

Poteet Independent School District District Improvement Plan

2022-2023



Mission Statement

The Poteet Independent School District is committed to providing a quality public education that encourages each student to attain his/her maximum potential through a comprehensive program of basic and higher level thinking skills and citizenship. In achieving this, our district enables its students to become self sufficient, contributing and competitive members of society.

Vision

TO BE A PROGRESSIVE DISTRICT OF GLOBAL THINKERS AND LEADERS

Value Statement

The development, implementation and evaluation of the District Improvement Plan is a collaborative effort of all stakeholders. The District Improvement Plan will be evaluated and refined on a continuous basis as needed. The total inclusion of students, staff, parents, community and business members are key to the success of this on-going process. The school administration appreciates the hard work and contributions of all shareholders and recognizes their continued support in ensuring performance objectives are met.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	12
District Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Increase Academic Performance	20
Goal 2: Increase the Use of Quality Data to Drive Instruction	35
Goal 3: Increase Leadership Effectiveness	39
Goal 4: Increased Learning Time	45
Goal 5: Increase Family and Community Engagement	48
Goal 6: Improve School Climate	53
Goal 7: Increase Teacher Quality	66
Goal 8: Increase Technology and Related Sources	72
Goal 9: Increase College and Career Readiness	76
RDA Strategies	78
State Compensatory	79
Budget for District Improvement Plan	80
Personnel for District Improvement Plan	80
Title I Personnel	80
District Education Improvement Committee	81
District Funding Summary	82
Addendums	91

Comprehensive Needs Assessment

Demographics

Demographics Summary

Poteet Independent School District serves students with diverse backgrounds. Students enrolled in Career and Technical Education increased from 33% in 2020 to 46% in 2021.

School Year	Total Enrollment	Hispanic	White	Other Race	Female	Male	Enrolled in Career and Technical Education
2021-2022	1,690	88%	11%	<1%	50%	50%	
2020-2021	1,603	87%	11%	<1%	50%	50%	46%
2019-2020	1,783	87%	12%	<1%	49%	51%	33%
2018-2019	1,703	86%	13%	<1%	50%	50%	26%
2017-2018	1,734	87%	12%	<1%	50%	50%	34%
2016-2017	1,755	86%	13%	<1%	49%	51%	25%
2015-2016	1,785	86%	13%	<1%	49%	51%	25%
2014-2015	1,664	86%	13%	<1%	50%	50%	39%
2013-2014	1,766	85%	14%	1%	50%	50%	36%

Student Programs / Special Services

The number of economically disadvantaged students increased from 61% of the student population in 2020-2021 to 71% in 2021-2022.

School Year	English as Second Language (ESL)	Bilingual	Economically Disadvantaged	At Risk	Gifted and Talented	Special Education
2021-22	4%	6%	71%	63%	5%	12%
2020-21	4%	7%	61%	63%	5%	12%
2019-20	3%	6%	76%	64%	5%	10%
2018-19	2%	5%	79%	30%	5%	9%
2017-18	2%	5%	76%	37%	5%	8%
2016-17	4%	4%	76%	23%	5%	8%
2015-16	4%	5%	74%	39%	6%	9%
2014-15	4%	4%	80%	51%	5%	7%
2013-14	4%	4%	82%	59%	5%	8%

Demographics Strengths

Staff Ethnicity / Race	2013	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic Latino	61%	63%	44%	44%	46%	67%	60%	57%	57%
White	36%	34%	53%	54%	48%	32%	38%	43%	43%
Other	3%	3%	3%	2%	5%	2%	2%	0%	0%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Under-reporting of Economically Disadvantaged numbers causing lack of funding. **Root Cause:** Lack of follow through by campus staff to ensure all forms are submitted and entered into the student management system in a timely manner.

Problem Statement 2 (Prioritized): The percentage of different groups of students that did not perform above on state goals in four areas is used to measure closing the gaps. **Root Cause:** All students including the sub groups are not meeting standards primarily in Reading and Math.

Problem Statement 3: 43 out of 101 (43%) students are college, career, and military ready (CCMR) for SY 2021-2022. **Root Cause:** Majority of students are not CCMR ready.

Student Achievement

Student Achievement Summary

Poteet ISD received an overall rating of "C" in 2022 Accountability Rating Summary.

In 2022-2023, our Goal is that all students, all subjects, will increase by 8% or more at masters levels, 11% more at meets, and 10% more at approaches.

Poteet ISD will need to close the achievement gaps between the All student groups compared to Special Education, Hispanic, ELs, Continuously and Non-Continuously enrolled and Economically Disadvantaged subpopulations. Goal is to increase total indicators met in closing the gaps domain from 4/16 indicators to 8/16 indicators in 2023.

English Learner students will continue to improve at least one level on TELPAS (listening, speaking, reading and writing).

Student Achievement Strengths

PISD implemented multiple opportunities for student intervention groups, allowing for small group support and extended time instruction. Students in tutorials, pull outs, and interventions are benefiting from extended learning time, acquiring additional study skills, and learning time management strategies.

Poteet ISD received the Texas COVID Learning Acceleration Support (TCLAS) grant and will be able to offer after school tutorials and Saturday tutorials to continue to close gaps.

Poteet High School will offer College Prep class for ELAR, and Math to allow students opportunities to earn CCMR credit in school accountability. Select High School teachers will receive scholarships to attend UTSA to earn credits to teach Dual Credit courses. Poteet HS will continue to offer dual credit courses and OnRamps (University of Texas) courses.

Career and Technical Education (CTE) students will follow education pathway that will provide students with the academic, technical, and real world knowledge, skills and experience they need to be prepared for a variety of career options. Students can earn industry based certifications and endorsements.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Elementary campus received Not Rated ratings in 2022. **Root Cause:** Not enough students achieving meets and masters grade level standards for Reading and Math.

Problem Statement 2: Results Driven Accountability (RDA) Indicators for SPED STAAR 3-8. Reading, Math, and Writing Performance Level is 3. **Root Cause:** Students not meeting cut score standards in Reading, Math, and Writing.

Problem Statement 3: High School students are not performing well on TSI (Texas Success Initiative Assessment) college ready test. **Root Cause:** Students are not meeting cut score standards on TSI Reading, & Math. 43% of PHS students met College Career Military Ready (CCMR) in 2022.

Problem Statement 4 (Prioritized): All students, All Grades/Subjects Tested performing at 60% approaches, 31% Meets, and 11% Masters on 2022 STAAR Performance. **Root**

Cause: Students are falling below state averages for approaches, meets, and masters on STAAR assessment. Students need to maintain or grow year to year on STAAR.

District Culture and Climate

District Culture and Climate Summary

Poteet ISD strives to provide a safe, secure and positive learning environment for all students and staff. Poteet ISD counselors work with PK-12th grade students. Poteet ISD also has 1 at risk counselor district wide to promote mental health strategies. 7 Mindset, Social Emotional Learning platform, will allow for meaningful relationships to foster in the classroom.

There was a decrease in the number of District wide disciplinary incidents. This positive change is credited to students being aware of campus and classroom expectations at the start of school. These expectations are revisited frequently throughout the school day.

District Culture and Climate Strengths

Students understand the school climate is one that values kindness, respect, responsibility and compassion. Poteet ISD will implement 7 Mindset curriculum in the 2020-2021 school year. Through these programs, students have become more aware of their own and other's actions, which helps them make positive choices.

District staff and teachers report an increased feeling of safety due to increased security measures, including installation of additional cameras, the requirement for all visitors to check in at the campus office and receive a visitors badge, and presence of campus police security.

Students report feeling safe, and have a good understanding of reporting bullying and any other unusual or unsafe activities. Faculty and staff model values of respect and implement positive reinforcement throughout classrooms and in the hallways.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Consistent Discipline Consequences for Behaviors **Root Cause:** Lack of consistency and followthrough.

Problem Statement 2: SPED OSS and ISS placements \leq 10 days. **Root Cause:** Our OSS and ISS placement rates are about 10 pts higher than the state.

Problem Statement 3 (Prioritized): Homeless children and youth experience hardships that hinder attendance and academic performance. **Root Cause:** Homeless children and youth lack general supplies, including clothing and other services and supplies.

Problem Statement 4: Special Education supplies for restraints to prevent injuries. **Root Cause:** Some students are biters and staff has little protection to arms.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Poteet Independent School District has a reputation for hiring and retaining talented and dedicated staff. 6% of teachers have taught for 30+ years.

Teachers by Years of Experience					
School Year	Beginning Teachers	1-5 Years Experience	6-10 Years Experience	11-20 Years Experience	Over 20 Years Experience
2021-2022	10%	28%	21%	21%	14%
2020-2021	10%	28%	21%	21%	21%
2019-2020	3%	35%	20%	22%	18%
2018-2019	5%	42%	10%	21%	19%
2017-2018	8%	38%	12%	23%	20%
2016-2017	16%	29%	11%	28%	15%
2015-2016	24%	48%	10%	14%	5%
2014-2015	10%	35%	13%	26%	13%
2013-2014	18%	32%	18%	23%	13%
2012-2013	13%	27%	18%	22%	20%
2011-2012	5%	30%	17%	25%	24%
2010-2011	5%	32%	17%	24%	22%

Staff Quality, Recruitment, and Retention Strengths

Support programs have been implemented for new teachers and teachers new to the district. Individual decisions regarding professional development are determined by assessing teacher needs by continuous review of data from walkthroughs, curriculum based assessments, benchmarks, and STAAR results. Regularly scheduled PLC's in partnership with ESC 20 Consultants offered hands-on and digital resources to enrich classroom instruction and will continue throughout the 2022-2023 school year. District and campus leadership encourages teachers to use self reflection to identify and recommend areas for their professional development. New Teacher Orientation (Aggie Academy) will be implemented in 2022-2023 school year to support beginning teachers. First Year Teachers will be assigned a Teacher Mentor.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: High turnover rate every year at secondary level. **Root Cause:** Feeling of lack of support coupled with low pay.

Problem Statement 2 (Prioritized): District and Campus Staff need training and professional development to keep up to date with changes in the laws and policies , as well as with improvements in instruction and strategies. **Root Cause:** Need to continue to grow and learn in all aspects of pertaining to job assignment.

Problem Statement 3: District and campus staff need support and technical assistance to implement special education programs. **Root Cause:** Need to continue to grow and learn in all aspects of pertaining to job assignment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Poteet Independent School District uses the Texas Curriculum Management Program Cooperative (TEKS Resource system) which is aligned with the state standards and integrates 21st Century Learning Skills as one of its curriculum resources. In addition to the TCMPC, Houghton Mifflin textbooks are used for Math K-8 and Science K-12. Heinemann leveled readers are used for K-5 Reading and EMC is also a resource being used for Grades 6-8 Reading. Teachers utilize the Year at a Glance (YAG), Instructional Focus Document (IFD), and Vertical Alignment Document (VAD) from TCMPC. Teachers also use Implementing TEKS Resource Pacing Tools for K-12. Curriculum based assessments will be given at the end of each unit/and or six weeks grading period. NWEA testing will take place three times a year to create a personalized assessment experience by adapting to each student's learning level.

All campuses have developed an instructional calendar that is aligned with their core content scope and sequence and includes designated curriculum based assessments and benchmarks.

All campuses in the District use Eduphoria to help with test administration and data disaggregation for all unit tests.

The District Instructional Specialists and Campus Principals meet with the grade level core content teams as needed in Math, Science, Social Studies, and ELAR.

Curriculum, Instruction, and Assessment Strengths

A Professional Teacher Learning Cycle approach to data disaggregation and curriculum planning is utilized at all grade levels.

Eduphoria /Aware software are utilized for extensive data disaggregation, which is used on the campus level to drive data driven instruction. Teachers disaggregate data based on student expectations and determine how to address weak student expectation performance.

Campuses conduct structured grade level or department meetings to review curriculum, data, and student performance.

The district will utilize consultants to demonstrate best practices, model teach, and do curriculum planning at all campuses as needed.

Zearn, Education Galaxy, Guided Math, Study Island, ST Math, and Stemscopes are used for math and science interventions. BookNook, Amplify, Reading Plus, and Guided Reading are used for RLA interventions.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Effective inclusion and differentiation with instruction. **Root Cause:** Lack of in class support/personnel to support inclusion and differentiation.

Problem Statement 2 (Prioritized): Continued and ongoing professional development to support district/campus needs and initiatives. **Root Cause:** Different Levels of Support needed for campuses.

Problem Statement 3: Continued support of Special Populations Initiatives with training and supplies. **Root Cause:** Lack of Understanding of Special Populations Accommodations and other necessary components.

Parent and Community Engagement

Parent and Community Engagement Summary

Poteet ISD's goal is to respectfully communicate clearly and openly with the community, parents, staff and students in a timely and efficient manner.

Parents and members of the community have the opportunity to be members of numerous committees, including District Education Improvement Committee (DEIC), School Based Decision Making Committee (SBDM), Poteet Parent Advisory Council, School Health Advisory Council (SHAC), and Parent Teacher Organization (PTO).

Parent and Community Engagement Strengths

There are a large number of community partnerships available to support students and families, both district and community sponsored. All written information is provided in both English and Spanish. There are several programs offered for parents such as: GED/ESL classes, FAFSA Parent night, as well as Muffins with Mom and Donuts with Dad. Campuses also host Math, Reading, Social Studies and Science Family nights throughout the school year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lack of participation in PTO. **Root Cause:** Lack of communication/Meetings not held at convenient time for parents.

Problem Statement 2: Parents of Special Needs students need additional training in order for them to help their students access the general education setting and develop social skills needed for life after school. **Root Cause:** Lack of training in strategies in how to work with special needs children.

District Context and Organization

District Context and Organization Summary

Time is allowed in teachers schedules on all campuses for grade level or department meetings to analyze student data, and plan for data driven instruction. These meetings increase the instructional cohesiveness between grade levels and teachers.

Teachers have the opportunity serve on committees that influence school policy, including the DEIC and SBDM Committee.

Six Full Planning Days were scheduled in June to allow teachers the opportunity to plan curriculum, disaggregate data, and prepare lessons.

District Context and Organization Strengths

There has been a big increase in the number of students who have participated in AP or dual credit courses. Flexible scheduling and teacher assignments allow for students to take advantage of these college readiness opportunities. Students enrolled in ECLA are able to earn an associates degree upon graduation from high school.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Fair/Equal implementation of campus and classroom expectations. **Root Cause:** Lack of consistency among administration, teachers, and office staff.

Technology

Technology Summary

District goal is to utilize cutting edge technology in all instructional environments to prepare our students for the challenges of the future.

The Technology Department provides technical support, training, and technology resources to the school districts staff.

Technology available to students, teachers, and school leaders to include: iPads, Mimio, LCD projectors, document cameras, Netbooks, laptops, video cameras, still cameras, chromebooks, and hot spots.

The district email system was updated to Google for the 2014/2015 school year and continues for 2022-2023.

Classlinks has been implemented for easier access/sign-on to resources and sites for all teachers, students, and staff.

Technology Strengths

The use of technology is highly integrated into the class room on all Poteet ISD School campuses.

Students are able to access TexQuest, Xtra Math, Education Galaxy, IXL, Stemsscopes, Study Island, Google Suite, Canvas, Seesaw, and the Digital versions of the HMH, EMC and Pearson textbooks at all campuses.

All classroom teachers are able to sign up for the use of a campus computer lab and/or check out a laptop cart or chromebook cart for use in their classroom.

A Technology Plan was completed in the 2017-2018 and updated in 2019-2020 school year.

The Duties and assignments of our Technology staff were re-distributed and reassigned to provide better service across the board to our constituents.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Integration of technology into daily lessons. **Root Cause:** Lack of professional development on this.

Problem Statement 2 (Prioritized): Having fully functional technology in computer labs and carts. **Root Cause:** Lack of updating technology as needed.

Problem Statement 3: Increasing Technology Efficiency in Stakeholder Meetings with various agencies in Special Programs **Root Cause:** Lack of proper equipment and supplies to participate in webinars and other online trainings.

Priority Problem Statements

Problem Statement 1: Effective inclusion and differentiation with instruction.

Root Cause 1: Lack of in class support/personnel to support inclusion and differentiation.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Integration of technology into daily lessons.

Root Cause 2: Lack of professional development on this.

Problem Statement 2 Areas: Technology

Problem Statement 3: The percentage of different groups of students that did not perform above on state goals in four areas is used to measure closing the gaps.

Root Cause 3: All students including the sub groups are not meeting standards primarily in Reading and Math.

Problem Statement 3 Areas: Demographics

Problem Statement 4: All students, All Grades/Subjects Tested performing at 60% approaches, 31% Meets, and 11% Masters on 2022 STAAR Performance.

Root Cause 4: Students are falling below state averages for approaches, meets, and masters on STAAR assessment. Students need to maintain or grow year to year on STAAR.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Homeless children and youth experience hardships that hinder attendance and academic performance.

Root Cause 5: Homeless children and youth lack general supplies, including clothing and other services and supplies.

Problem Statement 5 Areas: District Culture and Climate

Problem Statement 6: District and Campus Staff need training and professional development to keep up to date with changes in the laws and policies , as well as with improvements in instruction and strategies.

Root Cause 6: Need to continue to grow and learn in all aspects of pertaining to job assignment.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Continued and ongoing professional development to support district/campus needs and initiatives.

Root Cause 7: Different Levels of Support needed for campuses.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Lack of participation in PTO.

Root Cause 8: Lack of communication/Meetings not held at convenient time for parents.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Fair/Equal implementation of campus and classroom expectations.

Root Cause 9: Lack of consistency among administration, teachers, and office staff.

Problem Statement 9 Areas: District Context and Organization

Problem Statement 10: Having fully functional technology in computer labs and carts.

Root Cause 10: Lack of updating technology as needed.

Problem Statement 10 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data




- Organizational structure data


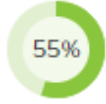




Goals

Goal 1: Increase Academic Performance

Performance Objective 1: Utilize Data Driven Instruction

Evaluation Data Sources: Increase the number of students meeting program requirements by 5%.



Strategy 1 Details	Reviews			
Strategy 1: Student growth will be evaluated based on performance on unit tests and benchmarks. Strategy's Expected Result/Impact: Local assessment scores, Data Analysis of scores Staff Responsible for Monitoring: Teachers Campus principals Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Rigorous local Assessments will be developed through Eduphoria, and TEKS Resource. Strategy's Expected Result/Impact: Local assessment scores Data Analysis of scores Staff Responsible for Monitoring: Administration Instructional Specialist Executive Director of Curriculum Funding Sources: ESC Service Commitment - Educational Resources + campuses - 211 Title I Part A Funds - \$885.92	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Apply for and maintain grants to maximize funding opportunities for student instruction. Strategy's Expected Result/Impact: 100% successful completion of grant applications. Staff Responsible for Monitoring: Superintendent, Exec. Director of C & I	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Elementary campus will develop a targeted improvement plan, if necessary, to address specific areas of concerns. Strategy's Expected Result/Impact: Successful completion of campus goals. 5% increase in scores. Staff Responsible for Monitoring: Superintendent, Exec. Director of C&I, Campus principals, Instructional Specialist, Special Education Director, CTE coordinator, District Coordinator for School Improvement Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: 504, RTI, LPAC, GT Attendance committee will meet to monitor and assess student progress, make recommendations, & referrals for support services specific to student needs. Strategy's Expected Result/Impact: Agenda/Minutes Staff Responsible for Monitoring: Campus principals Executive Director of Curriculum, Instructional Specialist, Instructional Specialist for Technology	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase Academic Performance

Performance Objective 2: Align Curriculum (both horizontal and vertical)

Evaluation Data Sources: Monitor sign in sheets and evaluations from teachers' professional development.





Strategy 1 Details	Reviews			
<p>Strategy 1: Use TEKS Resource System curriculum district wide to align quality content instruction. K-12 will also use TEKS Resource Pacing Guides. Houghton Mifflin textbooks for K-8 math and K-12 science and Pearson textbooks for K-12 social studies and HS math will be also be used as resources.</p> <p>Guided Math curriculum will be used in Math Interventions Grades K-3.</p> <p>Benchmark Education will be used for K-5 Dual Language</p> <p>Heinemann F&P will be used for K-5 ELAR.</p> <p>EMC will be used for 6-8 ELAR</p> <p>Strategy's Expected Result/Impact: 100% of all content teachers will utilize the Pacing Calendar Scope and Sequence as well as the YAG, IFD, VAD, and assessments. Unit Tests will be given to isolate weak student expectations.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Principals, Instructional Specialist</p> <p>Funding Sources: TCMPC - 410 Instructional Materials Allotment - \$12,902</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development to all grade level and all core content area teachers at least 2 times a year.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will provide quality instruction to their students. Evaluated through walkthroughs and observations.</p> <p>Staff Responsible for Monitoring: Principals, Instructional Specialist,</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
Strategy 3: Poteet ISD along with ESC 20 will participate in the Strong Foundation Math & Literacy Grant to develop a district wide Math development framework. Committee members will attend Research Based Instructional Strategy professional development and will meet to develop the district wide framework. Snacks will be available for district meeting dates. Committee member will receive a stipend for developing district wide framework. Strategy's Expected Result/Impact: District Wide Math Framework Staff Responsible for Monitoring: Leadership Committee Funding Sources: - 429 Strong Foundation Math Grant - \$80,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 3: On-going Monitoring of Instruction

Evaluation Data Sources: Review goals for walkthroughs and intervention session results.


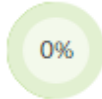

Strategy 1 Details	Reviews			
Strategy 1: Conduct walkthroughs of all classrooms. Campus Administrator will conduct walkthroughs weekly. Strategy's Expected Result/Impact: Walkthroughs will be monitored through Eduphoria. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The RTI process will provide targeted interventions by certified teachers to students with low performance on state assessments. (Grades K-12) Strategy's Expected Result/Impact: Student success will increase by 5% on weekly assignments. Staff Responsible for Monitoring: Campus Principals, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Establish a District Leadership Team (DLT) to review RDA (PBMAS) data, assess the needs of CTE, SPED and ESL programs, and develop a targeted improvement plan for the District. Strategy's Expected Result/Impact: Meeting goals outlined in the plan to decrease the number of 2's and 3's in the PBMAS report. Staff Responsible for Monitoring: Exec. Director of C&I, Director of Special Education, CTE Coordinator, DCSI Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: The district and each campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns. (Plan4Learning) English & Spanish Strategy's Expected Result/Impact: Campus and district improvement in student achievement. Staff Responsible for Monitoring: Superintendent, Exec. Directors, Principals Results Driven Accountability Funding Sources: CIP-DIP-CNA SOFTWARE - Campuses - 211 Title I Part A Funds - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				


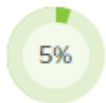




Strategy 5 Details		Reviews			
Strategy 5: The district and each campus will utilize software (Title Crate) to collect, organize, and validate all Federal Programs documentation. Strategy's Expected Result/Impact: Meet district, state, and ESSA requirements Staff Responsible for Monitoring: Superintendent, Exec. Directors, Principals Funding Sources: Title I Crate - 211 Title I Part A Funds - \$550		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 1: Increase Academic Performance

Performance Objective 4: Increase academic performance for Migrant Students



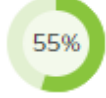

Evaluation Data Sources: Performance on STAAR/EOC

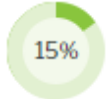




Strategy 1 Details	Reviews			
Strategy 1: At-Risk Counselor working as Migrant Liaison with ESC 20 Staff Responsible for Monitoring: At-Risk Counselor Funding Sources: Migrant Liaison + Fringe - 212 Title III / Migrant (SAS) - \$1,146	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Supplies , materials and books to support migrant students' academic performance. Strategy's Expected Result/Impact: Priority for services action plan will be implemented based on student identification Staff Responsible for Monitoring: At Risk Counselor (Migrant Liaison) Migrant Tutor Funding Sources: Migrant Supplies and Materials - 212 Title III / Migrant (SAS) - \$603.87	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide tutoring to support and improve migrant students' academic performance. Strategy's Expected Result/Impact: Increase by 5% the percent of migrant students passing at approaches STAAR/EOC. Staff Responsible for Monitoring: At-Risk Counselor Funding Sources: Migrant Tutor - 212 Title III / Migrant (SAS) - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Counselor will attend Migrant SSA meetings and other professional development to support and improve migrant students' academic performance. Strategy's Expected Result/Impact: Increase by 5% the percent of migrant students passing at approaches STAAR/EOC. Staff Responsible for Monitoring: Counselor Campus Admin Funding Sources: - 199 Basic Educational Services - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Counselor will escort migrant students to Region 20 for workshop. Strategy's Expected Result/Impact: Increase by 5% the percent of migrant students passing at approaches STAAR/EOC. Staff Responsible for Monitoring: Principal Funding Sources: - 212 Title III / Migrant (SAS) - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 5: Increase academic performance of GT students.

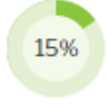





Strategy 1 Details	Reviews			
Strategy 1: Classroom teacher will service GT students. Classroom teacher will complete 30 hours GT training. Strategy's Expected Result/Impact: Students will be serviced twice a week by teacher and complete GT projects. Staff Responsible for Monitoring: Campus Principals (Elem, PIC) GT teacher	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: GT teacher will monitor secondary GT students, who are serviced in honors, AP, and/or dual credit courses. Toyota Grant STEM Education for grades 6-8 to be conducted every day during Advisory Period with potential to expand to after school services. Strategy's Expected Result/Impact: GT students will complete GT projects. Staff Responsible for Monitoring: Campus Principals, GT teacher, secondary honors, AP, and/or dual credit teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Materials will be purchased to support district GT students. One Book Binding machine and supplies will be purchased per campus to create projects based activities. Strategy's Expected Result/Impact: GT students will improve in all academic courses and/or STAAR/EOC. Staff Responsible for Monitoring: Teachers, campus admin Funding Sources: - 199 Gifted and Talented - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: District GT Fair will be held for all GT students to showcase high level products with the use of Texas Performance Standards Project. Healthy snacks will be provided. Strategy's Expected Result/Impact: Showcase Texas Performance Standards Project Staff Responsible for Monitoring: Campus Admin Campus GT Funding Sources: - 289 Title IV, Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: GogAT and IOWA online assessment will identify Gifted and Talented students. Strategy's Expected Result/Impact: Growth in STAAR Staff Responsible for Monitoring: Gifted and Talented Coordinator Funding Sources: - 199 Gifted and Talented - \$1,500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Academic Performance

Performance Objective 6: Increase academic performance of homeless students




Evaluation Data Sources: Student report cards, STAAR/EOC data








Strategy 1 Details	Reviews			
Strategy 1: Increase academic performance of homeless students by providing tutoring for academic courses and/or STAAR/EOC. Strategy's Expected Result/Impact: Students will pass all academic courses and/or STAAR/EOC Staff Responsible for Monitoring: District Homeless Liaison Funding Sources: Tutoring - 206 TEHCY Grant - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase school supplies for Homeless students including backpacks. Strategy's Expected Result/Impact: Students will be ready to learn. Staff Responsible for Monitoring: District Homeless Liason Funding Sources: - 206 TEHCY Grant	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 7: Increase academic performance of English Learners (EL)

Evaluation Data Sources: Student report cards, STAAR/EOC/TELPAS data






Strategy 1 Details	Reviews			
Strategy 1: Supplies and materials to English Learners' academic performance Strategy's Expected Result/Impact: English Learners will improve in all academic courses and/or STAAR/EOC/TELPAS Staff Responsible for Monitoring: Executive Director of C&I, Principals, BIL-ESL teachers Funding Sources: EL supplies and materias - 263 Title III Part A LEP - \$537, - 199 State Compensatory Education (SCE) - \$167.29	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide Summit K12 tutorials to support and improve English learner students' academic performance in Reading, Writing, Speaking, & Listening. Hire outside tutor to work with students. Strategy's Expected Result/Impact: English Learners will improve in all academic courses and/or STAAR/EOC/TELPAS Staff Responsible for Monitoring: Executive Director of C&I, Principals, BIL-ESL teachers Funding Sources: Tutoring for English Learners - 263 Title III Part A LEP - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Select students will represent Poteet ISD in regional Spanish Spelling Bee. Strategy's Expected Result/Impact: Gain in vocabulary Staff Responsible for Monitoring: Campus Admin Teachers Funding Sources: - 199 Bilingual Allotment - \$100	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Offer Dual Language Program to provide best practice and researched based instruction for EL students in Grades K-5. Strategy's Expected Result/Impact: 75% of students will grow at least 1 level on TELPAS Staff Responsible for Monitoring: Dual Language teachers Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: EL students who have chosen not to participate in the Dual Language Program will be in a classroom with a certified ESL teacher in grades K-5, all other EL students will be served through ESL (PK, 6-12) Strategy's Expected Result/Impact: Increased student performance on curriculum based assessments Staff Responsible for Monitoring: Teachers Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: EL students will be identified using state wide LAS Battery Assessment. Strategy's Expected Result/Impact: Identify English Learners Staff Responsible for Monitoring: LPAC committee	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 8: Increase academic performance and growth for Dyslexia students.


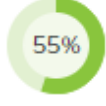




Evaluation Data Sources: Student report cards, STAAR/EOC data

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia teachers will use a variety of screeners to identify students who are having reading difficulties. Strategy's Expected Result/Impact: Increased student performance on local and state assessments by 5% Staff Responsible for Monitoring: Dyslexia Teacher Campus Admin Funding Sources: - 199 Dyslexic Allotment - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	 65%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 9: Increase academic performance and growth for ALL students.






Evaluation Data Sources: Student report cards, STAAR/EOC data

Strategy 1 Details	Reviews			
Strategy 1: Materials/Resources will be purchased to assist at risk counselors and students in meeting the academic and social/emotional needs of at risk students. Strategy's Expected Result/Impact: Decrease the drop out rate for at risk students by 1% Staff Responsible for Monitoring: District Counselors Funding Sources: - 199 State Compensatory Education (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Supplies and materials for Instructional Specialists to improve academic performance and growth for all students. Strategy's Expected Result/Impact: All students will improve in all academic courses and/or STAAR/EOC Staff Responsible for Monitoring: Instructional Specialists Executive Director of Curriculum & Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase Academic Performance

Performance Objective 10: Increase academic performance and growth for students with disabilities.







Evaluation Data Sources: Results Driven Accountability, Self Assessment, and other reports that evaluate the program.

Strategy 1 Details	Reviews			
Strategy 1: Materials and supplies to complete program evaluations and file retention of records. Staff Responsible for Monitoring: Director of Special Programs Results Driven Accountability Funding Sources: - 199 SpEd Allotment - \$2,200	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Increase the Use of Quality Data to Drive Instruction

Performance Objective 1: Utilize Data Disaggregation / Training




Evaluation Data Sources: Monitor feedback from planning sessions and department meetings.






Strategy 1 Details	Reviews			
Strategy 1: PLCs will be held with all core content teams by grade level. Strategy's Expected Result/Impact: 100% successful implementation of teaching strategies. Staff Responsible for Monitoring: Campus Administration Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Analyze Local Assessment, Benchmark, and STAAR data to drive classroom instruction and tutorials/ interventions. Strategy's Expected Result/Impact: Increase in number of students meeting expectations on STAAR. Staff Responsible for Monitoring: Executive Director of Curriculum Instructional Specialist Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase the Use of Quality Data to Drive Instruction

Performance Objective 2: Make Data Driven Decisions

Evaluation Data Sources: Increase district performance in all areas of state and federal accountability by 5%.

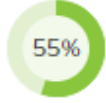




Strategy 1 Details	Reviews			
Strategy 1: Utilize findings from data disaggregation of unit assessments,, benchmarks, and state assessments to identify low performing student expectations (SEs). Strategy's Expected Result/Impact: Walkthrough evaluations, documentation from teachers planning sessions, sign in sheets, lesson plans, daily posting of TEKS objectives in classroom, and assessment results. Student performance will increase by 5%. Staff Responsible for Monitoring: Executive Director of Curriculum Campus Administration Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Eduphoria / Lead4Ward reports to make data driven decisions on instruction, curriculum, and interventions. Strategy's Expected Result/Impact: Increase student learning opportunities Staff Responsible for Monitoring: Principals, Instructional Specialist, Funding Sources: - 211 Title I Part A Funds - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Utilize PEIMS On Data Suite to disaggregate data. Strategy's Expected Result/Impact: Increased performance of teachers and students on test by 5%. Staff Responsible for Monitoring: Executive Directors Director of Student Services, Campus Principals Funding Sources: OnDataSuite - 199 Basic Educational Services - \$1,850	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
Strategy 4: Utilize Lead4ward Accountability Connect to stay current on changes or developments impacting instruction, assessment and/or accountability. Strategy's Expected Result/Impact: On going development of data tools and resources to help analyze and evaluate student growth and performance Staff Responsible for Monitoring: Principals, Instructional Specialists Funding Sources: - 211 Title I Part A Funds - \$2,500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 2: Increase the Use of Quality Data to Drive Instruction

Performance Objective 3: Implement On-going Communication




Evaluation Data Sources: 100% of teachers and administrators will monitor student data. This process will be documented in the Principal's Data Binders.







Strategy 1 Details		Reviews			
Strategy 1: Provide communication to parents and the community, in English and Spanish, as required for state and federal compliance. Including but not limited to the following: distribute state assessment outcomes as required by law, conduct Annual Public Meetings, distribute ESSA Report Card, communicate all School Improvement Requirements. Strategy's Expected Result/Impact: Review of agendas, and sign in sheets. 100% of requirements for state and federal communication will be met. Staff Responsible for Monitoring: District/Campus Admin		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

Goal 3: Increase Leadership Effectiveness

Performance Objective 1: Provide On-going Job Embedded Professional Development for School Leadership

Evaluation Data Sources: Review systemic professional development that is provided to all district and campus administration.







Strategy 1 Details	Reviews			
Strategy 1: Campus Administration, Campus Leaders, & District Leaders will attend conferences and trainings such as, but not limited to: ACET, AIE conference, ASCD conferences, Back to School conference, Instructional Continuity professional development, TASA mid-winter conference, TEPSA ,TCMPC, NWEA, TASSP conferences, STAAR Redesign ,Accountability Symposium, Data and Accountability, Lead4ward, Annual Director Symposium, and Bilingual/ ESL Leadership PD Series. Strategy's Expected Result/Impact: Attendance evaluations and feedback Staff Responsible for Monitoring: Superintendent, Exec Dir of C&I, Campus Administration Funding Sources: - 211 Title I 1003 School Improvement Grant - \$4,000, - 211 Title I Part A Funds - \$2,000, - 289 Title IV, Part A - \$1,775, - 199 Basic Educational Services - \$1,000, - 263 Title III Part A LEP - \$500, - 255 Title II Part A-TPTR - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: District Instructional Specialists will attend professional development, such as, but not limited to, Instructional Coaching Bootcamp, Canvas Support, Implementing TEKS Resource System Strategy's Expected Result/Impact: IS will lead teachers and staff toward success. Staff Responsible for Monitoring: Instructional Specialist Executive Director of Curriculum Campus Admin Funding Sources: PD: Instructional Coach Bootcamp - 211 Title I Part A Funds - \$800, PD Conf Registration: Carr - 211 Title I Part A Funds - \$150, PD Conf Registration: Tellez - 211 Title I Part A Funds - \$150, Travel: Carr - 211 Title I Part A Funds - \$250, Travel: Tellez - 211 Title I Part A Funds - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: District Special Education Director will attend TCASE conferences and other SD opportunities related to Special Education Strategy's Expected Result/Impact: Special Education Director will lead teachers and staff toward implementing new strategies. Staff Responsible for Monitoring: Special Education Director Funding Sources: Special Ed PD - ie. TCASE - 199 SpEd Allotment - \$3,400	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: At Risk Counselor will attend TEHCY, Clarity Con Seminar and other conferences. Strategy's Expected Result/Impact: At risk counselor will learn McKinney-Vento Fundamentals, practices to support COVID 19, and provisions to support the education of children and youth in homeless situations. At risk counselor will attend annual children's mental health summit. Staff Responsible for Monitoring: At Risk counselor Funding Sources: - 206 TEHCY Grant - \$25, - 199 State Compensatory Education (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Executive Director of C&I will join Alamo Area Association for Supervision and Curriculum (AAASCD) Strategy's Expected Result/Impact: Director will learn updated Curriculum programs. Staff Responsible for Monitoring: Executive Director of C&I Funding Sources: - 199 Basic Educational Services - \$20	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase Leadership Effectiveness

Performance Objective 2: Provide Operational Flexibility








Evaluation Data Sources: Review Committee activity, agendas, sign in sheets, evaluations, and feedback

Strategy 1 Details	Reviews			
Strategy 1: Provide a School Based Decision Making Committee for all campuses. The SBDM is a group of parents, community, business, and staff members whose job is to advise the principal on decisions in the area of goal setting, curriculum, budgeting, and school organization. Strategy's Expected Result/Impact: Increase compliance with state and federal standards and collegiality through the 90 day goal setting / planning tool. Meeting agendas and sign in sheets. Staff Responsible for Monitoring: District Administration Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide a District wide Educational Improvement Council (DEIC). The (DEIC) is composed of professional staff, parents of District students, community members, and business representatives who act in an advisory capacity to the School Board. The DEIC reviews the educational goals, objectives, and major classroom instructional programs. Strategy's Expected Result/Impact: DEIC input will be reviewed a minimum of three times a year. Meeting agendas and sign in sheets. Staff Responsible for Monitoring: Superintendent, Executive Director of Curriculum Committee Members	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase Leadership Effectiveness

Performance Objective 3: Implement Resource / Data Utilization





Evaluation Data Sources: 100% of campuses will meet state and federal accountability expectations.

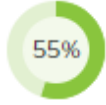




Strategy 1 Details	Reviews			
Strategy 1: Supplies purchased to continue ongoing Special Populations Training. Strategy's Expected Result/Impact: Increased capacity of staff Staff Responsible for Monitoring: Special Programs Director Funding Sources: - 199 SpEd Allotment - \$3,090	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Supplies, such as ink, will be purchased for at-risk counselors. Supplies will allow counselors to meet the needs of their at risk students. Computer Monitors will be purchased to aid counselors in completing online counseling logs effectively for compliance documentation. Strategy's Expected Result/Impact: Meet Compliance Staff Responsible for Monitoring: At risk counselors Funding Sources: - 199 State Compensatory Education (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide school leaders with professional learning tools to include laptops and other needed resources to effectively lead. Strategy's Expected Result/Impact: Increase compliance, communicate with all stakeholders. Staff Responsible for Monitoring: Executive Director Technology Director School Leaders Funding Sources: - 289 Title IV, Part A - \$3,000, - 255 Title II Part A-TPTR - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Increase Leadership Effectiveness

Performance Objective 4: Improving our schools, securing educational equity for all children, closing achievement gaps, and continue making progress in supporting educators, students, and their families.

Evaluation Data Sources: Copies of certificates of attendance, conference goals and objectives, conference overview







Strategy 1 Details	Reviews			
Strategy 1: Special Education Director will attend Region 20 Director's Meetings and TCASE. Strategy's Expected Result/Impact: 100% Compliance with Special Education guidelines Staff Responsible for Monitoring: Special Programs Director Funding Sources: - 199 SpEd Allotment - \$3,600	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Data Evaluation as required by TEA for ongoing compliance in Special Education. Strategy's Expected Result/Impact: Program compliance will strengthen Staff Responsible for Monitoring: Director of Special Programs Funding Sources: - 199 SpEd Allotment - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Special Programs Director supplies will be purchased to facilitate the implementation of the Special Education Program including coordination of trainings and general supplies and materials. Funding Sources: - 199 SpEd Allotment - \$1,200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Attend Texas Assessment Conference and other trainings and meetings related to state assessment and accountability. Strategy's Expected Result/Impact: Enable participants to become aware of the updates and changes in state assessment and accountability. Staff Responsible for Monitoring: District Testing Coordinator Funding Sources: DTC PD - ie. Texas Assessment Conference - 199 Basic Educational Services - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details		Reviews			
Strategy 5: District Testing Coordinator supplies will be purchased to facilitate the implementation of state assessments, including coordination of trainings and general supplies and materials. Strategy's Expected Result/Impact: Students will complete state assessment exams. Staff Responsible for Monitoring: District Testing Coordinator Funding Sources: - 199 Basic Educational Services - \$550		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Increased Learning Time

Performance Objective 1: Utilize Flexible Scheduling






Evaluation Data Sources: Monitoring of success of programs and initiatives.

Strategy 1 Details	Reviews			
Strategy 1: Employ three Dyslexia Teachers to meet the needs of students who have been identified with dyslexia. Strategy's Expected Result/Impact: Attendance logs, retention data, curriculum based assessments, benchmarks, and state assessments. 100% of the students receiving these intensive interventions will complete the program successfully and be exited. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Response to Intervention (RtI) program to target K-12 students' needs (academic and emotional) through leveled interventions. Strategy's Expected Result/Impact: Meeting documentation, student assessment scores. The RtI Committees meet a minimum of one time per six weeks. 80% of students will receive rigorous instruction through Tier 1. The remainder of students will be targeted through Tier 2 and Tier 3 services. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increased Learning Time

Performance Objective 2: Implement Instructionally Focused Calendar






Evaluation Data Sources: Increase student success on state assessments by 5%.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow TCMPC YAG to align curriculum by content area. Teacher will plan using the Instructional Focus Document. Strategy's Expected Result/Impact: Evaluated through lesson plans and walkthroughs. 100% of teachers will meet curriculum targets each six weeks. Staff Responsible for Monitoring: Executive Director of Curriculum Campus Administration Funding Sources: - 410 Instructional Materials Allotment - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
	 70%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increased Learning Time

Performance Objective 3: Utilize Staff Collaborative Planning







Evaluation Data Sources: Review documentation from planning sessions.

Strategy 1 Details	Reviews			
Strategy 1: Scheduled common planning opportunities for teachers to collaboratively plan instructional content by grade level content teams weekly . Strategy's Expected Result/Impact: Planning session sign in sheets, walkthroughs, and lesson plans. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase Family and Community Engagement

Performance Objective 1: Increase Opportunities for Input








Evaluation Data Sources: Review documentation of all meetings involving community members.

Strategy 1 Details	Reviews			
Strategy 1: School Health Advisory Committee (SHAC) will monitor student health initiatives, including but not limited to: FitnessGram / annual review, Bienstar Health Program Whitley Mobile Dental Service; utilize School Health and Safety Cooperative Strategy's Expected Result/Impact: SHAC input will be reviewed at a minimum of four times per year. Meeting agendas, sign-in sheets, and minutes/documentation. Staff Responsible for Monitoring: Director of Student Services School Nurse	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parent Liaison will attend Statewide Parental Involvement Conference and other conferences as needed Strategy's Expected Result/Impact: Parent Liaison will be knowledgeable of upcoming opportunities for parents. Staff Responsible for Monitoring: District Parent Liaison Funding Sources: - 199 State Compensatory Education (SCE) - \$1,047.45	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase Family and Community Engagement

Performance Objective 2: Ensure Effective Communication






Evaluation Data Sources: Review documentation from family and community meetings, member and public input, weekly reports, and logs from the Parent Liaison. .

Strategy 1 Details	Reviews			
Strategy 1: Provide communication to parents and the community, in English and Spanish, as required for state and federal compliance. Including but not limited to the following: distribute state assessment outcomes as required by law, conduct Annual Public Meetings, distribute ESSA Report Card, communicate all School Improvement Requirements. Strategy's Expected Result/Impact: Review of agendas, and sign in sheets. 100% of requirements for state and federal communication will be met. Staff Responsible for Monitoring: Superintendent Executive Director of Curriculum Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: District Wide webpage and Facebook page to notify parents of various district/campus activities to increase parent involvement through raising awareness and effective communication. Strategy's Expected Result/Impact: usage report Staff Responsible for Monitoring: District CIT Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide translating stipend to one district-wide staff to assure that all documents are available in English and Spanish. Strategy's Expected Result/Impact: increase parent and family engagement Staff Responsible for Monitoring: Director of Federal Programs, District Parent Liaison Funding Sources: District Translator - 255 Title II Part A-TPTR - \$1,150	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase Family and Community Engagement

Performance Objective 3: Provide Accessible Community Services




Evaluation Data Sources: Review documentation from community events, agendas and sign in sheets.

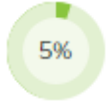




Strategy 1 Details	Reviews			
Strategy 1: Provide community services including but not limited to the following: Meet the Teacher Nights in August, Open House at all campuses during Texas Public School week, Muffins with Mom, Doughnuts with Dad, parenting classes, ESL classes, Parent Volunteer Training, Reading and Math Workshops family nights for Parents. Strategy's Expected Result/Impact: Event documentation, event notifications in English and Spanish, agendas, sign in sheets, and surveys. Staff Responsible for Monitoring: District Administration, Campus Administration, Counselors, District Parent Liaison, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase Family and Community Engagement

Performance Objective 4: Invite parents to attend Family and Community Events

Evaluation Data Sources: Copies of agenda and list of those who attended.








Strategy 1 Details	Reviews			
Strategy 1: Invite parents to attend Family and Community Engagement Symposium at Region 20. Session promotes student success through parent involvement. Sessions include topics such as: home/school relationships, parental engagement, social and emotional issues, and laws that impact your school. Strategy's Expected Result/Impact: Copy of agenda. List of those who attended. Copies of sign in sheets showing these parents in attendance at school events. Staff Responsible for Monitoring: Campus Adm. Funding Sources: Family & Community Engagement Symposium- Registration Parents - 211 Title I Part A Funds - 211-61-6299-01-910-0-30-000 - \$150, Family & Community Engagement Symposium- Travel Parents - 211 Title I Part A Funds - 211-61-6411-01-910-0-30-0-00 - \$250	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parents will attend ESC 20 World Language Conference Parent Institute. Conference will promote student success through parent involvement. Specific sessions will provide parental outreach training and activities for English Learners (EL) Strategy's Expected Result/Impact: Parents will learn strategies to promote student success. Staff Responsible for Monitoring: Campus Administration Funding Sources: World Language Conf Parents Institute - 211 Title I Part A Funds - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Parent Symposium of Atascosa County will be held for district wide English Learner parents. Dual Language teachers will train parents . Strategy's Expected Result/Impact: Parents will learn strategies for math and reading, tips for healthy eating, internet safety advice and much more. Staff Responsible for Monitoring: District Administration Campus Administration Dual Language teachers Funding Sources: - 263 Title III Part A LEP - \$500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: District wide "End of School Extravaganza" will be held. Provide parents with the materials and training they need to better able help their child achieve. Students and parents will receive books and educational games to use with their children. Healthy snacks will be provided. Strategy's Expected Result/Impact: Flyer, Sign in sheet Staff Responsible for Monitoring: Parent Liaison Campus Admin Campus Instructional Specialists Funding Sources: - 211 Title I Part A Funds - \$3,200	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Improve School Climate

Performance Objective 1: Increase Attendance








Evaluation Data Sources: Review attendance PEIMS data.

Strategy 1 Details	Reviews			
Strategy 1: Increase attendance by monitoring student attendance daily. Strategy's Expected Result/Impact: 100% of students will graduate with a high school diploma. Each cohort will have a 95% or higher graduation rate. Each campus will have a 97% attendance rate goal. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Director of Student Services will monitor student attendance by providing current and historical attendance data to Principals weekly. Strategy's Expected Result/Impact: Each campus will have a 97% attendance goal at all 4 campuses. Reports will be available to Principals within 5 working days after the close of the six weeks. Staff Responsible for Monitoring: Director of Student Services Campus Administration Funding Sources: Director of Student Services + Fringe - 199 State Compensatory Education (SCE) - \$21,264	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Printer Ink will be used to serve the district-wide At-Risk student population, which includes, economically disadvantaged students (food bank distribution), and LEP students. In addition, printers will be used to serve the parent involvement, Mental Health, and the comprehensive school counseling programs. Strategy's Expected Result/Impact: Reduce the drop-out rate and increase attendance through the At-risk counseling program. Staff Responsible for Monitoring: At risk counselors. Funding Sources: - 199 State Compensatory Education (SCE) - \$100	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Improve School Climate

Performance Objective 2: Decrease Discipline Referrals






Evaluation Data Sources: Review PEIMS discipline data.

Strategy 1 Details	Reviews			
Strategy 1: Utilize effective communication through conferences, phone calls, and other opportunities to involve parents in improving student behavior. Strategy's Expected Result/Impact: Reduced number of discipline referrals entered into PEIMS by 5% for the year. Staff Responsible for Monitoring: Campus Principals, Assistant Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase student awareness of positive choices. Conduct individual counseling session with students using a play therapy area. Play therapy area will include bean bag chair and rug. Misc. counseling supplies will also be purchased. Strategy's Expected Result/Impact: Reduce the number of discipline referrals to DAEP by providing counseling to students in DAEP so that they do not repeat Staff Responsible for Monitoring: At Risk Counselors Funding Sources: - 199 State Compensatory Education (SCE) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: District counselor will attend conferences and trainings such as Bullying/Cyberbullying Prevention to learn proactive and positive steps to take when responding to bullying situations. Strategy's Expected Result/Impact: Steps to respond to bullying. Staff Responsible for Monitoring: District Counselor Counselors Funding Sources: - 199 State Compensatory Education (SCE) - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Improve School Climate

Performance Objective 3: Increase Involvement in Extra/Co-Curricular Activities




Evaluation Data Sources: Review of sign in sheets, weekly rosters for band and athletics, UIL academic, and FFA sign in sheets.

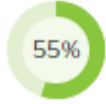
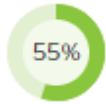




Strategy 1 Details	Reviews			
Strategy 1: Promote student extra curricular activities by increasing participation in University Interscholastic League and FFA activities. Strategy's Expected Result/Impact: Increase enrollment in UIL and FFA activities. Staff Responsible for Monitoring: Principals	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 6: Improve School Climate





Performance Objective 4: Provide a Safe and Functional Learning Environment for Students and Staff









Evaluation Data Sources: Monitor the number of incidents reported and results of student / teacher safety surveys.



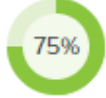



Strategy 1 Details	Reviews			
Strategy 1: Utilize anti-bullying and non violence programs to encourage alternative behaviors for students through weekly counseling lessons Strategy's Expected Result/Impact: Decrease disciplinary referrals recorded in PEIMS by 5% Staff Responsible for Monitoring: Principals, Counselors, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Educate the students, parents, and community more about the issues surrounding Dating Violence and its negative effects. Strategy's Expected Result/Impact: Decrease in discipline referrals, counselor logs, sign in sheets from parent education nights. Staff Responsible for Monitoring: Principals, Counselors, and Teachers.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Administration and/or counselors will notify parents of victim and perpetrator. Stay-away agreement will be implemented and both students will be referred to counseling in district or outside district. Power & Control wheel document that shows warning sign and dating violence will be shared with both students. Strategy's Expected Result/Impact: Limit the amount of dating violence incidents that occur and prevent the escalation of incidents. Provide guidance for students so event does not occur again. Staff Responsible for Monitoring: Campus Administrators Counselor	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: McKinney Vento/Homeless situations and mental health situations will be overseen by District Homeless Liaison, who will attend meetings regarding homeless children and youth. Strategy's Expected Result/Impact: Successful enrollments/surveys, evidence that demonstrates success, student follow through with crisis documentation; District staff will acquire skills and knowledge needed to service Homeless students utilizing TEHCY grant. Staff Responsible for Monitoring: Exec. Dir. of C&I, Campus Counselors, District Homeless Liaison Funding Sources: Homeless Conf Registration - 206 TEHCY Grant - \$350, Homeless Conf Travel - 206 TEHCY Grant - \$450	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Continue to retain cameras on all Poteet ISD campuses to monitor activity. Strategy's Expected Result/Impact: Maintenance of Safe zones on all campuses. Staff Responsible for Monitoring: District Director of Technology. Chief of district Police.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Celebration of Red Ribbon week on all campuses in October to bring awareness to the negative impacts of drug and alcohol abuse. Strategy's Expected Result/Impact: Raised level of awareness to these negative impacts of abuse of drugs and alcohol. Staff Responsible for Monitoring: Campus Principals and campus counselors.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Office supplies and therapeutic items will be purchased for at risk counselors to create a more productive office environment and to evaluate and monitor student mental health needs. Folding Storage Cart will be purchased for District At Risk counselor to be able to move materials/resources efficiently from campus to campus to meet the needs of students. Strategy's Expected Result/Impact: Increase performance and productivity Staff Responsible for Monitoring: counselors Funding Sources: - 199 State Compensatory Education (SCE) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Classrooms will have air purifiers that will help remove harmful irritants and allergens. Disinfectant wipes will also be purchased in all classrooms. School Nurses will receive a one time extra duty COVID payment. Strategy's Expected Result/Impact: Reduce spread of viruses in classrooms. Staff Responsible for Monitoring: Superintendent Principals Nurses Teachers Funding Sources: - 289 School Health Support Grant - \$61,828	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Utilize Director of Student Services to provide a safe and functional learning environment for students and staff, as well as oversee district attendance and truancy. Strategy's Expected Result/Impact: Decrease in discipline referrals and truancy. Staff Responsible for Monitoring: Superintendent Funding Sources: Director of Student Services/Truancy Coordinator + Fringe - 199 State Compensatory Education (SCE) - \$21,264	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Update emergency radios in all buses and district and campus offices. Purchase radios and parts such as battery, antenna, & clip for radios for district SROs and campus offices. Purchase mega jackset and air wedge to open vehicles effectively in case of emergencies. Strategy's Expected Result/Impact: An expedited response to bus calls in emergency situations, and ability to communicate in the event of power and/or internet outages. Staff Responsible for Monitoring: Chief of Police, Superintendent, Campus Administration Funding Sources: - 199 School Safety Allotment - \$8,600	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Gun safe will be purchased for School Safety Officers to store guns safely. Training Suits, ammunition and police targets will also be purchased for SROs for safety of children on campuses. Strategy's Expected Result/Impact: Students will be safe. Staff Responsible for Monitoring: School Safety Officers Funding Sources: - 199 School Safety Allotment - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: School Safety Officers will attend Law Enforcement Training and Tx Police Chief Leadership Series and OSS Academy to stay updated on state and federal law. School Safety Officer will also attend active shooter course to prepare for school safety. School Safety Officer will attend Texas School Safety Conference and all other safety training as needed. Strategy's Expected Result/Impact: School officer will be updated with new laws. Staff Responsible for Monitoring: School Safety Officer Funding Sources: - 199 School Safety Allotment - \$1,450	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: School Safety Officer will use Texas Commission on Law Enforcement Data Distribution System (TCLEDDS) to enter law enforcement data. Strategy's Expected Result/Impact: Linked to Texas Commission on Law Enforcement in Austin, Tx Staff Responsible for Monitoring: School Safety Officer Funding Sources: - 199 School Safety Allotment - \$162	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Uniforms and jackets will be purchased for SROs. Patches will be purchased as safety incentives. Poker chips will be given to students to promote school safety among all students. Gas for 3 patrol vehicles will be purchased to allow SROs to be available to campuses. Strategy's Expected Result/Impact: Uniforms, patches Staff Responsible for Monitoring: SROs Funding Sources: - 199 School Safety Allotment - \$2,124	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: SRO will purchase Stop the Bleed kits and other supplies to be used at all campuses to bring awareness and educate all to learn three quick actions to control serious bleeding. Strategy's Expected Result/Impact: complainece Staff Responsible for Monitoring: SRO District Admin. Funding Sources: - 199 School Safety Allotment - \$2,495	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 16 Details	Reviews			
Strategy 16: At risk counselor will assist McKinney Vento students by providing supplies and other necessities to students. Mileage will be provided for delivery Student Success Advisor will attend 2022 TEHCY Program Summit. Strategy's Expected Result/Impact: Students will receive necessary supplies to assist in learning. Resources to assist District Homeless children. Staff Responsible for Monitoring: At risk counselor Funding Sources: - 206 TEHCY Grant - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 17 Details	Reviews			
Strategy 17: Select staff will attend presentation "Threat Assessment Tabletop Exercise" Security Incident preparedness activity will take participants through the process of dealing with a simulated incident scenario and providing hands-on training for participants than can then highlight flaws in incident response planning. Strategy's Expected Result/Impact: Scenario and hands-on training Staff Responsible for Monitoring: District Counselor District Admin Threat Assessment Team Funding Sources: - 199 School Safety Allotment - \$650	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Supplies will be purchased for school resource officers to maintain the school police department. Supplies for training exercises will also be purchased including but not limited to training guns, training batons, hemorrhage control training kit and flash drives to store police reports. Supplies installed on new police vehicles. Strategy's Expected Result/Impact: Provide a safer educational environment that is beneficial to learning, establish rapport with students, parents, faculty, staff and administrators. Staff Responsible for Monitoring: School Resource Officers Funding Sources: - 199 School Safety Allotment - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: Supplies will be purchased for Parent Liaison and DAEP teacher to maintain the operation of, and continuity of, services district wide. Strategy's Expected Result/Impact: necessary supplies Staff Responsible for Monitoring: District Admin Campus Admin Campus Nurses Funding Sources: - 199 State Compensatory Education (SCE) - \$400	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 20 Details	Reviews			
Strategy 20: Intoximeters and mouthpieces will be purchased to accurately detects breath alcohol levels. Evidence transparency bags will be purchased to protect evidence. Marijuana tests, transparent fingerprint lifting tape and safety vest will be purchased. Body cameras for school officers will be purchased. All items purchased will be used to provide a safe environment of students. Metal detectors wands will also be purchased to be able to locate a concealed item. Strategy's Expected Result/Impact: Efficiently monitor students' behavior Staff Responsible for Monitoring: District SRO Funding Sources: - 199 School Safety Allotment - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 21 Details	Reviews			
Strategy 21: Security Cameras will be purchased for transportation and maintenance department to keep school property safe. Window film will be purchased to strengthen and enhance the safety of regular glass. Strategy's Expected Result/Impact: safety Staff Responsible for Monitoring: School Resource Officers Funding Sources: - 199 School Safety Allotment - \$94,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 22 Details	Reviews			
Strategy 22: School Resource Officers will earn school-based law enforcement proficiency, firearms instructor proficiency, mental health officer proficiency, and instructor proficiency certificate. Strategy's Expected Result/Impact: safety Staff Responsible for Monitoring: School Resource Officers Funding Sources: - 199 School Safety Allotment - \$200	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 23 Details	Reviews			
Strategy 23: Employee Assistance Program will be purchased for all staff to assist with counseling, therapy, mental health. Strategy's Expected Result/Impact: Healthy and safe Employees. Staff Responsible for Monitoring: District Admin District Counselor Funding Sources: - 282 ESSER III - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 24 Details		Reviews			
Strategy 24: Canine dog will be assigned to school resource officer. Supplies for dog will be purchased and veterinary services provided. Training supplies will also be purchased to train. Strategy's Expected Result/Impact: Police canine will assist school resource officer. Staff Responsible for Monitoring: School Resource Officer Superintendent Funding Sources: - 199 School Safety Allotment - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Improve School Climate

Performance Objective 5: Increase the teachers & student's socio-emotional readiness to succeed academically.






Evaluation Data Sources: attendance and grades

Strategy 1 Details	Reviews			
Strategy 1: Purchase general supplies, including school supplies, clothing and other services for Homeless students so that they can attend school prepared. Purchase cap and gown to allow for participation in graduation ceremony. Strategy's Expected Result/Impact: Increase attendance and improve academic performance Staff Responsible for Monitoring: District Homeless Liaison Funding Sources: General Supplies-Homeless - 206 TEHCY Grant - \$9,900, - 211 Title I Part A Funds - \$1,069	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of Academic, Career, Personal, & Social Development via TEA's 4 components for a model school counseling program: Guidance Curriculum Responsive Services Individual Planning System Support Strategy's Expected Result/Impact: Counselors will acquire skills and knowledge needed to service students. Staff Responsible for Monitoring: Campus Counselors Funding Sources: ESC Counseling Coop - District + campuses - 211 Title I Part A Funds - \$300	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Youth Mental Health First Aid Part 1, Reviewing the Youth Mental Health First Aid Action Plan, & Youth Mental Health First Aid Part 2 Strategy's Expected Result/Impact: Teachers, Counselors, & Admin will acquire skills and knowledge needed to service students. Staff Responsible for Monitoring: Counselors Campus Admin Teachers	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Retain an District At Risk Counselor and District Director of Counseling, Counselor will attend professional development in regards to teaching strategies for at risk students. Counselors will also attend training to help students who are in crisis and non-crisis situations. District counselor will attain supervisor LPC license to supervise LPC associates. Strategy's Expected Result/Impact: safe students Staff Responsible for Monitoring: Director of Counseling, at risk counselors Funding Sources: At-Risk Counselor + Fringe - 199 State Compensatory Education (SCE) - \$1,000, - 289 Title IV, Part A - \$800	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: 7 Mindsets to Live your Ultimate Life will be purchased for all counselors, admin, and district social emotional learning team. Proven mindsets based methodology and framework with sustainable results for educators and students. Strategy's Expected Result/Impact: Aligns directly with Social Emotional Learning competencies. Staff Responsible for Monitoring: At risk counselors campus counselors campus admin Funding Sources: - 270 RLIS Title V Part B - \$660	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Improve School Climate







Performance Objective 6: Restraint supplies to protect staff from injury.

Strategy 1 Details	Reviews			
Strategy 1: Protective restraint supplies for staff. Funding Sources: - 199 SpEd Allotment - \$15	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Increase Teacher Quality

Performance Objective 1: Utilize Developed Appraisal Instruments








Evaluation Data Sources: Monitor number of appraisals in Eduphoria






Strategy 1 Details	Reviews			
Strategy 1: Conduct walkthroughs utilizing T-Tess in Eduphoria to ensure that curriculum is being implemented with fidelity across all grades and content areas. Strategy's Expected Result/Impact: Monitor number of walkthroughs conducted in walkthroughs/Eduphoria/T-TESS. 100% of Administrators will conduct walkthroughs and log in Eduphoria. Staff Responsible for Monitoring: District Administration Campus Administration Funding Sources: ESC Service Commitment-Eduphoria + campuses - 211 Title I Part A Funds - \$15,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers who add ESL supplemental exam to teaching certificate will receive reimbursement for adding to their certificate. Strategy's Expected Result/Impact: EL strategies to help EL students succeed. Staff Responsible for Monitoring: Executive Director of Curriculum Campus Principals Funding Sources: ESL Certifications - Campuses - 211 Title I Part A Funds	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 7: Increase Teacher Quality

Performance Objective 2: Provide On-going Job Embedded Professional Development for Teachers / Paraprofessionals

Evaluation Data Sources: Monitor documentation from professional development sessions, sign in sheets, and agendas.

Strategy 1 Details	Reviews			
Strategy 1: Provide embedded professional development for teachers, paraprofessionals, and district staff in areas including but not limited to: technology training, Balanced Literacy training, curriculum, data driven instruction, model teaching, best practices, co-teaching, and research based instruction, etc. Strategy's Expected Result/Impact: 100% of all District staff will receive all required professional development, monitor sign in sheets. Evident during walkthroughs. Staff Responsible for Monitoring: Exec. Director of C&I, Campus administrators, Instructional Specialists Funding Sources: MISC CONTRACTED SERVICES - 211 Title I Part A Funds - \$7,020.08, - 199 Basic Educational Services - \$2,200, - 199 SpEd Allotment - \$1,915	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide state required professional development through Region 20 such as: FERPA, Mental Health, Sexual Harassment, Bullying, Child Abuse, Allergy and Anaphylaxis, Teacher ethics, Diabetes Education, Dyslexia Awareness, cyber security and Bloodborne Pathogens. Strategy's Expected Result/Impact: 100% of all District staff will receive all required professional development, monitor sign in sheets. Staff Responsible for Monitoring: Executive Director of Curriculum, Campus Administrators, Instructional Specialists Funding Sources: - 199 Basic Educational Services - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: District Dyslexia teachers will attend 19th annual Texas Dyslexia Conference virtually. Strategy's Expected Result/Impact: Teachers will gain knowledge on the following: Empowering Parents to help their child with Dyslexia, Distance Learning & Standard Protocol Dyslexia Instruction A Legal Stroll Through the Texas Dyslexia Handbook. Staff Responsible for Monitoring: Executive Director of Curriculum Principals Dyslexia Teachers Funding Sources: - 199 Dyslexic Allotment - \$1,140	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: ESC 20 provides training and technical assistance for professionals serving students with special education Strategy's Expected Result/Impact: Teacher will receive training in special education strategies that will help them serve students with high needs. Staff Responsible for Monitoring: Principals, Sp. Ed. Director, Teacher Funding Sources: - 199 SpEd Allotment - \$650	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Professional Development Series is a cooperative that includes both synchronous and asynchronous sessions for core content courses and will incorporate topics in technology, special programs and parent engagement. Strategy's Expected Result/Impact: Professional development sessions will be offered for multiple grade bands and stakeholders. Staff Responsible for Monitoring: Director of Curriculum, Principals, Instructional Specialist, Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Aggie Academy will be implemented for all new teachers to the district. TCMPC Overview will be implemented by ESC 20. Supplies and materials will be purchased to use at Academy. Poteet ISD bags with supplies will be given to participants as well. Supplies such as rocket books, erasable pens, Kagan strategy books & teacher planners to aid the teachers in their classrooms. Working lunch will be provided and healthy snacks will be provided. Strategy's Expected Result/Impact: Retain teachers Staff Responsible for Monitoring: Director of C&I Superintendent Campus Principals Funding Sources: - 255 Title II Part A-TPTR - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Mental Health professional development to support teachers who support students affected by trauma and/or mental illness. Aggie Academy teachers will participate in activity about things they can control, change, or cope. Supplies needed: black flat rocks, playdough, & markers.	Formative			Summative
	Nov	Jan	Mar	June






<p>Strategy's Expected Result/Impact: Teachers will role play mental health exercise to use with their students.</p> <p>Staff Responsible for Monitoring: Counselor Director</p> <p>Funding Sources: - 255 Title II Part A-TPTR - \$105</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 7: Increase Teacher Quality

Performance Objective 3: Implement Recruitment / Retention Strategies

Evaluation Data Sources: Review yearly teacher retention rates.






Strategy 1 Details	Reviews			
Strategy 1: Provide stipends for teachers in grades K-12, who teach in critical areas including but not limited to: Math, Science, Dual Language, Special Education and other specialized areas. Strategy's Expected Result/Impact: Retain 100% of high yield teachers. Review of assessment performance data, teacher retention data, and evaluations. Staff Responsible for Monitoring: Superintendent, Campus Principals Funding Sources: Core and BIL-ESL Stipends - Campuses - 255 Title II Part A-TPTR	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Maintain Highly Qualified teachers and paraprofessional staff through the use of the PR1500 Equity Survey Strategy's Expected Result/Impact: Compliance on PR 1500. Verified by campus principals. Staff Responsible for Monitoring: Superintendent, Campus Principals, Executive Director C&I	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain mentors for 1 to 3 year teachers on each campus and pay the mentor a stipend. Mentor will attend "Mentor Expectation" professional development. Strategy's Expected Result/Impact: First year teachers will be supported. Staff Responsible for Monitoring: Campus Principals Mentor Teachers Funding Sources: Mentor Stipends - Campuses - 211 Title I Part A Funds, Mentor PD - 255 Title II Part A-TPTR - \$700	Formative			Summative
	Nov	Jan	Mar	June
				


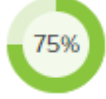


Strategy 4 Details	Reviews			
Strategy 4: Texas COVID Learning Acceleration (TCLAS) Decision 4 Grow Your Own grant scholarship will facilitate increased entry of qualified candidate into the teaching profession in rural and small school settings. Strategy's Expected Result/Impact: Support for paraprofessionals to become certified teachers. Staff Responsible for Monitoring: Executive Director of C&I Campus Admin Funding Sources: - 279 TCLAS - \$36,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 8: Increase Technology and Related Sources

Performance Objective 1: Effectively and Efficiently Incorporate Technology and Related Sources into Instruction

Evaluation Data Sources: Review documentation from software programs and Curriculum Instruction Technologist input.

Strategy 1 Details	Reviews			
Strategy 1: Implement 21st Century technology into the instructional classrooms: iPads, Mimio, LCD projectors, document cameras, Chromebooks, laptops, desktops, video cameras, and bring your own device (BYOD) Strategy's Expected Result/Impact: 100% of classroom walkthroughs will show evidence of technology implementation for instruction. Increase in student performance on assessments and state test. Staff Responsible for Monitoring: Technology Director, Curriculum Instruction Technologist, Campus Principals, Instructional Specialist	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Plan for the continual replacement of technology equipment as it ages out of service and supplement current technology. Strategy's Expected Result/Impact: Monitor technology equipment age and inventory. Staff Responsible for Monitoring: Technology Director, Campus Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Improve Library Science Services at all campuses. Utilize Region 20 Educational Resources Cooperative to include: living science materials, & digital resources for schools participating in TexQuest. Strategy's Expected Result/Impact: Improve student usage of campus libraries by 5%.. Library Media Resources: Books, Periodicals, Ebooks, Technology, Desktops, COWS Nooks Early Reading Kits Follet Destiny Manager Program (HS) Staff Responsible for Monitoring: Principals, District Librarian, Campus Librarians Funding Sources: - 211 Title I Part A Funds - \$3,200	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 4 Details	Reviews			
Strategy 4: Provide professional development to integrate technology in the classroom. Strategy's Expected Result/Impact: Lesson plans would reflect technology integration and student performance would increase. Staff Responsible for Monitoring: Director of Instructional Technology; Campus Instructional Technologist; Campus Administrator; Teachers Funding Sources: PD - Integrate Technology - 199 Basic Educational Services - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Edgenuity 6-12 comprehensive all site license (Math, ELAR, Science, SS, Advanced Placement & World Languages) to include credit recovery and initial credit. Edgenuity libraries include Texas and National test prep. State certified teachers who instruct, mentor and motivate students. Strategy's Expected Result/Impact: Review weekly reports. Students will earn needed credit. Staff Responsible for Monitoring: HS/JH principals HS/JH counselors Director of Student Services Funding Sources: - 199 State Compensatory Education (SCE) - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Discovery Education allows educators to go beyond traditional learning with award winning digital content. Strategy's Expected Result/Impact: Ignite student interest to learning to improve student learning. Staff Responsible for Monitoring: Campus Administration Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Provide instruction in core subjects and non-core subjects with integration techniques to incorporate technology that improves instruction and helps address various learning styles and student populations to provide students what they need in order to succeed. Strategy's Expected Result/Impact: 10% increase integrating technology techniques into classrooms. Staff Responsible for Monitoring: Classroom teachers Instructional Technologist Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Continue the use of Google Apps for Education for students as appropriate and needed. Strategy's Expected Result/Impact: Google Administrator will maintain reports monthly in google dashboard. Staff Responsible for Monitoring: Instructional Technologist Instructional Specialists Teachers Campus Admin	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Chromebooks and chargers will be purchased to replenish the equipment to be used for lending purposes for students to complete work online and to use in classrooms by students. Strategy's Expected Result/Impact: Students will have access to chromebook to check out to use at home and use in classroom if needed. Staff Responsible for Monitoring: Technology Director Campus Administrators Funding Sources: - 429 Technology Grant - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 8: Increase Technology and Related Sources

Performance Objective 2: Update technology to effectively participate in stakeholder meetings with various agencies for Special Programs




Evaluation Data Sources: Review of technology needs with the district technology director.











Strategy 1 Details	Reviews			
Strategy 1: Update current equipment and supplies to be able to participate in stakeholder webinars with various agencies Strategy's Expected Result/Impact: Increased knowledge of information affecting special programs Staff Responsible for Monitoring: Director of Special Programs Director of Technology At Risk Counselors Funding Sources: - 199 SpEd Allotment - \$1,800, - 199 State Compensatory Education (SCE) - \$50, - 199 Basic Educational Services - \$50	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Increase College and Career Readiness

Performance Objective 1: Prepare Students for College and Careers

Evaluation Data Sources: Review Personal Graduation Plans (PGPs) and Career and Technical Education (CTE) data.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students who are college ready in both Reading and Math in the by 5%. Strategy's Expected Result/Impact: Review previous year's graduation data. College ready graduates in both Reading and Math will increase from 15% to 20%. Staff Responsible for Monitoring: District Administration Campus Administration Instructional Specialists	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Offer Honors, AP, Dual Credit, On Ramps, and Early College courses for students so they can perform at a rigorous academic level. Strategy's Expected Result/Impact: 20% of students enrolled in an AP course will master their AP test. 5% increase in number of students enrolled in honors and AP courses. Staff Responsible for Monitoring: District Administration Campus Administration Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Offer Career and Technical Education (CTE) pathways for students following a career path. Strategy's Expected Result/Impact: Student interest survey, CTE advisory meeting documentation. 60% of all students enrolled in CTE classes will enroll in a post secondary education program. Review CTE data in PEIMS. Staff Responsible for Monitoring: CTE coordinator and CTE teachers HS Principal	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Provide information to students and parents promoting higher education awareness, availability of scholarship programs, FAFSA, and financial aid sources. Strategy's Expected Result/Impact: Review sign in sheets from financial aid meetings and memos / letters announcing scholarship opportunities. Staff Responsible for Monitoring: Campus Counselors, Scholarship Coordinator JH and HS principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Host an annual College and Career Fair district wide each year to promote careers and higher education. Strategy's Expected Result/Impact: Increased enrollment in college. Staff Responsible for Monitoring: CTE Coordinator, District/Campus Counselors, Principals	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Have seniors attend CAREER CON at Region 20. A career exploration event that connects students with employers. Strategy's Expected Result/Impact: Increased awareness of careers after high school. Increased enrollment in college or certification programs. Sign in sheets from event. Staff Responsible for Monitoring: HS principal Campus Counselors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Bridges (Paws in Jobland, Choices 360) gives students the tools needed to build meaningful career, education, and life plans. Strategy's Expected Result/Impact: Students will explore college and career options. Staff Responsible for Monitoring: Teachers Campus Counselors Campus Admin Funding Sources: - 199 CCMR - \$500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	4	Elementary campus will develop a targeted improvement plan, if necessary, to address specific areas of concerns.
1	3	3	Establish a District Leadership Team (DLT) to review RDA (PBMAS) data, assess the needs of CTE, SPED and ESL programs, and develop a targeted improvement plan for the District.
1	3	4	The district and each campus will develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concerns. (Plan4Learning) English & Spanish
1	10	1	Materials and supplies to complete program evaluations and file retention of records.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

--

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Criselda Gibson	At-Risk Counselor	1
Julie Poth	DAEP State Comp. Ed	0.25
Julie Poth	Director of Student Services	0.25
Michelle Castro	District Lead Counselor	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Criselda Gibson	Migrant Coordinator	Migrant	1.0
Criselda Gibson	District Translator		1.0

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Millie Lawhon	2nd grade
Classroom Teacher	Michele Gallegos	1st grade
Classroom Teacher	Erica Nevarez	2nd grade
Classroom Teacher	Karleen Olle	4th grade
Classroom Teacher	Phylicia Zepeda	4th grade
Classroom Teacher	Leticia Garcia	5th grade
Classroom Teacher	Amanda Carrasco	6th grade
Classroom Teacher	Robert Hilburn	7th grade
Classroom Teacher	Wendi Trevino	7th grade
Classroom Teacher	Michael Calabro	9th grade
Classroom Teacher	Kimberly Rader	CTE
Classroom Teacher	Johnny Stevens	CTE
Administrator	Angela Hammonds	Vice Principal
District-level Professional	Bernie Batto	Director of Special Programs
Parent	Kim Camarillo	Parent
Parent	Shauna Rose	Parent
Community Representative	Lisa Burbridge	Community Representative
Community Representative	Connie Waxler	Community Representative
Business Representative	Brad Stelzig	Business Representative
Business Representative	Michelle Ramos	Business Representative

District Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4			\$100.00
2	2	3	OnDataSuite		\$1,850.00
3	1	1			\$1,000.00
3	1	5			\$20.00
3	4	4	DTC PD - ie. Texas Assessment Conference		\$2,000.00
3	4	5			\$550.00
7	2	1			\$2,200.00
7	2	2			\$5,000.00
8	1	4	PD - Integrate Technology		\$1,000.00
8	2	1			\$50.00
Sub-Total					\$13,770.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$11,230.00
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESC Service Commitment - Educational Resources + campuses		\$885.92
1	3	4	CIP-DIP-CNA SOFTWARE - Campuses		\$1,000.00
1	3	5	Title I Crate		\$550.00
2	2	2			\$2,500.00
2	2	4			\$2,500.00
3	1	1			\$2,000.00
3	1	2	PD: Instructional Coach Bootcamp		\$800.00
3	1	2	PD Conf Registration: Carr		\$150.00
3	1	2	PD Conf Registration: Tellez		\$150.00
3	1	2	Travel: Carr		\$250.00
3	1	2	Travel: Tellez		\$250.00
5	4	1	Family & Community Engagement Symposium- Registration Parents	211-61-6299-01-910-0-30-000	\$150.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	4	1	Family & Community Engagement Symposium- Travel Parents	211-61-6411-01-910-0-30-0-00	\$250.00
5	4	2	World Language Conf Parents Institute		\$100.00
5	4	4			\$3,200.00
6	5	1			\$1,069.00
6	5	2	ESC Counseling Coop - District + campuses		\$300.00
7	1	1	ESC Service Commitment-Eduphoria + campuses		\$15,000.00
7	1	2	ESL Certifications - Campuses		\$0.00
7	2	1	MISC CONTRACTED SERVICES		\$7,020.08
7	3	3	Mentor Stipends - Campuses		\$0.00
8	1	3			\$3,200.00
Sub-Total					\$41,325.00
Budgeted Fund Source Amount					\$66,934.00
+/- Difference					\$25,609.00
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	3			\$100.00
Sub-Total					\$100.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$400.00
199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1			\$2,200.00
3	1	3	Special Ed PD - ie. TCASE		\$3,400.00
3	3	1			\$3,090.00
3	4	1			\$3,600.00
3	4	2			\$500.00
3	4	3			\$1,200.00
6	6	1			\$15.00
7	2	1			\$1,915.00
7	2	4			\$650.00

199 SpEd Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1			\$1,800.00
Sub-Total					\$18,370.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$17,370.00
199 State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$167.29
1	9	1			\$1,000.00
3	1	4			\$1,000.00
3	3	2			\$1,000.00
5	1	2			\$1,047.45
6	1	2	Director of Student Services + Fringe		\$21,264.00
6	1	3			\$100.00
6	2	2			\$2,000.00
6	2	3			\$500.00
6	4	7			\$2,000.00
6	4	9	Director of Student Services/Truancy Coordinator + Fringe		\$21,264.00
6	4	19			\$400.00
6	5	4	At-Risk Counselor + Fringe		\$1,000.00
8	1	5			\$5,000.00
8	2	1			\$50.00
Sub-Total					\$57,792.74
Budgeted Fund Source Amount					\$140,000.00
+/- Difference					\$82,207.26
206 TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Tutoring		\$1,500.00
1	6	2			\$0.00
3	1	4			\$25.00
6	4	4	Homeless Conf Registration		\$350.00

206 TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	4	Homeless Conf Travel		\$450.00
6	4	16			\$1,000.00
6	5	1	General Supplies-Homeless		\$9,900.00
Sub-Total					\$13,225.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					-\$6,075.00
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$2,000.00
212 Title III / Migrant (SAS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Migrant Liaison + Fringe		\$1,146.00
1	4	2	Migrant Supplies and Materials		\$603.87
1	4	3	Migrant Tutor		\$7,000.00
1	4	5			\$100.00
Sub-Total					\$8,849.87
Budgeted Fund Source Amount					\$9,000.00
+/- Difference					\$150.13
244 CTE Carl Perkins Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,780.00
+/- Difference					\$3,780.00
255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$250.00

255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	3			\$100.00
5	2	3	District Translator		\$1,150.00
7	2	6			\$1,000.00
7	2	7			\$105.00
7	3	1	Core and BIL-ESL Stipends - Campuses		\$0.00
7	3	3	Mentor PD		\$700.00
Sub-Total					\$3,305.00
Budgeted Fund Source Amount					\$2,570.00
+/- Difference					-\$735.00
263 Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	EL supplies and materias		\$537.00
1	7	2	Tutoring for English Learners		\$1,000.00
3	1	1			\$500.00
5	4	3			\$500.00
Sub-Total					\$2,537.00
Budgeted Fund Source Amount					\$1,337.00
+/- Difference					-\$1,200.00
270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	5	5			\$660.00
Sub-Total					\$660.00
Budgeted Fund Source Amount					\$12,523.00
+/- Difference					\$11,863.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	4			\$500.00
3	1	1			\$1,775.00
3	3	3			\$3,000.00
6	5	4			\$800.00

289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$6,075.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$5,075.00
410 Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	TCMPC		\$12,902.00
4	2	1			\$15,000.00
Sub-Total					\$27,902.00
Budgeted Fund Source Amount					\$11,352.00
+/- Difference					-\$16,550.00
199 Early Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
199 Dyslexic Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$2,500.00
7	2	3			\$1,140.00
Sub-Total					\$3,640.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$1,360.00
199 CCMR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	7			\$500.00
Sub-Total					\$500.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					-\$200.00

429 Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	9			\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$27,556.00
+/- Difference					\$17,556.00
266 Elementary and Secondary School Emergency Reli					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100.00
+/- Difference					\$100.00
199 School Safety Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	10			\$8,600.00
6	4	11			\$3,500.00
6	4	12			\$1,450.00
6	4	13			\$162.00
6	4	14			\$2,124.00
6	4	15			\$2,495.00
6	4	17			\$650.00
6	4	18			\$2,500.00
6	4	20			\$1,000.00
6	4	21			\$94,000.00
6	4	22			\$200.00
6	4	24			\$500.00
Sub-Total					\$117,181.00
Budgeted Fund Source Amount					\$800.00
+/- Difference					-\$116,381.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	23			\$7,000.00

282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$3,000.00
429 Texas COVID Learning Acceleration Supports (TC					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$148,694.00
+/- Difference					\$148,694.00
199 Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$1,600.00
1	5	5			\$1,500.00
Sub-Total					\$3,100.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					-\$2,600.00
279 TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	4			\$36,000.00
Sub-Total					\$36,000.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$14,000.00
289 School Health Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	4	8			\$61,828.00
Sub-Total					\$61,828.00
Budgeted Fund Source Amount					\$61,828.00
+/- Difference					\$0.00

429 Strong Foundation Math Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$80,000.00
Sub-Total					\$80,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$669,924.00
Grand Total Spent					\$517,160.61
+/- Difference					\$152,763.39

Addendums

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <u>AND</u> <ul style="list-style-type: none">• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>• For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

School Year: 2021-2022

Filled Out By: ESC-20 MEP Team
Date: 09/07/2021

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantaged).

<u>Goal(s):</u>	<u>Objective(s):</u>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports. 	Monthly	<ul style="list-style-type: none"> -Educational Specialists -System Specialists -District Designee 	<ul style="list-style-type: none"> -Emails to district contacts with PFS Reports -SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	Annually PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -PAC Sign-In Sheets -Recruiter Logs/Google Contact Log -Tutor Logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case-by-case basis) PAC Meetings	<ul style="list-style-type: none"> -Educational Specialists -Migrant Counselor -MEP Tutors -District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis) 	<ul style="list-style-type: none"> -Parent evaluations/feedback -Counselor Logs -Phone logs -Email documentation -Mail out list -PAC Sign-In Sheets -Tutor Logs
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselors -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor logs -Recruiter logs -Tutor logs -TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	<ul style="list-style-type: none"> -ESC Migrant Counselor -Educational Specialists -Recruiters -MEP Tutors 	<ul style="list-style-type: none"> -ESC Migrant -Counselor Logs -Recruiter Logs -Tutor Logs

		-District Designee	-TX-NGS Supplemental Count Report -PFS Progress Review Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	-Migrant Coordinator -Educational Specialists	-Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). -PFS Student Review Forms

2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEes as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEes.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEes.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	December
VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
---	--	--

DISTRICT STAFFING BUDGET ADDENDUM 2022-2023 SCHOOL YEAR

Bus Aide – 1 Aide – 100% Special Education Allotment

Bus Driver – 1 Driver – 100% Special Education Allotment

Director of Special Education – 100% Special Education Allotment

Mental Health Counselor – 2 Counselors- 100% ESSER

Food Service Director – 100% ESSER

Technology Director – 100% ESSER