabell	Instructional Coach	Coronado/Estacado	
Melody Rockwell	Specialist	Edgemere	
Rocky Rosas	Migrant Services	District Wide/Federal	
Sharon Lambeth	Specialist	Highland	
Sheila Alexander	Instructional Coach	College Hill	
Tammy Baker	Instructional Coach	Edgemere	
Tonjua Smith	Instructional Coach	La Mesa	