

Pewitt CISD

District Improvement Plan

2018/2019

Learning Today...Leading Tomorrow



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Pewitt CISD

Mission

The Mission of the Pewitt Consolidated Independent School District, in partnership with our school community, is to inspire and prepare our students to become confident, innovative problem solvers who demonstrate outstanding character and take full advantage of their individual academic potential so that they are able to thrive in our complex and ever-changing world.

Vision

Exemplify Excellence.

Everyone.

Everywhere.

Every day.

Nondiscrimination Notice

Pewitt CISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Pewitt CISD Site Base

Name	Position
Cobb, Jamie	High School Teacher
Duke, Stephanie	Elementary Assistant Principal
Giles, Tom	Junior High Principal
Green, Ashley	Elementary Teacher
Haydon, Rebecca	Elementary Teacher
Heard, Shelley	Business
Hooten, Deidra	Parent
Inman, Natalie	Non-Classroom Professional
Jones, Kristie	Director of C/I and State/Federal Programs
Myers, Nicole	High School Teacher
Nilsson, Keitha	Parent
Reddock, Andy	Superintendent
Shumake, Pam	Junior High Teacher
Stringfellow, Kathy	Non-Classroom Professional
Tipton, Bonita	High School Teacher
Wylie, Jay	High School Principal

Pewitt CISD

Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post secondary success.

Objective 1. Continued coordination of all State and Federal Programs for maximizing student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordination of all State and Federal Programs will ensure all student populations are served (Title I SW: 1,9) (Target Group: All)	21st Century Program Director, Assistant Principal(s), Campus Principal(s), CIS Coordinator, Director of Curriculum, Director of Special Education, Director of Technology, School Nurse, SRO Officer, TAG/TEKScore Campus Manager, Teacher(s)	August - June	(F)CTE , (F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title VI, Part B Rural/Low Income, (L)Other, (S)High Quality PreK Grant, (S)State Compensatory, (S)State GT, (S)State Special Education	Formative - Program evaluations, expenditure reports, compliance reports, PBM, TAPR
2. Pewitt CISD is a Title I Schoolwide District and all Title funds will be used to improve educational programs (Title I SW: 1,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Director of Technology, Region 8 ESC, SRO Officer, Staff, Teacher(s)	August - June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Other	Formative - Exceeding state passing rates on all STAAR tests, Meet PBM, NCLB indicators
3. Monitor and improve the services provided to gifted and talented students through pull-out and honors/advanced course programs. (Title I SW: 9) (Target Group: GT)	Campus Principal(s), Counselor(s), Director of Curriculum, Special Programs Teachers	August - June	(O)Staff Time, (S)High School Allotment, (S)State GT	Formative - Program evaluations, PEIMS, DMAC
4. Monitor the implementation of Sheltered Instruction and the impact on the English language development in the ESL program. (Title I SW: 8) (Target Group: ESL, LEP, AtRisk)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Special Programs Teachers, Teacher(s)	August - June	(F)Title III Bilingual / ESL, (O)Staff Time	Formative - Program evaluations, PEIMS, LPAC minutes, state assessments
5. McKinney-Vento services will be addressed through Title I (Title I SW: 1,9) (Target Group: All)	Counselor(s), Director of Curriculum	August - June	(O)Staff Time	Formative - PEIMS, surveys
6. Monitor annual TELPAS composite growth. (Title I SW: 5,9) (Target Group: ESL, LEP, AtRisk)	Assistant Principal(s), Campus Principal(s), Campus Testing Coordinator(s), Counselor(s), Director of Curriculum, Special Programs Teachers, Teacher(s)	August - June	(O)Staff Time	Formative - TELPAS, TAPR, PBM, program evaluations

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Transitional committees will actively involve PPCD, Pre-K, and Kindergarten in a transition and integration of programs vital to all student needs. (Title I SW: 2,4) (Target Group: All)	Campus Principal(s), Teacher(s)	August - June	(F)IDEA Special Education, (O)Staff Time, (S)High Quality PreK Grant	Formative - sign-in sheets; Agenda; Minutes
8. Monitor the students being served through the Dyslexia program, student identification for services and overall effectiveness of the program (Title I SW: 9) (Target Group: Dys)	Assistant Principal(s), Campus Principal(s), Counselor(s), Director of Curriculum, Staff	August - June	(O)Staff Time	Formative - Records, PEIMS data, Number of students assessed and identified, program evaluation
9. Ensure migrant children receive comprehensive educational programs, support services and interventions needed to succeed academically. (Title I SW: 9) (Target Group: Migrant)	Assistant Principal(s), Campus Principal(s), Counselor(s), Director of Curriculum, Special Programs Teachers, Staff, Teacher(s)	August - June	(L)Other	Formative - Documentation that all migrant students are receiving equitable programs and services to meet their academic and social needs. Migrant student performance meeting or exceeding the state standards on STAAR/EOC tests
10. Program evaluations for all state and federal programs will be conducted for effectiveness and compliance. (Title I SW: 2) (Target Group: ESL, Migrant, LEP, SPED, GT, CTE, AtRisk)	Campus Principal(s), Director of Curriculum	Mid Fall Semester	(O)Staff Time	Summative - Evaluation reports, adjustments to the program design and documented effectiveness through student performance

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Goal 1. Ensure all students receive exceptional learning opportunities that prepare them for graduation and post secondary success.

Objective 2. Increase performance in all student groups through delivery of a rigorous and relevant instructional program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Appropriately utilize research-based supplemental programs to include but not be limited to TPRI, DRA, Study Island, Imagine Math, STAR Enterprise Math and Reading to progress monitor students for growth in all core academic areas. (Title I SW: 2,8,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Staff, Teacher(s)	August - June	(F)Title VI, Part B Rural/Low Income, (O)Staff Time	Formative - Formative--STAAR PBMAS, TAPR; usage reports
2. Continue to develop a protocol for the RTI process at all campuses. (Title I SW: 7,8,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Region 8 ESC, Response to Intervention (RTI) Team, Teacher(s)	August - June	(O)Staff Time	Formative - Region 8 workshop attendance on RTI process. Development of draft and final protocol documents for each campus. Sign-ins for training on protocol; Rti/Advisory schedules
3. Conduct Check Point testing, using DMAC, TAG, and TEKScore to analyze results in order to improve current instruction and plan appropriate intervention. (Title I SW: 1,8) (Target Group: All)	Campus Principal(s), TAG/TEKScore Campus Manager, Teacher(s)	Fall and Spring Benchmark Dates	(O)Staff Time, (S)State Compensatory - \$4,714	Formative - Data disaggregation reports, lesson plans (for reteaching) and curriculum evaluation; checkpoint calendar
4. Maximize instructional time to provide small group and one-on-one tutoring in identified areas of need for student groups. (Title I SW: 2,3,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Teacher(s)	August - May	(O)Staff Time, (S)State Compensatory - \$395,449.66	Formative - Six weeks grade reports, semester grade reports, TAPR, DMAC Reports
5. Continue to monitor and improve alignment of core/elective programs and interventions to increase academic achievement and close achievement gaps in math, reading, writing, science and social studies for all students PK - 12. (Title I SW: 1,2,3) (Target Group: All)	Campus Principal(s), Director of Curriculum, Region 8 ESC	August - June	(O)Staff Time, (S)State Compensatory - \$3,600	Formative - STAAR, PBMAS, TAPR,DMAC reports
6. Encourage and promote campus programs that inspire a positive learning environment which leads to increase student achievement. (Title I SW: 1,2,3,10) (Target Group: All)	Campus Principal(s), Director of Curriculum, Teacher(s)	August - June	(O)Staff Time	Formative - STAAR, PBMAS, AYP, TAPR, PEIMS 425, End of year grade reports; Events Calendar for reward days

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Continue to provide training and ensure implementation of literacy initiatives in targeted campus grade levels to include but not be limited to F&P phonics curriculum implementation. (Title I SW: 3,10) (Target Group: All)	Campus Principal(s), Instructional Assistant(s), Region 8 ESC, Staff	August - June	(F)Title I, (S)21st Century	Summative - Formative - improved reading data on STAR Reading, DRA, TPRI, and STAAR state assessments
8. Develop, implement and monitor an integrated intervention plan addressing Performance Based Monitoring and Assessment System issues for ESL and Special Education students in reading, writing, mathematics, science, and social studies. (Title I SW: 1,2,8,9,10) (Target Group: All, ECD, SPED)	Campus Principal(s), Diagnostician(s), Director of Special Education, Response to Intervention (RTI) Team, Special Programs Teachers, Staff	October - June	(F)IDEA Special Education, (F)Title I, (O)Staff Time	Formative - Written intervention plan, evident in the PBMAS report for 2017
9. Develop, implement and monitor an integrated intervention plan addressing performance issues for African Americans served in special education as well as overall special education representation in regard to the district enrollment. (Title I SW: 1,2,8,9,10) (Target Group: All, AA, SPED)	Assistant Principal(s), Campus Principal(s), Counselor(s), Diagnostician(s), Director of Curriculum, Director of Special Education, Response to Intervention (RTI) Team, Special Programs Teachers, Staff	October - June	(F)IDEA Special Education, (L)Other, (O)Staff Time	Formative - Written integrated intervention plan, evident through the PBMAS reporting for 2017; DMAC reports
10. Review served special education student placements in regard to appropriate least restrictive environment for student growth and success. (Target Group: SPED)	Campus Principal(s), Counselor(s), Diagnostician(s), Director of Special Education, Teacher(s)	August - June	(O)Staff Time	Formative - ARD minutes, increased time percentage of special education students in general education classes as reported on PBMAS
11. Provide targeted professional development to ELAR teachers through various avenues to include but not be limited to Six Plus One Traits of Writing, Texas Lesson Study, Reg 8 Workshops, and PLC Vertical Alignment meetings (Title I SW: 1,4) (Title I TA: 1,3,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Campus Principal(s), Director of Curriculum	Aug - May	(F)Title I, (L)Other, (O)Staff Time	Summative - Workshop certificate of completion, Sign In Sheets

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
12. Review CCMR opportunities and implement student tracking procedures to ensure accurate PEIMS reporting. (Target Group: All) (Strategic Priorities: 3)	Campus Principal(s)	Sept - June	(O)Staff Time	Summative - HS Master Schedule; Senior Class Survey; Tracking Spreadsheet

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Goal 2. Recruit, retain, and develop highly motivated staff members who maximize student success.

Objective 1. Provide targeted professional development and training with ongoing, classroom-embedded support that enhances employee job performance and student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide and support opportunities for individual targeted professional growth for teachers in areas unique to their content, skill and need through Region 8 ESC agreements, area and state conference and locally provided opportunities. (Title I SW: 4) (Target Group: All)	Campus Principal(s), Director of Curriculum, Region 8 ESC	August - June	(F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (S)State Compensatory - \$16,525	Formative - certificates of attendance, sign-in sheets
2. Research best practices for providing classroom embedded support with existing campus staff. (Title I SW: 4) (Target Group: All)	Assistant Principal(s), Campus Principal(s)	August - June	(O)Staff Time	Formative - Training sign-ins, Conference/Workshop certificate of participation
3. Ensure all ELAR teachers have ESL Certification (Title I SW: 9) (Target Group: All, ESL) (Strategic Priorities: 1)	Assistant Principal(s), Campus Principal(s), Director of Curriculum, Teacher(s)	Sept - May	(F)Title III Bilingual / ESL, (O)Staff Time	Summative - Sign-in sheets, classroom observation, lesson plans, increased academic performance of ESL students

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Goal 2. Recruit, retain, and develop highly motivated staff members who maximize student success.

Objective 2. Recruit high-quality teachers meeting state certification requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement stipends for content areas of high need within the district including special education, LOTE, mathematics, and science. (Target Group: All)	Business Manager, Superintendent	August - June	(L)Other	Number of applicants for vacant position in these fields, teacher applicants with the appropriate certification and meeting HQ status, reduced turn-over percentage.
2. Develop partnerships with University Teacher Preparation Programs for recruitment. (Title I SW: 3,5) (Target Group: All)	Campus Principal(s), Director of Curriculum, Superintendent	August - June	(O)Staff Time	Formative - Potential applicant numbers for open positions within the district, job fair participation at the Universities.
3. Continue to provide and enhance a District New Teacher Mentor Program. (Target Group: All)	Campus Principal(s), Director of Curriculum, Teacher(s)	August - June	(O)Staff Time	Formative - Sign-in sheets of program meetings with mentors and mentees, program surveys for mentor and mentee,

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Goal 2. Recruit, retain, and develop highly motivated staff members who maximize student success.

Objective 3. Continued implementation of the district process for identifying, nurturing and developing leaders across the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for teacher leader roles on the campuses or within the content/grade levels. (Target Group: All)	Campus Principal(s), Director of Curriculum, Teacher(s)	August - June	(L)Other, (O)Staff Time	Formative - application/selection for teacher leaders, grade level/department meeting agendas, sign-in sheets, feedback to campus leadership.
2. Provide opportunities for lead teachers to collaborate with their peers for instructional planning, strategies, classroom management and student success. (Target Group: All)	Assistant Principal(s), Campus Principal(s), Director of Curriculum	August - June	(O)Staff Time	Formative - Campus master schedules, planning times in school calendar, sign-in sheets, agendas
3. Development and growth of Administrative Leadership for teacher support through targeted training. (Target Group: All)	Campus Principal(s), Director of Curriculum, Director of Maintenance, Director of Technology, Director of Transportation, Superintendent	August - June	(L)Other, (O)Staff Time, (S)State Compensatory - \$8,287.02	Formative - training certificate, leadership academy sign-in sheets

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Goal 3. Provide facilities that support positive learning environments.

Objective 1. Develop and implement a plan to address areas of need based on facility study.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address immediate safety needs for all campuses. (Target Group: All)	Director of Maintenance, Director of Technology, Director of Transportation, Region 8 ESC, Superintendent	August - June	(L)Other	Formative - Completed work orders
2. Review and prioritization of larger scale district facility needs by the administrative leadership team for summer completion. (Target Group: All)	Business Manager, Campus Principal(s), Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Superintendent	August- June	(O)Staff Time	Agendas, priority need list, project completion, budget allocations

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Goal 4. Promote and fully develop positive partnerships with parents, community members, and business organizations.

Objective 1. Increase opportunities to foster positive relationships between parents, community, and school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to conduct Meet the Teacher nights, Brahma Backers, and Open House events that are open to all stakeholders. (Title I SW: 6,10) (Target Group: All)	Campus Principal(s), Director of Curriculum, Region 8 ESC	August - June	(O)Staff Time	Summative - Increase parent involvement by 5%, attendance sign-in sheets
2. Coordinate with parents and community organizations to collaborate and work together in support of local endeavors as appropriate. (Title I SW: 6) (Target Group: All)	Assistant Principal(s), Business Manager, Campus Principal(s), CIS Coordinator, Counselor(s), Director of CTE, Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, School Nurse, SRO Officer, Staff, Superintendent	August - June	(F)Title I, (O)Staff Time	Summative - Increase participation
3. Establish partnerships with community businesses for their participation in student events and courses to support transition and expertise. (Target Group: All)	Campus Principal(s), Counselor(s), Staff	August - June	(O)Staff Time	Formative - Local guest speaker lists, participation list in student oriented events
4. Superintendent and/or designee will regularly attend Omaha and Naples Chamber of Commerce and City Council meetings as a collaborator on behalf of the district. (Target Group: All)	Superintendent	July - June	(O)Staff Time	Sign-in Sheets Agendas Increases PCISD presences in community events
5. Conduct and analyze survey to identify success partnership opportunities and recommended ideas from district stakeholders and develop actions to address recommendations. (Title I SW: 6) (Target Group: All)	Campus Principal(s), Director of Curriculum, Superintendent	November/April	(O)Staff Time	Survey results Analysis of results Action plans based on results

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Goal 5. Support a process that promotes open and timely communication with staff, students, parents and community members.

Objective 1. Establish and expand initiatives that promote effective community relations and meaningful communication with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide parent and community members notification of school events and activities through district website, electronic communications, marquee, PTO meetings, social media, local media. (Title I SW: 6) (Target Group: All)	Campus Principal(s), Director of Curriculum, Director of Technology, Teacher(s), Webmaster	August - June	(O)Staff Time	Summative - Sign-in sheets from events, increased attendance at events, reports of access to technology-based programs
2. Efficiently and effectively utilize social media as a line of communication. (Target Group: All)	Campus Principal(s), Superintendent	August - June	(O)Staff Time	Formative - Social media postings
3. Review the effectiveness and use of School Messenger as a dissemination tool for communication to district stakeholders. (Title I SW: 6) (Target Group: All)	Campus Principal(s), Director of Curriculum, Director of Technology, Superintendent	August - June	(L)Other, (O)Staff Time	Usage report and log Sign-in sheet Agenda

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Goal 6. Exercise fiscal responsibility through efficient management of resources and operations to maximize student achievement.

Objective 1. District-wide fiscal policies will promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Allocate adequate local funding resources to support critical education programs. (Title I SW: 1,2,3,4,9,10) (Target Group: All)	Business Manager, Campus Principal(s), Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Superintendent	September	(O)Staff Time	Formative - District Budget includes local funding sources to support all critical education programs.
2. Allocate supplemental special funding to support critical educational programs. (Title I SW: 1,2,3,4,9,10) (Target Group: All)	Business Manager, Director of CTE, Director of Curriculum, Superintendent	September	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (F)Title VI, Part B Rural/Low Income	Formative - District budget includes special funding sources allocated to support all critical educational programs.
3. Ensure that departments and campuses implement sound financial planning, principles and practices. (Title I SW: 1,2,10) (Target Group: All)	Business Manager, Campus Principal(s), Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Superintendent	August - June	(O)Staff Time	Formative - District budget reports
4. Conduct annual review of the internal controls. (Target Group: All)	Director of CTE, Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Superintendent	August - June	(O)Staff Time	Summative - Annual reports
5. Review, update as needed for local, state and federal compliance as needed, implement and train staff on Pewitt CISD Policies and Procedures. (Target Group: All)	Business Manager, Campus Principal(s), Director of CTE, Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Superintendent	August - June	(O)Staff Time	Summative - Completed manual, sign-in sheets for training and development meetings.

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Goal 7. Encourage 21st century learning through the use of technology in the teaching and learning process.

Objective 1. Continue to improve technology available in the classroom to meet the needs of the 21st Century learner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish and implement a 21st technology standard set-up for each classroom. (Title I SW: 1,2) (Target Group: All)	Campus Principal(s), Director of CTE, Director of Curriculum, Director of Technology, Teacher(s)	August - June	(F)CTE , (F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title VI, Part B Rural/Low Income, (L)Other, (O)Staff Time	District list of standard technology set-up, plan (including funding) for getting each classroom equipped, purchases as shown through budget reports.
2. Provide access and attendance for high quality instructional technology professional development for staff. (Title I SW: 4) (Target Group: All)	Campus Principal(s), Director of Technology, Region 8 ESC, Teacher(s)	August - June	(F)Title IIA Principal and Teacher Improvement, (O)Staff Time	Certificates of attendance, local sign-in sheets, classroom observations for implementation
3. Research ways to provide student internet access for students after normal school hours	Campus Principal(s), Director of CTE, Director of Curriculum, Director of Technology, Superintendent, Teacher(s)	August - June		Formative - Sign-in sheets

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Goal 7. Encourage 21st century learning through the use of technology in the teaching and learning process.

Objective 2. Utilize technology in advanced and innovative ways to support instruction and facilitate learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to make available additional online and virtual learning opportunities for students to accelerate, remediate, or enrich learning and obtain or recover academic credit. (Title I SW: 2,9) (Target Group: All)	Campus Principal(s), Director of CTE, Director of Curriculum, Director of Technology, Superintendent	August - June	(F)Title I, (F)Title VI, Part B Rural/Low Income, (O)Staff Time, (S)21st Century	Usage reports of programs, budget reports of programs purchased
2. Develop long term plan for immediate implementation regarding increased student technology access including option of one-to-one student device access. (Title I SW: 2,9,10) (Target Group: All)	Campus Principal(s), Director of Curriculum, Director of Technology, Region 8 ESC, Superintendent, Teacher(s)	August - June	(F)CTE , (F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Staff Time	planning agenda, planning sign-in sheet, copy of long term plan

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Goal 8. Emphasize integrity, strong character, and community pride throughout the district.

Objective 1. Continued implementation of programs that support an emphasis on integrity, character and pride.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly Board of Trustee recognition of one boy and girl from each campus and one staff member from the district as "Brahma of the Month" and "Brahma Pride" recipients. (Target Group: All)	Campus Principal(s), Superintendent	Monthly board meetings	(L)Other, (O)Staff Time	Formative - Newspaper picture/article, Board minutes
2. Continued development and emphasis on Character Counts program within the district including all campuses. (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s), Teacher(s)	August - June	(L)Other, (O)Staff Time	Recognition announcements, calendar events, implementation plan, teacher lesson plans

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Goal 9. Provide a safe and drug-free learning environment.

Objective 1. Explore, implement and communicate security measures that provide safeguards for learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of drug dog throughout the year for random searches. (Title I SW: 2) (Target Group: All)	Campus Principal(s), SRO Officer	August -June	(L)Other, (O)Staff Time	Number of drug related incidents documented
2. Continue the implementation of a mandatory drug testing policy for all extra curricular participants and students who drive a vehicle to school. (Title I SW: 1,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s), Superintendent	August - June	(L)Other, (O)Staff Time	Monitor the number of positive test results, number of referrals to counseling center.
3. Each campus will coordinate to provide programs for prevention of and education concerning bullying (various forms), and harassment on buses, playgrounds, and in school vehicles. (Title I SW: 9) (Target Group: All)	Campus Principal(s), Director of Transportation	August - June	(O)Staff Time	Program evaluations, SHAC minutes, program documentation
4. Each campus will continue to coordinate services with CIS to provide a suicide prevention program and increase staff awareness for early detection and intervention. (Title I SW: 9) (Target Group: All)	Campus Principal(s), CIS Coordinator, Counselor(s)	August - June	(O)Staff Time, (S)State Compensatory - \$33,400	Formative - Staff development records, program evaluations
5. Each campus will coordinate services with CIS to provide increased staff awareness for early detection and intervention for child sexual abuse and prevention of maltreatment of a child. (Title I SW: 9) (Target Group: All)	Campus Principal(s), CIS Coordinator, Counselor(s)	August - June	(O)Staff Time	Staff development records, program evaluations
6. Review and update District Crisis Management Plan. (Target Group: All)	Campus Principal(s), Director of CTE, Director of Curriculum, Director of Maintenance, Director of Special Education, Director of Technology, Director of Transportation, Staff, Superintendent	August - May	(O)Staff Time	Formative - Updated plan
7. School Health Advisory Council will implement, review, promote and provide health and wellness education and activities for all employees, students and community. (Target Group: All)	SHAC Committee	August - June	(L)Other	Meeting agendas/sign-in sheets Review of wellness plan promotional materials for activities

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Goal 9. Provide a safe and drug-free learning environment.

Objective 2. Reduce behavior incidents by 5% as measured by district discipline reports based on implementation and monitoring of an effective student management program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Track discipline data to analyze events and removal actions. (Target Group: All)	Assistant Principal(s), Campus Principal(s), Counselor(s), Director of CTE	November/April/June	(O)Staff Time	Formative - Reduction in the number of behavior incidents, bullying/harassment incidents, discretionary placements, in-school suspensions, and out of school suspensions. Data will be reported by campus.
2. Implement and monitor effective student management strategies including principles of Positive Behavior Interventions and Supports. (Title I SW: 1,2,4,6,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), Staff, Teacher(s)	August - May	(F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free	Discipline reports, classroom observations, training sign-in sheets for staff
3. Implement and monitor effective truancy prevention strategies. (Title I SW: 2,6,9) (Target Group: All)	Assistant Principal(s), Campus Principal(s), SRO Officer	August - June	(F)Title IV Safe and Drug Free, (O)Staff Time	Formative - Daily attendance rates for each campus.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment for the 2017-18 school year as reported by txschools.org was 888 students. Our ethnic breakdown is 15.5% African American, .1% Asian, 13% Hispanic, .3% American Indian, 5.6% Two or More Races, and 65.4% White. 53.2% were male and 46.8% female. 66.7% (592) students were economically disadvantaged; 13.4% special education; 6.4% English language learners.

These numbers reflect a decrease in enrollment from the 2016-17 school year of approximately 40 students. Our demographic percentages have stayed consistent.

Our CTE program is very successful and upon entering that program, very few students exit. Pewitt CISD professional staff is majority white and female. Our district teacher/student ratio for 2016-17 was 1:12.

Student Achievement

Student Achievement Summary

The following is a list of needs assessment tools used in our district to determine performance needs of Pewitt CISD students. STAAR State Assessment, PBMAS, TELPAS, TPRI, Discipline reports, TxEIS final grade reporting, previous year master schedules, data review discussions with all stakeholder feedback opportunities.

Data from the various tools are analyzed for the purpose of creating strategies to be outlined in the District Improvement Plan to meet the needs of all students in the areas in which we are weak and in efforts to continue the strategies where we are successful. Data reviews included parent and community participation.

Identified needs included:

- continuing to focus and develop an effective and consistent balanced literacy program at the primary grade levels
- increased training for in writing instruction for all grade levels
- progress monitoring system in place to track student growth.
- increase the number of student performing at Meets & Masters Grade Level through effective and timely differentiation
- increasing special education student performance on STAAR assessments
- increase special education student participation in the general education classroom where appropriate for the student
- continued development and implementation of an RTI program to provide effective and timely intervention

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Summary

From surveys conducted by all campuses, our parents and staff describe our district as a welcoming place where students are treated with respect and feel safe.

Attendance is at 96%. Surveys also indicate that parents agree that our teachers are responsive to the needs of their students and send them well prepared academically for the next school year. Parents feel they receive timely information regarding their child's performance and comfortable in communicating with teachers. Approximately 85% of our secondary students are involved in extracurricular activities, a reflection of their satisfaction of the school culture and climate. Staff responses support the idea that the overall climate of the campus is very positive and supports student learning. They feel overall supported by the administration in every aspect of the role within the district and campus. The vision, mission, goals and belief statements of the district all point toward high expectations for everyone.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Late in the summer of 2018, the district revised our District of Innovation Plan. The amendment allows us to hire non-certified teachers. These individuals are required to have a bachelors degree and must obtain their certification by the end of the year.

This year we are focusing our teacher training in the areas of technology and reading/writing for all grade levels.

Teachers overall have scored well on their appraisals but are provided with feedback and direction from campus principals and administrative staff to assist with any areas needing improvement. A new appraisal system was implemented during the 2016-17. The T-TESS (Texas Teacher Evaluation and Support System) enhances support for all teachers in areas of collaboratively identified areas of need. The staff attends quality professional development at Region 8 and other places including conferences to build their skills and knowledge. New teachers are assigned a mentor teacher and grade level/department teams meet regularly for support. We began the 2016-17 school year with 25% of our teaching staff new to the district. The staff is surveyed on professional development needs, and this, along with student achievement results, drives the professional development. Follow-up, in the form of observations and lesson plan analysis, is completed to ensure that training is having the proper impact on instruction.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Our district curriculum is TEKS Resource System which contains an Instructional Focus Document and Year at a Glance. Vertical alignment documents are reviewed each year. Checkpoints are conducted every six weeks to inform instruction and differentiation strategies. 21st-century skills are included in the curriculum. The monitoring process for the curriculum includes vertical and grade level meetings locally. The TEKS Resource system also has a system in place for renewing the curriculum each year.

Assessments are reviewed, internally and externally, for relevancy and appropriateness and are clearly linked to the in-depth understanding of the TEKS. Results are disaggregated and analyzed so as to inform instruction. Student performance data is reviewed each year and critical areas of weakness are determined. All accelerated classes are designed around data-driven identified student needs. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local checkpoint scores show the need for additional instructional time and more one-on-one intervention. At-risk students have a high need for this type of intervention.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Summary

Parental and community partner involvement is an area of focus for Pewitt CISD. Increased parental involvement is a need throughout the district. Pewitt CISD would like to expand opportunities for parents to participate in discussions regarding the learning of their children, volunteer on campuses, and work closely with their students by staying abreast through parent and school communication tools. At all campuses, parents and community members serve on decision-making committees that drive change at the campuses. Over 350 parents attend Meet the Teacher Nights in the fall and Open House in the spring. Veterans Day programs are well attended by local veterans and family members. The School Health Advisory Committee is active and plans relevant programs for students and community. Local businesses provide donations for district activities and actively support our Character Counts program. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification system, school website, and social media accounts are also avenues for parents to receive needed information about school events.

School Context and Organization

School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campuses as funds are available. Stipends for high-need areas (such as secondary math and foreign language) are needed to attract and keep high-quality teachers in our rural school. The district uses an electronic application system to make its needs more well-known. Instructional supports, materials, and basic technology are in place. Facilities are a need for the district, specifically the cafeteria at the elementary campus. Technology is also an area of constant review as we strive to provide each classroom with a "standard technology set-up" to support instruction. Pewitt CISD continues to plan and budget for improved student technology access across all campuses. Schedules are designed around student need and include small class sizes. Additional instructional periods are offered for low-performing students. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions.

Technology

Technology Summary

As educational demands continually evolve, Pewitt CISD strives to ensure that students and staff have access to relevant technology. Collaboration between the responsible parties for Instruction and Technology is needed in order to expand the effective integration of technology within the educational setting. Training in technology integration is a need of our teachers as they desire to maximize the use of technology as a resource and tool for student engagement and success. The district current

Comprehensive Needs Assessment

Technology Summary (Continued)

technology resources include classroom computer/laptop, printers, computer labs, iPads, Chromebooks, ceiling-mounted projectors, document cameras, automated parent notification system, district -wide access, mobile labs, smart boards, smart pens, etc. Teachers are provided additional technology integration training on Google Classroom and other Google components making them more equipped to better integrate technology into their instruction.

Comprehensive Needs Assessment Data Sources

Absentee Reports
ARD Minutes
Curriculum Evaluation
Data disaggregation
DMAC Data Reports
High Qualified Reports
iStation Reports
Lesson Plans
Meeting times, dates, sign-in sheets and agendas
PBMAS Reports
PEIMS Data
Program Evaluations
SHAC Minutes
STAAR Data
Staff Development Records
Study Island Reports
TAPR Reports
Teacher Survey
TELPAS Reports
TPRI Data
TxEIS Grade Reports
Workshop Certificates

Resources

Resource	Source	Amount
CTE	Federal	
IDEA Special Education	Federal	
Title I	Federal	
Title IIA Principal and Teacher Improvement	Federal	
Title III Bilingual / ESL	Federal	
Title IV Safe and Drug Free	Federal	
Other	Local	
Staff Time	Other	
FTE--State Compensatory	State	8.65
State Compensatory	State	\$421,398.80
State GT	State	
State Special Education	State	