

Poteet Independent School District

District Improvement Plan

2024-2025



Mission Statement

Poteet ISD, a professional learning community, is committed to providing educational opportunities for each student to use to develop their unique abilities needed to be successful contributors to 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Poteet Independent School District serves students with diverse backgrounds. Total Enrollment increased from 1,690 in 2021-2022 to 1,842 in 2023-2024

School Year	Total Enrollment	Hispanic	White	Other Race	Female	Male	College, Career, Military Ready
2023-2024	1842	88%	11%	<1%	50%	50%	86%
2022-2023	1,837	88%	11%	<1%	50%	50%	73%
2021-2022	1,690	88%	11%	<1%	50%	50%	73%
2020-2021	1,603	87%	11%	<1%	50%	50%	43%

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	Emergent Bilingual	Bilingual	Economically Disadvantaged	At Risk	Gifted and Talented	Special Education
2022-23	6%	10%	75%	61%	5%	14%
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%

Demographics Strengths

Staff Ethnicity / Race	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Hispanic Latino	61%	63%	44%	44%	46%	67%	60%	57%	57%	88%	88%	88%
White	36%	34%	53%	54%	48%	32%	38%	43%	43%	11%	11%	11%
Other	3%	3%	3%	2%	5%	2%	2%	0%	0%	<1%	<1%	<1%

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: 14% of students are not college, career, and military ready (CCMR) for SY 2023-2024 **Root Cause:** All students need to be college, career, or military ready

(CCMR).

Student Achievement

Student Achievement Summary

Poteet ISD received no official accountability rating for the 2023-2024 school year due to a temporary injunction prohibiting TEA from releasing accountability ratings.

In 2024-2025 , 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 in 2025..

English Learner students will continue to improve at least one level on TELPAS composition (listening, speaking, reading, 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 High School will offer College Prep class for ELAR, and Math to allow students opportunities to earn CCMR credit in school accountability. Poteet High School will continue to offer Early College High School and Pathways in Technology Early College.

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 2023 **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.

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 2 at risk counselor district wide to promote mental health strategies.

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 2023-2024 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 and training 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. 16% of teachers have taught for 20+ 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
2023-2024	16%	31%	21%	29%	17%
2022-2023	5%	33%	19%	26%	16%
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%

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 offered hands-on and digital resources to enrich classroom instruction and will continue throughout the 2023-3034 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 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) and Texas Curriculum Resources (TCR) which are aligned with the state standards and integrates 21st Century Learning Skills as one of its curriculum resources. In addition to the TCMPC, Eureka and Carnegie will be used for K-8 Math. Amplify Reading will be used for K-8 Reading. Teachers utilize the Year at a Glance (YAG), Instructional Focus Document (IFD), and Vertical Alignment Document (VAD) from TCMPC and TCR. 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 DMAC 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 Reading Language Arts.

Curriculum, Instruction, and Assessment Strengths

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

DMAC 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, & Mathia are used for math interventions. Amplify Boost is 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: 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.

Professional Development/Planning Days will be scheduled throughout the school year to allow teachers the opportunity to plan, 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 ECHS and P-TECH 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 2024-2025

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, Google Suite, and the Digital versions of the HMH, EMC, Eureka, Amplify 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 2024-2024 school year.

Laptops were purchased for all staff.

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 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.

Problem Statement 4: Increase technology to produce confidential documents and participate in various online meetings for various sources: parents, ARDs, TEA, etc. **Root Cause:** Lack of proper technology to print confidential documents

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 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

Revised/Approved: September 3, 2024

Goal 1: Increase Academic Performance





Performance Objective 1: Align Curriculum (both horizontal and vertical)

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use TEKS Resource System and Texas Curriculum Resources curriculum district wide to align quality content instruction. K-12 will also use TEKS Resource Pacing Guides. Eureka and Carnegie textbooks for K-12 math and Pearson & Lowman curriculum for K-12 social studies. Amplify Reading will be used K-8 Reading, and Pearson for 6-12 Reading. Summit K12 Science will be used for grades 3-12.</p> <p>Strategy's Expected Result/Impact: 100% of all content teachers will utilize the YAG, IFD, VAD, and assessments. Unit Tests will be given to isolate student strengths and weaknesses.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Principals, Instructional Specialist</p> <p>Funding Sources: TEKS Resource, Texas Curriculum Resources - 410 Instructional Materials Allotment - \$15,314</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: District Wide Math Framework</p> <p>Staff Responsible for Monitoring: Leadership Committee</p> <p>Funding Sources: - 429 Strong Foundation Math Grant - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Establish a District Leadership Team (DLT) to review PBMAS data, assess the needs of CT, SPED, and EB programs and develop a targeted improvement plan for the District.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Special Education Director, Exec. Director of C&I, CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: District and Campus will each develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concern (Plan4Learning) English & Spanish</p> <p>Strategy's Expected Result/Impact: Student achievement, federal compliance</p> <p>Staff Responsible for Monitoring: Superintendent Executive Director of Curriculum & Instruction Principals</p> <p>Funding Sources: - 211 Title I Part A Funds - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: District and Campus will utilize software (Title Crate) to collect, organize, and validate all Federal Programs documentation.</p> <p>Strategy's Expected Result/Impact: ESSA requirements met</p> <p>Staff Responsible for Monitoring: Superintendent Executive Director of Curriculum & Instruction Principals</p> <p>Funding Sources: - 211 Title I Part A Funds - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

Performance Objective 2: Utilize Data Driven Instruction

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Rigorous local Assessments will be developed through DMAC TFAR and TEKS Resource. Analyze local assessments and STAAR data to drive classroom instruction and tutorials/Interventions. Conduct walkthrough utilizing TTESS in DMAC.</p> <p>Strategy's Expected Result/Impact: Local assessment scores Data Analysis of scores</p> <p>Staff Responsible for Monitoring: Administration Instructional Specialist Executive Director of Curriculum</p> <p>Funding Sources: ESC Service Commitment - Educational Resources + campuses - 211 Title I Part A Funds - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Apply for and maintain grants to maximize funding opportunities for student instruction.</p> <p>Strategy's Expected Result/Impact: 100% successful completion of grant applications.</p> <p>Staff Responsible for Monitoring: Superintendent, Exec. Director of C & I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 504, RTI, LPAC, GT Attendance committee will meet to monitor and assess student progress, make recommendations, & referrals for support services specific to student needs.</p> <p>Strategy's Expected Result/Impact: Agenda/Minutes</p> <p>Staff Responsible for Monitoring: Campus principals Executive Director of Curriculum, Instructional Specialist, Instructional Specialist for Technology</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize DMAC/Lead4ward reports to make data driven decisions on instruction, curriculum, and interventions. Utilize Lead4ward Accountability Connect to stay current on changes or developments impacting instruction, assessment, and/or accountability.</p> <p>Strategy's Expected Result/Impact: Increase student learning opportunities</p> <p>Staff Responsible for Monitoring: Principals Instructional Specialists</p> <p>Funding Sources: - 211 Title I Part A Funds - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize PEIMS OnData Suite to disaggregate data.</p> <p>Strategy's Expected Result/Impact: Increased performance of students</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: - 199 Basic Educational Services - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance





Performance Objective 3: Increase academic performance for Migrant Students

High Priority

HB3 Goal





Evaluation Data Sources: Performance on STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Counselor will escort migrant students to Region 20 for workshop.</p> <p>Strategy's Expected Result/Impact: Increase by 5% the percent of migrant students passing at approaches STAAR/EOC.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 212 Title III / Migrant (SAS) - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

Performance Objective 4: Increase academic performance of GT students.





Strategy 1 Details	Reviews			
<p>Strategy 1: Classroom teacher will service GT students. Classroom teacher will complete 30 hours GT training and attend 6 hour update yearly</p> <p>Strategy's Expected Result/Impact: Students will be serviced twice a week by teacher and complete GT projects.</p> <p>Staff Responsible for Monitoring: Campus Principals (Elem, PIC) GT teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: GT teacher will monitor secondary GT students, who are serviced in honors, AP, and/or dual credit courses.</p> <p>Strategy's Expected Result/Impact: GT students will complete GT projects.</p> <p>Staff Responsible for Monitoring: Campus Principals, GT teacher, secondary honors, AP, and/or dual credit teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GogAT and IOWA online assessment will identify Gifted and Talented students.</p> <p>Strategy's Expected Result/Impact: Growth in STAAR</p> <p>Staff Responsible for Monitoring: Gifted and Talented Coordinator</p> <p>Funding Sources: - 199 Gifted and Talented - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Materials will be purchased to support district GT students.</p> <p>Strategy's Expected Result/Impact: More students reaching Masters Level STAAR</p> <p>Staff Responsible for Monitoring: Campus Principals Campus GT coordinator</p> <p>Funding Sources: - 199 Gifted and Talented - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase Academic Performance

Performance Objective 5: Increase academic performance of Homeless students

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase academic performance of homeless students by providing tutoring for academic courses and/or STAAR/EOC.</p> <p>Strategy's Expected Result/Impact: Students will pass all academic courses and/or STAAR/EOC</p> <p>Staff Responsible for Monitoring: District Homeless Liaison</p> <p>Funding Sources: Tutoring - 206 TEHCY Grant - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase school supplies for Homeless students including backpacks and clothes. Emergency groceries will be purchased for students over winter and summer break. Hygiene kits will also be purchased for McKinney Vento.</p> <p>Strategy's Expected Result/Impact: Students will be ready to learn.</p> <p>Staff Responsible for Monitoring: District Homeless Liason</p> <p>Funding Sources: - 206 TEHCY Grant - \$1,800, - 206 Homeless ARP I - \$1,000, - 211 Title I Part A Funds - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Director of Student Services will attend the National Association Education Homeless Children and Youth (NAEHCT) conference.</p> <p>Strategy's Expected Result/Impact: To build a bridge between the school and families experiencing homelessness</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: - 206 Homeless ARP II - \$1,705, - 206 TEHCY Grant - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase vehicle to be used to transport homeless students to and from school as well as to any necessary medical and/or mental health appointments, dental appointments, or any other appointments that support the social, emotional, and educational needs of our students experiencing homelessness.</p> <p>Strategy's Expected Result/Impact: Support to homeless students to promote academics.</p> <p>Staff Responsible for Monitoring: Parent Liaison Director of Student Services</p> <p>Funding Sources: - 206 Homeless ARP I - \$5,400, - 206 Homeless ARP II - \$17,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

Performance Objective 6: Increase academic performance of Emergent Bilingual (EB) students

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Supplies and materials to English Learners' academic performance</p> <p>Strategy's Expected Result/Impact: English Learners will improve in all academic courses and/or STAAR/EOC/TELPAS</p> <p>Staff Responsible for Monitoring: Executive Director of C&I, Principals, BIL-ESL teachers</p> <p>Funding Sources: EL supplies and materias - 263 Title III Part A LEP - \$537, - 199 State Compensatory Education (SCE) - \$167.29</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Summit K12 tutorials to support and improve Emergent Bilingual students' academic performance in Reading, Writing, Speaking, & Listening. Summit K12 is an interactive supplemental program to accelerate the English language. Hire outside tutor to work with students in small groups to prepare for spring testing.</p> <p>Strategy's Expected Result/Impact: Emergent Bilingual students will improve in all academic courses and/or STAAR/EOC/TELPAS</p> <p>Staff Responsible for Monitoring: Executive Director of C&I, Principals, BIL-ESL teachers</p> <p>Funding Sources: Tutoring for English Learners - 263 Title III Part A LEP - \$1,689</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Select students will represent Poteet ISD in regional Spanish Spelling Bee.</p> <p>Strategy's Expected Result/Impact: Gain in vocabulary</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>Funding Sources: - 199 Bilingual Allotment - \$100</p>	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 EB 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: EB 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 EB 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: EB 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
Strategy 7 Details	Reviews			
Strategy 7: Teachers who add ESL supplemental exam to teaching certificate will receive reimbursement for adding to their certificate. Strategy's Expected Result/Impact: Strategies to assist Emergent Bilingual Students Staff Responsible for Monitoring: Executive Director of C&I Funding Sources: - 211 Title I Part A Funds - \$100	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

Performance Objective 7: Increase academic performance and growth for Dyslexia students.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Dyslexia teachers will use a variety of screeners to identify students who are having reading difficulties.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments by 5%</p> <p>Staff Responsible for Monitoring: Dyslexia Teacher Campus Admin</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District Dyslexia teachers will attend annual Texas Dyslexia Conference.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum Principals Dyslexia Teachers</p> <p>Funding Sources: - 199 Dyslexic Allotment - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Materials/Resources will be purchased to test students in meeting the academic and social/emotional needs .Testing and resource material will be purchased to assist staff in meeting the academic and social/emotional needs of the students.</p> <p>Strategy's Expected Result/Impact: to improve students academic courses</p> <p>Staff Responsible for Monitoring: Diagnosticians, Therapist Instructional Specialist</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$1,000, - 199 State Compensatory Education (SCE) - \$180, - 199 State Compensatory Education (SCE) - \$370, - 199 State Compensatory Education (SCE) - \$82, - 313 IDEA B Formula - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Supplies and materials for Instructional Specialists to improve academic performance and growth for all students.</p> <p>Strategy's Expected Result/Impact: All students will improve in all academic courses and/or STAAR/EOC</p> <p>Staff Responsible for Monitoring: Insturctional Specialists Executive Director of Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Testing material will be purchased to be used to make recommendations and referrals for support services specific to student needs.</p> <p>Strategy's Expected Result/Impact: Instructional Specialist, LSSP's, Diagnosticians</p> <p>Staff Responsible for Monitoring: Director of Student services, LSSP, Diagnostician</p> <p>Funding Sources: - 199 Basic Educational Services - \$600, - 313 IDEA B Formula - \$400</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Summer Camps will be offered to at-risk student first. Interaction between students of varying abilities can lead to improved learning outcomes, as students help each other understand and engage creating a diverse learning environment where all can benefit from different perspectives. Supplies for summer camp will include, but are not limited to, the following items: soil, seeds, paper plates, pallet of paper and more. Lowman curriculum , a simple and effective educational materials for students, will also be purchased for Grades 6-12. Students who attend K-3 farm summer camp will go on a field trip to a farm and students who attend 4-6 under the sea camp will go on a field trip to the aquarium.</p> <p>Strategy's Expected Result/Impact: Summer camp serves as a valuable resource for students to continue their learning and academic progress outside of the traditional school year.</p> <p>Staff Responsible for Monitoring: Summer Camp Principals Teachers</p> <p>Funding Sources: - 282 ESSER III - \$6,500, - 199 State Compensatory Education (SCE) - \$6,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Agenda/Minutes</p> <p>Staff Responsible for Monitoring: Campus principals Executive Director of Curriculum, Instructional Specialist for Technology</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: Increase Academic Performance


Performance Objective 9: 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			
<p>Strategy 1: Materials and supplies to complete program evaluations and file retention of records. Purchase the necessary copiers, supplies and materials for special education to effectively manage records, paperwork and documentation throughout the year. Purchase of signs and supplies to acknowledge of surveillance monitoring in classrooms.</p> <p>Staff Responsible for Monitoring: Coop Director Executive Director of C&I</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 199 SpEd Allotment - \$7,000, - 313 IDEA B Formula - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Supplies purchased to continue ongoing Special Populations training.</p> <p>Strategy's Expected Result/Impact: Increased capacity of staff</p> <p>Staff Responsible for Monitoring: Executive Director C&I Coop Director</p> <p>Funding Sources: - 199 SpEd Allotment - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Protective restraint supplies and training for staff.</p> <p>Funding Sources: - 199 SpEd Allotment - \$50</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Atascosa McMulle board of directors is meeting to discuss upcoming events and review information related to Special Education. They will also be voting on some matters related to these topics. Healthy snacks will be provided.</p> <p>Strategy's Expected Result/Impact: canvas votes</p> <p>Staff Responsible for Monitoring: Co-op Director Superintendents of Schools</p> <p>Funding Sources: - 437 Special Education Co-op - \$120</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Increase Academic Performance

Performance Objective 10: Implement on going communication along with working with students that have Auditory Impairments, Visually Impairments and Orientation and Mobility Services. Travel to and from the Districts to see students that qualify in these areas.

High Priority

HB3 Goal

Evaluation Data Sources: 100% of teachers and administrators will monitor student data.

Strategy 1 Details	Reviews			
<p>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</p> <p>Strategy's Expected Result/Impact: Agendas sign in sheet</p> <p>Staff Responsible for Monitoring: District/Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Consult, Direct/Indirect services related to the Deaf and Hard of Hearing, Visually Impaired and Orientation and Mobility students in districts. Traveling to and from Districts to provide these services</p> <p>Strategy's Expected Result/Impact: Provide strategy's to improve academic performance using devices, sign language, canes, etc., training on equipment and use of sign language interpreter provided to teachers, staff and student by a Certified Teacher of the Deaf</p> <p>Staff Responsible for Monitoring: Deaf and Hard of Hearing Teacher, Teacher of the Visually Impaired, Orientation and Mobility Provider, Director of Special Education,</p> <p>Funding Sources: - 313 IDEA B Formula - \$45, - 313 IDEA B Formula - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance





Performance Objective 11: Provide On-Going Job Embedded Professional Development for School Leadership

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus and District Leaders will attend conferences, and trainings such as, but not limited to: ACET, AIE, ASCD Back to School conferenes, TASA, TEPSA, STAAR , Accountability Symposium, Data and Accountability, IMCAT, Lead4ward and Leadership PD Series.</p> <p>Strategy's Expected Result/Impact: Attendance evaluation, Feedback, Knowledge</p> <p>Staff Responsible for Monitoring: Superintendent Executive Director of C&I</p> <p>Funding Sources: IMCAT Conference - 410 Instructional Materials Allotment - \$445, IMCAT - 199 Basic Educational Services - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: District Instructional Specialists will attend professional development such as, but not limited to, Instructional Coaching Bootcamp, Implementing TEKS Resources, Internalizing Lesson Planning</p> <p>Strategy's Expected Result/Impact: IS will lead teachers</p> <p>Staff Responsible for Monitoring: Executive Director C&I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Co-op Director will attend Region 20 Directors Meeting, TCASE conferences, Texas Assessment Conference, and other trainings related to Special Education.</p> <p>Strategy's Expected Result/Impact: Co-op Special Education Director will lead teachers and staff toward implementing new strategies</p> <p>Staff Responsible for Monitoring: Special Education Director</p> <p>Funding Sources: - 199 SpEd Allotment - \$5,000, - 437 Special Education Co-op - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Director of Student Services will attend TEHCY, Clarity Con Seminar and other conferences.</p> <p>Strategy's Expected Result/Impact: At risk counselor will learn McKinney-Vento Fundamentals, provisions to support the education of children and youth in homeless situations.</p> <p>Staff Responsible for Monitoring: Student Service Director</p> <p>Funding Sources: - 206 TEHCY Grant - 100, - 199 State Compensatory Education (SCE) - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Increase Academic Performance

Performance Objective 12: Provide Operational Flexibility

High Priority

HB3 Goal





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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a District Wide Educational Council (DEIC). DEIC is composed of professional staff, parents, community members, and business representatives who at in an advisory capacity to the School Board. DEIC reviews educational goals, objectives, and major classroom instructional programs.</p> <p>Strategy's Expected Result/Impact: DEIC input will be reviewed at a minimum of three times a year. Meeting agenda, sign in sheets</p> <p>Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Increase Academic Performance

Performance Objective 13: Testing/Scoring/Record Review and Report Writing for students that are being tested for Special Education





Evaluation Data Sources: Review evaluations, meet with Teachers, and monitor and assess student progress, making recommendations and referrals for support services to meet student needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and assess student progress, making recommendations and referrals for special education</p> <p>Strategy's Expected Result/Impact: Committee will meet to discuss 504 or Special Education Referral process specific to student needs.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Principals, Instructional Specialist, Director of Special Education</p> <p>Funding Sources: - 313 IDEA B Formula - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase Academic Performance

Performance Objective 14: Reimbursement for travel for Atascosa McMullen Co-op employees to travel to other districts when a Co-op vehicle is unavailable





Evaluation Data Sources: Look over Co-op calendar to check availability of cars and sign up for a vehicle in ample time

Strategy 1 Details	Reviews			
<p>Strategy 1: Employees will monitor and check availability of vehicles</p> <p>Strategy's Expected Result/Impact: Sign up for a Co-op vehicle in advance so that you have a vehicle for that day</p> <p>Funding Sources: - 313 IDEA B Formula - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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			
<p>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</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Student Services School Nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Liaison will attend Statewide Parental Involvement Conference, Texas Network of Youth Services Annual (TNOYS) Conference and other conferences as needed</p> <p>Strategy's Expected Result/Impact: Parent Liaison will be knowledgeable of upcoming opportunities for parents.</p> <p>Staff Responsible for Monitoring: District Parent Liaison</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$1,047.45, Texas Network of Youth Services - 206 TEHCY Grant - \$836</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Review of agendas, and sign in sheets. 100% of requirements for state and federal communication will be met.</p> <p>Staff Responsible for Monitoring: Superintendent Executive Director of Curriculum Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: usage report</p> <p>Staff Responsible for Monitoring: District CIT Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide translating stipend to one district-wide staff to assure that all documents are available in English and Spanish.</p> <p>Strategy's Expected Result/Impact: increase parent and family engagement</p> <p>Staff Responsible for Monitoring: Director of Federal Programs, District Parent Liaison</p> <p>Funding Sources: District Translator - 255 Title II Part A-TPTR - \$1,150</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: 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			
<p>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, Grandparents Day, parenting classes, ESL classes, Parent Volunteer Training, Reading and Math Workshops family nights for Parents.</p> <p>Strategy's Expected Result/Impact: Event documentation, event notifications in English and Spanish, agendas, sign in sheets, and surveys.</p> <p>Staff Responsible for Monitoring: District Administration, Campus Administration, Counselors, District Parent Liaison, and Teachers</p> <p>Funding Sources: - 199 Basic Educational Services - \$250, - 211 Title I Part A Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: 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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Adm.</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June


No Progress


Accomplished






Continue/Modify


Discontinue

Goal 2: Increase Family and Community Engagement

Performance Objective 5: Consult, Communicate and Review with our law firm-Eichelbaum Wardell





Evaluation Data Sources: Review documentation, communicate over the phone with Director of Atascosa McMullen Co-op-Special Education Dept. and the legal law firm

Strategy 1 Details	Reviews			
<p>Strategy 1: legal services as an attorney-client communication</p> <p>Strategy's Expected Result/Impact: Co-op appoints Firm as its agent to represent cases before courts</p> <p>Staff Responsible for Monitoring: Maria Lopez-Director of Atascosa McMullen Co-op, Supt. of Poteet ISD</p> <p>Funding Sources: - 437 Special Education Co-op - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve School Climate

Performance Objective 1: Increase Attendance





Evaluation Data Sources: Review attendance PEIMS data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase attendance by monitoring student attendance daily.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Director of Student Services will monitor student attendance by providing current and historical attendance data to Principals weekly.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Director of Student Services Campus Administration</p> <p>Funding Sources: Director of Student Services + Fringe - 199 State Compensatory Education (SCE) - \$21,264, Attendance Officer and Truancy Officer Supplies - 199 State Compensatory Education (SCE) - \$193</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve School Climate

Performance Objective 2: Decrease Discipline Referrals





Evaluation Data Sources: Review PEIMS discipline data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize effective communication through conferences, phone calls, and other opportunities to involve parents in improving student behavior.</p> <p>Strategy's Expected Result/Impact: Reduced number of discipline referrals entered into PEIMS by 5% for the year.</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: 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			
<p>Strategy 1: Promote student extra curricular activities by increasing participation in University Interscholastic League and FFA activities.</p> <p>Strategy's Expected Result/Impact: Increase enrollment in UIL and FFA activities.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: 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			
<p>Strategy 1: District and campus counselor will help students manage their emotions by using Kimochis curriculum. These school based mental health materials will help kids feel happy, safe, and successful and give them tools to maintain their emotions. Professional Development to introduce the Kimochis multidimensional intervention system as a prevention and intervention tool that will build strong, respectful, safe and inclusive school community.</p> <p>Strategy's Expected Result/Impact: Techniques and Strategies to manage challenging social situations.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educate the students, parents, and community more about the issues surrounding Dating Violence and its negative effects. 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. Educate students about child abuse awareness and prevention using the Play It Safe curriculum to teach children how to reduce their risk of sexual and physical abuse and sexual assault. The curriculum teaches students to recognize potentially abusive behavior, provides the tools to respond to threatening situations, and encourages them to report abuse to a trusted adult.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, counselor logs, sign in sheets from parent education nights.</p> <p>Staff Responsible for Monitoring: Principals, Counselors, and Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Exec. Dir. of C&I, Campus Counselors, District Homeless Liaison</p> <p>Funding Sources: Homeless Conf Registration - 206 TEHCY Grant - \$350, Homeless Conf Travel - 206 TEHCY Grant - \$450</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Continue to retain cameras on all Poteet ISD campuses to monitor activity.</p> <p>Strategy's Expected Result/Impact: Maintenance of Safe zones on all campuses.</p> <p>Staff Responsible for Monitoring: District Director of Technology. Chief of district Police.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Celebration of Red Ribbon week on all campuses in October to bring awareness to the negative impacts of drug and alcohol abuse.</p> <p>Strategy's Expected Result/Impact: Raised level of awareness to these negative impacts of abuse of drugs and alcohol.</p> <p>Staff Responsible for Monitoring: Campus Principals and campus counselors.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase performance and productivity</p> <p>Staff Responsible for Monitoring: counselors</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals and truancy.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Funding Sources: Director of Student Services/Truancy Coordinator + Fringe - 199 State Compensatory Education (SCE) - \$21,264</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: 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. 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Chief of Police, Superintendent, Campus Administration</p> <p>Funding Sources: - 199 School Safety Allotment - \$8,600</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: 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. New SROs will be psychological tested before serving in schools. Our District SROs will host a Safety Training course on campus. SRO will attend K-9 Handler Training School Safety Officer will use Texas Commission on Law Enforcement Data Distribution System (TCLEDDS) to enter law enforcement data.</p> <p>Strategy's Expected Result/Impact: School officer will be updated with new laws.</p> <p>Staff Responsible for Monitoring: School Safety Officer</p> <p>Funding Sources: - 199 School Safety Allotment - \$4,500</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Uniforms and jackets will be purchased for SROs. Patches will be purchased as safety incentives. Poker chips and stickers will be given to students to promote school safety among all students. Police car will be purchased and Gas for 3 patrol vehicles will be purchased to allow SROs to be available to campuses. 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. Poteet ISD decals will be purchased.</p> <p>Strategy's Expected Result/Impact: Uniforms, patches</p> <p>Staff Responsible for Monitoring: SROs</p> <p>Funding Sources: - 199 School Safety Allotment - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: 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. 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.</p> <p>Strategy's Expected Result/Impact: complainece</p> <p>Staff Responsible for Monitoring: SRO District Admin.</p> <p>Funding Sources: - 199 School Safety Allotment - \$2,495</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Select staff member will be implementing CPI Classes within our Districts that will 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.</p> <p>Strategy's Expected Result/Impact: Scenario and hands-on training</p> <p>Staff Responsible for Monitoring: District Counselor District Admin</p> <p>Funding Sources: - 199 School Safety Allotment, - 313 IDEA B Formula - \$1,600</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 14 Details	Reviews			
<p>Strategy 14: Supplies will be purchased for Parent Liaison and DAEP administrator and teacher to maintain the operation of, and continuity of, services district wide.</p> <p>Strategy's Expected Result/Impact: necessary supplies</p> <p>Staff Responsible for Monitoring: District Admin Campus Admin Campus Nurses</p> <p>Funding Sources: DAEP Supplies - 199 State Compensatory Education (SCE) - \$490, DAEP Supplies - 199 State Compensatory Education (SCE) - \$371, DAEP Paper - 199 State Compensatory Education (SCE) - \$193</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: Employee Assistance Program will be purchased for all staff to assist with counseling, therapy, mental health.</p> <p>Strategy's Expected Result/Impact: Healthy and safe Employees.</p> <p>Staff Responsible for Monitoring: District Admin District Counselor</p> <p>Funding Sources: - 289 School Health Support Grant - \$8,700</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16 Details	Reviews			
<p>Strategy 16: 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.</p> <p>Strategy's Expected Result/Impact: Police canine will assist school resource officer.</p> <p>Staff Responsible for Monitoring: School Resource Officer Superintendent</p> <p>Funding Sources: - 199 School Safety Allotment - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
<p>Strategy 17: Vape detectors will be installed in the DAEP restrooms to enhance student safety and promote a healthy environment. These devices will help monitor and deter vaping, ensuring that all students can feel secure in their school surroundings.</p> <p>Strategy's Expected Result/Impact: By implementing this technology, we aim to foster a safer atmosphere for everyone.</p> <p>Staff Responsible for Monitoring: Director of Alternative Education Director of Student Services</p> <p>Funding Sources: Intech Southwest Services - 199 State Compensatory Education (SCE) - \$2,940</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 18 Details	Reviews			
<p>Strategy 18: Purchase services and supplies is a step toward ensuring a secure environment for students, staff, and visitors. Documenting and tracking subscriptions, contracts, and agreements related to safety services is crucial for school safety.</p> <p>Strategy's Expected Result/Impact: Compliance Operational Continuity Emergency Preparedness</p> <p>Staff Responsible for Monitoring: Security and Safety Coordinator</p> <p>Funding Sources: - 199 School Safety Allotment - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve School Climate

Performance Objective 5: Assist with the Assessment and Evaluation of students in need or suspected to need counseling services as a related service.





Evaluation Data Sources: Provide counseling services to students that require counseling as a related service as documented in their IEP

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>Strategy's Expected Result/Impact: Counselors will acquire skills and knowledge needed to service students. Staff Responsible for Monitoring: Campus Counselors</p> <p>Funding Sources: ESC Counseling Coop - District + campuses - 211 Title I Part A Funds - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Youth Mental Health First Aid Part 1, Reviewing the Youth Mental Health First Aid Action Plan, & Youth Mental Health First Aid Part 2</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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. Counselors will attend the Region 20 Annual Self Care Retreat. District counselor will attain supervisor LPC license to supervise LPC associates.</p> <p>Strategy's Expected Result/Impact: safe students Staff Responsible for Monitoring: Director of Counseling, at risk counselors</p> <p>Funding Sources: At-Risk Counselor + Fringe - 199 State Compensatory Education (SCE) - \$1,000, - 289 Title IV, Part A - \$800, - 199 State Compensatory Education (SCE) - \$3,000, ESC Region 20 - 289 Title IV, Part A - \$75</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Responsive Learning, The Complete Educator Training System, to allow district employees to complete state compliance courses online. Courses will help create an environment that supports all students.</p> <p>Strategy's Expected Result/Impact: Healthy and Safe Students</p> <p>Staff Responsible for Monitoring: Campus Principals District Director of C&I</p> <p>Funding Sources: - 289 Title IV, Part A - \$858</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase essential mental health resources, general supplies, curriculum and professional development programs to implement a comprehensive counseling and mental health curriculum. This initiative aims to promote student safety by addressing their mental health needs and ensuring a supportive educational environment.</p> <p>Strategy's Expected Result/Impact: Investing in mental health resources, supplies, curriculum and professional development is crucial to address the growing mental health challenges faced by students</p> <p>Staff Responsible for Monitoring: District counselor</p> <p>Funding Sources: - 289 Title IV, Part A - \$15,000, Office Depot - 289 Title IV, Part A - \$226, Wal-Mart - 289 Title IV, Part A - \$222</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Assist with the completion of functional behavioral assessments, assist with behavioral consultations/ collaborations. Attend and participate in Admission, Review and Dismissal Committee (ARDC) meeting for students who receive counseling services or who were evaluated to determine the need for counseling as a related service. Submit Medicaid Billing paperwork for Medicaid reimbursement</p> <p>Strategy's Expected Result/Impact: Monitor paperwork and documentation of services required that is needed to service these students</p> <p>Staff Responsible for Monitoring: Licensed Professional Counselor, Co-op Director of Special Education</p> <p>Funding Sources: - 313 IDEA B Formula - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve School Climate

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





Strategy 1 Details	Reviews			
Strategy 1: Protective restraint supplies and training for staff. Funding Sources: - 199 SpEd Allotment - \$15, - 199 SpEd Allotment - \$625	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Increase Teacher Quality

Performance Objective 1: Provide On-going Job Embedded Professional Development for Teachers / Paraprofessionals

Evaluation Data Sources: Continue with ongoing professional development to support district/campus needs.





Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 100% of all District staff will receive all required professional development, monitor sign in sheets. Evident during walkthroughs.</p> <p>Staff Responsible for Monitoring: Exec. Director of C&I, Campus administrators, Instructional Specialists</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Co-op Diagnostician will attend the Dyslexia training at Region 20 .</p> <p>Strategy's Expected Result/Impact: District staff will receive all required professional development, monitor sign in sheets.</p> <p>Staff Responsible for Monitoring: Co-op Diagnostician Campus Administrators</p> <p>Funding Sources: - 313 IDEA B Formula - \$125</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Elevate 20 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.</p> <p>Strategy's Expected Result/Impact: Professional development sessions will be offered for multiple grade bands and stakeholders.</p> <p>Staff Responsible for Monitoring: Director of Curriculum, Principals, Instructional Specialist, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Aggie Academy will be implemented for all new teachers to the district. 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 and healthy snacks will be provided.</p> <p>Strategy's Expected Result/Impact: Retain teachers</p> <p>Staff Responsible for Monitoring: Director of C&I Instructional Specialists Campus Principals</p> <p>Funding Sources: - 255 Title II Part A-TPTR - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Purchase Fundamental 5 Revisited: Exceptional Instruction In Every Setting to provide educators with five practices that every teacher/leader can use to improve instructional rigor, relevance, and student performance. Professional development and books will be provided to all teachers/leaders district-wide.</p> <p>Strategy's Expected Result/Impact: new strategies/practices to use with students</p> <p>Staff Responsible for Monitoring: principal teachers</p> <p>Funding Sources: - 289 Title IV, Part A - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide professional development for district Special Education staff in areas that include policy and procedures; best practices, and innovative strategies.</p> <p>Strategy's Expected Result/Impact: new strategies/practices to implement with district staff and students that comply with the law</p> <p>Staff Responsible for Monitoring: Special Programs Director, Special Education Director</p> <p>Funding Sources: - 199 SpEd Allotment - \$150, - 313 IDEA B Formula - \$90</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Increase Teacher Quality

Performance Objective 2: Implement Recruitment / Retention Strategies

Evaluation Data Sources: Review yearly teacher retention rates.

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Retain 100% of high yield teachers. Review of assessment performance data, teacher retention data, and evaluations.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals</p> <p>Funding Sources: Core and BIL-ESL Stipends - Campuses - 255 Title II Part A-TPTR</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain Highly Qualified teachers and paraprofessional staff through the use of the PR1500 Equity Survey</p> <p>Strategy's Expected Result/Impact: Compliance on PR 1500. Verified by campus principals.</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Principals, Executive Director C&I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Maintain mentors for first year teachers on each campus and pay the mentor a stipend. Mentor will attend "Mentor Expectation" professional development.</p> <p>Strategy's Expected Result/Impact: First year teachers will be supported.</p> <p>Staff Responsible for Monitoring: Campus Principals Mentor Teachers</p> <p>Funding Sources: Mentor Stipends - Campuses - 211 Title I Part A Funds, Mentor PD - 255 Title II Part A-TPTR - \$700</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase Technology and Related Sources

Performance Objective 1: Effectively and Efficiently Incorporate Occupational and Physical Therapy resources into daily Instruction


Evaluation Data Sources: Review/plan for ARD, schedule and set up meetings with teachers, Admin. phone calls to parents, go over supplies needed for students to Director of Special Education at the Co-op. Provide Direct/Indirect Services


Strategy 1 Details	Reviews			
<p>Strategy 1: Implement 21st Century technology into the instructional classrooms: iPads, Mimio, LCD projectors, document cameras, monitors, Chromebooks, laptops, desktops, video cameras, and bring your own device (BYOD)</p> <p>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.</p> <p>Staff Responsible for Monitoring: Technology Director, Curriculum Instruction Technologist, Campus Principals, Instructional Specialist</p> <p>Funding Sources: - 211 Title I Part A Funds - \$350</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Plan for the continual replacement of technology equipment as it ages out of service and supplement current technology.</p> <p>Strategy's Expected Result/Impact: Monitor technology equipment age and inventory.</p> <p>Staff Responsible for Monitoring: Technology Director, Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Improve student usage of campus libraries by 5%..</p> <p>Library Media Resources: Books, Periodicals, Ebooks, Technology, Desktops, COWS Nooks Early Reading Kits Follet Destiny Manager Program (HS)</p> <p>Staff Responsible for Monitoring: Principals, District Librarian, Campus Librarians</p> <p>Funding Sources: - 211 Title I Part A Funds - \$3,200</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional development to integrate technology in the classroom.</p> <p>Strategy's Expected Result/Impact: Lesson plans would reflect technology integration and student performance would increase.</p> <p>Staff Responsible for Monitoring: Director of Instructional Technology; Campus Instructional Technologist; Campus Administrator; Teachers</p> <p>Funding Sources: PD - Integrate Technology - 199 Basic Educational Services - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Review weekly reports. Students will earn needed credit.</p> <p>Staff Responsible for Monitoring: HS/JH principals HS/JH counselors Director of Student Services</p> <p>Funding Sources: - 199 State Compensatory Education (SCE) - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide Physical and Occupational Therapy instruction to students with proper techniques. Teacher visits, scheduling, ARD's, billing</p> <p>Strategy's Expected Result/Impact: 10% increase integrating technology techniques into classrooms. Direct/Indirect Services</p> <p>Staff Responsible for Monitoring: Classroom teachers Occupational Therapist Co-op Director</p> <p>Funding Sources: - 313 IDEA B Formula - \$5,000, - 313 IDEA B Formula - \$25,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Continue the use of Google Apps for Education for students as appropriate and needed.</p> <p>Strategy's Expected Result/Impact: Google Administrator will maintain reports monthly in google dashboard.</p> <p>Staff Responsible for Monitoring: Instructional Technologist Instructional Specialists Teachers Campus Admin</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Chromebooks, chargers, and headphones will be purchased for the Disciplinary Alternative Education Program to be used for students to complete work online while placed in the DAEP.</p> <p>Strategy's Expected Result/Impact: Students will have access to chromebooks to use in the DAEP to complete assignments in Edgenuity.</p> <p>Staff Responsible for Monitoring: Director of Student Services</p> <p>Funding Sources: CDW - 199 State Compensatory Education (SCE) - \$18,735, Office Depot - 199 State Compensatory Education (SCE) - \$675</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Purchase laptops to support our teachers by providing them with necessary tools for their work. These laptops will also serve as loaners for staff members while their own devices are under repair, ensuring minimal disruption to their productivity</p> <p>Strategy's Expected Result/Impact: efficient and uninterrupted work environment</p> <p>Staff Responsible for Monitoring: Technology Director</p> <p>Funding Sources: - 211 Title I Part A Funds - \$24,999</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Federal Program Grant Support will include ESC 20 online support and unlimited technical assistance.</p> <p>Strategy's Expected Result/Impact: compliance</p> <p>Staff Responsible for Monitoring: Executive Director of C&I</p> <p>Funding Sources: - 211 Title I Part A Funds - \$7,200</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Purchase and provide occupational therapy students with instructional aide items to facilitate academic initiatives in the classroom</p> <p>Strategy's Expected Result/Impact: monitor age appropriate instructional aide items for each student receiving occupational therapy</p> <p>Staff Responsible for Monitoring: Occupational Therapist Teachers Co-op Director</p> <p>Funding Sources: - 313 IDEA B Formula - \$115</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 5: 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			
<p>Strategy 1: Update current equipment and supplies to be able to participate in stakeholder webinars with various agencies</p> <p>Strategy's Expected Result/Impact: Increased knowledge of information affecting special programs</p> <p>Staff Responsible for Monitoring: Director of Special Programs Director of Technology At Risk Counselors</p> <p>Funding Sources: - 199 SpEd Allotment - \$2,300, - 199 State Compensatory Education (SCE) - \$50, - 199 Basic Educational Services - \$50, - 199 SpEd Allotment - \$7,349, - 282 ESSER III - \$6,000, - 211 Title I Part A Funds - \$12,000, - 199 SpEd Allotment - \$150</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase Technology and Related Sources

Performance Objective 3: Effectively and Efficiently Incorporate Speech resources into daily Instruction

Evaluation Data Sources: Review/plan for ARD, schedule and set up meetings with teachers, Admin. phone calls to parents, go over supplies needed for students to Director of Special Education at the Co-op





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide speech therapy in core subjects and non-core subjects with techniques to incorporate speech/language in their daily routine which would improve and help address various learning styles and to give students what they need in order to succeed. Therapist works on Schedules, provides speech therapy services (bilingual when needed), evaluates (bilingual when needed) and writes reports, prepares /attends ARD meetings</p> <p>Strategy's Expected Result/Impact: 10% increase integrating speech techniques into classrooms</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Technologist, Speech Therapist, Special Education Director</p> <p>Funding Sources: - 313 IDEA B Formula - \$2,200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Increase Technology and Related Sources

Performance Objective 4: Review/perform safety checks on devices/equipment needed to be used or needed to perform the activity at Special Olympics.
Purchase food items to have for student lunches at Special Olympics event





Evaluation Data Sources: equipment/devices to be used by students in life skills at Special Olympics events, including receiving medals/trophy's, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Update/purchase equipment food items for lunchesto be used for adaptive PE, Special Olympics to provide a safe environment for students to practice and /or participate in. Purchase the medals, ribbons, trophy's, etc for awards</p> <p>Strategy's Expected Result/Impact: New strategies/ practices to use with students with special needs</p> <p>Staff Responsible for Monitoring: Adaptive PE Teacher, Director of Special Education</p> <p>Funding Sources: - 313 IDEA B Formula - \$65</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase Technology and Related Sources

Performance Objective 5: Effectively and Efficiently purchase Technology equipment (toner, ink cartridges, parts) and Related Sources for Instruction.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Plan for the continual replacement of technology equipment as it ages out of service and supplement current technology. Purchase supplies for the technology equipment that we need to keep the equipment up and running.</p> <p>Strategy's Expected Result/Impact: Monitor technology (copiers, printers) equipment and it's age and inventory the items that we purchase (if need be)</p> <p>Staff Responsible for Monitoring: Technology Director, Campus Principals, Director of Atascosa McMullen Co-op</p> <p>Funding Sources: - 313 IDEA B Formula - \$4,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: 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			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>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</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide information to students and parents promoting higher education awareness, availability of scholarship programs, FAFSA, and financial aid sources.</p> <p>Strategy's Expected Result/Impact: Review sign in sheets from financial aid meetings and memos / letters announcing scholarship opportunities.</p> <p>Staff Responsible for Monitoring: Campus Counselors, Scholarship Coordinator, JH and HS principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Host an annual College and Career Fair district wide each year to promote careers and higher education.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in college.</p> <p>Staff Responsible for Monitoring: CTE Coordinator, District/Campus Counselors, Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	9	1	Materials and supplies to complete program evaluations and file retention of records. Purchase the necessary copiers, supplies and materials for special education to effectively manage records, paperwork and documentation throughout the year. Purchase of signs and supplies to acknowledge of surveillance monitoring in classrooms.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hope Tellez	JH Instructional Specialist		
Samantha White	ELEM Instructional Specialist		
Stacy Smith	PIC Instructional Specialist		
Virginia Rodriguez	HS Instructional Specialist		

District Funding Summary

199 Basic Educational Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$2,000.00
1	3	3			\$100.00
1	8	3			\$600.00
1	11	1	IMCAT		\$800.00
2	3	1			\$250.00
4	1	1			\$2,200.00
5	1	4	PD - Integrate Technology		\$1,000.00
5	2	1			\$50.00
Sub-Total					\$7,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$18,000.00
211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$1,200.00
1	1	5			\$600.00
1	2	1	ESC Service Commitment - Educational Resources + campuses		\$15,000.00
1	2	4			\$2,500.00
1	5	2			\$300.00
1	6	7			\$100.00
2	3	1			\$0.00
2	4	1	Family & Community Engagement Symposium- Registration Parents	211-61-6299-01-910-0-30-000	\$150.00
2	4	1	Family & Community Engagement Symposium- Travel Parents	211-61-6411-01-910-0-30-0-00	\$250.00
3	5	1	ESC Counseling Coop - District + campuses		\$300.00
4	1	1	MISC CONTRACTED SERVICES		\$7,020.08
4	2	3	Mentor Stipends - Campuses		\$0.00
5	1	1			\$350.00

211 Title I Part A Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	3			\$3,200.00
5	1	9			\$24,999.00
5	1	10			\$7,200.00
5	2	1			\$12,000.00
Sub-Total					\$75,169.08
Budgeted Fund Source Amount					\$66,934.00
+/- Difference					-\$8,235.08
199 Bilingual Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	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	9	1			\$7,000.00
1	9	2			\$4,000.00
1	9	3			\$50.00
1	11	3			\$5,000.00
3	6	1			\$15.00
3	6	1			\$625.00
4	1	1			\$1,915.00
4	1	6			\$150.00
5	2	1			\$2,300.00
5	2	1			\$150.00
5	2	1			\$7,349.00
Sub-Total					\$28,554.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$27,554.00

199 State Compensatory Education (SCE)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$167.29
1	8	1			\$1,000.00
1	8	1			\$180.00
1	8	1			\$370.00
1	8	1			\$82.00
1	8	4			\$6,500.00
1	11	4			\$1,000.00
2	1	2			\$1,047.45
3	1	2	Director of Student Services + Fringe		\$21,264.00
3	1	2	Attendance Officer and Truancy Officer Supplies		\$193.00
3	4	7			\$2,000.00
3	4	8	Director of Student Services/Truancy Coordinator + Fringe		\$21,264.00
3	4	14	DAEP Supplies		\$490.00
3	4	14	DAEP Supplies		\$371.00
3	4	14	DAEP Paper		\$193.00
3	4	17	Intech Southwest Services		\$2,940.00
3	5	3	At-Risk Counselor + Fringe		\$1,000.00
3	5	3			\$3,000.00
5	1	5			\$5,000.00
5	1	8	CDW		\$18,735.00
5	1	8	Office Depot		\$675.00
5	2	1			\$50.00
Sub-Total					\$87,521.74
Budgeted Fund Source Amount					\$140,000.00
+/- Difference					\$52,478.26

206 TEHCY Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Tutoring		\$1,500.00
1	5	2			\$1,800.00
1	5	3			\$1,000.00

206 TEHCY Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	4		100	\$0.00
2	1	2	Texas Network of Youth Services		\$836.00
3	4	4	Homeless Conf Registration		\$350.00
3	4	4	Homeless Conf Travel		\$450.00
Sub-Total					\$5,936.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					\$1,214.00
211 Title I 1003 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
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	3	1	Migrant Supplies and Materials		\$603.87
1	3	2	Migrant Tutor		\$7,000.00
1	3	4			\$100.00
Sub-Total					\$7,703.87
Budgeted Fund Source Amount					\$9,000.00
+/- Difference					\$1,296.13
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
2	2	3	District Translator		\$1,150.00

255 Title II Part A-TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			\$2,000.00
4	2	1	Core and BIL-ESL Stipends - Campuses		\$0.00
4	2	3	Mentor PD		\$700.00
Sub-Total					\$3,850.00
Budgeted Fund Source Amount					\$2,570.00
+/- Difference					-\$1,280.00
263 Title III Part A LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	EL supplies and materias		\$537.00
1	6	2	Tutoring for English Learners		\$1,689.00
Sub-Total					\$2,226.00
Budgeted Fund Source Amount					\$1,337.00
+/- Difference					-\$889.00
270 RLIS Title V Part B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,523.00
+/- Difference					\$12,523.00
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	5	3	ESC Region 20		\$75.00
3	5	3			\$800.00
3	5	4			\$858.00
3	5	5			\$15,000.00
3	5	5	Office Depot		\$226.00
3	5	5	Wal-Mart		\$222.00
4	1	5			\$100.00
Sub-Total					\$17,281.00
Budgeted Fund Source Amount					\$1,000.00

289 Title IV, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	-\$16,281.00
410 Instructional Materials Allotment						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	TEKS Resource, Texas Curriculum Resources		\$15,314.00	
1	11	1	IMCAT Conference		\$445.00	
					Sub-Total	\$15,759.00
					Budgeted Fund Source Amount	\$11,352.00
					+/- Difference	-\$4,407.00
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	7	1			\$2,500.00	
1	7	2			\$1,200.00	
					Sub-Total	\$3,700.00
					Budgeted Fund Source Amount	\$5,000.00
					+/- Difference	\$1,300.00
199 CCMR						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$300.00
					+/- Difference	\$300.00
429 Technology Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	

429 Technology Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,556.00
+/- Difference					\$27,556.00
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
3	4	9			\$8,600.00
3	4	10			\$4,500.00
3	4	11			\$5,000.00
3	4	12			\$2,495.00
3	4	13			\$0.00
3	4	16			\$1,500.00
3	4	18			\$2,000.00
Sub-Total					\$24,095.00
Budgeted Fund Source Amount					\$800.00
+/- Difference					-\$23,295.00
282 ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	4			\$6,500.00
5	2	1			\$6,000.00
Sub-Total					\$12,500.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$2,500.00

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	4	3			\$1,500.00
1	4	4			\$3,000.00
Sub-Total					\$4,500.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					-\$4,000.00

279 TCLAS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$50,000.00
+/- Difference					\$50,000.00

289 School Health Support Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	15			\$8,700.00
Sub-Total					\$8,700.00
Budgeted Fund Source Amount					\$61,828.00
+/- Difference					\$53,128.00

429 Strong Foundation Math Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$4,000.00
Sub-Total					\$4,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$76,000.00

206 Homeless ARP I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$1,000.00
1	5	4			\$5,400.00
Sub-Total					\$6,400.00
Budgeted Fund Source Amount					\$17,000.00
+/- Difference					\$10,600.00
206 Homeless ARP II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	3			\$1,705.00
1	5	4			\$17,000.00
Sub-Total					\$18,705.00
Budgeted Fund Source Amount					\$5,400.00
+/- Difference					-\$13,305.00
429 School Safety Standards Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$200,000.00
437 Special Education Co-op					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	4			\$120.00
1	11	3			\$500.00
2	5	1			\$10,000.00
Sub-Total					\$10,620.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					-\$620.00
313 IDEA B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$1,000.00
1	8	3			\$400.00

313 IDEA B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1			\$5,000.00
1	10	2			\$10,000.00
1	10	2			\$45.00
1	13	1			\$8,000.00
1	14	1			\$200.00
3	4	13			\$1,600.00
3	5	6			\$5,000.00
4	1	2			\$125.00
4	1	6			\$90.00
5	1	6			\$25,000.00
5	1	6			\$5,000.00
5	1	11			\$115.00
5	3	1			\$2,200.00
5	4	1			\$65.00
5	5	1			\$4,000.00
Sub-Total					\$67,840.00
Budgeted Fund Source Amount					\$850,500.00
+/- Difference					\$782,660.00
314 IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,526.00
+/- Difference					\$8,526.00
Grand Total Budgeted					\$1,761,350.00
Grand Total Spent					\$412,160.69
+/- Difference					\$1,349,189.31

Addendums

Parent Notification
Compliance with Public Law 114-95, Section 1112(e)(1)(A)(i)-(ii)] and
Section 1112(e)(1)(B)(ii)]

To: All Parents or Guardians
From: Poteet ISD
Date: October 5, 2023
Subject: Notification to Parents of Teacher/Paraprofessional Qualifications

In accordance with Every Student Succeeds Act (ESSA)/ PARENTS' RIGHT-TO-KNOW, this is a notification from Poteet ISD to every parent of a student in a Title I school that you have the right to request and receive in a timely manner: a) information regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.

The information regarding the professional qualifications of your student's classroom teachers/paraprofessional shall include the following:

- I. If the teacher has met state certification/qualification criteria for the grade level and subject areas taught;
- II. If the teacher is teaching under emergency or other provisional status through which state certification/qualification criteria are waived;
- III. The teacher is assigned in the field of discipline of the certification;
- IV. Whether the student is provided services by paraprofessionals, and if so, their qualifications [ESSA 1112(e)(1)(A)(i)-(ii)]

In addition to the above information you will be notified if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)]

Teachers may meet this requirement if the district is implementing its approved District Innovation teacher certification policy or if the teacher meets the State Certification assignment rules.

If you would like to receive any additional information about any of the above issues, please contact the campus principal.

Notificación Paternal
Conformidad con Derecho Público 114-95, la Sección 1112 (e) (1) (A) (i) - (ii)] y
La sección 1112 (e) (1) (B) (ii)]

Para: Todos los Padres o Guardas

De: Poteet ISD

Fecha: octubre 5, 2023

Sujeto: **Notificación a Padres de Calificaciones de Profesor/Asistente de Profesor**

De acuerdo con el Acto de Cada Estudiante Logra (ESSA) / "EL DERECHO DE LOS PADRES de saber", esta es una notificación de Poteet ISD a cada padre de un estudiante en una escuela de Título I que usted tiene el derecho de solicitar y recibir en una manera oportuna: a) información de sobre en cuanto a las calificaciones profesionales de los profesores de aula de su estudiante y/o asistente profesores.

La información en cuanto a las calificaciones profesionales de los profesores/ asistente profesores de aula de su estudiante incluirá lo siguiente:

- I. Si el profesor ha encontrado criterios de certificación/calificaciones estatales para el nivel de grado y especialidades enseñadas;
- II. Si el profesor da clases bajo la urgencia u otro estado provisional por el cual los criterios de certificación/calificaciones estatales son renunciados;
- III. El profesor es adjudicado en el campo de disciplina de la certificación;
- IV. Si al estudiante le proporcionan servicios los asistente profesores, y de ser así, su calificaciones [ESSA 1112 (e) (1) (A) (i) - (ii)]

Además de la información encima usted será notificado si su estudiante ha sido enseñado durante cuatro o más semanas consecutivas por un profesor que no encuentra las exigencias de certificación estatales aplicables en el nivel de grado y especialidad en la cual el profesor ha sido adjudicado. [ESSA 1112 (e) (1) (B) (ii)]

Los maestros puede cumplir este requisito si el distrito está implementando su política de certificación aprobada de Innovación de masestros del distrito o si el maestro cumple con las reglas de Certificación asignación de del Estado.

Si le gustaría recibir alguna información adicional sobre cualquiera de las cuestiones encima, por favor póngase en contacto director del campus

**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 Texas – New Generation System (TX-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; <p style="text-align: center;"><u>AND</u></p> <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; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, 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 the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action 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 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

Completed By: ESC-20 MEP Team, SSA Member Representatives
Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) 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., Emergent Bilingual, economically disadvantaged).

Goal(s): 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.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the 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 Education 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	Education 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 (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	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 PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	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 virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
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	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter 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	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter 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 determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

2023-2024 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/ECOEs 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 or as determined by TEA
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> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs 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/ECOEs.</u> Recruiter completes COE/ECO and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECO and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECO and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECO 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/ECO into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECO 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. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
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, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other		
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	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other		
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/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs 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: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs 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	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<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>

Bullying (All Grade Levels)

The district strives to prevent bullying, in accordance with the district's policies, by promoting a positive school culture; building healthy relationships between students and staff; encouraging reporting of bullying incidents, including anonymous reporting; and investigating and addressing reported bullying incidents.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school
- Infringes on the rights of the victim at school

Bullying includes cyberbullying. Cyberbullying is defined in state law as bullying that is done using any electronic communication device, including:

- A cellular or other type of telephone
- A computer
- A camera
- Electronic mail
- Instant messaging
- Text messaging
- A social media application
- An internet website
- Any other internet-based communication tool

Bullying is prohibited by the district and could include:

- Hazing
- Threats
- Taunting
- Teasing
- Confinement
- Assault
- Demands for money
- Destruction of property
- Theft of valued possessions
- Name-calling
- Rumor-spreading
- Ostracism

The district will integrate into instruction research-based content designed to reduce bullying that is appropriate for students' age groups.

Students in elementary grades will participate in:

- Instruction designed so that students can recognize bullying behaviors and how to report Them
- Age-appropriate discussions that encourage peers to intervene when they observe bullying Occur
- Instruction that characterizes bullying as a behavior that results from the student's need to acquire more mature social or coping skills, not an unchangeable trait

Students in secondary grades will participate in:

- Instruction on the brain's ability to change and grow so the student recognizes bullying behavior can come from a developmental need to acquire more social skills, can change when the brain matures and learns better ways of coping, and is not an unchangeable trait

Discussions that portray bullying as undesirable behavior and a means for attaining or maintaining social status at school, and that discourage students from using bullying as a tool for social status

- Instruction designed so that students recognize the role that reporting bullying behaviors plays in promoting a safe school community

The district will use an age-appropriate survey regarding school culture that includes relevant questions on bullying to identify and address student concerns

Each campus has a committee that addresses bullying by focusing on prevention efforts and health and wellness initiatives. The committee will include parents and secondary students. For more information on this committee, including interest in serving on the committee, contact the campus principal.

If a student believes that he or she has experienced bullying or witnesses the bullying of another student, the student or parent should notify a teacher, school counselor, principal, or another district employee as soon as possible. Any district employee aware of a report of a bullying incident will relay the report to an appropriate administrator. Procedures for reporting allegations of bullying may be found on the district's website.

A student may anonymously report an alleged incident of bullying by visiting the district's website at www.poteetisd.org.

The administration will investigate any allegations of bullying and related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying.

If an investigation determines that bullying occurred, the administration will take appropriate disciplinary action and may, in certain circumstances, notify law enforcement. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying.

The district will provide research-based interventions, which may include counseling options, for students who engage in bullying behaviors, students who are targeted by bullying behaviors, and any student who witnessed bullying behaviors.

Any action taken in response to bullying will comply with state and federal law regarding students with disabilities.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon recommendation of the administration, the board may transfer a student found to have engaged in bullying to another classroom at the campus. In consultation with the student's parent, the board may transfer the student to another campus in the district.

The parent of a student who has been determined to be a victim of bullying may request that the student be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments** on page 26.]

A copy of the district's bullying policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of the student handbook as an appendix.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG(LOCAL).

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action	
<i>Bullying</i>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>