

Pleasant Grove Intermediate Campus Improvement Plan 2025/2026



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Page 1 of 38

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Pleasant Grove Intermediate School

Mission & Vision

Mission

The mission of Pleasant Grove Intermediate School is to ensure high levels of learning and to prepare the whole child for success.

Vision

The vision of Pleasant Grove Intermediate School is to create a safe environment that promotes high levels of learning through a guaranteed and viable curriculum, meaningful collaboration, and quality instruction.

Shared Beliefs

1. What is it we want our students to learn?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How can we extend & enrich the learning for students who have demonstrated proficiency?

Site-Based Decision Making Committee

Name	Position
Bramlett, J.W.	Community Representative
Thompson, Sarah	Paraprofessional
Beall, Brooke	Principal
Deal, Cody	Business Representative
Freeman, Emily	Campus Professional Staff
Morris, Morgan	Campus Professional Staff
Coleman, Brooke	Parent Representative
Massey, Meredith	Parent Representative
Jameson, Patty	District Nonteaching Professional
Nicholas, Vanessa	Campus Professional Staff
Loris, Amanda	Special Ed Teacher
Francis, Ashlee	Specialized Instructional Support
Garner, Jamie	Campus Professional Staff
Mims, Paige	Community Representative

Resources

Resource	Source	Amount
IDEA-B Special Education	Federal	\$121,798
Title I, Part A	Federal	\$117,107
Regular Ed Program(L)	Local	\$2,545,664
Special Education	State	\$199,852
State Compensatory	State	\$112,745.86
State Compensatory FTEs	State	2

Comprehensive Needs Assessment Summary Pleasant Grove Intermediate School 2025-2026

Focus Areas

Pleasant Grove Intermediate School is committed to providing a rigorous, inclusive, and supportive learning environment through a multi-tiered system of support within a Professional Learning Community model. Our focus includes:

- Delivering intentional, data-driven instruction that meets the academic and developmental needs of all students.
- Implementing a balanced literacy approach to ensure every student achieves grade-level proficiency in reading and writing.
- Creating a safe, respectful, and conducive learning environment that promotes social-emotional growth, positive behavior, and student well-being.
- Building and sustaining strong family and community partnerships to foster collaboration and shared responsibility for student success.
- Leveraging technology integration as a tool to enhance engagement, differentiation, and 21st-century skills development.
- Promoting equity and access to high-quality instruction and supports that close achievement gaps and empower every learner to reach their full potential.

Demographics Summary

Pleasant Grove Intermediate School (PGIS), established in 2011, serves approximately 515 students in grades 3 through 5. The student population is composed of 65% White, 14% African American, 10% Hispanic, 7% Multi-Race, and 4% Asian students. Of the total student body, 44% are identified as economically disadvantaged.

The campus staff includes 45 total members, with 35 certified professional educators. PGIS is led by a principal, assistant principal, counselor, and campus learning coordinator. The staff also includes one nurse aide, two secretaries, seven highly qualified paraprofessionals, and one custodial staff member. All professional staff are appropriately certified for their roles.

Demographics Strengths

- A diverse student body that reflects a variety of backgrounds, perspectives, and learning needs.
- High percentage of experienced, certified teachers supporting instructional quality.
- Staff-to-student ratio allows for intentional support and relationship-building.
- Structures in place to support the academic, behavioral, and emotional needs of all learners.

Demographics Needs

- Addressing instructional gaps and learning variability among incoming transfer students who may have experienced different curricular expectations and instructional models.
- Ongoing professional learning and data use to identify and respond to demographic trends that influence instructional planning and intervention.
- Closing achievement gaps by ensuring equitable growth and performance across all demographic groups, particularly in the areas of:

-Student Achievement

-Student Progress

-Closing Performance Gaps

-Post-secondary Readiness (as measured by Advanced Academic Performance)

Student Achievement

Student Achievement Summary

Pleasant Grove Intermediate School (PGIS) uses data-informed decision-making to drive curriculum, instruction, and assessment practices. Instruction is adjusted systematically based on data from multiple sources, including formative assessments, unit assessments, universal screeners, and STAAR performance. Through consistent progress monitoring and collaborative professional learning communities (PLCs), PGIS maintains a strong focus on student growth and achievement.

2025 STAAR Results Summary:

3rd Grade Reading – Approaches: 81% | Meets: 59% | Masters: 29%

3rd Grade Math – Approaches: 75% | Meets: 45% | Masters: 18%

4th Grade Reading – Approaches: 92% | Meets: 69% | Masters: 31%

4th Grade Math – Approaches: 84% | Meets: 62% | Masters: 29%

5th Grade Reading – Approaches: 85% | Meets: 67% | Masters: 29%

5th Grade Math – Approaches: 76% | Meets: 39% | Masters: 10%

5th Grade Science – Approaches: 77% | Meets: 33% | Masters: 10%

These results demonstrate strong foundational performance in reading across all grade levels, especially in 4th grade, where 92% of students approached grade level. However, there is a continued need to improve the percentage of students achieving at the Meets and Masters levels, especially in math and science, to ensure college and career readiness.

Student Achievement Strengths

- Collaborative Team Meetings (CTMs) effectively support in-depth data analysis and drive responsive instruction.
- PGIS has maintained a strong academic reputation, with particular success in 4th grade reading and math.
- 100% of professional staff are appropriately certified.
- Content-focused PLC structures are in place to support horizontal and vertical alignment.
- Universal screeners are used consistently to guide intervention and enrichment opportunities.

Student Achievement Needs

Math Intervention and Enrichment:

- 3rd and 4th grade math show a need to increase students reaching the Meets and Masters levels.
- 5th Grade Math is a priority area, with only 39% of students meeting grade level and 10% mastering.

Science Instruction:

- Only 33% of 5th grade students met grade level expectations in science, with 10% mastering.
- Continued support for inquiry-based, TEKS-aligned instruction is needed.

Special Education and ELL Performance:

- Special Education student achievement lags behind the campus average; more access to grade-level content and differentiated supports are required.
- English Language Learners (ELLs) need scaffolded instruction and vocabulary development embedded in all content areas.

Transfer Student Support:

- Students new to the district may arrive with academic gaps due to differing educational backgrounds.
- Interventionists and targeted supports are essential to accelerate progress.

Academic Goal:

- Increase the percentage of students performing at the Meets and Masters levels on STAAR across all tested areas.
- Ensure measurable growth for each student, particularly those in historically underperforming subpopulations.

Culture & Climate

Culture & Climate Summary

Pleasant Grove Intermediate School (PGIS) is committed to fostering a safe, inclusive, and relationship-centered learning environment where students and staff feel supported and valued. School culture is rooted in our core values: Safe, Respectful, and Responsible, which are reinforced daily through morning announcements, classroom practices, character recognition, and the campus-wide One Team behavior system.

Strong teacher-student relationships are a hallmark of PGIS, with 96.8% of staff reporting that they regularly express care and high expectations for their students. Teachers demonstrate a deep commitment to student success, with 98% indicating they provide extra help when needed and 96.8% believing that PGIS ensures high levels of learning for all students.

Family engagement remains a strength, with high turnout at Meet the Teacher, regular parent lunch visits, and active volunteer support. The school maintains a welcoming physical environment, though recent staff feedback indicates some concern about the consistency of cleanliness. PGIS also benefits from a dedicated counseling team, structured safety drills, and ongoing health training from the district nurse team to ensure physical and emotional safety for all.

The school is perceived as a physically safe place, with 100% of teachers agreeing that PGIS is safe for both students and staff. However, staff feedback shows that only 79% believe disciplinary actions are timely, consistent, and fair, signaling a need to review and strengthen behavior response systems. Only 75% of staff feel the school is neat, clean, and supportive of student learning, suggesting a need for enhanced custodial support and shared ownership of facility upkeep.

PGIS also places a strong emphasis on instructional improvement, with 86% of teachers reporting that they use student achievement data to adjust instruction, and 82.14% feeling the school provides advanced instruction to promote college readiness. However, only 75% report consistently updating their gradebook or maintaining communication with families when students struggle—indicating a need to revisit expectations and streamline systems that support follow-through.

Culture & Climate Strengths

- Strong, trusting relationships between students and staff
- Clear behavioral expectations and reinforcement of core values
- High perception of physical and emotional safety among staff
- Responsive counseling support and character education
- High levels of staff commitment to student success
- Active parent involvement in school life and events
- Use of data to adjust instruction
- Established a dedicated behavior team that facilitates ongoing discussions in Collaborative Team Meetings (CTMs) using strategies from the book Behavior Solutions to proactively address behavior challenges.
- Implementation of a dedicated Feed the Staff plan that regularly celebrates and appreciates teachers, promoting staff morale and a positive school culture.

Culture & Climate Needs

- Increase disciplinary consistency and transparency, as only 79% of staff feel current practices are fair, timely, and appropriate
- Improve school cleanliness and facility upkeep, based on feedback from 75% of staff reporting that the building does not consistently support student learning
- Expand student and staff voice in decision-making and campus practices
- Support improved communication and grading practices, particularly regarding struggling students
- Sustain and grow leadership opportunities for both staff and students
- Continue to align curriculum offerings with college- and career-readiness expectations, as noted by 82% of staff
- Provide professional development and resources for staff focused on supporting students with severe behavior challenges and autism spectrum disorders, to enhance classroom management and individualized support.

Staff Quality, Recruitment and Retention

Summary

Our campus employees are currently all certified. Teachers are evaluated using T-TESS data from formal and informal observations. Data from walk throughs will also be used to measure and maintain high quality instruction. Professional development is encouraged and supported in specific areas of need for students/subjects assigned. Our new teachers have multiple layers of support beginning with partner teachers in grade level/subject areas. Planning/strategy support is provided through daily Collaborative Team Meetings. Professional development is provided for areas of concern as well as current and innovative strategies provided for all staff for continuous improvement. PGIS maintains a teacher/student ratio of 22:1.

Staff Quality, Recruitment and Retention Strengths

- Assigned mentors
- Collaborative Team Meetings
- Growing and promoting within our district
- Leadership and Master's Degree stipends
- A behavior team leads professional learning and collaboration around effective behavior interventions, informed by

- Behavior Solutions, helping to build staff capacity and consistency.

Staff Quality, Recruitment and Retention Needs

- In order to keep teachers current on the latest instructional techniques through professional learning opportunities the district will need to maintain Region 8 professional development contacts.
- Building leadership capacity
- Increase professional learning opportunities around behavior intervention strategies and autism supports to build staff confidence and effectiveness in meeting diverse student needs.

Curriculum and Instruction

Summary

Pleasant Grove Intermediate School is committed to providing challenging, equitable, and responsive learning experiences that ensure every student grows academically, socially, emotionally, and intellectually. Our curriculum is grounded in the TEKS and is designed to support the development of the whole child, equipping students with the skills needed to thrive in an increasingly complex, technology-driven world.

The district embraces a philosophy of continuous improvement, and the curriculum is routinely reviewed and revised to meet changing academic and social demands. Instruction reflects an understanding of student diversity and is personalized to support student progress, critical thinking, and problem-solving.

For the 2025–2026 school year, PGIS adopted a new math curriculum aligned to TEKS, emphasizing conceptual understanding, problem-solving, and number sense. Teachers are engaged in professional development on research-based instructional strategies in mathematics, including the use of manipulatives, mathematical discourse, and real-world applications to improve student outcomes.

We are continuing implementation of the science curriculum and phonics program adopted last year. Teachers receive ongoing support and training to ensure fidelity and impact of these resources. In writing, the campus is creating a vertically aligned scope and sequence to ensure consistency and rigor across 3rd through 5th grade.

Daily Collaborative Team Meetings (CTMs) offer time for shared planning, unpacking TEKS, and analyzing student performance data using Eduphoria. Instructional technology is fully integrated into classrooms, with all teachers and students having access to interactive panels, one-to-one Chromebooks, and a variety of digital learning tools.

PGIS remains focused on helping each student achieve academic success through aligned instruction, meaningful assessment, and continuous staff development.

Strengths

- Adoption of new TEKS-aligned math curriculum/resource supported by training in research-based instructional strategies
- Continued implementation of science and phonics curricula with targeted professional development
- Development of a writing scope and sequence to support vertical alignment and improve written communication
- Campus-wide use of Eduphoria for assessment, data tracking, and planning
- Daily Collaborative Team Meetings for planning and progress monitoring

- Classrooms fully equipped with instructional technology and digital tools
- High-quality instruction led by certified, well-supported teaching staff

Needs

- Fully implement and support the writing scope and sequence to ensure grade-level alignment and rigor
- Continue professional learning focused on evidence-based math instruction to increase conceptual understanding and problem-solving
- Strengthen balanced literacy practices to ensure all students are reading on grade level by 2025
- Improve academic growth and progress measures for Special Education and other underperforming subpopulations
- Challenge and prepare students for future academic and real-world success through a well-balanced, vertically aligned curriculum

Family and Community Engagement

Summary

At Pleasant Grove Intermediate School, we believe that strong family and community relationships are critical to student success. Communication with stakeholders is robust, with frequent updates shared through Blackboard notifications, Remind 101, the school website, newsletters, and social media. Families also benefit from TeacherEase, which offers real-time access to grades and classroom performance.

PGIS actively involves parents through orientation nights, academic events, and meaningful roles on campus committees such as the PG Education Foundation, PG Connection, and the Campus-Level Planning and Decision-Making Committee.

Recent parent feedback has been instrumental in identifying ways to grow our engagement efforts. Parents expressed a desire for:

- More proactive communication when students are struggling academically
- Clearer understanding of standards-based grading practices
- More opportunities to visit campus, especially to eat lunch with their child and attend student-centered events

In response, PGIS is committed to expanding academic and social opportunities for families to be part of their child's learning environment and overall school experience.

Strengths

- Multiple communication platforms to reach families
- Live online gradebook (TeacherEase) enhances transparency
- Parent involvement through campus committees and foundation partnerships
- Effective use of social media to share student success
- Welcoming campus culture for volunteers and event participation

Needs

- Increase proactive teacher communication about student academic struggles and growth
- Provide clear guidance to parents on standards-based grading, expectations, and report card interpretation
- Expand family access to the campus, including structured opportunities to visit for lunch and participate in events
- Continue to grow business and community partnerships that support student learning and well-being
- Offer regular academic support events for families across the year

School Context and Organization

Summary

Pleasant Grove Intermediate School is structured to maximize instructional time, support data-driven interventions, and foster collaboration among staff. The master schedule includes a daily Response to Intervention (RTI) block, which allows teachers to deliver Tier 2 and Tier 3 interventions in reading, writing, and math during the school day. This time also supports Dyslexia services, small group instruction, and targeted academic enrichment for advanced learners.

RTI groupings are fluid and flexible, based on data gathered from universal screeners, unit assessments, and ongoing formative checks. Student progress is routinely evaluated and instruction is adjusted to meet individual learning needs.

To further support academic growth, each grade level is allocated 120 minutes daily for Reading/Language Arts instruction, allowing sufficient time for whole group, small group, and guided literacy components.

Staff collaboration is prioritized through a daily 45-minute Collaborative Team Meeting (CTM) and a separate 45-minute individual conference period. These CTMs are used to analyze data, align instruction to TEKS, plan lessons, and discuss interventions.

The current structure supports both remediation and enrichment while maintaining alignment to the district's mission to ensure high levels of learning for all students.

Strengths

- Master schedule includes dedicated RTI block for interventions and enrichment
- Daily 120-minute ELAR block allows for deep, consistent literacy instruction
- Grade-level teams have daily collaborative planning time plus individual prep periods
- RTI groups are data-driven, fluid, and responsive to student needs
- Structure promotes early intervention, differentiation, and standards alignment

Needs

- Strengthen the use of real-time data to not just remediate but accelerate student learning
- Integrate technology-based learning opportunities within the activity/specials rotation to support 21st-century skills
- Maintain schedule flexibility to adapt to student enrollment changes, program needs, and campus initiatives
- Provide additional coaching or modeling during CTMs to support data analysis and instructional planning

Technology

Summary

Pleasant Grove Intermediate School is equipped with comprehensive technology infrastructure that supports both teaching and learning. The campus boasts full Wi-Fi coverage across all buildings and parking areas, enabling flexible, connected learning environments.

Last year, the campus upgraded all classrooms with interactive TVs, enhancing interactive instruction and student engagement. Every teacher is provided a laptop, and students have access to Chromebooks through classroom carts. To support device management and student focus, teachers utilize a Chromebook management system.

Instruction is further enhanced through the use of Google Classroom, which all teachers actively employ to organize lessons, assignments, and communication. Students attend a dedicated technology elective on a four-day rotation, taught by a certified technology teacher, where they develop skills in typing, coding, and using various digital programs.

Teachers and leaders consistently use web-based assessment and data tools, including Eduphoria and TEKS Resources, to guide instruction and curriculum planning. The district's integrated systems streamline lesson planning, professional learning, and technology support requests.

Strengths

- Campus-wide Wi-Fi and access to technology devices (interactive TVs, teacher laptops, student Chromebooks)
- Full implementation and daily use of Google Classroom by all teachers
- Dedicated technology elective led by a certified teacher provides foundational skills in typing, coding, and digital literacy
- Administrators and staff embrace technology integration as an instructional resource
- Staff actively explore new digital tools to differentiate instruction and support diverse learners
- Use of web-based tools for curriculum management, assessment, and data-driven instruction
- Strong communication with families through digital platforms

Needs

- Provide ongoing, job-embedded professional development focused on effective instructional uses of new and existing digital tools, including interactive TVs
- Update and expand technology resources to keep pace with evolving instructional needs and hardware lifespan
- Increase access to content-specific digital tools and resources aligned to core and elective curriculum areas
- Develop capacity to create experiential, technology-rich learning environments that foster creativity, collaboration, and critical thinking
- Strengthen support systems for technology maintenance and timely upgrades

Pleasant Grove Intermediate

- Goal 1.** Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.
 - Objective 1.** RLA will increase the students who score Meets on STAAR by 5% across the campus for all students by May 2026.
 - Objective 2.** Math will increase the students who score Meets on STAAR by 10% across the campus for all students by May 2026.
 - Objective 3.** Science will increase the students who Meet on STAAR by 10% across the campus for all students by May 2026.
 - Objective 4.** The percentage of students reading on grade level or above will increase from 75% to 80% during the 2025-2026 school year.
 - Objective 5.** Monitor and ensure 98% attendance for all students.
 - Objective 6.** 100% of Pleasant Grove Intermediate School teachers will be appropriately certified.

- Goal 2.** Increase parent and family engagement to 90% through informing and engaging students, teachers, parents and the community regarding the educational priorities, processes, initiatives and challenges of the campus.
 - Objective 1.** Seek out, recruit, and increase parent and family involvement for all student populations with emphasis on underrepresented population.
 - Objective 2.** Provide a welcoming environment wherein timely information is provided to increase parent and family engagement for all student groups.

- Goal 3.** Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.
 - Objective 1.** Implement and maintain the campus emergency management plan.
 - Objective 2.** Provide a coordinated health program with a goal of 90% of campus students meeting the Fitness Gram standards for healthy students.

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 1. RLA will increase the students who score Meets on STAAR by 5% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. F2. Federal, state, and local resources will be coordinated and integrated to support RTI, including a Title 1 interventionist, dyslexia therapists, and appropriate materials. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Principal	August, January	(L)Local Funds	Criteria: Formative - Summative - Campus Budget
2. S4. All teachers will engage in Collaborative Team Meetings(CTMs) daily to ensure alignment at each grade level. CTMs will involve disaggregating TEKS and data, lesson planning and aligning strategies to ensure all students meet the challenging state standards. Campus administrator/s are present during each CTM. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Principal	Semester	(L)Local Funds	Criteria: Agendas
3. S10 & F6. All teachers will engage in the continuous improvement process and systemically monitor the fourteen student groups to ensure students meet their targets in the Closing the Gap domain. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Principal	Nine Weeks	(L)Local Funds	Criteria: Formative - Grades Summative - STAAR results
4. F6 & F4. Response to Intervention (RTI) procedures, including a Tier 2 and Tier 3 period, will be in place to extend learning time and provide an enriched and accelerated curriculum to address the needs of those at risk of not meeting the challenging state academic standards. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Principal	Every nine weeks	(L)Local Funds, (S)State Compensatory	
5. S15. Increase Meets and Masters percentages by providing ongoing professional learning and coaching for 3-5 teachers. The focus will be on developing a deep understanding of TEKS, improving assessment	Assistant Principal(s), Principal, Teacher(s)	Semester	(L)Local Funds	Criteria: Unit Data, Benchmark Data

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 1. RLA will increase the students who score Meets on STAAR by 5% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
practices, and planning for learning for all student groups. (Target Group: All) (Strategic Priorities: 1,2,3)				
6. S1. Campus level committee will enhance formative assessment practices through improved assessment design and analyzation to provide data for student monitoring and timely adjustments to curriculum. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal(s), Principal	Every nine weeks	(L)Local Funds	
7. Align professional learning practices to TTESS to grow and improve teacher practice and enhance student learning. Campus Learning Coordinator will provide job-embedded professional learning for all staff to improved teacher practice and to enhance student learning. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	Semester	(L)Local Funds, (L)Regular Ed Program(L), (S)State Compensatory	Criteria: Assessment & Benchmark Data
8. F3. A balanced literacy model with an emphasis on Guided Reading will be implemented and will align with PK-2 reading instruction. Progress measuring tools will be used 3-5 to assess students' reading development and used to plan for instruction to meet the needs of all student populations. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Director of Instruction, Principal	August, January, April	(L)Regular Ed Program(L), (L)Special Education(L)	
9. F3. K-12 writing expectations will be aligned across the district. RLA teachers will collaboratively define and publish grade level expectations. During CTMs teachers will review writing samples and calibrate for consistency. Digital tools will be utilized when appropriate. (Title I SW Elements: 2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)	Assistant Principal(s), Principal	August, January	(L)Local Funds	Criteria: Summative - Published grade level expectations
10. F3. Increase percentage of 3rd-5th grade students who score Meets or Masters from	Assistant Principal(s), Principal	Every nine weeks	(L)Regular Ed Program(L)	

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 1. RLA will increase the students who score Meets on STAAR by 5% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
67% to 72% by July of 2025 by monitoring improvement in student achievement for all student populations, ensuring vertical and horizontal alignment of curriculum, staff (including interventionist) disaggregation of student data, and collaborative planning during CTMs to design units/lessons and to identify effective instructional strategies and resources. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)				
11. F6. Students who are identified as not making satisfactory progress on grade level curriculum in reading will be provided with Tier 2 and Tier 3 intervention as needed during the school day. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Principal	Semester	(F)Title I, Part A	

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 2. Math will increase the students who score Meets on STAAR by 10% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Administer the MAP Growth math assessment three times per year (BOY, MOY, EOY) to monitor student progress and identify specific skill gaps and strengths. Results will be used to place students in targeted instructional groups, including: Extension/acceleration groups for advanced learners, Enrichment groups for reinforcing grade-level skills, Intervention groups for Tier 2 or Tier 3 support. Instructional planning will be adjusted based on data review in Collaborative Team Meetings following each assessment window. (Title I SW Elements: 1.1) (Target Group: GT,AtRisk,3rd,4th,5th) (Strategic Priorities: 2)</p>	Principal	September, January, May	(F)Title IV	Criteria: Assessment results, lesson plans, math extension & intervention rosters
<p>2. F6. Students identified as performing below grade level in math (based on MAP Growth, STAAR data, and classroom assessments) will receive intensive Tier 3 intervention during the school day. Interventions will occur at least 4 times per week in small groups, using evidence-based, targeted math programs aligned to identified skill deficits. Intervention groups will be monitored through progress checks every 2–3 weeks, and instruction will be adjusted as needed. Data will be reviewed regularly in Collaborative Team Meetings (CTMs) to ensure alignment between core instruction and interventions (Title I SW Elements: 2.5) (Target Group: ECD,ESL,SPED,AtRisk,3rd,4th,5th) (Strategic Priorities: 2,3)</p>	Principal	September, January, May	(F)Title I, Part A	
<p>3. F6. Students identified as not making satisfactory progress on grade-level math standards (based on MAP Growth, formative assessments, and classroom performance) will receive Tier 2 intervention during the school</p>	Principal	Monthly	(F)Title I, Part A	

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 2. Math will increase the students who score Meets on STAAR by 10% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>day, in addition to core instruction. Tier 2 interventions will occur 3–4 times per week in small groups and focus on reteaching and reinforcing essential math TEKS. Progress will be monitored biweekly using exit tickets, unit assessments, and targeted probes. Collaborative Team Meetings (CTMs) will be used to review intervention data and adjust groupings or instructional strategies as needed. Interventions will be designed to bridge learning gaps and prepare students for grade-level success. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,3)</p>				
<p>4. S3 & F3. The CTM room will be used for collaborative decision making that drives math instruction and results in increased student achievement for all student groups, including at-risk students, homeless students, students in foster care, gifted and talented students from major racial and ethnic groups, children with disabilities and English learners to ensure all students meet challenging state academic standards. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Assistant Principal(s), Principal, Teacher(s)</p>	<p>Monthly</p>		
<p>5. F6. Students who are identified as not making satisfactory progress on grade level curriculum in math will be provided with Tier 2 intervention during the school day. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Principal</p>	<p>Semester</p>	<p>(F)Title I, Part A</p>	
<p>6. F6. Students who are identified as not on grade-level curriculum in reading and math will be provided with intensive Tier 3 intervention during the school day. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Principal</p>	<p>Semester</p>	<p>(F)Title I, Part A, (S)State Compensatory</p>	

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 2. Math will increase the students who score Meets on STAAR by 10% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. All students will be assessed three times per year using a standard math test, Map Growth. Results will be used to assign students to extension learning groups, enrichment math groups, or to receive advance math instruction and/or practice. (Title I SW Elements: 1.1) (Target Group: GT,3rd,4th,5th) (Strategic Priorities: 2)	Principal	August, May	(F)Title IV	Criteria: Criteria: Assessment results, lesson plans, math extension group rosters
8. Implement targeted, data-driven math instruction through consistent use of i-Ready Math to accelerate student growth and close achievement gaps. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Campus Learning Coordinator, Principal	Semester		

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 3. Science will increase the students who Meet on STAAR by 10% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Administer the spiral science assessment three times per year (BOY, MOY, EOY) to monitor student progress and identify specific skill gaps and strengths. Results will be used to place students in targeted instructional groups, including: Extension/acceleration groups for advanced learners, Enrichment groups for reinforcing grade-level skills, Intervention groups for Tier 2 or Tier 3 support. Instructional planning will be adjusted based on data review in Collaborative Team Meetings following each assessment window. (Title I SW Elements: 2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Campus Learning Coordinator, Principal, Teacher(s)</p>	<p>September, January, May</p>		
<p>2. F6. Students identified as performing below grade level in science (based on spiral science assessments and classroom assessments) will receive intensive Tier 3 intervention during the school day. Interventions will occur at least 2 times per week in small groups, using evidence-based, targeted science programs aligned to identified skill deficits. Intervention groups will be monitored through progress checks every 2–3 weeks, and instruction will be adjusted as needed. Data will be reviewed regularly in Collaborative Team Meetings (CTMs) to ensure alignment between core instruction and interventions. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3)</p>	<p>Campus Learning Coordinator, Principal, Teacher(s)</p>	<p>Monthly</p>		
<p>3. Implement high-quality, TEKS-aligned instruction using McGraw Hill Science Curriculum to build content knowledge, academic vocabulary, and STAAR readiness across all grade levels. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Principal</p>	<p>Semester</p>		

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 3. Science will increase the students who Meet on STAAR by 10% across the campus for all students by May 2026.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Partner with science teachers through consistent feedback cycles to enhance instructional quality and maximize student engagement and learning in labs and lessons. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Campus Learning Coordinator, Principal	Semester		

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 4. The percentage of students reading on grade level or above will increase from 75% to 80% during the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S15. All teachers will attend professional training to learn about state accountability measures for all student populations to ensure all student groups perform at high levels and show growth on the STAAR test. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Campus Learning Coordinator, Principal			
2. S3 & F3. The CTM room will be used for collaborative decision making that drives reading instruction and results in increased student achievement for all student groups, including at-risk students, homeless students, students in foster care, gifted and talented students from major racial and ethnic groups, children with disabilities and English learners to ensure all students meet challenging state academic standards. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal, Teacher(s)	Semester	(L)Local Funds	Criteria: Formative: Benchmarks, 9 week marking period Summative: STAAR results
3. S4. All teachers will engage in Collaborative Team Meetings(CTMs) daily to ensure alignment at each grade level. CTMs will involve disaggregating TEKS and data, lesson planning and aligning strategies to ensure all students meet the challenging state standards. Campus administrator/s are present during each CTM. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal	Semester	(L)Local Funds	
4. F5. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Title I SW Elements: 1.1) (Target Group: All) (Strategic	Principal	September	(F)Title I	

Pleasant Grove Intermediate

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Objective 4. The percentage of students reading on grade level or above will increase from 75% to 80% during the 2025-2026 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 1,2,3,4)				

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 5. Monitor and ensure 98% attendance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor and observe attendance thoroughly throughout the year on all students; each grading period students who miss more than ten percent of school will receive a letter to be sent home and signed. (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal	Every nine weeks	(L)Local Funds	
2. Give incentives/awards to students who do not miss any days. This would be given each grading period and at the end of each year. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Principal	May	(L)Regular Ed Program(L)	
3. Discuss weekly the attendance reports campus wide with Attendance Committee or designee(s). (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal			

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 6. 100% of Pleasant Grove Intermediate School teachers will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Current partnerships with outside agencies to recruit certified staff will be maintained and new partnerships will be sought. (Target Group: All) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Director of Instruction	Spring and Summer Semesters	(L)Local Funds	
2. To encourage new teacher recruitment, education students from local colleges will be allowed to conduct observations and student teaching activities. (Target Group: All) (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Learning Services, Principal	May	(L)Local Funds	
3. Appropriately certified teachers and highly qualified paraprofessionals will be sought to fill vacancies. The electronic application system will be utilized to help find quality applicants. (Target Group: All) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Principal	May	(L)Local Funds	
4. New teacher cohorts will be in place to ensure a successful integration into the school system. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Superintendent of Learning Services	August and January	(L)Local Funds	Criteria: Formative - Sign-in sheets for cohort meeting Summative - Staff certification records
5. S15. Provide professional development opportunities in the core curriculum Advanced Placement, Dyslexia, Gifted and Talented, ESL, Fine Arts strands, technology integration and research based instructional strategies to attract and maintain a highly qualified and innovative staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Assistant Superintendent of Learning Services, Principal	August	(F)Title I, Part A, (F)Title II, Part A	Criteria: Summative - Professional Development Certificates
6. F2 & S5. All Mainstreamed Special Education students will be supported by the General Education Teachers, Special Education Teachers and Special Education Paraprofessionals who will assist in core	Director of Special Programs, Principal	May	(F)IDEA-B Special Education, (S)Special Education	

Pleasant Grove Intermediate

Goal 1. Increase academic achievement for all students while closing the gap between student populations to ensure high levels of learning.

Objective 6. 100% of Pleasant Grove Intermediate School teachers will be appropriately certified.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
academic classrooms. Resources will include using federal, state, and local services. Special Education teachers will coordinate and integrate instruction with the general education reading and math teachers to provide aligned instruction with reading, math and all other teachers. (Title I SW Elements: 1.1) (Target Group: SPED) (Strategic Priorities: 1,2)				

Pleasant Grove Intermediate

Goal 2. Increase parent and family engagement to 90% through informing and engaging students, teachers, parents and the community regarding the educational priorities, processes, initiatives and challenges of the campus.

Objective 1. Seek out, recruit, and increase parent and family involvement for all student populations with emphasis on underrepresented population.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to increase our volunteer base and engage and utilize our volunteers in appropriate meaningful ways. (Target Group: 3rd,4th,5th) (Strategic Priorities: 2)	Assistant Principal(s), Director of Marketing and Communications, Principal	August	(L)Local Funds	
2. S12. Parent meetings will be held to provide parents with additional support, information and training on how to assist students with homework, school projects and promotion requirements. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal	January	(L)Local Funds	
3. Teachers will begin the year making a positive phone call to welcome students to a new year. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 5,6)	Assistant Principal(s), Principal	August	(F)Title I, Part A, (L)Regular Ed Program(L)	
4. Parent/teacher conference will be held at least one time per year and then as needed. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,3)	Assistant Principal(s), Principal	October	(L)Local Funds	Criteria: Summative - Parent conference log
5. PGIS will engage and develop strategies and communication, including providing interpreters, to increase parent engagement of ESL families. (Title I SW Elements: 3.1) (Target Group: ESL) (Strategic Priorities: 2)	Principal	August	(S)Bilingual/ESL	

Pleasant Grove Intermediate

Goal 2. Increase parent and family engagement to 90% through informing and engaging students, teachers, parents and the community regarding the educational priorities, processes, initiatives and challenges of the campus.

Objective 2. Provide a welcoming environment wherein timely information is provided to increase parent and family engagement for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. S17. Continue to develop the process for clear communication within our campus and community to improve parent and family engagement through the use of marquee, social media, web page, parent notification system, parent meetings and Facebook. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal	August		
2. Develop a process for media coverage of school events and accomplishments using multiple platforms including website, Facebook, Class Dojo and Remind 101. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal	August	(L)Local Funds	
3. Establish systematic communication measures to community, parent, and staff regarding the recommendations of the campus site-based committee. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Principal	August	(L)Local Funds	Criteria: Summative - Communication Plan

Pleasant Grove Intermediate

Goal 3. Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.

Objective 1. Implement and maintain the campus emergency management plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Safety drills (fire, shelter, hold, secure, evacuate, and lockdown) will be conducted and evaluated throughout the school year as administration and staff reflect upon and implement improvements as needed. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal(s), Director of Operations, Principal	May	(L)Local Funds	
2. Raptor Technologies will be maintained for school security to protect students and faculty. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal, School Resource Officer	August	(L)Local Funds	
3. Maintain school badge security system (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Director of Operations, Principal	August	(L)Regular Ed Program(L)	
4. S11. The counselor/school resource officer will conduct violence prevention training sessions with students and staff concerning violence prevention education. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, School Resource Officer	Yearly	(L)Local Funds	

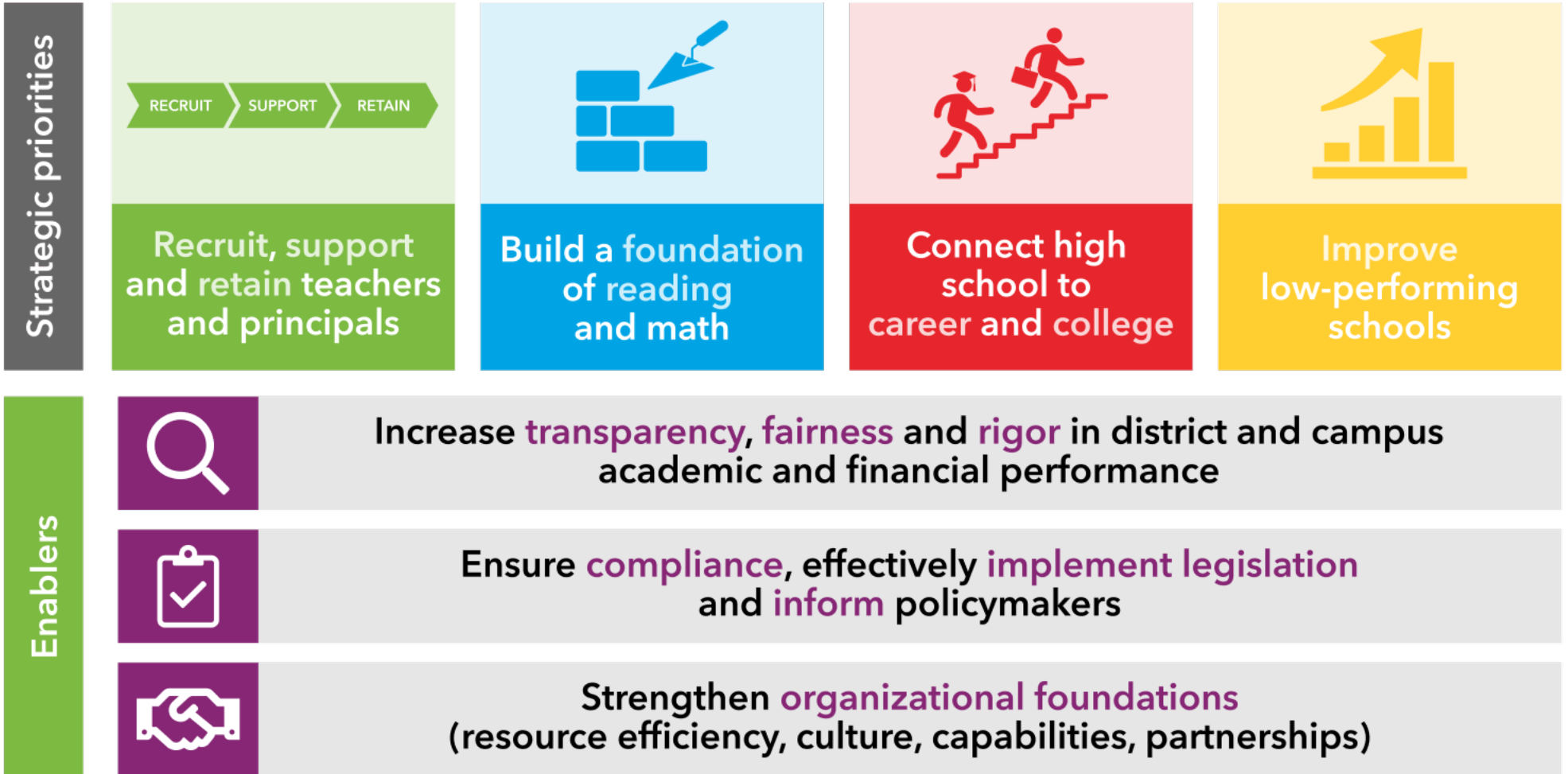
Pleasant Grove Intermediate

Goal 3. Provide a healthy, safe, physical and emotional environment with a goal of no safety violations.

Objective 2. Provide a coordinated health program with a goal of 90% of campus students meeting the Fitness Gram standards for healthy students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fitness Gram will be administered once each year and data will be entered into Fitness Gram by the PE teacher and reported to the state. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Coaches, Principal	April	(L)Local Funds	
2. The master schedule will include 45 minutes of physical education five times per week. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Coaches, Principal	August	(L)Local Funds	
3. Students will be taught lessons on fitness, nutrition, personal health care, drug/alcohol prevention, violence prevention and safety. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Coaches, Counselor(s), Principal	January, May	(L)Local Funds	
4. S13. Coordinated health program will be utilized to meet campus health goal. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	March	(L)Local Funds	Criteria: Formative - Lesson Plans Summative - End of Year Assessment

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**Pleasant Grove Independent School District
Parent and Family Engagement Policy
2024–2025**



What is our Mission?

The mission of Pleasant Grove ISD is to ensure high levels of learning for all students. We support this commitment through participation in the **Title I, Part A** Program, which provides federal funding for schools with high percentages of students from low-income families. In return, PGISD pledges to meet all requirements of the Texas Education Agency and the U.S. Department of Education to strengthen family engagement and promote academic success.

Our Beliefs

We believe parents and families are a child's first teachers. A strong school-home partnership results in:

- Higher levels of learning
- Better behavior and attendance
- Stronger social-emotional skills
- Lifelong learning habits

PGISD is committed to fostering this partnership by promoting open communication, shared decision-making, and collaborative support for student learning.

Objectives

- Promote two-way, effective communication between school and home.
- Empower parents to participate actively in their child's education.
- Provide learning opportunities for families and staff to grow together.

Funding and Review

Title I and local funds support PGISD's Parent and Family Engagement (PFE) activities. These activities are developed in consultation with parents of Title I students. The effectiveness of PFE efforts is evaluated annually and revised based on feedback from parents, staff, and school teams. All activities and expenditures are subject to review by the Texas Education Agency.

Ways to Be Involved

- Attend Annual Title I Meetings and school events.

- Respond to parent surveys and planning meetings.
- Communicate regularly with your child's teacher.
- Volunteer or provide input at campus PFE activities.

Parent Events & Trainings

PGISD campuses offer a variety of parent events throughout the year, such as:

- Meet the Teacher Nights
- Campus Literacy and Math Events
- FAFSA and Secondary Course Selection Nights
- Art Nights and Open Houses
- Parent-Teacher Conferences
- Kindergarten and Pre-K Roundups
- Title I Annual Meetings (at MFDES and PGIS)

Event dates and details are shared through campus websites, the district's parent notification system, and social media.

Communication & Translation

This policy is posted on the PGISD website, distributed in print, and shared with families through school events and community locations. QR codes provide digital access. Translation and interpretation services are available upon request. For assistance, contact the district office at 903-831-4086

Academic Information

PGISD uses high-quality curriculum and assessments to monitor student progress. Tools include:

- **mClass** (K–5 Reading)
- **STAR Renaissance** (1–5 Reading/Math)
- **CLI Engage** (PreK)
- **STAAR Released Tests** (Grades 3–5)

Performance expectations are available at:

<https://tea.texas.gov/student-assessment/testing/staar/staar-performance-standards>

Assessment results are stored in DMAC and reviewed with parents as needed.

Shared Responsibilities – School-Parent Compact

School Will...	Parents Will...	Students Will...
Provide a high-quality, differentiated curriculum.	Support learning at home through communication, homework, and encouragement.	Engage in learning and ask for help when needed.
Offer volunteer opportunities and family events.	Participate in school events and decision-making.	Behave respectfully and maintain a growth mindset.
Communicate via conferences, progress reports, and meetings.	Collaborate with school staff and stay involved.	Attend school regularly and strive to grow.

Contact & Support

To ask questions, share feedback, or schedule a meeting, families are encouraged to:

- Attend campus PFE events and Title I meetings
- Communicate with teachers or administrators by email or phone
- Stay connected through school communication platforms

Pleasant Grove ISD values family engagement as essential to every student's success.

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