

PREMONT ISD

District Improvement Plan

2019/2020



Mr. Steve VanMatre, Superintendent of Schools
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PREMONT ISD

Mission

In order to develop successful individual potential Premont Independent School District will create a culture that promotes risk taking in an environment that values diverse thinking and provides numerous opportunities for successful application of learning by all members of the organization.

Vision

Developing Successful Individual Potential

Nondiscrimination Notice

PREMONT ISD 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.

PREMONT ISD Site Base

Name	Position
Vanmatre, Steve	Superintendent
Chilton, Lissa	Premont Early College Academy
Russell, Richard	Premont Collegiate High School
Rodriguez , Lilly	TTIPS Coordinator
Lafuente, Anna Lisa	Parent
Ortega , Paula	Community/Business Member
Arevalo, Davida	Premont Early College Academy
Hofstetter, Gilda	Premont Collegiate High School
Romo, Anna	Premont Collegiate High School
Trevino, Joel	Campus Administrator
Garcia, Claudette	Campus Administrator
Gonzalez, Kristina	Director of Instructional Support

Premont Independent School District

Comprehensive Needs Assessment

2018-2019



Home of the Fighting Cowboys and Cowgirls
Developing Successful Individual Potential

Purpose of the Comprehensive Needs Assessment

The overall purpose of a comprehensive needs assessment process is to examine multiple sources of data to identify the priority needs and direction for a school district. This important process is the initial step in the development of the district and campus improvement plans, as well as decisions regarding the effective planning and utilization of local, state, and federal funds. The data help schools monitor and assess the impact of programs, curriculum, instruction, assessment, and other critical areas related to teaching and learning by developing a school profile. When conducted thoroughly, the CNA provides schools with identified strengths and weaknesses and specifies priorities for addressing student achievement and meeting challenging academic and performance standards by strengthening the entire school system through targeted improvement processes. (Texas Education Agency, 2009)

Data Sources of the Comprehensive Needs Assessment

A variety of data sources were used to examine the five indicators used for the PISD comprehensive needs assessment process. The sources of data used included:

Student Assessment Data

Reviewers analyzed student performance on the State of Texas Assessment of Academic Skills (STAAR) from 2014, 2015, 2016, 2017, and 2018. STAAR scores were accessed through DMAC, an online data disaggregation tool.

Demographic Data

Reviewers analyzed a variety of demographic data related to enrollment, attendance, discipline, and teacher characteristics. Data sources included TAPR reports, AEIS reports, and PEIMS reports.

Document Review

A variety of formal district and campus documents were reviewed (e.g. STAAR performance results, student demographic documents, etc.).

Figure 1
Premont ISD STAAR Results – Math – All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	47	47	63	42	20	58
2016	58	59	0	55	35	74
2017	60	59	67	58	44	55
2018	63	63	75	62	40	42
2019	57	57	67	56	42	53

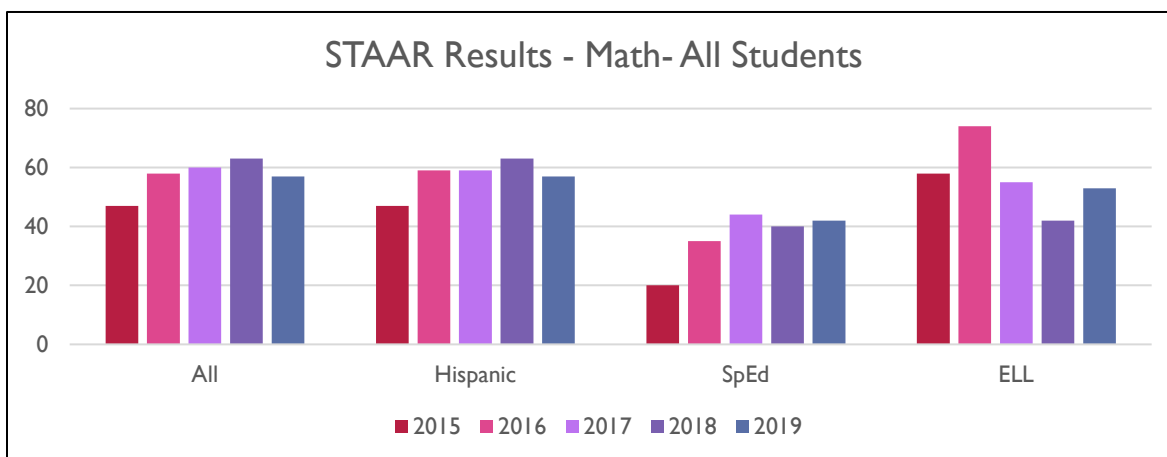


Figure 1: These data chart the change over a five-year time period in the area of STAAR Math.

In 2019, Premont ISD evidenced a slight decrease in STAAR Math results for all students as well as Hispanic, White, and economically disadvantaged students. There was a small increase in the math scores for special education students, and a slightly bigger increase in the math scores for the English Language Learner subgroup. However, due to their numerically small size, the data reported for White, Special Education, and English Language Learner subgroups must be interpreted with caution.

Figure 2
Premont ISD STAAR Comparison – Mathematics

	<i>PISD</i> 2016	<i>State</i> 2016	<i>Gap</i> 2016	<i>PISD</i> 2017	<i>State</i> 2017	<i>Gap</i> 2017	<i>PISD</i> 2018	<i>State</i> 2018	<i>Gap</i> 2018	<i>PISD</i> 2019	<i>State</i> 2019	<i>Gap</i> 2019
3rd	56	74	-18	57	76	-19	52	77	-25	44	78	-34
4th	57	72	-15	38	75	-37	76	78	-2	44	74	-30
5th	60	85	-25	60	87	-27	52	90	-38	80	77	3
6th	52	71	-19	53	75	-22	59	76	-17	49	79	-30
7th	43	67	-25	44	68	-24	46	71	-25	67	73	-6
8th	76	81	-5	73	84	-11	85	85	0	53	74	-21
Alg 1	64	81	-17	83	82	1	81	83	-2	63	84	-21

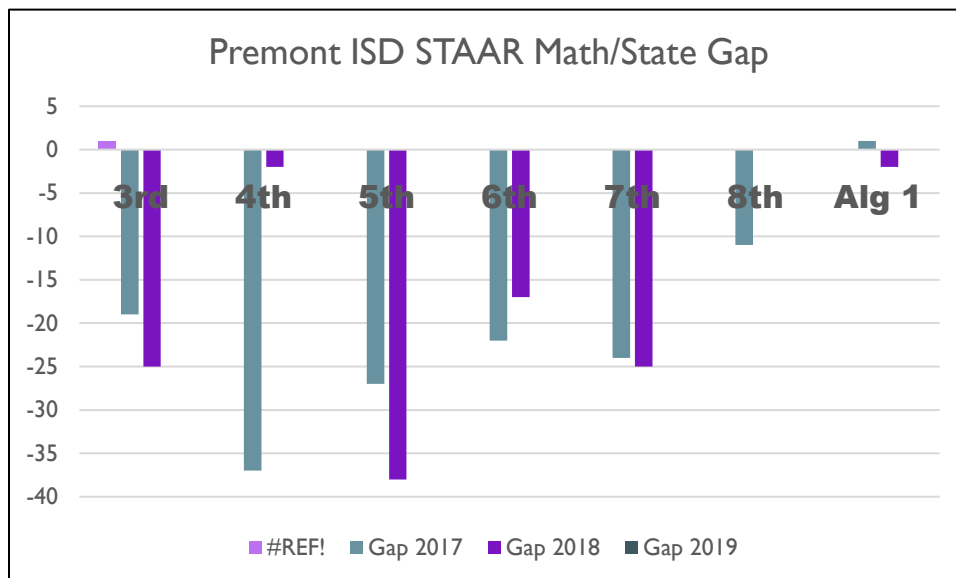
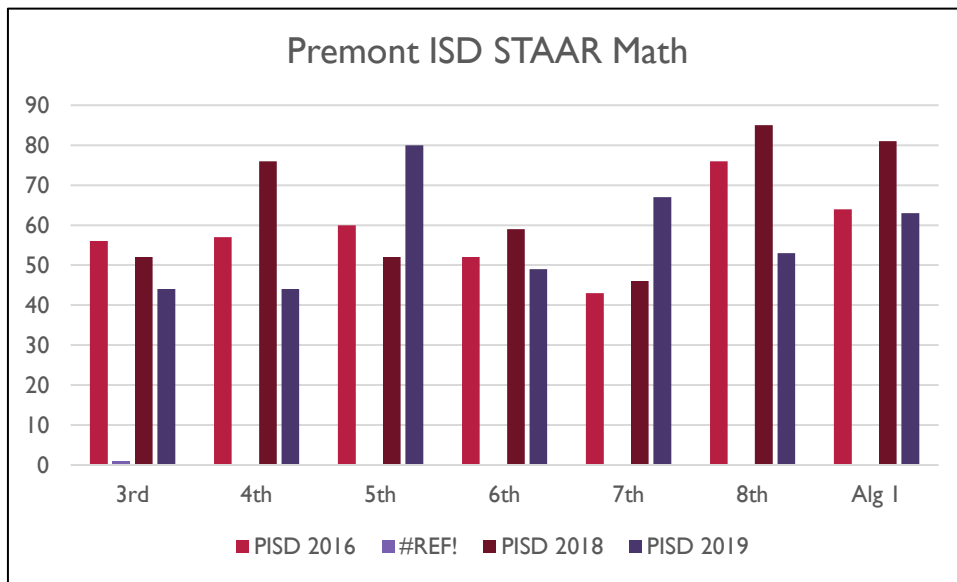


Figure 2: These data compare the performance of Premont ISD to the state average in math.

In 2019, test results improved on only **two of the seven math tests**. **The most significant gain was evidenced in fifth grade, where Premont ISD scored increased by 28 percentage points, whereas they were 3 points above state. Immediate concern should be taken as data shows that be that the gap between PISD scores and the state have increased. Only in 5th and 7th grade has the gaps closed.**

Figure 3
Premont ISD STAAR Results – Reading/ELA - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	45	45	50	40	25	17
2016	50	50	50	48	31	36
2017	50	49	100	48	30	40
2018	55	54	80	53	32	28
2019	50	49	63	48	28	35

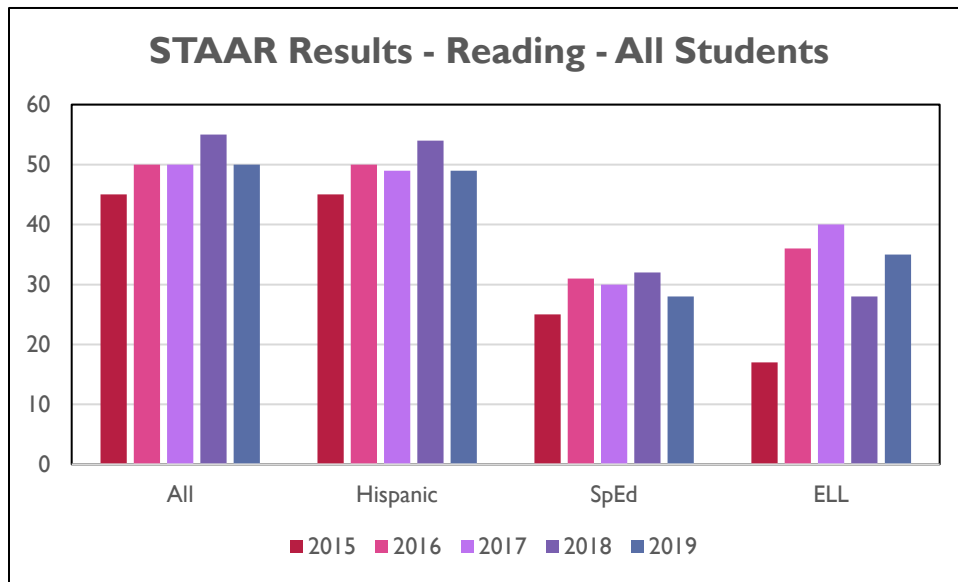


Figure 3: These data chart the change over a five-year time period in the area of STAAR Reading/ELA, which includes the reading test for grades 3 – 8 and the English I and II EOC.

In 2019, Premont ISD scores in STAAR Reading/ELA decreased for all students and all subgroups except for English language learners. While white students and English language learners saw significant decreases in the percentage passing, results must be interpreted with caution due to the small numbers of these subgroups.

Figure 4
Premont ISD STAAR Comparison - Reading/ELA

	PISD 2016	State 2016	Gap 2016	PISD 2017	State 2017	Gap 2017	PISD 2018	State 2018	Gap 2018	PISD 2019	State 2019	Gap 2019
3rd	58	72	-15	59	72	-13	48	76	-28	50	75	-25
4th	57	74	-17	30	70	-40	55	72	-17	59	73	-14
5th	52	80	-28	51	81	-30	48	83	-35	80	70	10
6th	39	68	-29	39	67	-28	49	66	-17	44	66	-22
7th	43	69	-30	41	72	-31	46	72	-26	63	74	-11
8th	76	86	-10	84	85	-1	70	83	-13	57	70	-13
Eng I	42	63	-21	52	60	-8	60	60	0	23	63	-40
Eng II	41	66	-25	42	62	-20	63	66	-3	25	67	-42

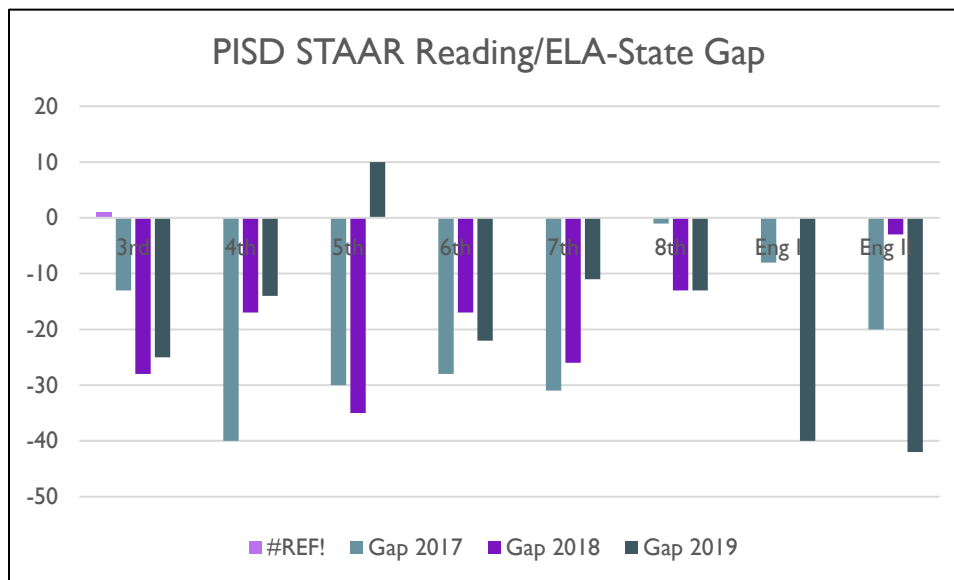
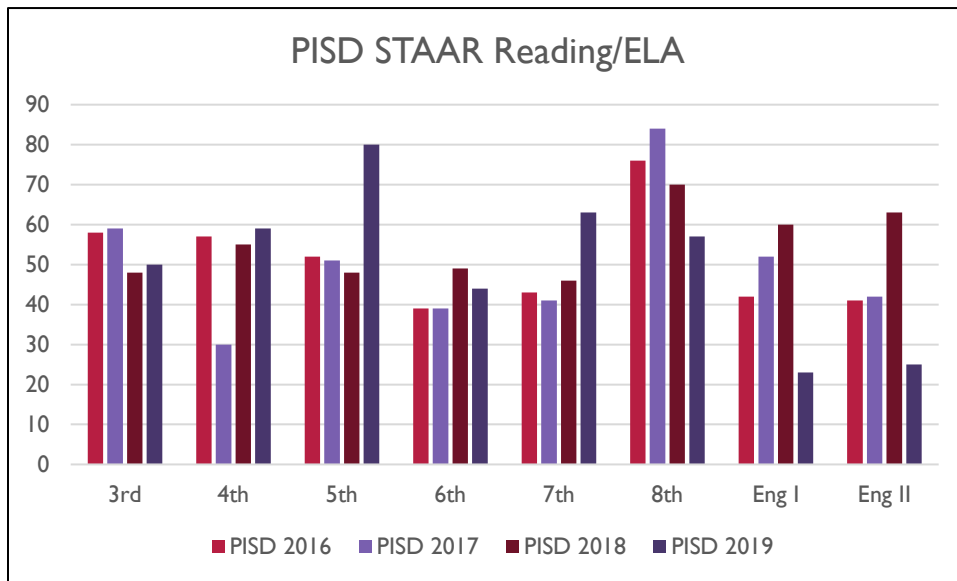


Figure 4: These data compare performance of Premont ISD to the state average in reading/ELA. In 2019, test results improved on four of the eight reading/ELA tests (grades 3, 4, 5, and 7). **The most significant improvement occurred in grade 5 where the passing rate rose by 32 percentage points to 80 percent. English I and English II scores were significantly below state average.**

Figure 5
Premont ISD STAAR Results - Writing - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	41	42	33	37	0	38
2016	53	53	NA	49	40	40
2017	38	38	NA	37	14	60
2018	45	43	75	45	10	43
2019	49	49	50	44	60	25

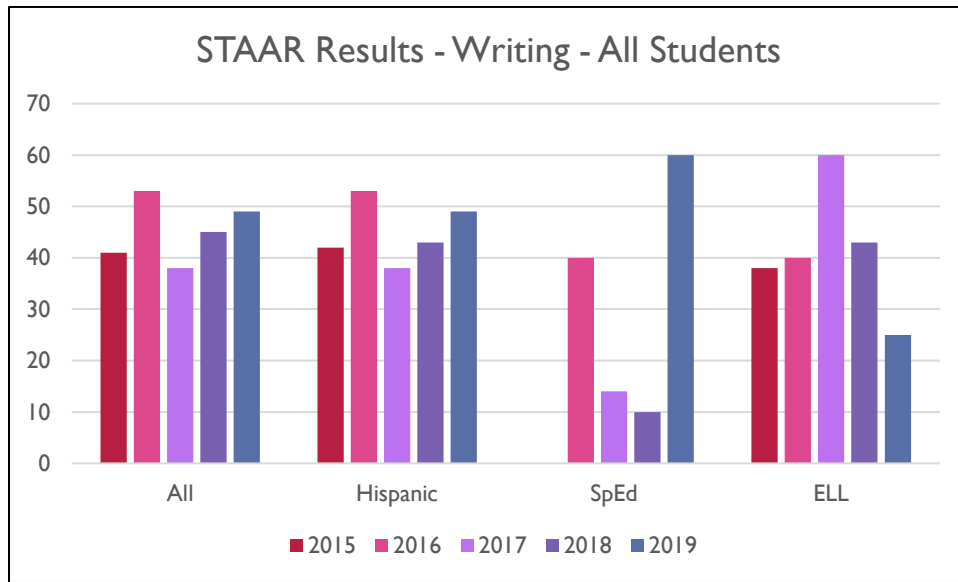


Figure 5: These data chart the change over a five-year time period in the area of STAAR Writing.

STAAR Writing results improved by four percentage points in 2019. Progress was seen with all students as well as the subgroups of Hispanic and special education students. The economically disadvantaged, white, and ELL subgroups showed a decrease in percentage points. While the scores for English Language Learners and white subgroup decreased, results must be interpreted with caution due to the small numbers of this subgroup.

Figure 6
Premont ISD STAAR Comparison - Writing

	PISD 2016	State 2016	Gap 2016	PISD 2017	State 2017	Gap 2017	PISD 2018	State 2018	Gap 2018	PISD 2019	State 2019	Gap 2019
4th	53	67	-14	24	63	-39	53	61	-8	44	65	-21
7th	53	67	-17	56	68	-12	40	67	-27	51	69	-18

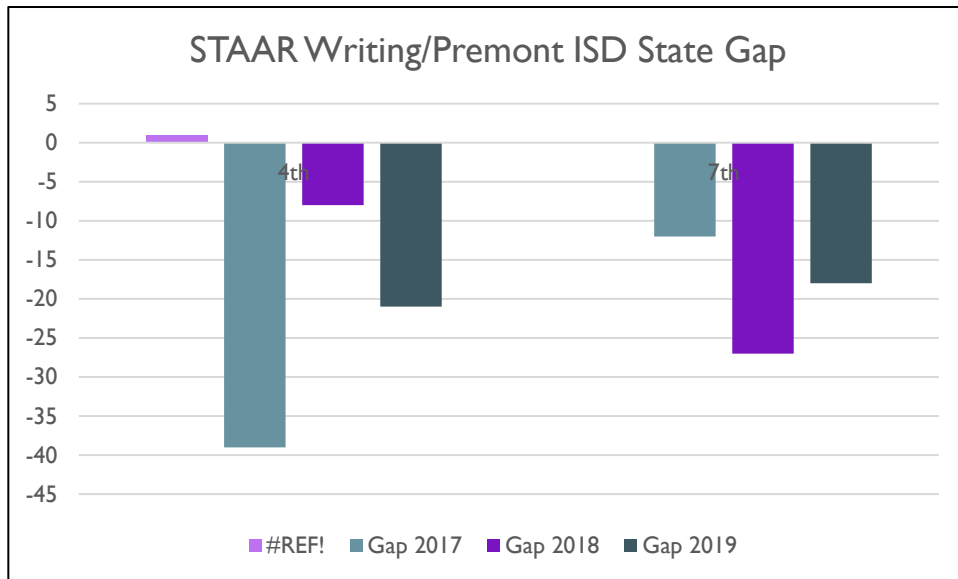
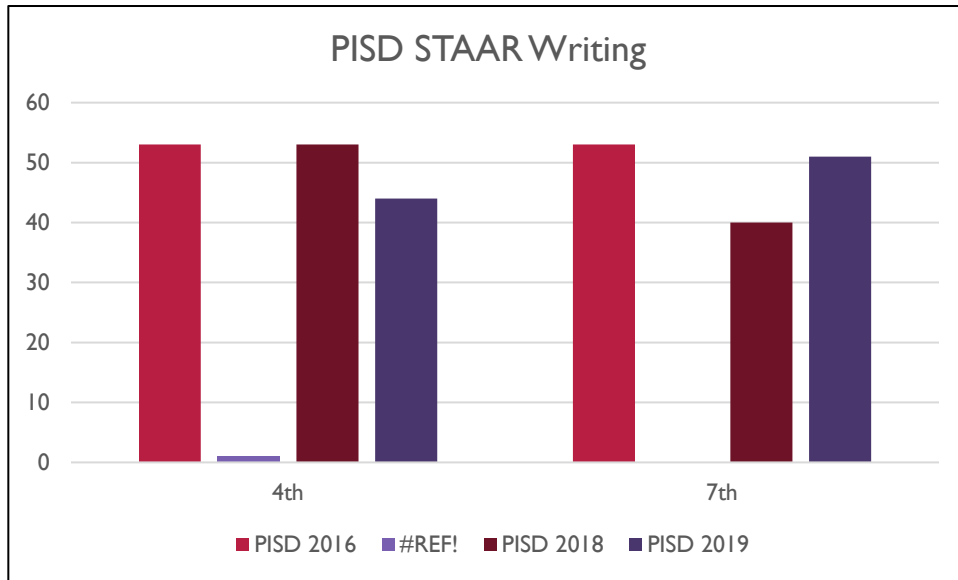


Figure 6: These data compare the performance of Premont ISD to the state average in writing.

In 2019, STAAR Writing results decreased by 9 points in fourth grade and increased by 11 points in seventh grade. These scores brought the fourth grade state gap to 21 points and the seventh grade gap to 18 points.

Figure 7
Premont ISD STAAR Results - Science - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	52	51	100	46	33	50
2016	59	59	50	57	58	60
2017	61	61	NA	61	50	67
2018	63	62	100	62	75	17
2019	68	67	100	68	45	75

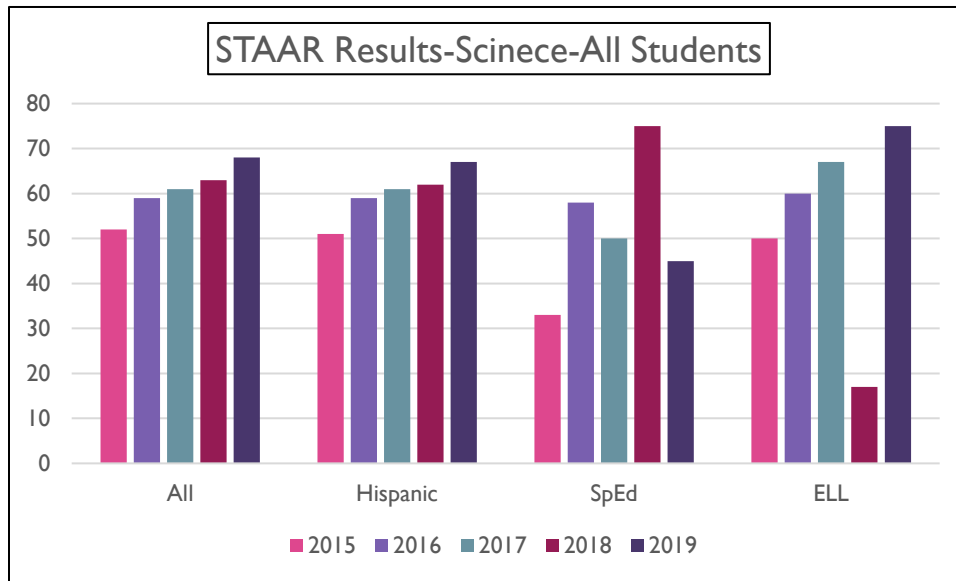


Figure 7: These data chart the change over a five-year time period in the area of STAAR Science.

In 2019, STAAR Science results improved for all students and for four of the five student sub-groups. This represents five years of steady gains for the district in science. While special education students saw a significant decrease in the percentage passing, results must be interpreted with caution due to the small numbers of this subgroup.

Figure 8
Premont ISD STAAR Comparison - Science

	<i>PISD 2016</i>	<i>State 2016</i>	<i>Gap 2016</i>	<i>PISD 2017</i>	<i>State 2017</i>	<i>Gap 2017</i>	<i>PISD 2018</i>	<i>State 2018</i>	<i>Gap 2018</i>	<i>PISD 2019</i>	<i>State 2019</i>	<i>Gap 2019</i>
5th	55	72	-18	32	73	-41	39	75	-36	69	73	-4
8th	42	73	-31	62	74	-12	52	74	-22	66	79	-13
Biology	83	91	-8	85	85	0	91	87	4	78	88	-10

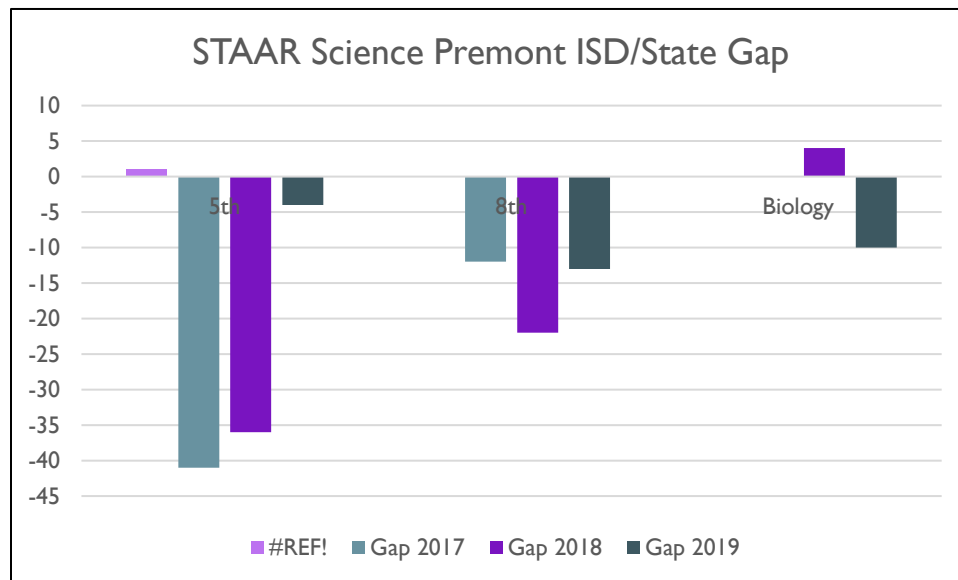
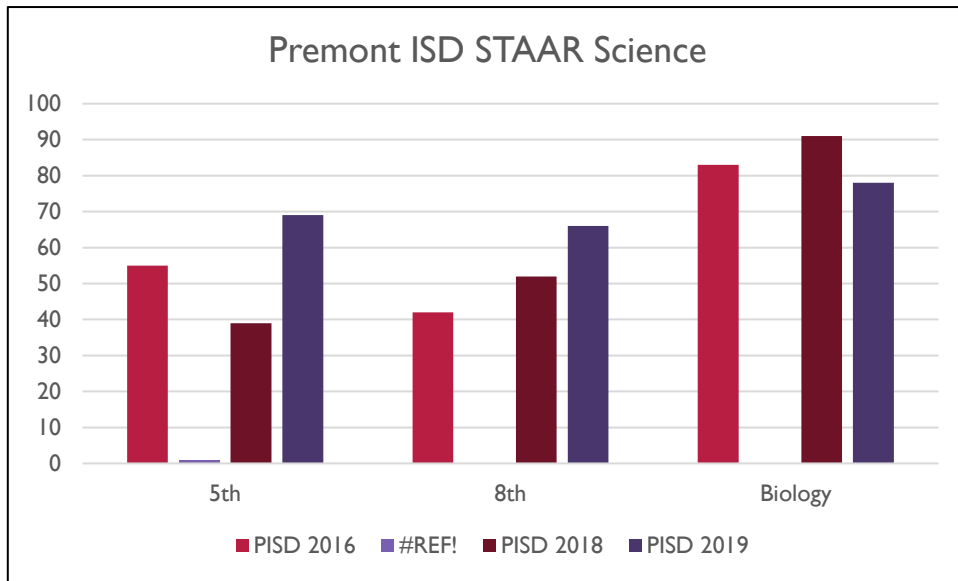


Figure 8: These data compare the performance of Premont ISD to the state average in science.

In 2019, science scores increased in two of three grade levels tested. The greatest gain was seen in fifth grade with an increase of 30 percentage points. Additionally, eighth grade scores increased after a 10 point decrease last year. Biology saw a 3 point drop after multiple years of improvement.

Figure 9
Premont ISD STAAR Results - Social Studies - All Students

	<i>All</i>	<i>Hispanic</i>	<i>White</i>	<i>ECD</i>	<i>SpEd</i>	<i>ELL</i>
2015	59	59	100	56	50	17
2016	44	44	0	37	0	17
2017	59	58	100	62	50	67
2018	50	49	100	50	17	0
2019	55	54	75	55	33	100

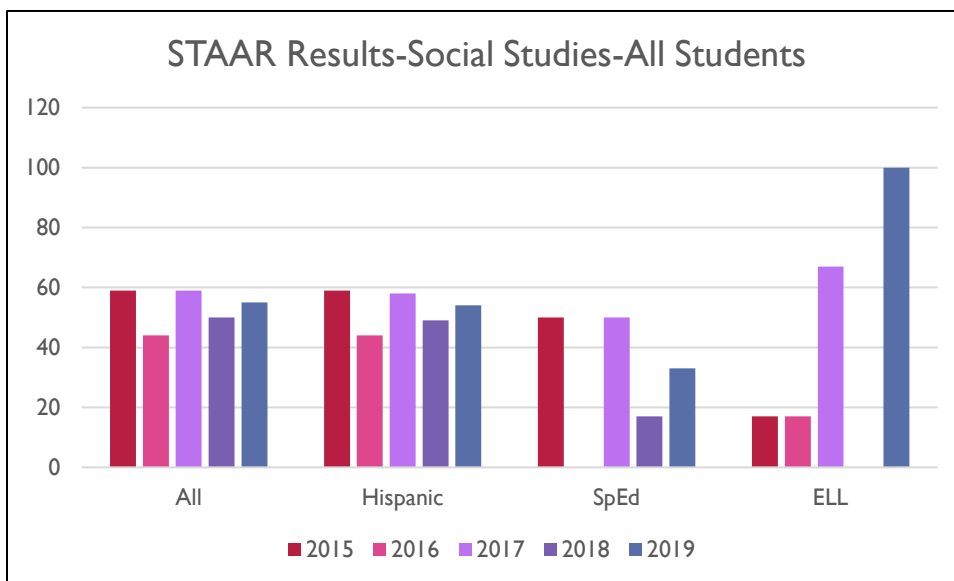


Figure 9: These data chart the change over a five-year time period in the area of STAAR Social Studies.

In 2019, the passing rate for STAAR Social Studies increased for all students and four of five student sub-groups. The greatest change was evidenced by the ELL subgroup, with an increase of 100 percentage points; however, due to the small numbers in this subgroup, results should be interpreted with caution.

Figure 10
Premont ISD STAAR Comparison - Social Studies

	PISD 2016	State 2016	Gap 2016	PISD 2017	State 2017	Gap 2017	PISD 2018	State 2018	Gap 2018	PISD 2019	State 2019	Gap 2019
8th	18	61	-44	33	62	-29	27	64	-37	32	67	-35
US History	72	94	-22	90	92	-2	80	92	-12	87	93	-6

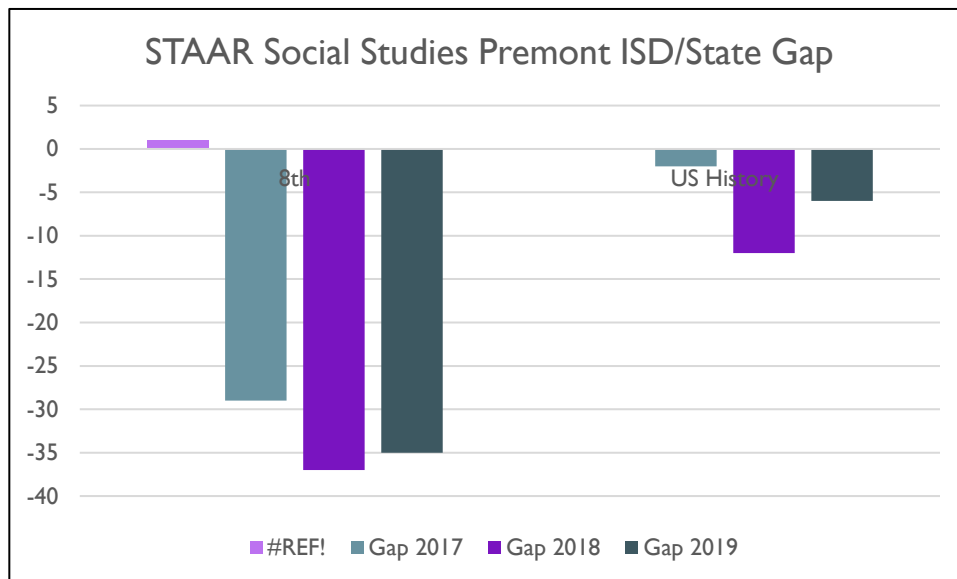
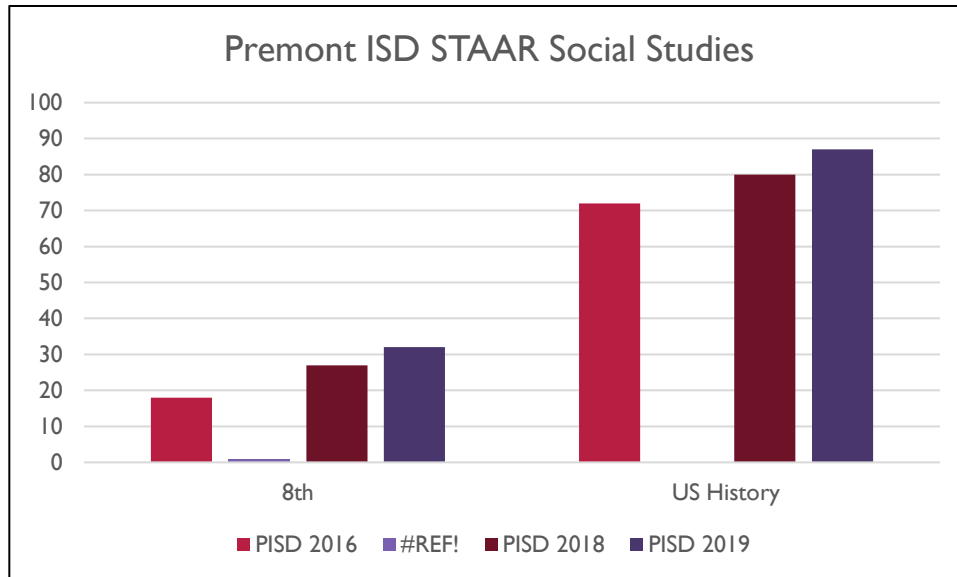


Figure 10: These data compare the performance of Premont ISD to the state average in social studies.

In 2019, test results increased at both grade levels tested. The state gap was reduced by two points in grade eight and it was reduced by half in the US History EOC exam.

**Figure 11
Premont ISD Enrollment**

Grade Level	07-8	08-9	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19		
PK	25	13	8	15	15	13	10	4	20	41	85	72		
K	47	53	43	48	32	46	47	40	44	43	32	48		
1	35	44	50	40	47	34	53	46	48	43	45	36		
2	55	37	39	42	42	56	37	61	45	40	37	44		
3	43	52	34	45	46	33	56	34	46	42	35	33		
4	49	37	43	30	39	42	37	52	41	52	41	29		
5	40	54	37	45	29	35	44	41	57	41	54	43		
6	42	36	52	39	50	29	36	45	41	56	46	46		
7	73	48	39	53	40	50	35	48	40	42	70	50		
8	60	63	47	33	55	41	39	37	43	44	39	67		
9	74	76	69	49	49	51	41	40	42	52	61	34		
10	55	50	63	60	38	34	38	41	31	30	51	46		
11	66	48	43	55	54	32	24	38	28	28	25	42		
12	47	52	44	41	46	48	26	20	31	26	23	27		
	07-8	08-9	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19		
Total District	711	663	611	595	582	544	529	547	557	580	644	618		
Total Elem	336	326	306	304	300	288	326	323	342	358	329	306		
Total Sec	375	337	305	291	282	256	203	224	215	222	315	312		

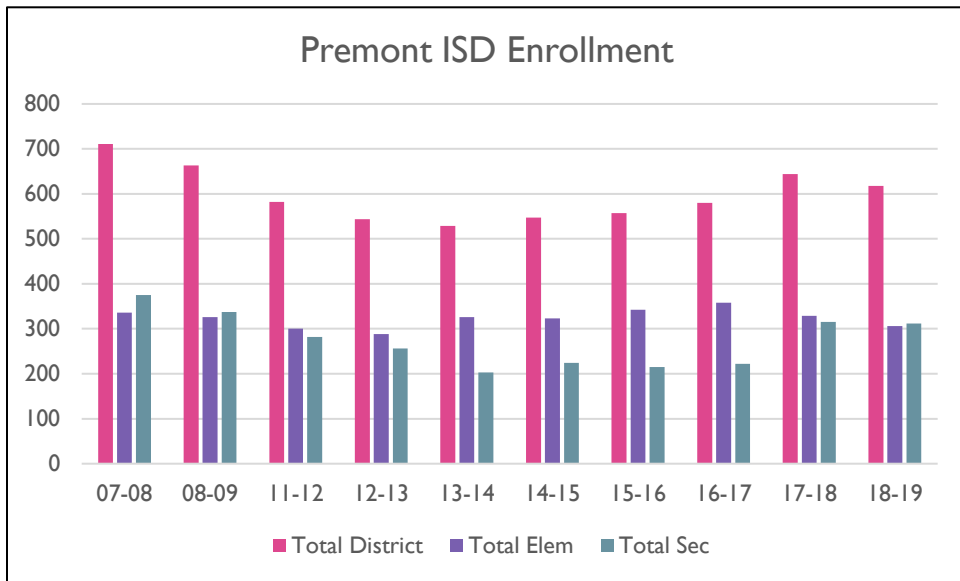


Figure 11: These charts display twelve years of enrollment data for Premont ISD.

Enrollment in the district as a whole had increased for four consecutive years, with an 11 percent increase in the number of students in 2018 as compared to 2017. However, there was a slight decline in enrollment in 2019. Note that some of the decrease in enrollment at the elementary school was likely due to sixth grade moving to the secondary campus. The district continues a partnership with Community Action Cooperation of South Texas to expand Pre-Kindergarten services.

**Figure 12
Premont ISD Attendance Rate**

	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
State	95.6	95.5	95.7	95.9	95.8	95.9	95.7	95.8	NA	NA	
District	93.2	92.0	91.5	92.3	91.4	91.3	92.5	92.9	91.8	91.32	
Elementary	93.8	93.9	94.0	95.0	93.6	92.9	93.9	94.2	92.94	91.46	
Secondary	93.0	89.5	87.9	89.7	88.9	89.0	90.6	91.1	89.98	91.28	

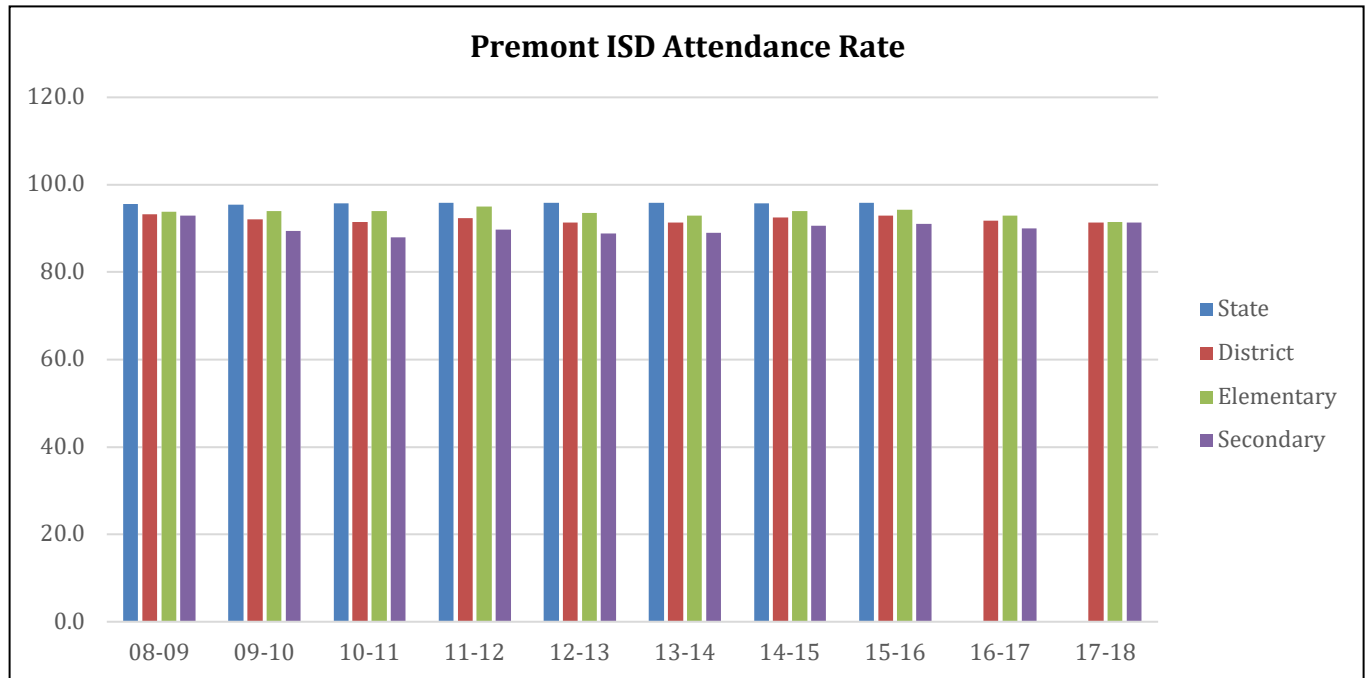


Figure 12: These charts display ten years of attendance data for Premont ISD.

Although PISD recorded a decrease in the 2017-18 attendance rate at the district level, the secondary school evidenced an increase of 1.3 percent. Attendance remains significantly lower than the state average.

Figure 13
Premont Early College Academy Discipline Summary

	2015	2016	2017	2018	2019
OSS	2	37	60	18	13
ISS	13	93	38	2	32
DAEP	0	7	2	4	1
Partial Day OSS	2	33	17	12	8
Partial Day ISS	1	18	11	1	5
TOTAL	18	188	128	37	59

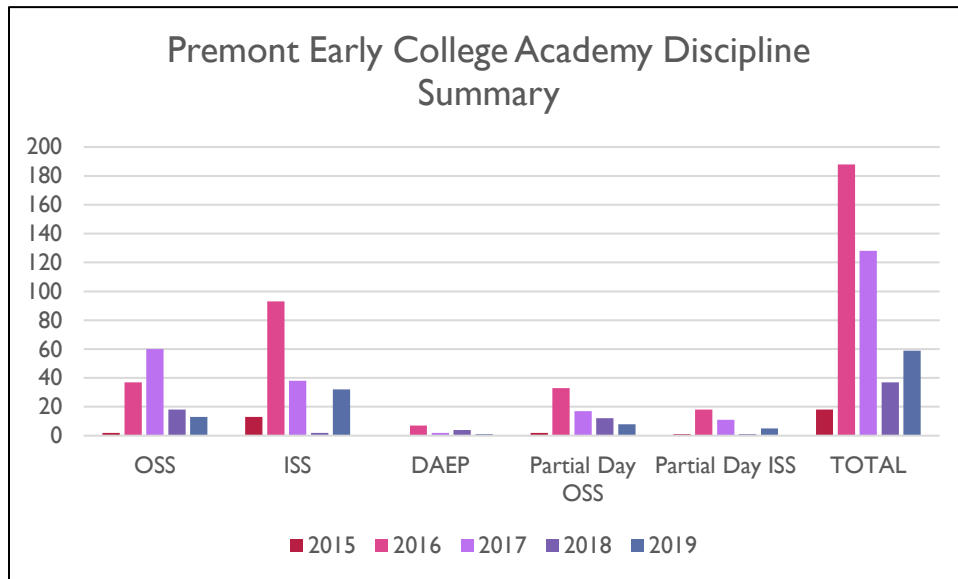


Figure 13: These charts present a five-year record of discipline referrals resulting in students being removed from classroom instruction at Premont Early College Academy.

In 2018, the elementary campus recorded a 71% decrease in the number of disciplinary placements that remove a student from the regular classroom and instruction. PEIMS data indicate that the student violations occurred throughout the school year, but that the highest number of violations were seen during the second six-weeks reporting period. Almost half of the out-of-school suspensions occurred during the fourth six weeks period. **Out-of-school suspension was utilized significantly more than In-School-Suspension.**

Figure 14
Premont Collegiate High School Discipline Summary

	2015	2016	2017	2018	2019
Expulsion	1	0	0	0	0
OSS	49	6	16	10	89
ISS	164	39	54	40	157
DAEP	14	3	2	0	6
Truancy Charges Filed	44	0	0	0	0
Partial Day OSS	7	0	5	3	0
Partial Day ISS	50	1	6	3	13
TOTAL	329	49	83	56	265

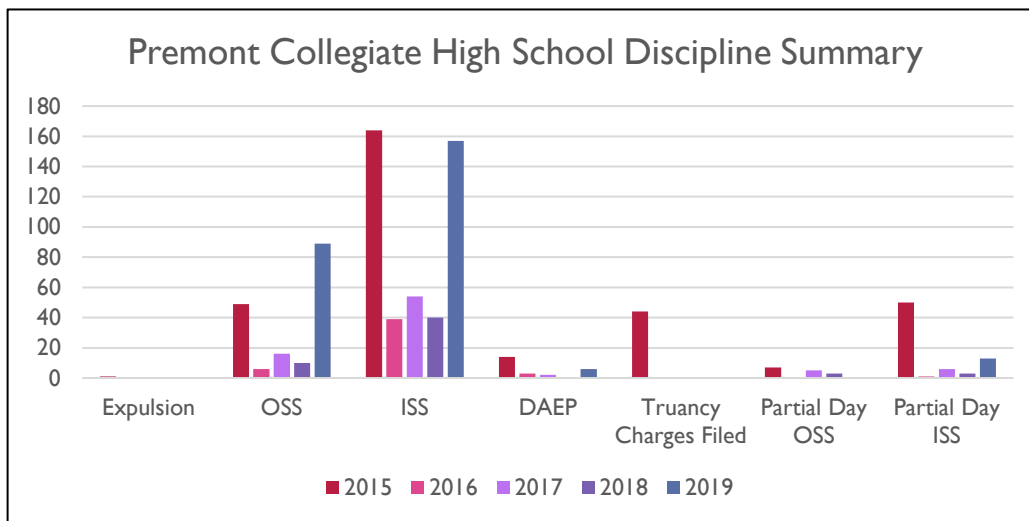


Figure 14: These charts present a five-year record of discipline referrals resulting in students being removed from classroom instruction at Premont Collegiate High School.

In 2019, the secondary campus evidenced an increase in the number of disciplinary placements that remove a student from the regular classroom and instruction as compared to the previous year.

Figure 15
Premont ISD 4-Year Longitudinal Rates

	2013	2014	2015	2016	2017	2018
Graduated	70.6	63.6	60	93.9	81.5	N/A
Received GED	0	3	0	0	0	N/A
Continued HS	5.9	3	0	3.3	0	N/A
Dropped Out	23.5	30.3	40	3.3	18.5	N/A
PISD Grad, GED, & Cont	76.5	69.7	60	96.7	81.5	N/A
State Grad, GED, & Cont	93.4	93.4	93.7	93.8	NA	N/A

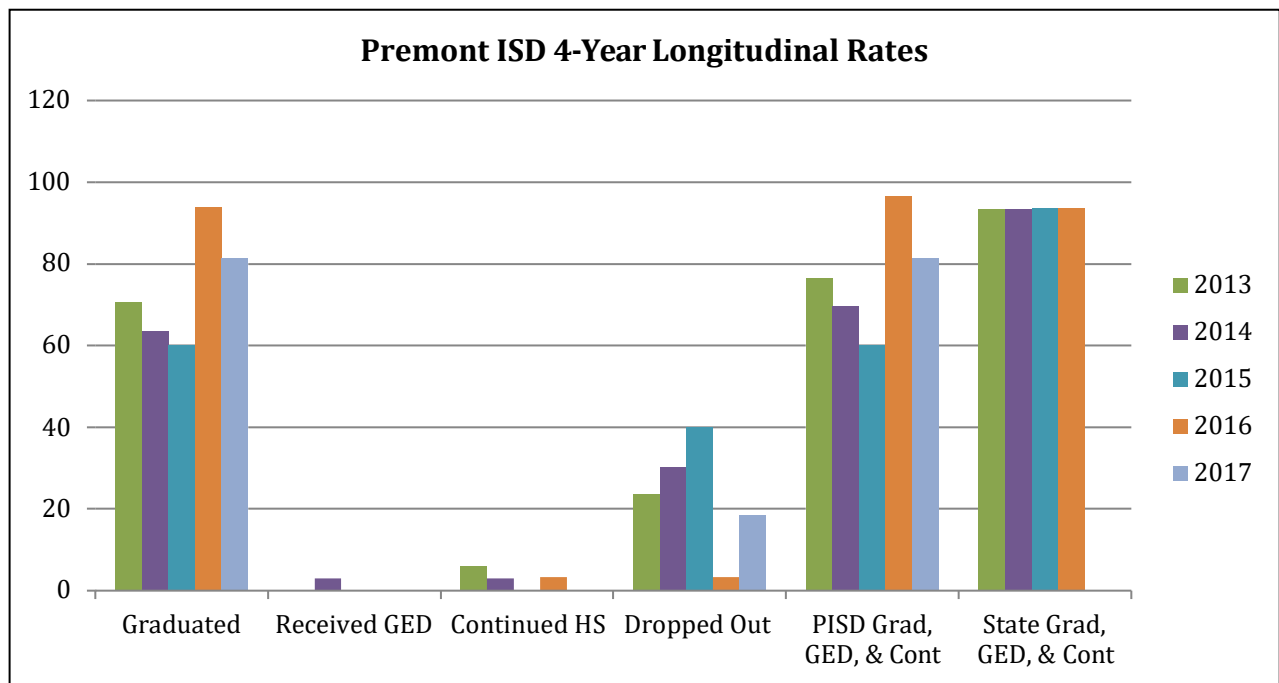


Figure 15: These charts present the six-year longitudinal rates of the graduating classes of 2013, 2014, 2015, 2016 and 2017.

After a significant increase in the four-year longitudinal rate for the class of 2016, the percentage of students graduating in four years from Premont ISD is 2017 declined to 81.5, which represents the loss of five students from the freshman class of 2014. However, the Annual Dropout Summary Report for 2017 shows only one dropout from grades 7 – 12.

**Figure 16
Teacher Experience**

	<i>Premont 0-5</i>	<i>Premont 6-10</i>	<i>Premont 11+</i>	<i>State 0-5</i>	<i>State 6-10</i>	<i>State 11+</i>
13-14	57.3	10.1	32.7	33.6	22.8	43.5
14-15	41.8	15.3	42.9	34.6	22.6	42.9
15-16	34.9	20.0	44.9	35.4	21.7	43.0
16-17	36.2	14.7	49.1	35.8	20.9	43.3
17-18	40.0	20.2	39.7	37.3	19.1	43.5

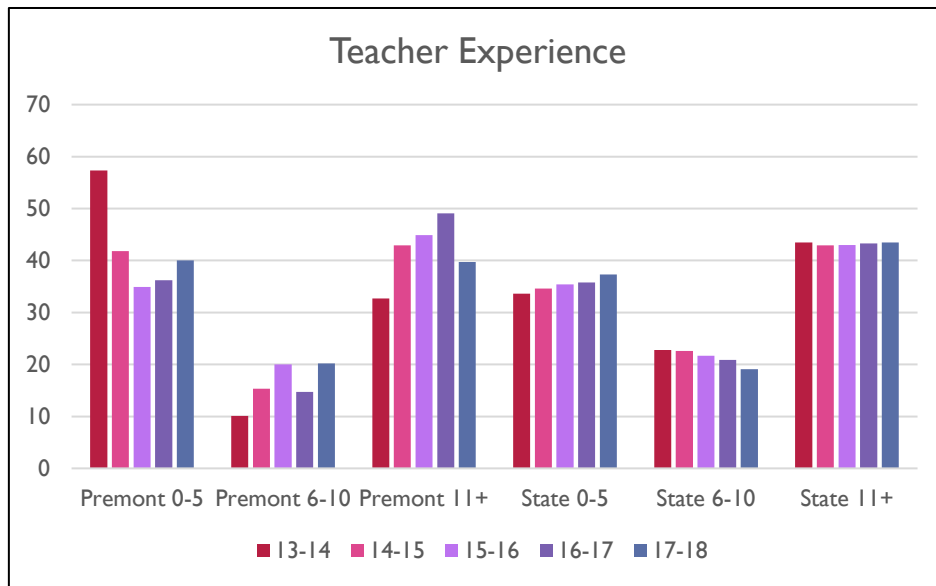


Figure 16: These charts compare the years of teaching experience of Premont ISD teachers to teachers across the state over five-year period.

During the 2013-2014 school year, Premont ISD employed a higher percentage of inexperienced teachers (those with five or less years of experience) than experienced teachers, representing almost 24 percentage points higher than the state.

In the 2017-18 school year, 59.9% of Premont ISD teachers have six or more years of experience, which represents a slight decrease from the previous school year.

Figure 17
Highest Degree Held by Teachers

	<i>PISD Bachelors</i>	<i>PISD Masters</i>		<i>State Bachelors</i>	<i>State Masters</i>
13-14	78.4	21.6		75.4	23.2
14-15	76.9	23.1		75.1	23.4
15-16	75.7	24.3		75.7	23.6
16-17	77.8	22.2		74.5	23.6
17-18	70.4	29.6		74.1	23.8

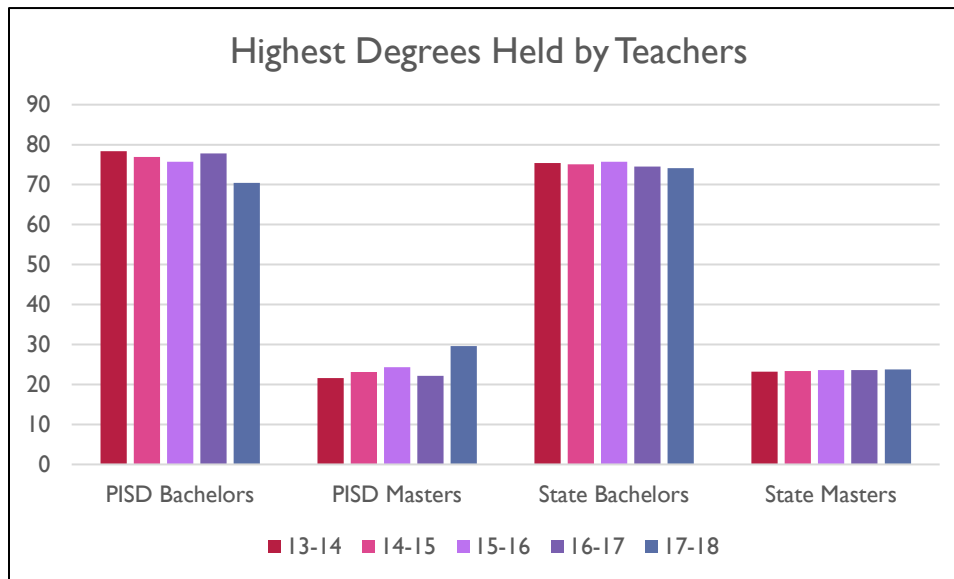


Figure 17: These charts compare the highest degree held by Premont ISD teachers to teachers across the state over a five-year period.

In 2017-18, Premont ISD saw an increase in the number of teachers employed who had earned a master’s degree. The highest degree held by PISD’s teaching staff is similar to that of teachers across the state.

Key Findings

Findings for Student Achievement Data

The scope of the written curriculum for the four core content areas (English language arts, math, science, and social studies) is vertically aligned to the Texas Essential Knowledge and Skills and meets the expectation to guide instruction K-12). The curriculum system used is the TEKS Resource System.

PISD has evidenced a slight decrease in STAAR math results across the district. Test results improved on only two of the seven math tests. The most significant gain was evidenced in fifth grade, where Premont ISD scored increased by 28 percentage points, whereas they were 3 points above state. Immediate concern should be taken as data shows that the gap between PISD scores and the state have increased. Only in 5th and 7th grade has the gaps closed.

Reading/ ELAR STAAR student performance results are showing a slight decrease. Test results improved on four of the eight reading/ELA tests (grades 3, 4, 5, and 7). The most significant improvement occurred in grade 5 where the passing rate rose by 32 percentage points to 80 percent. English I and English II scores were significantly below state average.

STAAR Writing results decreased by 9 points in fourth grade and increased by 11 points in seventh grade. These scores brought the fourth grade state gap to 21 points and the seventh grade gap to 18 points.

Science scores increased in two of three grade levels tested. The greatest gain was seen in fifth grade with an increase of 30 percentage points. Additionally, eighth grade scores increased after a 10 point decrease last year. Biology saw a 3 point drop after multiple years of improvement.

Social studies and US History test results increased at both grade levels tested. The state gap was reduced by two points in grade eight and it was reduced by half in the US History EOC exam.

Findings for Demographic Data

Over the last eight years, district enrollment has decreased by 9.4%. However, enrollment in the district as a whole increased during 2018 for the fourth consecutive year, with an 11% increase over 2017.

Premont ISD's attendance remains significantly lower than the state average. The elementary school recorded a decrease in the 2017-18 attendance rate, while the secondary school evidenced improvement in the attendance rate. TAPR report has not been released to gather data for 2018-2019.

In 2019, both campuses saw a significant increase in disciplinary placements.

During the 2017-2018 school year, 59.9% of Premont ISD teachers had six or more years of experience. Additionally, PISD continues to employ a similar percentage of teachers who have earned a master's degree.

Findings for School Culture and Physical Environment

The majority of teachers do not know the vision and mission of the district. Data indicate that the vision and mission do not guide teaching and learning. Teachers do indicate, however, that they are aware of the critical need to ensure students meet grade level standards.

Campus leadership and teachers feel supported by the superintendent. Teachers and campus leaders indicate that the superintendent is highly visible, communicates effectively, emphasizes student learning as a priority, and is academically focused.

District and campus leaders, teachers, and students feel safe and secure at school. The presence of a security guard provides students and teachers with a level of confidence in their safety. While students and staff believe that the district provides safe learning environments, data indicate that the district is not prepared for a major safety crisis. Safety drills are not regularly conducted, no protocol has been established for a crisis, and entry and exit doors are too easily accessible to the public. Students are aware of the current climate of school shootings across America and indicate their fear of a crisis happening at their school and not being prepared.

There is an improvement in the overall cleanliness of the schools. The workload, however, is more than the number of available custodians. Restrooms at the elementary and secondary campuses continue to need attention in this area. Changes in custodial staff throughout the school year also affect the overall level of cleanliness.

Morale at the secondary school is high and collaboration is evident. The staff at the secondary campus feel supported by the campus leader and teachers indicate they feel that they are part of a team and integral to the success of the campus. Secondary teachers indicated that it was a very good year.

Morale at the elementary school began strong but deteriorated as the year progressed, ending on a low note.

The Balanced Literacy program at the elementary school has encouraged and fostered collaboration among the teachers. Some elementary grade level teams depend on each other for support and guidance, but it is in isolated cases.

The secondary campus has created an environment where a team approach is utilized when solving problems. Secondary teachers are part of a decision-making team. The secondary campus culture is cohesive and rooted in a team environment.

The elementary school operates more from a top-down approach. Teachers indicate, at the elementary school, that they are not part of decision making at a campus level.

Findings for Curriculum, Assessment, and Instruction

The value of instructional time has decreased at both campuses. Secondary staff indicate that the 6-7-8 grades continue to struggle with instructional time because of severe student misbehavior. Students at both campuses indicate that instructional time varies with some classes being very strict about learning time and others very lax. Teachers at both campuses indicate that instructional time should be valued at a higher level.

Secondary students believe that core classwork is not as challenging as it could be, noting that rigor is at an average level at best in most classes. Secondary teachers believe that classes are more rigorous than in previous years.

Elementary teachers believe that the learning gaps continue to hinder students' ability to learn at a rigorous level and that they do not receive sufficient guidance or constructive feedback in this area. Low teacher expectations continue to impact student performance.

Assessment data is monitored closely and informs instructional efforts. Teachers indicate instruction is adjusted to address student progress needs based on review of assessment data. Students at both campuses request for teachers to conference and/or help them understand how they are progressing throughout the school year.

At the district level, Curriculum Based Assessment (CBA) data is analyzed and discussed at every monthly administrative meeting.

A focused Response to Intervention (RtI) program is not in place at either campus. Intervention strategies are closely related to tutorial services rather than RtI.

Findings for Staff Quality

Students at both campuses indicate that teachers and principals care about them and their learning. They also state that the superintendent shows he cares about them, particularly because he talks to them, makes time for them throughout the day, and attends afterschool activities. One group of junior high students interviewed would like for there to be a more caring environment exhibited by their teachers.

Students and administrators have confidence in their teachers. In addition, the students at both campuses indicate that they are treated with respect from the majority of the teachers.

Teachers are provided with professional development based on individual needs. At the elementary school, Balanced Literacy training has been beneficial. Training in the area of writing continues to be needed at the elementary campus. Secondary teachers indicate that the lack of a math content specialist negatively impacted student performance.

Professional development and content support from the university, at times did not align to trainings that were previously offered. Teachers need in-depth content area training and guidance.

Findings for Instructional Leadership

Less walk throughs were conducted this year than prior years. Removal of demonstration teachers from their support roles was detrimental to the elementary campus. At the secondary campus, demonstration teachers assisted staff members by reviewing assessment data and then addressing the instructional needs via the cluster meetings.

Feedback regarding classroom walk-throughs is provided informally and formally through brief visits and/or through written forms. Demonstration teachers at the secondary campus provide walk-through feedback. Elementary teachers indicate that they do not receive sufficient or timely instructional feedback regarding instructional efforts.

Findings for Family and Community Involvement

Early College High School has helped increase parental engagement at the secondary level. Parental engagement, however, continues to be low district-wide.

Students state that they do not receive sufficient help with schoolwork at home. They believe they could be more successful with more parental assistance.

Other Findings:

Cluster meetings at the elementary campus did not occur because of demonstration teacher reassignments. The lack of these meetings hindered collaboration and instructional redirection.

Dedicated facilitated planning days continue to be valued and beneficial.

Early college has been extremely successful and is one of the best offerings provided to Premont students.

Discipline issues specifically at the junior high-level impeded student performance. Discipline district wide continues to disrupt instruction. There was a big increase in discipline referrals.

Students request increased assistance in completing scholarship, FAFSA , and college entrance applications.

Instructional Recommendations:

1. Revisit and discuss the components of the PISD Curriculum Guidance Document with teachers, especially those new to the district. This will ensure continued utilization of the Board approved TEKS Resource System districtwide. Consistency in the utilization of the curriculum will achieve complete alignment across content areas and grade levels.
2. Identify effective strategies at the elementary campus to encourage relationship building, collaboration, and teamwork campus-wide.
3. Identify strategies that will help all staff prioritize and value instructional time.
4. Create and implement actions to increase attendance rates and decrease state rate gap.
5. Utilize a system or tool to formally identify customized staff professional development needs.
6. Provide intensive content area training for teachers based on their specific content needs.
7. Continue focused planning days each nine weeks that do not incorporate other training components during these specific preparation days. Teachers desire to work together to plan and design quality instruction, engage in vertical and horizontal curriculum planning, peer observations, and participate in structured dialogue regarding their findings and solutions for curricular and instructional improvement actions.
8. Elementary teachers need a framework for planning lessons that are in alignment to the curriculum and guidance regarding effective instructional delivery.
9. Provide training for teachers to help them design rigorous teaching and learning outcomes. Training should help them understand that rigor means quality and engaging learning that develops students' deep content knowledge and the ability to apply what they have learned to real world situations.
10. Continue Balanced Literacy training at the elementary school that includes frequent and targeted classroom coaching designed to ensure that students are engaged in daily reading, writing, and word study.
11. Consistently conduct walk-throughs to provide quality instructional coaching support throughout the school year. Provide teachers with substantive and timely instructional feedback that is structured to encourage reflective dialogue. This will ensure that teachers feel supported and that instructional delivery is in complete alignment to the curriculum.
12. Review current status of the Demonstration Teacher positions to determine suitability in returning teachers to their original instructional support roles. In addition, determine the feasibility of adding math demonstration teacher positions to support this content area.

13. Implement structured campus intervention programs that will effectively address RtI needs at each campus.
14. Involve students in self-monitoring their progress throughout the year via teacher-student conferences.
15. Identify and implement a district-wide positive behavior management system that includes a focus on building positive relationships with students. A focus on junior high students is a priority.
16. Coordinate and initiate actions that will help ensure that students graduate from Premont ISD within the expected four year time frame.
17. Implement strategies and actions that will support junior high school students to become academically, behaviorally, and socially successful. In addition, provide staff with training that focus on the development of teaching strategies and effective student-teacher relationship building that are geared toward the needs of junior high students.
18. Identify parent and community engagement opportunities that will nurture home-school-community partnerships impacting student performance success and attainment of the district vision.

Procedural/Operational Recommendations:

1. Initiate actions that will support opportunities for teachers to participate in shared decision making when appropriate and applicable to campus needs.
2. Conduct a safety audit to identify campus concerns. Fire alarm maintenance and the development of safety drill procedures are a priority need for both campuses.
3. Create a strategic plan that addresses student requests regarding the need to enhance classroom environments, especially at the secondary campus.
4. Identify personnel who can schedule sessions during the year that will provide guidance and support for students who need to complete scholarship, FAFSA, and college entrance applications.
5. Follow-through in addressing campus cleanliness, especially restroom issues where unsanitary conditions exist.
6. Utilize campus-based leadership teams that will assist administrators in monitoring morale levels and developing strategies to increase cohesiveness among staff.

District Commitment for Continuous Improvement

The Texas Center for District and School Support (TCSS) has provided school districts with the following five district commitment statements that should be evaluated periodically to determine progress toward identified improvement goals (TAIS, 2014).

Clear Vision and Focus:

The district strongly articulates a focus on student achievement as its primary work. Clear plans across the district are developed to address increasing performance for all students on all campuses. This vision is embraced and embedded in daily practice by all staff members (Kouzes & Posner, 2007; Hargreaves, 2011).

District-wide Ownership and Accountability:

Leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low performing campuses (Zavadsky, 2012; Fullan, 2010).

High Expectations:

Explicit, rigorous standards are in place for student learning with adult and student confidence that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met (Bambrick & Santoyo, 2012; Kouzes & Posner, 2007; Dufour & Marzano, 2011).

Sense of Urgency

District staff, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, set a priority and press for rapid action to change ineffective practices and processes that impede student success (Bambrick & Santoyo, 2012; Kouzes & Posner, 2007; Dufour & Marzano, 2011).

Operational Flexibility:

The district permits the agility to shift resources, processes, and practices in response to critical needs identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated (Bottoms & Schmidt-Davis, 2010; Fullan, 2010).

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PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 1. Within three years Premont ISD will be ranked in the upper third in the state in academic performance based on the STAAR/End-of-Course state assessments, college readiness standards and passing rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The District's K-5 literacy philosophy will participate and support the Balanced Literacy approach. Utilizing comprehensive literacy strategies that are data-driven, research-based that meets the needs of individual students through differentiated instruction, and associated learning activities. (Title I SW Elements: 2.5) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 4,5)	Early Childhood/Balanced Literacy Coordinator, Principal	2019-2020	(F)TTIPS Grant	STAAR TPRI Formative Assessment 10/23/19 - Some Progress
2. Curriculum, Instruction, Assessment Initiative: Full implementation of the TEKS Resource Center (TEKS, TCMPC, YAG, IFD, CBA, FIG). In addition, implement the OARS project model. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Director of Student Support Services, Principals, Superintendent	2019-2020	(L)Local Funds, (S)Grant Funds	State Assessment TSI 10/23/19 - On Track
3. The Premont ISD leadership team will present coaching models to foster deeper understanding of content (the Texas Essential Knowledge and Skills), rigor and standards embedded in the TEKS. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Demonstration Teachers, Director of Student Support Services, Principals, Superintendent	2019-2020	(F)TTIPS Grant, (L)Local Funds, (S)Grant Funds, (S)ReDesign Grant	State Assessment TSI 10/23/19 - On Track
4. The Premont ISD leadership team will develop a comprehensive plan to support educator development by designing elements of high quality professional development in collaboration with other Rural Schools Innovation Zone districts. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,5)	Director of Student Support Services, Principals, Superintendent	2019-2020	(F)Title Funds, (F)TTIPS Grant, (L)Local Funds, (S)ReDesign Grant	Retention Evaluations State Assessment 10/23/19 - Significant Progress
5. Communicate, develop, and implement the process of developing college ready focus in grades PK-8 and college/career emphasis beginning in grade 9. (Title I SW Elements:	All Staff	2019-2020	(F)Title Funds, (F)TTIPS Grant, (L)Local Funds, (S)ReDesign Grant	ECHS Rural Schools Innovation Zone State Assessments

PREMONT ISD

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.4,2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,5)				10/23/19 - Some Progress
6. Continue to support and enhance the Premont ISD technology plan. Including but not limited to: Chromebooks for all students and continued face-to-face concurrent dual credit early College High School opportunities. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3)	Technology Coordinator	2019-2020	(F)Erate Funds, (L)Local Funds, (S)Tech Lending Grant	Formative - Survey 10/23/19 - Significant Progress
7. Continue to support the Rural Schools Innovation Zone (RSIZ) Initiative. (Title I SW Elements: 2.4,3.2) (Target Group: All) (Strategic Priorities: 3,4)	Superintendent	2019-2020	(S)ReDesign Grant	Participation Numbers 10/23/19 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 2. 95% of all Premont ISD students will graduate on time by 2020.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development will be designed to educate classroom teachers with the college readiness and supporting standards imbedded in the TEKS. (Title I SW Elements: 2.5) (ESF: 4,5)	Principal, Superintendent	2019-2020	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant, (S)Rural Schools Innovation Zone	TAPR Data 10/23/19 - Some Progress
2. Secondary campus implementation of block scheduling for the 19-20 academic year. Modified block for all content areas except band and athletics. Accelerated block for End-Of-Course English I, English II, and Algebra I. (Target Group: All) (Strategic Priorities: 3)	Counselor(s), High School Principal	2019-2020	(L)Local Funds	11/05/19 - On Track
3. Fall End of Course testing for cohorts of students enrolled in accelerated instruction courses. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 4)	Counselor(s), High School Principal , Teacher(s)	2019-2020		11/05/19 - On Track
4. Continue district-wide 9-week grading periods. (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3)	Superintendent	2019-2020		08/27/19 - Completed

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 3. 80% of all Premont ISD students taking the exams will attain a 21 or higher composite score on the ACT exam; or SAT of 1110 on reading/math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional services and support for classroom teachers will continue to be aligned with the TEKS, college and career readiness and supporting standards, state assessments, with additional support for national assessments such as SAT and ACT college entrance exams. (Title I SW Elements: 2.5) (Strategic Priorities: 3,4) (ESF: 4)	Principals, Superintendent	2019-2020	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	TAPR Data College Board Data 10/23/19 - Some Progress
2. All eligible 8-11 PCHS students will be administered the PSAT assessment. (Title I SW Elements: 2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2019-2020	(L)Local Funds	PSAT Data 10/23/19 - Completed

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 4. 100%of Premont ISD students by 2020 will enter college, the military, or a career-ready job with certification straight from high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage and recruit students to enroll in courses offered through the Rural Schools Innovation Zone. (Title I SW Elements: 2.4,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3,4) (ESF: 3.3)	Counselor(s), High School Principal	2019-2020		11/05/19 - On Track
2. Encourage and recruit students to enroll in courses offered through TAMUK. (Title I SW Elements: 2.4,2.6) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2019-2020		11/05/19 - On Track
3. Seek military recruiters to make presentations to students. (Title I SW Elements: 2.4,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s)	2019-2020		11/05/19 - On Track
4. Offer path for career certificates through zone courses. (Title I SW Elements: 2.4,2.6) (Target Group: 9th,10th,11th,12th)	Counselor(s), High School Principal	2019-2020		11/06/19 - On Track
5. District will incorporate blended learning, where students learn via electronic and online media as well as traditional face-to-face teaching. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 4.1)	Director of Student Support Services, Principals, Superintendent	2019-2020		11/06/19 - On Track
6. District will offer students the opportunity to earn an associates degree through dual enrollment courses offered by Coastal Bend College. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Counselor(s), High School Principal	2019-2020		11/06/19 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 5. Increase the number of highly effective instructional leaders in Premont ISD.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to communicate the importance for effective principals to develop and support teachers, improve instruction, impact student performance, and evaluate teachers accurately. (Target Group: All) (Strategic Priorities: 1) (ESF: 1)	Director of Student Support Services, Superintendent	2019-2020	(F)Title II, Part A	T-PESS 10/23/19 - Significant Progress
2. Professional development will address the importance of effective staffing and staff induction models. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Director of Student Support Services, Principals, Superintendent	2019-2020	(F)Title Funds	TAP 10/23/19 - Some Progress
3. Communicate to principals and teacher leaders the importance of understanding the balance between being accountable and raising student achievement. (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5)	Superintendent	2019-2020		State Assessments 10/23/19 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 6. Develop working group cohorts of elementary and secondary principals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional development geared towards the principal as the instructional leader. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 1)	Ed Point Consultants, Superintendent	2019-2020	(F)Title Funds, (F)TTIPS Grant, (L)Local Funds, (S)ReDesign Grant	T-P ESS 10/23/19 - On Track
2. Send a team of three high school leaders to Rice University Leadership Program. (Title I SW Elements: 2.4) (ESF: 1)	High School Principal	2019-2020	(S)ReDesign Grant	T-P ESS 10/23/19 - On Track

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 7. The Premont ISD, in order to meet the needs of college and career readiness standards, will maintain the College and Career Readiness Program to support the achievements of state performance expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Determine district needs for concurrent dual-credit opportunities and technical assistance in supporting readiness standards. (Title I SW Elements: 2.2) (Strategic Priorities: 3)	College administrator, High School Principal , Superintendent	2019-2020	(L)Local Funds, (S)ReDesign Grant	TSI CMMR 10/23/19 - Some Progress
2. Establish a Career and Technology Education (CTE) task force to prioritize the work necessary for student success and opportunities. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), High School Principal , Superintendent	2019-2020	(F)Carl Perkins	Elective Participation 10/23/19 - Pending
3. Implement Project Lead the Way Engineering program at Premont Collegiate HS. (Title I SW Elements: 2.5) (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 4)	High School Principal , Superintendent	2019-2020		11/06/19 - On Track
4. District will offer College Preparatory Math and English courses. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th) (ESF: 4)	Counselor(s), High School Principal	2019-2020		11/06/19 - Significant Progress
5. District will establish a Zone Coordinator to assist in the recruitment and retention of students who are afforded the opportunity to enroll in zone courses. (Title I SW Elements: 3.2) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 1.1)	High School Principal , Superintendent	2019-2020		11/06/19 - Completed

PREMONT ISD

Goal 1. Significantly improve student performance in the Premont Independent School District.

Objective 8. Decrease the academic achievement gap across the district amongst all populations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Become a District of Innovation school in order to pursue a year round school calendar and to be eligible for other exemptions as deemed necessary by the committee. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Superintendent	2019-2020		11/05/19 - Some Progress
2. Continue to utilize the Scottish Rite and Take Flight Dyslexia Programs to meet the needs of our students. (Title I SW Elements: 2.4) (Target Group: Dys) (Strategic Priorities: 4) (ESF: 4)	Director of Student Support Services, Principals, Superintendent	2019-2020		11/05/19 - On Track
3. Continue to serve special populations using varied instructional resources including, but not limited to, FastForward. (Title I SW Elements: 2.5) (Target Group: ESL,Migrant,LEP,SPED,GT) (Strategic Priorities: 4) (ESF: 4)	Special Education Director, Teacher(s)	2019-2020	(F)IDEA Early Childhood, (F)IDEA Formula B, (F)Title 1, Part A, (F)Title II, Part A	11/05/19 - On Track
4. Initiate looping, where a teacher spends two or more years with the same cohort of classroom students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4)	Principals	2019-2020		11/05/19 - Some Progress

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 1. The Premont ISD will continue to recruit, train, and retain the best quality professional and support staff possible.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Adopt a competitive compensation and benefits package necessary to attract and retain the best and most effective employees to the Premont ISD organization. (Strategic Priorities: 1) (ESF: 2.1)	Superintendent	2019-2020	(L)Local Funds	Board Approval 10/23/19 - Some Progress
2. Offer exceptional opportunities for professional development to all Premont ISD staff (Strategic Priorities: 1) (ESF: 2)	District Site Based, Superintendent	2019-2020	(F)Title Funds, (F)TTIPS Grant, (L)Local Funds, (S)ReDesign Grant	Student Performance Outcomes 10/23/19 - Some Progress
3. Develop an effective employee mentoring program for all new Premont ISD staff. (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2)	Superintendent	2019-2020	(F)Title Funds	TAP 10/23/19 - Some Progress
4. Consider applying for the Teacher Incentive Allotment, as outlined by HB3. (Strategic Priorities: 1)	Superintendent	2019-2020		Criteria: Incentive Rubric 11/04/19 - Pending
5. Support and sponsorship will be given to the recruitment of Premont ISD teachers to become active and involved with membership on Texas Education Agency (TEA) state committees. (Target Group: All) (Strategic Priorities: 1)	Director of Student Support Services, Principals, Superintendent	2019-2020		11/05/19 - Some Progress

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 2. The Premont ISD administrative staff will give priority to the importance of creating a culture of excellence that nurtures a work environment conducive to creative and proactive thinking.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Design all new employee induction training strategies to enhance the Premont ISD vision and mission statements. (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Superintendent	2019-2020	(L)Local Funds	Retention Student Success TAP 10/23/19 - Some Progress

PREMONT ISD

Goal 2. Ensure all Premont Independent School District staff members understand, believe, and are committed to the Premont ISD Vision and Mission statements.

Objective 3. The Premont ISD will continue to implement systems planning for staff and all Premont ISD stakeholders at every level of the organization.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employees will participate in regular collaborative planning, dialog, and decision-making to enhance the culture of Premont ISD schools. (Title I SW Elements: 2.5) (Strategic Priorities: 1) (ESF: 2,3.1)	Principals, Superintendent	2019-2020	(F)Title Funds, (L)Local Funds	Retention 10/23/19 - Significant Progress
2. Staff will collaborate with Zone Districts to build capacity amongst fellow educators. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Student Support Services	2019-2020		11/05/19 - Some Progress

PREMONT ISD

Goal 3. The Premont ISD will maintain the designation of an Early College High School at PCHS.

Objective 1. Maintain status of an Early College High School. The Early College High School would be tasked with designing innovative dual credit concurrent enrollment partnership with Texas A&M University Kingsville.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Address and secure Texas Education Agency Early College High School designation status for the 2019-2020 academic year. (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1)	Early College Administrator, High School Principal , Superintendent	2019-2020	(S)ReDesign Grant	Number of college hours TSI Passing Rates 10/23/19 - Pending
2. Develop partnership MOU with Texas A&M University Kingsville. (Strategic Priorities: 3) (ESF: 3.1)	Early College Administrator	2019-2020		Signatures on MOU 10/23/19 - Completed
3. Align the high school course offering crosswalk between the PISD and TAMUK. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)	Early College Administrator	2019-2020		Documentation 10/23/19 - Some Progress
4. Lead the transformation of teaching methods, teacher preparation, and instruction in concert with the Early College High School TEA blueprint.	Early College Administrator, High School Principal , Superintendent	2019-2020	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	TAP Retention EOC STAAR 10/23/19 - Pending 10/23/19 - Some Progress
5. Train administrators, principals, and teachers in effective leadership strategies for supporting dual credit ECHS instruction. (Strategic Priorities: 1,3)	Superintendent	2019-2020	(F)Title Funds, (L)Local Funds, (S)ReDesign Grant	Number of College Hours T-PESS TAP 10/23/19 - Pending 10/23/19 - Pending

PREMONT ISD

Goal 4. Parent Involvement: Effective communication and partnership between the Premont Independent School District and parent stakeholders.

Objective 1. The Premont ISD will complete a full review of the effectiveness of its methods of communication and partnership with all parents and business community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Evaluate the effectiveness of all forms of communication, such as: print, electronic, and social media to communicate with Premont ISD parents and business community. (Title I SW Elements: 2.1,2.2) (ESF: 3)	Principals, Superintendent, Technology Coordinator	2019-2020	(L)Local Funds	Survey Participation 10/23/19 - Pending
2. All Premont ISD schools will ensure all parents are welcome at district schools and are appreciated as partners in education. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3)	All Staff	2019-2020	(F)Title Funds	Participation 10/23/19 - Some Progress
3. Parent volunteers will be recognized at the campus and district level for their work. (ESF: 3)	Principals	2019-2020	(L)Local Funds	Documentation 10/23/19 - Pending

PREMONT ISD

Goal 5. Safe Schools: Create the Safe Schools/Healthy Students Initiative providing leadership for schools and communities to work in partnership to create safe and healthy school environments.

Objective 1. Partner with staff personnel, law enforcement, Texas Safe Schools Coalition, mental health authorities, and juvenile justice officials to provide all Premont ISD schools and staff with a comprehensive program for school safety and security. Focus will be on the school culture and anti-bullying.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a comprehensive strategic plan in partnership with law enforcement and outside agencies. (Title I SW Elements: 2.2) (ESF: 3)	Superintendent	2019-2020	(L)Local Funds	Implementation Strategies 10/23/19 - Some Progress
2. Provide staff development to all Premont ISD staff on best practices in all areas of school safety and security. (Title I SW Elements: 2.2) (ESF: 3)	Superintendent	2019-2020	(L)Local Funds	Survey 10/23/19 - On Track
3. Provide free lunch to all first responders. (Title I SW Elements: 2.1) (ESF: 3)	Superintendent	2019-2020	(L)Local Funds	Implementation 10/23/19 - On Track
4. Begin plans to implement mandatory initial student drug testing for students who choose to participate in school sponsored extracurricular activities. In addition, random drug testing will be conducted throughout the year. (Title I SW Elements: 2.1) (Target Group: 7th ,8th,9th,10th,11th,12th) (ESF: 3.1,3.3)	Director of Student Support Services, District Administrators, Principals, Superintendent	2019-2020		11/06/19 - Some Progress
5. District will implement the Raptor System as a security measure for visitors entering the campuses. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Superintendent	2019-2020	(F)Title 1, Part A, (F)Title II, Part A	09/16/19 - Completed
6. District will require all employees to wear an Identification Badge provided by the district. (Title I SW Elements: 2.1) (Target Group: All)	Superintendent, Technology Coordinator	2019-2020		08/26/19 - Completed
7. Campuses will contract with an agency to have a School Resource Officer available from the start of the school day to the end. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Principals, Superintendent	2019-2020		08/27/19 - Completed

PREMONT ISD

Goal 5. Safe Schools: Create the Safe Schools/Healthy Students Initiative providing leadership for schools and communities to work in partnership to create safe and healthy school environments.

Objective 2. The Premont ISD will maintain facilities that are safe and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New elementary campus will have the most up-to-date safety features required of facility inspections. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Superintendent	2019-2020		11/06/19 - On Track
2. Fencing will be placed around campuses. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3)	Superintendent	2019-2020		11/06/19 - Pending

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 1. Maintain Superior FIRST financial rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Premont ISD will communicate all of the FIRST expectations and accountability indicators to all Premont ISD stakeholders.	Superintendent	2019-2020	(L)Local Funds	Board Agenda 10/23/19 - Pending

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 2. The Premont ISD will update the five-year financial projection model at least two times per fiscal year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The financial section of the projected strategic plan will entail long-term facility, staffing, and technology reviews and annual oversight by the Premont ISD Board of Trustees.	Superintendent	2019-2020	(L)Local Funds	Board Agendas 10/23/19 - Pending

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 3. The Premont Fund Balance will be at least 33% of the total annual expenditures in the operating funds.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Premont ISD Board of Trustees will review the projected fund balance levels in the five-year projections. If fund balances decline below 33%, a comprehensive plan will be developed to achieve desired levels.	Superintendent	2019-2020		

PREMONT ISD

Goal 6. Establish benchmarks for efficiency of operations.

Objective 4. The Premont ISD Board of Trustees will continue to approve an annual budget balanced budget by August 31 of each year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monthly financial reports will identify any trends or significant variances within the budget.	Superintendent	2019-2020	(L)Local Funds	Board Agenda 10/23/19 - On Track

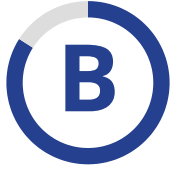
Professional Service Provider (PSP)--Jose Santillian (Premont Early College Academy)

District Coordinator of School Improvement (DCSI)--Kristina Gonzalez

Student Enrollment Details 616 Students Enrolled **Address** P O BOX 530, PREMONT, TX 78375

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?



84 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18
B
85 out of 100

2018-19
B
84 out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

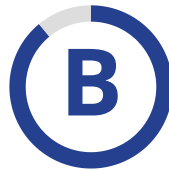
STUDENT ACHIEVEMENT



78 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



89 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



73 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Student Enrollment Details 616 Students Enrolled **Address** P O BOX 530, PREMONT, TX 78375

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	58	40%
College, Career, and Military Readiness	93	40%
Graduation Rate	90	20%
Total	78	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

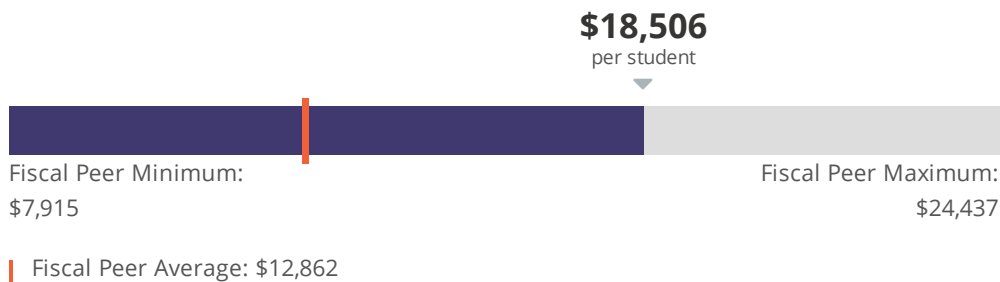
Component	Score	% of grade
Academic Growth	60	
Relative Performance	90	100%
Total	89	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	8	55.6%
Academic Growth/Graduation Rate	0	11.1%
Student Achievement	100	33.3%
Total	73	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?



FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19



90 out of 100

Resources

Resource	Source
Erate Funds	Federal
Federal Funds	Federal
Title 1, Part A	Federal
Title Funds	Federal
Title II, Part A	Federal
TTIPS Grant	Federal
Local Funds	Local
Grant Funds	State
ReDesign Grant	State
Tech Lending Grant	State

PREMONT ISD - DISTRICT IMPROVEMENT PLAN BUDGET 2019 - 2020

STATE COMPENSATORY EDUCATION

199 53 6129 00 999 0 30 0 00 SALARY, DATA TECH 18,584.00

TITLE I, PART A - IMPROVING BASIC PROGRAMS

211 12 6239 01 999 0 30 0 00 ESC - MEDIA SERVICES 3,965.00
211 12 6239 03 999 0 30 0 00 ESC - LIBRARY CO-OP 1,000.00
211 13 6239 00 999 0 30 0 00 ESC - DISTANCE LEARNING CO-OP 1,500.00
211 13 6239 01 999 0 30 0 00 ESC - CURR SERVICES - TCMPC 4,435.00
211 13 6239 04 999 0 30 0 00 ESC - MATH/SCIENCE CO-OP 4,011.00
211 41 6219 00 750 0 30 0 00 CONTRACTED SERVICES - CONSULTANT 19,476.00
211 41 6239 00 750 0 30 0 00 ESC - TITLE I, PART A CO-OP 800.00

TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION

255 11 6239 00 999 0 24 0 00 ESC - DMAC - DISTRICT 9,875.00
255 23 6239 00 999 0 24 0 00 ESC - CAMPUS LEADERSHIP 1,350.00