

Poteet Independent School District



Accountability Rating: C

2025-2026 District Improvement Plan

Board Approval Date:
November 17, 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

Summary

Poteet Independent School District serves students with diverse backgrounds. Total Enrollment increased from 1,690 in 2021-2022 to 1,836 in 2025-2026

School Year	Total Enrollment	Hispanic	White	Other Race	Female	Male	College, Career, Military Ready
2025-2026	1836	88%	10%	<1%	50%	50%	
2024-2025	1837	89%	10%	<1%	49%	51%	62%
2023-2024	1842	88%	11%	<1%	50%	50%	61%
2022-2023	1,837	88%	11%	<1%	50%	50%	60%
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 76% in 2025-2026.

School Year	Emergent Bilingual	Economically Disadvantaged	At Risk	Gifted and Talented	Special Education
2025-2026	12%	76%	62%	6%	20%
2024-2025	12%	77%	62%	6%	15%
2023-2024	6%	75%	61%	5%	14%
2021-2022	4%	71%	63%	5%	12%
2020-2021	4%	61%	63%	5%	12%
2019-2020	3%	76%	64%	5%	10%
2018-2019	2%	79%	30%	5%	9%
2017-2018	2%	76%	37%	5%	8%
2016-2017	4%	76%	23%	5%	8%
2015-2016	4%	74%	39%	6%	9%

Strengths

Staff Ethnicity / Race	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Hispanic Latino	61%	63%	44%	44%	46%	67%	60%	57%	57%	88%	88%	88%	62%
White	36%	34%	53%	54%	48%	32%	38%	43%	43%	11%	11%	11%	36%
Other	3%	3%	3%	2%	5%	2%	2%	0%	0%	<1%	<1%	<1%	2%

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 Under-reporting of Economically Disadvantaged numbers causing lack of funding.	Lack of follow through by campus staff to ensure all forms are submitted and entered into the student management system in a timely manner.
2★ Achievement gaps persist between specific student populations (e.g., English Learners, Economically Disadvantaged) and their peers, hindering overall achievement scores and violating the commitment to educational equity	All students including the special populations are not meeting standards primarily in Reading and Math.
3 60% of students are college, career, and military ready (CCMR).	systemic gaps in TSI assessment preparation, limited access to high-demand industry certifications,

★ = Priority

Student Achievement

Summary

Poteet ISD received an Overall Rating of 72 (C) for the 2025 accountability year.

Performance breakdown shows:

- Student Achievement: 62 (D)
- School Progress: 72
- Closing the Gaps: 73

The primary focus is to implement targeted interventions immediately to accelerate student proficiency and raise the achievement score, with a strong emphasis on student growth for all learners. Specifically, English Learners must improve by at least one level on all TELPAS components (listening, speaking, reading, writing). This strategy is critical for closing achievement gaps across all student groups by deploying differentiated, data-driven support precisely where it is needed.

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 Reading, 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.

Title I funds are used to support instructional specialist salaries at all 4 campuses to provide targeted professional development, coaching, and resources to teachers, ultimately enhancing instructional practices and fostering an environment that promotes increased student achievement

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Based on official STAAR data, both Elementary and Intermediate have been identified as being in School Improvement status due to low student achievement scores, growth and closing the achievement gaps.	lack of instructional rigor aligned to TEKS standards and inconsistent data-driven interventions.
2 Results Driven Accountability (RDA) Indicators for SPED STAAR 3-8. Reading, Math, and Writing Performance Level is 3.	Students not meeting cut score standards in Reading, Math, and Writing.
3★ All students, All Grades/Subjects Tested performing at 62% approaches, 31% Meets, and 8% Masters on 2022 STAAR Performance.	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.

★ = Priority

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.

Strengths

Students understand the school climate is one that values kindness, respect, responsibility and compassion. Kimochois and Character Strong will be used as social-emotional learning (SEL) curricula to teach students essential life skills, such as identifying and managing emotions, building strong relationships, solving conflicts, and making responsible decisions, ultimately supporting their academic success and overall well-being. 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	Root Cause
1	Consistent Discipline Consequences for Behaviors	Lack of consistency and followthrough.
2	SPED OSS and ISS placements <= 10 days.	Our OSS and ISS placement rates are about 10 pts higher than the state.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Poteet Independent School District has a reputation for hiring and retaining talented and dedicated staff. 22% 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
2024-2025	13%	26%	19%	20%	22%
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%

Strengths

Poteet ISD is investing in our students' future by providing a new stipend for teachers in high-need core subjects, recognizing their critical role in ensuring high-quality education in our small rural district. This initiative will be funded through Title II, Part A funds, with the expected outcome being the improved recruitment and retention of highly qualified educators, leading directly to more stable, high-quality instruction for our students

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 2025-202 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. Teacher Mentors will receive a Title II, Part A stipend to support first-year teachers by providing professional development, improving teaching practices, and fostering retention. This personalized guidance helps enhance teacher effectiveness and student outcomes, while also promoting a collaborative school environment.

Our elementary campus continues to serve the highest percentage of economically disadvantaged students in the district. The elementary campus qualifies for multiple supplemental funding sources, including Title I, Part A; Early Education, and Strong Foundations Grant funds. In addition, we dedicate local general funds to provide our PK-3 services to our community. While these resources allow us to meet significant needs at the elementary level, our greatest current need is to provide additional support for our intermediate and secondary teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 High annual rate of teacher turnover, particularly at the intermediate and secondary levels.	Lack of competitive stipends make it difficult to retain qualified teachers and compete with neighboring districts.
2 ★ Teachers need additional support in internalizing HQIM within their PLC time	Sufficient Time to fully internalize curriculum.
3 District and campus staff need support and technical assistance to implement special education programs.	Need to continue to grow and learn in all aspects of pertaining to job assignment.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Poteet ISD 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, Bluebonnet Math will be used for K-8 Math. Bluebonnet 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.

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	Root Cause
1★ Effective inclusion and differentiation with instruction.	Lack of in class support/personnel to support inclusion and differentiation.
2 Continued support of Special Populations Initiatives with training and supplies.	Lack of Understanding of Special Populations Accommodations and other necessary components.

★ = Priority

Family 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).

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 Family and Community Engagement Needs

Problem Statement	Root Cause
1★ Lack of participation in PTO.	Lack of communication/Meetings not held at convenient time for parents.
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.	lack of structured, parent-targeted training programs and resources that bridge the gap between specialized classroom strategies and the home environment.

★ = Priority

District 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.

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 Organization Needs

Problem Statement	Root Cause
1★ Fair/Equal implementation of campus and classroom expectations.	Lack of consistency among administration, teachers, and office staff.

★ = Priority

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 2025-2026.

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

Strengths

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

Students are able to access Google Suite, and the Digital versions of the Bluebonnet Math, Bluebonnet Reading, Great Minds, Amplify and Pearson textbooks at all campuses.

All core content classroom teachers have a chromebook locker in classroom.

A Technology Plan was completed in the 2017-2018 and updated in 2025-2026 school year.

Laptops were purchased for all staff.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1 ★ digital gap creates inequity in student access and hinders the effective integration of modern, high-speed learning resources.	funding

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Effective inclusion and differentiation with instruction.

Lack of in class support/personnel to support inclusion and differentiation.

2
★

digital gap creates inequity in student access and hinders the effective integration of modern, high-speed learning resources.

funding

3
★

Achievement gaps persist between specific student populations (e.g., English Learners, Economically Disadvantaged) and their peers, hindering overall achievement scores and violating the commitment to educational equity

All students including the special populations are not meeting standards primarily in Reading and Math.

4
★

All students, All Grades/Subjects Tested performing at 62% approaches, 31% Meets, and 8% Masters on 2022 STAAR Performance.

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.

5
★

Teachers need additional support in internalizing HQIM within their PLC time

Sufficient Time to fully internalize curriculum.

6
★

Lack of participation in PTO.

Lack of communication/Meetings not held at convenient time for parents.

7
★

Fair/Equal implementation of campus and classroom expectations.

Lack of consistency among administration, teachers, and office staff.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data



Goals

Goal 1 Increase Academic Performance

Performance Objective 1 High Priority HB3 Goal

Increase academic performance and growth

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

Strategy 1

Poteet ISD uses the Texas Curriculum Management Program Cooperative (TEKS Resource system) which is aligned with the state standards and integrates 21st Century Learning Skills as one of its curriculum resources. In addition to the TCMPC, Bluebonnet Math will be used for K-8 Math. Bluebonnet 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). 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. 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. District and Campus will each develop a campus improvement plan, utilizing CIP/DIP/CNA software to address specific areas of concern (Plan4Learning) English & Spanish Utilize PEIMS OnData Suite to dissaggregate data.

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.

Staff Responsible for Monitoring: District Administration, Campus Principals, Instructional Specialist

Funding Sources: Plan4Learning, DMAC 211 Title I Part A Funds, \$15,000, OnData Suite 199 Basic Educational Services, \$2,000, TEKS Resource, Texas Curriculum Resources 410 Instructional Materials Allotment, \$15,280

Formative Reviews

Moderate Progress

Considerable Progress

November

January

March

June

Strategy 2

Poteet ISD will partner with ESC 20 for Strong Foundation LASO Cycle 3. Grant is designed to strengthen our instructional strategies, and we will be assembling a leadership and stakeholder

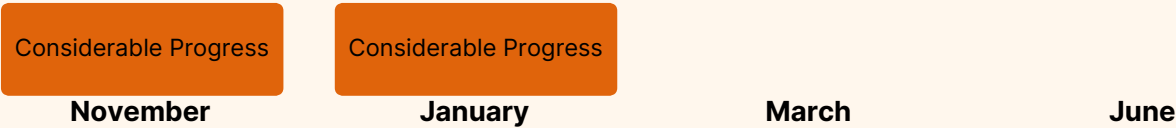
committee to ensure its success. Committee member will receive stipend.

Strategy's Expected Result/Impact: Distirct Wide Literacy Framework

Staff Responsible for Monitoring: Execuitve Director of Curriculum & Instruction, stakeholders

Funding Sources: 429 Strong Foundation , \$140,000

Formative Reviews



Strategy 3

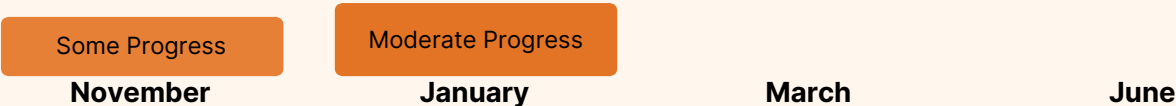
Students will complete an average of 3 or more grade-level Zearn digital lessons per week. Zearn Math for Texas is the only instructionally coherent, multi-tiered blended learning solution aligned with the Bluebonnet Learning K-5 Math materials. It is designed to be a daily, Tier 1 support that reinforces and deepens the core instruction.

Strategy's Expected Result/Impact: overall math growth, closing achievement gaps

Staff Responsible for Monitoring: Principal
Instructional Specialist
Teachers

Funding Sources: 211 Title I Part A Funds, \$5,000

Formative Reviews



Strategy 4

Utilize CogAT and IOWA online assessments to accurately identify Gifted and Talented students and provide them with specialized instructional materials. By investing in advanced curricular resources and under the oversight of campus leadership, the district ensures that high-potential learners receive the rigorous, differentiated support necessary for academic growth.

Strategy's Expected Result/Impact: Access to the rigorous challenges necessary for significant academic growth and engagement.

Staff Responsible for Monitoring: GT coordinator, Campus Administration, Teachers

Funding Sources: 199 Gifted and Talented, \$5,000

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 5

Provide McKinney-Vento students with essential school supplies, clothing, hygiene kits, and emergency groceries to eliminate basic needs barriers and reduce chronic absenteeism. Managed by the Director of Student Services, who will integrate best practices from the NAEHCY national conference, this initiative ensures students experiencing homelessness maintain the dignity and nutritional stability required for academic success. McKinney Vento/ Homeless situations and mental health situations will be overseen by District Homeless Liaison, who will attend meetings regarding homeless children and youth.

Strategy's Expected Result/Impact: Remove barriers to attendance and ensure students experiencing housing instability have the dignity and physical stability required to succeed academically

Staff Responsible for Monitoring: Director of Student Services, Parent Liaison

Funding Sources: 206 Homeless ARP II, \$1,000, 211 Title I Part A Funds, \$300, 206 Homeless ARP I, \$1,000

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 6

LAS Battery Assessment will accurately identify Emergent Bilingual (EB) students. Provide targeted academic support through specialized instructional supplies and materials. Students in grades 3-8 will utilize Mindplay to improve literacy skills. Reimburse teachers for earning their ESL supplemental certification. Participate in the regional Spanish Spelling Bee.

Strategy's Expected Result/Impact: Close achievement gaps and foster high-level proficiency in Reading, Writing, Speaking, and Listening.

Staff Responsible for Monitoring: Executive Director of C&I
Campus Principals
LPAC coordinators
Bilingual/ESL Teachers

Funding Sources: reimbursement 211 Title I Part A Funds, \$100, 263 Title III Part A LEP, \$3,500

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 7

District dyslexia teachers will utilize specialized screeners to ensure early and accurate identification of students with reading difficulties, facilitating timely intervention. By attending the annual Texas Dyslexia Conference and purchasing evidence-based instructional materials and resources, educators will implement the latest multisensory strategies to bridge literacy gaps.

Strategy's Expected Result/Impact: identified students receive the high-quality, targeted support necessary to improve reading fluency and academic confidence

Staff Responsible for Monitoring: Dyslexia Specialists
Campus Administration

Funding Sources: 199 Dyslexic Allotment, \$3,500

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 8

Summer Camps will be offered to at-risk students. 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.

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.

Staff Responsible for Monitoring: Summer Camp Principals
Teachers

Funding Sources: 199 State Compensatory Education (SCE), \$6,500

Formative Reviews

No Progress

November

No Progress

January

March

June

Strategy 9

Materials/Resources will be purchased to assist at risk counselors and students in meeting the academic and social/emotional needs of at risk students. Supplies, such as ink will be purchased for at-risk counselors. Supplies will allow counselors to meet the needs of their at risk students. Computer Monitors will be purchased to aid counselors in completing online counseling logs effectively for compliance documentation. Supplies and materials will be purchased for at risk students while in the DAEP setting. Supplies will be purchased for Parent Liaison and DAEP administrator and DAEP teachers/staff to maintain the operation of, and continuity of, services district wide.

Strategy's Expected Result/Impact: Decrease the drop out rate for at risk students by 1%

Staff Responsible for Monitoring: DAEP Principal

Funding Sources: 199 State Compensatory Education (SCE), \$1,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 10

Federal Program Grant Support will include ESC20 online support and unlimited technical assistance for federal program compliance.

Strategy's Expected Result/Impact: compliance

Staff Responsible for Monitoring: Executive Director of C&I

Funding Sources: 211 Title I Part A Funds, \$7,200

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 11

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, Administrators and Things You Need to Know, and Leadership PD Series.

Strategy's Expected Result/Impact: Attendance evaluation, Feedback, Knowledge

Staff Responsible for Monitoring: Executive Director of C&I

Funding Sources: 211 Title I Part A Funds, \$2,000

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 12

Provide stipends for teachers in grades 3-12, who teach in critical areas including but not limited to: Math, Science, Dual Language, Special Education and other specialized areas. Maintain mentors for first year teachers on each campus and pay the mentor a stipend. .

Strategy's Expected Result/Impact: Retain 100% of high yield teachers. Review of assessment performance data, teacher retention data, and evaluations.

Staff Responsible for Monitoring: Superintendent, Campus Principals

Funding Sources: 211 Title I Part A Funds, \$1,000, 255 Title II Part A-TPTR,

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Performance Objective 2

Increase academic performance and growth for students with disabilities.

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

Strategy 1 Results Driven Accountability

Materials to complete work, evaluations and file retention of records. Purchase the necessary equipment (toner, ink cartridges, laminator film, potster board maker paper and ink, laptop power adapters, copiers, supplies for the copiers and materials for special education to effectively manage records, paperwork and documentation throughout the year). Purchasing of signs and supplies to acknowledge the surveillance monitoring in classrooms.

Strategy's Expected Result/Impact: Monitor office supplies as well as copier supplies required to perform required services for our staff. Plan for the continual replacement of equipment as it ages out of services and supplement current equipment.

Staff Responsible for Monitoring: Coop Director
Executive Director of C&I

Funding Sources: 437 Special Education Co-op, \$1,000, 199 SpEd Allotment, \$7,000, 313 IDEA B Formula, \$5,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

To support the district's special populations, we will purchase specialized supplies for ongoing staff training, including protective restraint equipment and safety protocols. Comprehensive testing materials will be acquired to allow support staff to evaluate diverse student needs and make data-driven recommendations for essential support services. These assessments will inform the development of individualized improvement plans designed to bridge achievement gaps and ensure a safe, responsive learning environment for every student.

Strategy's Expected Result/Impact: Increased capacity of staff

Staff Responsible for Monitoring: Executive Director C&I
Coop Director

Funding Sources: 199 SpEd Allotment, \$4,000, 314 IDEA B Preschool, \$1,500, 313 IDEA B Formula, \$1,500

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 3

Atascosa McMullen 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.

Strategy's Expected Result/Impact: canvas votes

Staff Responsible for Monitoring: Co-op Director
Superintendents of Schools

Funding Sources: 437 Special Education Co-op, \$120

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 4

Dues for Speech Therapist to continue membership with the American Speech-Language-Hearing Association

Strategy's Expected Result/Impact: Therapist to continue their membership with ASHA on a yearly basis

Funding Sources: 437 Special Education Co-op, \$500

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 5

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

Strategy's Expected Result/Impact: 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

Funding Sources: 314 IDEA B Preschool, \$200

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

Purchase testing and resource materials to identify individual strengths, weaknesses, and specific learning needs prior to instruction. Assessment staff and teachers will use these tools to monitor student progress, allowing for real-time instructional adjustments and informed recommendations for special education services. This data-driven approach ensures a continuous cycle of evaluation and targeted intervention to maximize student success.

Strategy's Expected Result/Impact: Committee will meet to discuss 504 or SE referral specific to student needs.

Staff Responsible for Monitoring: Teachers, Campus principals, Instructional Specialists, SE director

Funding Sources: 313 IDEA B Formula, \$8,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 7

Reimbursement for travel for Atascosa McMullen Co-op employees to travel to other districts when coop vehicle is not available.

Strategy's Expected Result/Impact: Use calendar to sign up for Coop car in advance

Staff Responsible for Monitoring: Coop Director

Funding Sources: 313 IDEA B Formula, \$200

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 8

SE teachers and staff will attend workshops and training

Strategy's Expected Result/Impact: Feedback, knowledge, attendance, documentation and implement information

Staff Responsible for Monitoring: Coop Director, District Admin

Funding Sources: 313 IDEA B Formula, \$500

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 9

Plan for continual replacement of equipment as it ages out of services and supplement current equipment.

Strategy's Expected Result/Impact: Monitor supplies, printers, poster boards

Staff Responsible for Monitoring: Coop Director

Funding Sources: 313 IDEA B Formula, \$500

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 10

Provide Occupational/Physical Therapy and/or Speech Therapy instruction to students with proper 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 work on schedules, provides therapy services (biligual when needed), evaluates and writes reports, prepares/attends ARD meetings.

Strategy's Expected Result/Impact: Increase integrating techniques into the classrooms

Staff Responsible for Monitoring: Classroom teachers, Occupational and Physical Therapist, Speech Therapist, Co-op Director

Funding Sources: 313 IDEA B Formula, \$20,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 11

Contracted services such as School Psychologist and Speech Therapy services for providing services and learing support services including but not limited to providing assessment for the identification of learning difficulties, evaluations, report writing, attending ARD meetings, testing, scoring. Therapist work on schedules, provides therapy services (biligual when needed), evaluates and writes reports, prepares/attends ARD meetings.

Strategy's Expected Result/Impact: provide services in a timely manner to meet the needs of District students within state and federal guidelines.

Staff Responsible for Monitoring: Co-op Director

Funding Sources: 313 IDEA B Formula, \$25,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 12

Provide Consult, Direct/Indirect services related to the Deaf and Hard of Hearing, Visually Impaired and Orientating and Mobility students in districts. Traveling to and from districts to provide these services.

Strategy's Expected Result/Impact: Provide strategies 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.

Staff Responsible for Monitoring: Deaf and Hard of Hearing Teacher, Teacher of the Visually Impaired, Orientation and Mobility Provider, Director of Special Education.

Funding Sources: 437 Special Education Co-op, \$100

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 13

Executive Director of C&I, Instructional Specialist of Special Education and Co-op Director will attend Region 20 Directors Meeting, TCASE conferences, Texas Assessment Conference, and other trainings related to Special Education. TCASE membership to inspire and empower special education professionals.

Strategy's Expected Result/Impact: Co-op Special Education Director & Executive Director of C&I will lead teachers and staff toward implementing new strategies

Staff Responsible for Monitoring: Special Education Director

Funding Sources: 437 Special Education Co-op, \$1,500, 199 SpEd Allotment, \$5,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 14

Review/perform safety checks on devices/equipment needed to be used or needed to perform the activity at Special Olympics, purchase if need to be replaced. also to purchase food items to have for student lunches at Special Olympics events

Strategy's Expected Result/Impact: equipment/devices to be used by students in life skills at Special Olympics events, including receiving medals/trophies, etc.

Staff Responsible for Monitoring: Adaptive PE Teacher

Funding Sources: 314 IDEA B Preschool, \$2,500

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 15

Provide Basic and Advanced Sign language classes to parents, teachers, caregivers, and community.

Strategy's Expected Result/Impact: Support best practice and information to communicate through sign language.

Staff Responsible for Monitoring: Coop Director, SE teacher, Sign Language Interpreter

Funding Sources: 313 IDEA B Formula, \$1,500

Formative Reviews

No Progress

November

Some Progress

January

March

June

Strategy 16

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

Strategy's Expected Result/Impact: Monitor paperwork and documentation of services required that is needed to service these students

Staff Responsible for Monitoring: Licensed Professional Counselor, Co-op Director of Special Education

Funding Sources: 313 IDEA B Formula, \$20,000

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 17

District Signage for the Atascosa McMullen Co-op to help visitors locate building to help with day to day operations

Strategy's Expected Result/Impact: Necessary awareness of location of building

Staff Responsible for Monitoring: Coop Director

Funding Sources: 313 IDEA B Formula, \$250

Formative Reviews

 Accomplished

No Progress

November

January

March

June

Goal 2 Increase Family and Community Engagement

Performance Objective 1

Invite parents to attend Family and Community Events

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

Strategy 1

The district will host diverse community events and academic workshops, such as Meet the Teacher nights and Reading and Math family nights, to strengthen the partnership between home and school. Parents will be empowered through volunteer training, and participation in the Region 20 Family and Community Engagement Symposium to better support student social and academic success. Under the guidance of the Parent Liaison, these initiatives utilize best practices from state-level conferences to create a deeply engaged and informed school community.

Strategy's Expected Result/Impact: Copy of agenda. List of those who attended. Copies of sign in sheets showing these parents in attendance at school events.

Staff Responsible for Monitoring: Campus Adm.

Funding Sources: Family & Community Engagement Symposium- Registration Parents 211 Title I Part A Funds, 211-61-6299-01-910-0-30-000, \$150, Family & Community Engagement Symposium- Travel Parents 211 Title I Part A Funds, 211-61-6411-01-910-0-30-0-00, \$250

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Parent Liaison will attend Statewide Parental Involvement Conference, Texas Network of Youth Services Annual (TNOYS) Conference and other conferences as needed

Strategy's Expected Result/Impact: Parent Liaison will be knowledgeable of upcoming opportunities for parents.

Staff Responsible for Monitoring: District Parent Liaison

Funding Sources: 199 State Compensatory Education (SCE), \$1,500

Formative Reviews

No Progress
November

No Progress
January

March

June

Goal 3 Improve School Climate

Performance Objective 1

Increase Attendance

Evaluation Data Source: Review attendance PEIMS data.

Strategy 1

Director of Student Services will monitor student attendance by providing current and historical attendance data to Principals weekly.

Strategy's Expected Result/Impact: Each campus will have a 97% attendance goal at all 4 campuses. Reports will be available to Principals within 5 working days after the close of the six weeks.

Staff Responsible for Monitoring: Director of Student Services
Campus Administration

Funding Sources: Director of Student Services + Fringe 199 State Compensatory Education (SCE), \$21,264, Attendance Officer and Truancy Officer Supplies 199 State Compensatory Education (SCE), \$193

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Performance Objective 2

Provide a Safe and Functional Learning Environment for Students and Staff

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

Strategy 1

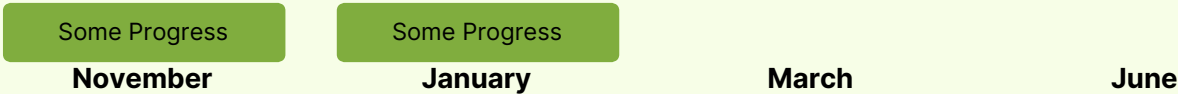
Update emergency radios in all buses and district and campus offices. Purchase radios and parts such as battery, antenna, & clip for radios for district SROs and campus offices. Purchase mega jackset and air wedge to open vehicles effectively in case of emergencies. Gun safe will be purchased for School Safety Officers to store guns safely. Training Suits, ammunition and police targets will also be purchased for SROs for safety of children on campuses.

Strategy's Expected Result/Impact: An expedited response to bus calls in emergency situations, and ability to communicate in the event of power and/or internet outages.

Staff Responsible for Monitoring: Chief of Police, Superintendent, Campus Administration

Funding Sources: 199 School Safety Allotment, \$8,600

Formative Reviews



Strategy 2

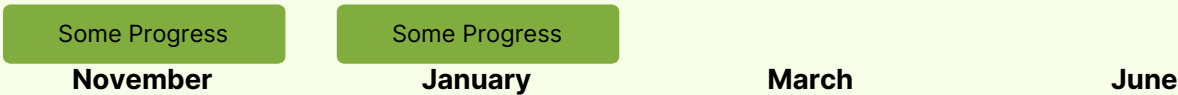
School Safety Officers will attend Law Enforcement Training and Tx Police Chief Leadership Series and OSS Academy to stay updated on state and federal law. School Safety Officer will also attend active shooter course to prepare for school safety. School Safety Officer will attend Texas School Safety 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.

Strategy's Expected Result/Impact: School officer will be updated with new laws.

Staff Responsible for Monitoring: School Safety Officer

Funding Sources: 199 School Safety Allotment, \$4,500

Formative Reviews



Strategy 3

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.

Strategy's Expected Result/Impact: Uniforms, patches

Staff Responsible for Monitoring: SROs

Funding Sources: 199 School Safety Allotment, \$5,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 4

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 detect breath alcohol levels. Evidence transparency bags will be purchased to protect evidence. Marijuana tests, transparent fingerprint lifting tape and safety vest will be purchased. Body cameras for school officers will be purchased. All items purchased will be used to provide a safe environment of students. Metal detectors wands will also be purchased to be able to locate a concealed item.

Strategy's Expected Result/Impact: compliance

Staff Responsible for Monitoring: SRO
District Admin.

Funding Sources: 199 School Safety Allotment, \$2,495

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 5

Canine dog will be assigned to school resource officer. Supplies for dog will be purchased and veterinary services provided. Training supplies will also be purchased to train.

Strategy's Expected Result/Impact: Police canine will assist school resource officer.

Staff Responsible for Monitoring: School Resource Officer
Superintendent

Funding Sources: 199 School Safety Allotment, \$1,500

Formative Reviews

Some Progress

November

Moderate Progress

January

March

June

Strategy 6

Select staff member will be implementing CPI Classes within our Districts that will train

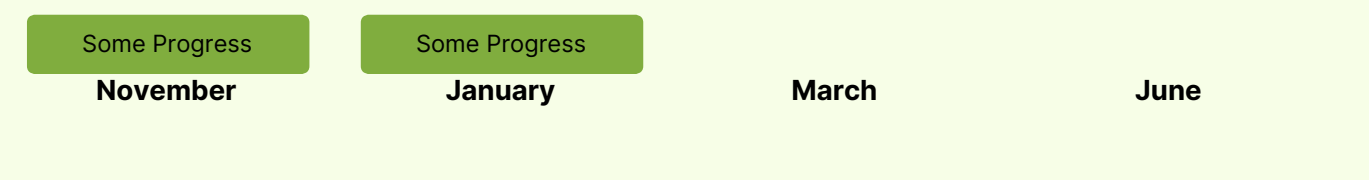
participants through the process of dealing with a simulated incident scenario and providing hands-on training for participants than can then highlight flaws in incident response planning.

Strategy's Expected Result/Impact: Scenario and hands-on training

Staff Responsible for Monitoring: District Counselor
District Admin

Funding Sources: 199 School Safety Allotment, , 313 IDEA B Formula, \$1,600

Formative Reviews



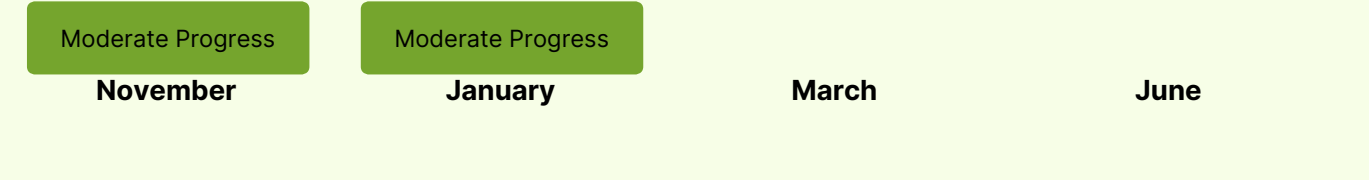
Strategy 7

Poteet ISD will adopt and implement a dating-violence policy that includes a clear definition of dating violence and states that such conduct is not tolerated. The policy will outline reporting procedures, including the immediate notification of an alleged student victim's parents, address the enforcement of protective orders, and require training for teachers and administrators serving junior high and high school students. It will also provide counseling for affected students and offer awareness and prevention education, with resources accessible on the district website for students and parents

Strategy's Expected Result/Impact: The district will establish a consistent, timely, and supportive response to incidents of dating violence, ensuring students, staff, and families understand the procedures and protections in place

Staff Responsible for Monitoring: Safety Coordinator
Campus Admin

Formative Reviews



Strategy 8

Employee Assistance Program will be purchased for all staff to assist with counseling, therapy, mental health.

Strategy's Expected Result/Impact: Healthy and safe Employees.

Staff Responsible for Monitoring: District Admin
District Counselor

Funding Sources: 289 School Health Support Grant, \$8,700

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 9

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.

Strategy's Expected Result/Impact: By implementing this technology, we aim to foster a safer atmosphere for everyone.

Staff Responsible for Monitoring: Director of Alternative Education
Director of Student Services

Funding Sources: Intech Southwest Services 199 State Compensatory Education (SCE), \$2,940

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 10

Purchase tires and car battery for the special education cooperative car as it allows special education staff to visit other schools in the coop to provide essential services.

Strategy's Expected Result/Impact: Improve transportation reliability, Enable SE staff to effectively collaborate and support other schools within the cooperative.

Staff Responsible for Monitoring: SE Coop Director

Funding Sources: 437 Special Education Co-op, \$1,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 11

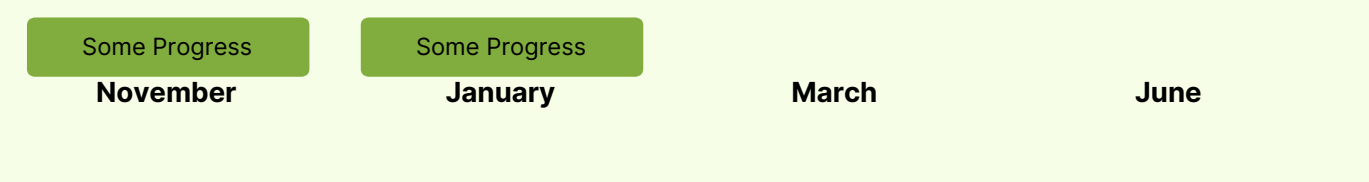
Campus custodians will be attending training to learn how to fully utilize all available operations resources to clean effectively, helping to prevent the spread of germs, reduce student absences, and ultimately support improved learning outcomes

Strategy's Expected Result/Impact: A cleaner, healthier campus environment that leads to fewer student and staff absences, improved attendance rates, and a stronger focus on teaching and learning

Staff Responsible for Monitoring: Maintenance Director

Funding Sources: 289 Title IV, Part A, \$5,000

Formative Reviews



Strategy 12

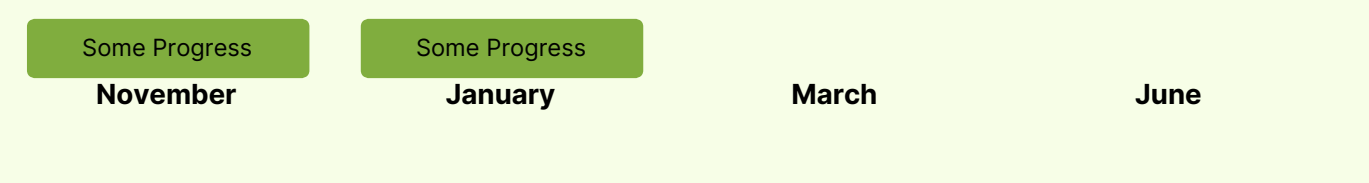
Campuses will utilize allocated funds to enhance student well-being through Mental Health support, provide safe and healthy learning environments, promote well-rounded education, and integrate technology to foster academic success

Strategy's Expected Result/Impact: Create a safe, supportive, and technologically-enhanced learning environment that drives improved student well-being, increases engagement, reduces learning barriers, and demonstrably raises overall academic achievement and success.

Staff Responsible for Monitoring: District Admin
Campus Admin

Funding Sources: 289 Title IV, Part A, \$6,000

Formative Reviews



Strategy 13

Counselors Counseling Technical Assistance/Counselor Cooperative PD for counselors in the area of Academic, Career, Personal, & Social Development via TEA's 4 components for a model school counseling program: Guidance Curriculum Responsive Services Individual Planning System Support

Strategy's Expected Result/Impact: Counselors will acquire skills and knowledge needed to service students.

Staff Responsible for Monitoring: Campus Counselors

Funding Sources: 211 Title I Part A Funds, \$500

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 14

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.

Strategy's Expected Result/Impact: safe students

Staff Responsible for Monitoring: District counselor

Funding Sources: 199 State Compensatory Education (SCE), \$4,000, 289 Title IV, Part A, \$2,500

Formative Reviews

Moderate Progress

November

Moderate Progress

January

March

June

Strategy 15

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.

Strategy's Expected Result/Impact: compliance

Staff Responsible for Monitoring: Campus Administrators

Funding Sources: 289 Title IV, Part A, \$2,000

Formative Reviews



Accomplished

November



Accomplished

January

March

June

Strategy 16

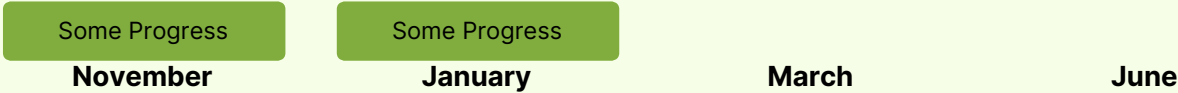
Purchase essential mental health resources, general supplies, curriculum and professional development programs to implement a comprehensive counseling and mental health curriculum. This initiative aims to promote student safety by addressing their mental health needs and ensuring a supportive educational environment.

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

Staff Responsible for Monitoring: counselors

Funding Sources: 289 Title IV, Part A, \$15,000

Formative Reviews



Goal 4 Increase Technology and Related Sources

Performance Objective 1

Increase Technology

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

Strategy 1

Update current equipment and supplies to be able to participate in stakeholder webinars with various agencies. Review/perform safety checks on devices/equipment needed to be used or needed to perform the activity at Special Olympics

Strategy's Expected Result/Impact: Increased knowledge of information affecting special programs

Staff Responsible for Monitoring: Director of Special Programs
Director of Technology
At Risk Counselors

Funding Sources: 199 State Compensatory Education (SCE), \$50, 199 Basic Educational Services, \$50, 199 SpEd Allotment, \$2,300, 199 SpEd Allotment, \$150, 199 SpEd Allotment, \$7,349, 211 Title I Part A Funds, \$12,000

Formative Reviews

Some Progress

November

Some Progress

January

March

June

Strategy 2

Purchase the unlimited usage of eStar for employees to engage with students with disabilities, families, educators, advocacy groups and district officials. Purchase necessary laptops, copier, supplies, and materials for special education to effectively manage records, paperwork and documents throughout the year.

Strategy's Expected Result/Impact: Monitor paperwork and documentation of services required to service these students.

Staff Responsible for Monitoring: Co-op Director

Funding Sources: 313 IDEA B Formula, \$16,000

Formative Reviews

Moderate Progress

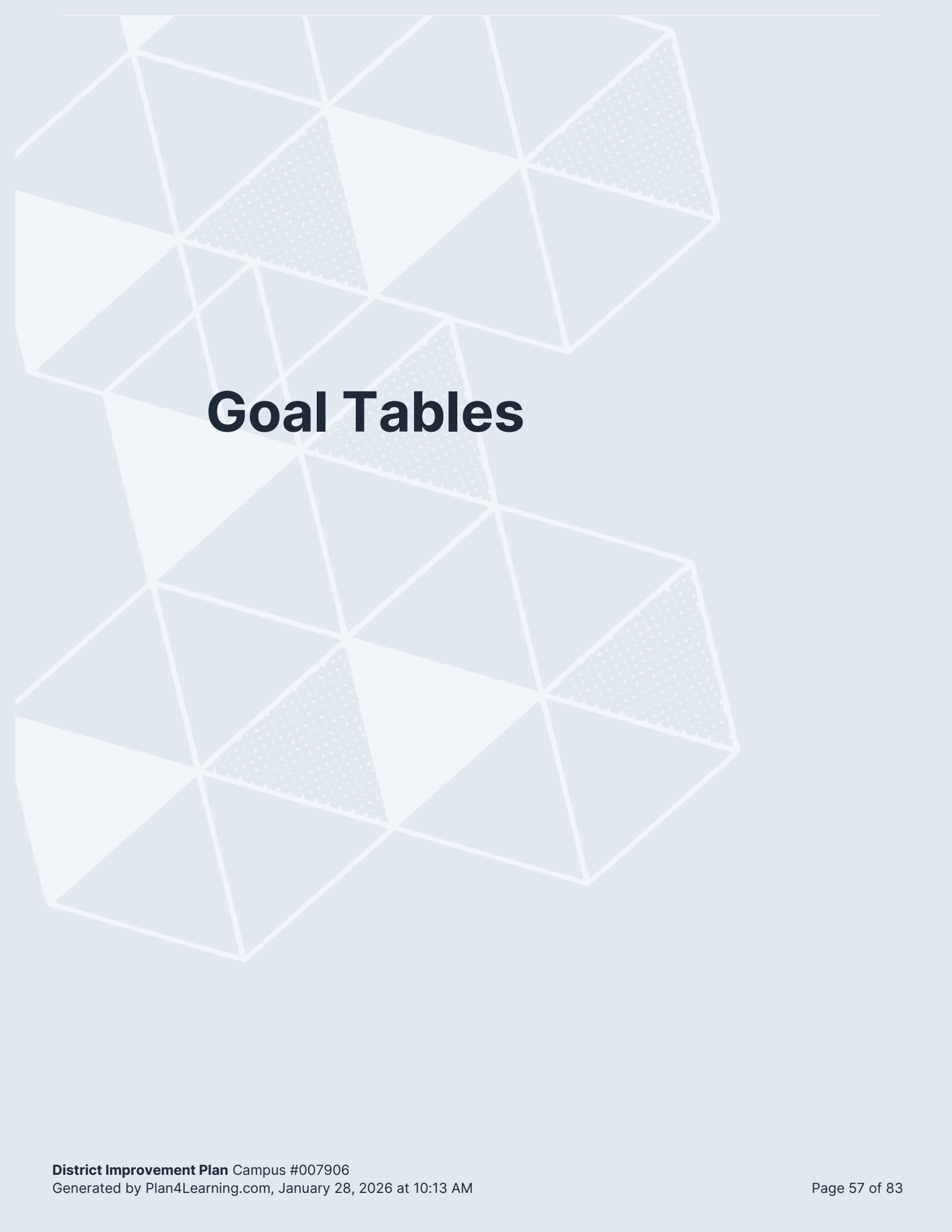
November

Moderate Progress

January

March

June



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	2	1	Materials to complete work, evaluations and file retention of records. Purchase the necessary equipment (toner, ink cartridges, laminator film, potster board maker paper and ink, laptop power adapters, copiers, supplies for the copiers and materials for special education to effectively manage records, paperwork and documentation throughout the year). Purchasing of signs and supplies to acknowledge the surveillance monitoring in classrooms.



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

A well-rounded, vertically aligned program of instruction supports learning across grade levels, including Bluebonnet Reading (K-5) and Math (K–Algebra I), Amplify Reading (6–8), TEKS Resource System for High School Reading, and Carnegie Learning for High School Math.

1.2 Identifying students who may be at risk for academic failure;

Students at risk for academic failure are identified using multiple data points such as assessment results, growth trends, attendance, and behavior data. Poteet ISD provide additional support through tiered interventions, targeted small-group instruction, and tutoring, with frequent progress monitoring.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Poteet ISD monitors student progress toward state academic standards through regular use of universal screeners, formative assessments, benchmark assessments, and state assessments aligned to the TEKS. Data is reviewed in PLCs meetings to guide instruction and monitor growth.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Academic programs are strengthened through data-driven instruction, professional development, curriculum alignment, and continuous review of student outcomes, while positive school conditions are supported through strong attendance practices, family engagement, and a safe, supportive learning environment.

Descriptor 2: Teacher Quality

Poteet ISD will identify disparities by annually reviewing and disaggregating teacher assignment data by campus and student subgroup, including teacher experience, certification, and effectiveness. This analysis will be used to identify whether low-income and minority students are disproportionately taught by inexperienced, ineffective, or out-of-field teachers.

To address identified disparities, Poteet ISD will implement equitable staffing practices, targeted recruitment and retention strategies, mentoring and coaching for new teachers, and certification support for out-of-field

teachers. Progress will be monitored annually to ensure all students have equitable access to effective instruction.

Descriptor 3: School Improvement and Support Activities

Campuses identified for school improvement will carry out their responsibilities by developing and implementing an evidence-based Campus Improvement Plan and Targeted Improvement Plan aligned to state accountability requirements. Campus leadership teams will analyze student and campus data to identify priority needs, set measurable goals, and implement targeted strategies to improve outcomes for identified student groups. Campuses will ensure high-quality instruction through aligned curriculum, professional development, and instructional coaching, while providing tiered interventions and progress monitoring. Campus administrators will monitor implementation, engage families and stakeholders, and regularly review progress to adjust strategies and support continuous improvement.

Descriptor 4: Measure of Poverty

Poteet ISD will use poverty criteria based on the percentage and number of economically disadvantaged students to select campuses. Campuses will be ranked and served in order of highest to lowest poverty levels using current enrollment data and an approved alternative measure of economic disadvantage. Campuses with the highest concentrations of economically disadvantaged students will receive priority for services and resources to ensure equitable support for students with the greatest needs.

Descriptor 5: Nature of Programs

This descriptor does not apply to Poteet ISD. All campuses operate Schoolwide programs, and Poteet ISD does not serve children living in local institutions for neglected or delinquent children, nor does it provide educational services to neglected or delinquent children in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Poteet ISD provides services to support the enrollment, attendance, and academic success of homeless children and youth in coordination with the McKinney-Vento Homeless Assistance Act. These services include immediate enrollment regardless of required documentation, transportation to the school of origin when feasible, access to school meals, counseling and social-emotional resources, and coordination with community agencies. School staff, including the designated Homeless Liaison, ensure that homeless students receive timely access to all educational and support services to promote stability and success.

Descriptor 7: Parent and Family Engagement Strategy

The school will implement effective parent and family engagement by providing opportunities for families to

be active partners in their child's education. This includes regular communication about student progress, workshops and training to support learning at home, family involvement in school decision-making, and access to resources and community services. The school will ensure engagement activities are inclusive, culturally responsive, and designed to strengthen collaboration between families, teachers, and administrators to support student success.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Poteet ISD will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs by collaborating with pre-K and early learning providers to align curriculum, instructional strategies, and student support services

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Poteet ISD will support, coordinate, and integrate services provided under Title I, Part A with early childhood education programs by collaborating with pre-K and early learning providers to align curriculum, instructional strategies, and student support services

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Poteet ISD implements strategies to facilitate effective transitions for students by providing structured support beginning in middle school and continuing through graduation and beyond. For the transition from middle to high school, the school offers orientation activities, academic planning sessions, and counseling support to help students understand high school expectations and coursework. As students progress through high school, the school coordinates with Alamo Colleges to expand access to dual credit, Early College High School, and Pathway in Technology Early College High School, enabling students to earn college credits and industry credentials while still in high school.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Poteet ISD implements strategies to facilitate effective transitions for students by providing structured support beginning in middle school and continuing through graduation and beyond. For the transition from middle to high school, the school offers orientation activities, academic planning sessions, and counseling support to help students understand high school expectations and coursework. As students progress through high

school, the school coordinates with Alamo Colleges to expand access to dual credit, Early College High School, and Pathway in Technology Early College High School, enabling students to earn college credits and industry credentials while still in high school.

Descriptor 11: Discipline Disproportionality

Poteet ISD will implement strategies to reduce the overuse of discipline practices that remove students from the classroom by analyzing discipline data disaggregated by student subgroups to identify patterns and disparities.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Poteet JH/HS will support programs that coordinate and integrate academic and Career and Technical Education (CTE) by aligning rigorous academic coursework with careerfocused pathways that help students develop the knowledge and skills needed for indemand occupations. We will build partnerships with local industry and postsecondary institutions to expand workbased learning opportunities.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Poteet JH/HS will support programs that coordinate and integrate academic and Career and Technical Education (CTE) by aligning rigorous academic coursework with careerfocused pathways that help students develop the knowledge and skills needed for indemand occupations. We will build partnerships with local industry and postsecondary institutions to expand workbased learning opportunities.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Poteet ISD will use Title I, Part A funds to support the overarching goals of the grant by enhancing core instructional programs and expanding opportunities that improve student achievement. This includes coordinating efforts to assist in identifying and serving gifted and talented students by providing enrichment materials, and differentiated learning opportunities that ensure highability learners are recognized and appropriately supported.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Poteet ISDI will develop effective school library programs by investing in up-to-date digital resources, literacy-focused materials, and technology that promote digital literacy skills and support academic growth for all students.

Title I Personnel

Name	Position	Program	FTE
Carrie Brown	PIC Instructional Specialist		
Hope Tellez	JH Instructional Specialist		
Tracy Dunn	ELEM Instructional Specialist		
Virginia Rodriguez	HS Instructional Specialist		



Plan Notes

Plan Notes

Each campus at Poteet ISD has a School Based Decision Making (SBDM) committee—comprising parents, staff, and community leaders—collaborates with campus and district administration to drive school improvement in areas like budgeting and curriculum. By utilizing a planning tool and maintaining transparent documentation like agendas and sign-in sheets, the committee ensures state compliance while fostering a culture of collegiality and shared goal-setting.

Poteet ISD District Wide Educational Council (DEIC) serves as a collaborative advisory body of staff and community stakeholders that reviews major instructional programs and educational goals for the School Board. Under the oversight of the Executive Director of Curriculum and Instruction, the council's input is formally evaluated at least three times a year, with agendas and sign-in sheets ensuring documented alignment and transparency

Campus 504, RTI, LPAC, and GT Attendance committees meet regularly to monitor student progress and provide data-driven recommendations for specialized support services tailored to individual student needs. Led by campus principals and instructional specialists, these committees maintain agendas and minutes to ensure every student receives the appropriate interventions and academic referrals required for success.

Poteet ISD School Health Advisory Committee (SHAC) monitors essential student wellness initiatives, such as FitnessGram, the Bienstar Health Program, and mobile dental services, to ensure comprehensive physical and dental care. Under the guidance of the Director of Student Services and the School Nurse, the committee reviews health data at least four times per year, documenting their progress through formal agendas and minutes

Poteet ISD provides all required communications—including state assessment results, ESSA report cards, and school improvement requirements—to parents and the community in both English and Spanish. This effort is led by the Superintendent and executive leadership. Utilizing Title II funds, Poteet ISD provides a translation stipend to a dedicated staff member to ensure all official documents and communications are available in both English and Spanish. Managed by the District Parent Liaison, this initiative guarantees linguistic accessibility for all families and reinforces the district's commitment to inclusive parent engagement.

Poteet ISD utilizes its official webpage and Facebook page as primary communication hubs to keep parents informed of various campus activities and initiatives, directly driving increased parental involvement. Managed by the district leadership team and campus administration, these digital platforms ensure consistent, real-time awareness and foster effective community engagement across all schools.

Through the Youth Mental Health First Aid training series, teachers, counselors, and administrators gain the essential skills and action plans needed to identify and support students experiencing mental health challenges. This comprehensive professional development, led by campus leadership and counseling staff, ensures that educators are equipped to provide timely interventions and connect students with appropriate services.

Poteet ISD provides a diverse range of rigorous academic opportunities, including Honors, AP, Dual Credit, and P-TECH courses, alongside comprehensive Career and Technical Education (CTE) pathways to prepare students for both higher education and the workforce. To support these transitions, the district hosts an annual College and Career Fair and provides students and parents with essential resources regarding scholarships, FAFSA, and financial aid. These initiatives ensure all families are equipped with the knowledge and access needed to pursue post-secondary success.

The district implements a research-based Dual Language Program for Kindergarten through 5th-grade Emergent Bilingual (EB) students to provide high-quality, bilingual instruction. For EB students not in Dual Language or those in grades PK and 6–12, specialized support is provided through certified ESL teachers to ensure linguistic and academic success across all grade levels

Classroom teachers are required to complete an initial 30-hour Gifted and Talented (GT) training followed by annual 6-hour updates to effectively serve GT students within the classroom. At the secondary level, GT teachers provide specialized oversight and monitoring for students enrolled in Honors, AP, and Dual Credit courses to ensure their advanced academic needs are consistently met.

Assurances

Stellar Leadership Academy, a private school located in Poteet, TX, has chosen not to participate in the Title I, Part A programs with Poteet Independent School District,

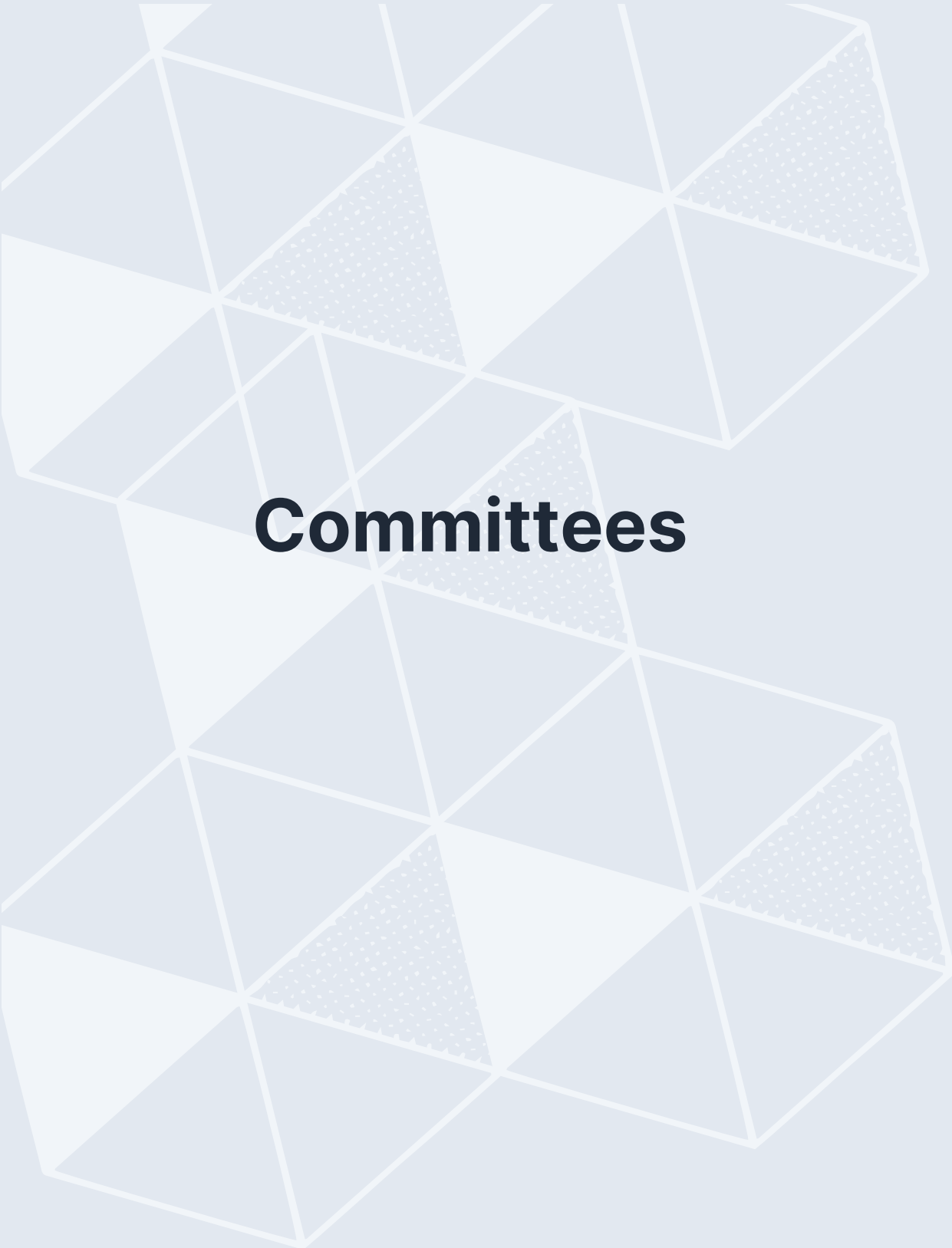
Poteet ISD will participate in the National Assessment of Educational Progress (NAEP) in Reading and Math for grades 4 and 8. For more information, contact Sheryl Mills, Executive Director of Curriculum and Instruction, at smills@poteetisd.org

Poteet ISD will coordinate and integrate services provided with other educational services at the local or individual campus level for Emergent Bilinguals, children with disabilities, migratory children, and homeless children and youth. This approach aims to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

Poteet ISD assures that the district will collaborate with the state or local child welfare agency. The district will assist any student currently or newly placed in foster care with the enrollment and registration process, as well as with other educational services, including transportation, throughout the student's enrollment in Poteet ISD. For any questions, please contact Julie Poth, the district's foster care liaison, at japoth@poteetisd.org

Poteet ISD assures that all teachers and paraprofessionals working in the Title I, Part A program, who are supported with Title I, Part A funds, meet the applicable state certification and licensure requirements

Poteet ISD state compensatory funds and early education allotment to pay for PK teacher salaries. Poteet ISD uses Title I, Part A to fund general supplies in the early childhood program. We assure that the Headstart Performance Standards are being met.



Committees

Committees

District Education Improvement Council (DEIC)

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 11, 2025 @ 4:30 PM	High School Library	DEIC sign in sheet 9.11.25.pdf	DEIC minutes September 2025 - Google Docs.pdf

Members

First Name	Last Name	Position	Committee Role
Sheryl	Mills	Executive Director of Curriculum & Instruction	District Level Professional
Miranda	Wiederhold	Business Representative	Business Representative (parent)
Valma	Martinez	Business Representative	Business Representative (non-parent)
Connie	Waxler	Community Representative	Community Representative (non-parent)
Rosario	Oropeza	High School Parent	Parent Representative
Kim	Camarillo	High School Parent	Parent Representative
Jessica	Hernandez	Sped Ed Instructional Specialist	Non Classroom Professional
Julie	Poth	District McKinney-Vento	District Level Professional
Amanda	Garcia	Junior High Vice Principal	Non Classroom Professional
Donisha	Miller	Elementary Principal	Non Classroom Professional
Henry	Perez Estrada	Paraprofessional	Classroom Paraprofessional
Virginia	Rodriguez	Instructional Specialist	Non Classroom Professional
Monica	Dwyer	High School Spanish	Classroom Teacher
Rachel	Sparks	High School Biology	Classroom Teacher
Anthony	Machado	Special Education Teacher	Classroom Teacher
Toni	Equivel	High School Algebra II	Classroom Teacher
Hope	Tellez	Instructional Specialist	Non Classroom Professional
Kelly	Murray	Special Education Coordinator	Non Classroom Professional

Andrea	Altamira	8th Grade Teacher	Classroom Teacher
Desiree	Garza	7th Grade Teacher	Classroom Teacher
Whitney	Brown	Special Education Teacher	Classroom Teacher
Carrie	Brown	Instructional Specialist	Non Classroom Professional
Alexander	Swan	4th Grade Teacher	Classroom Teacher
Deveney	Rothenbach	3rd Grade Teacher	Classroom Teacher
Leticia	Garcia	5th Grade Teacher	Classroom Teacher
Jamalyn	Collins	4th Grade Teacher	Classroom Teacher
Marie	Guerra	Paraprofessional	Classroom Paraprofessional
Tracy	Dunn	Instructional Specialist	Non Classroom Professional
Sylvia	Villarreal	Dual Language Teacher	Classroom Teacher
Valerie	Menchaca	Dyslexia Teacher	Classroom Teacher
Billie	Moody	1st Grade Teacher	Classroom Teacher



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

199 Basic Educational Services

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	OnData Suite	--	\$2,000.00
4	1	1		--	\$50.00
Sub-Total					\$2,050.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$22,950.00

211 Title I Part A Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Plan4Learning,DMAC	--	\$15,000.00
1	1	3		--	\$5,000.00
1	1	5		--	\$300.00
1	1	6	reimbursement	--	\$100.00
1	1	10		--	\$7,200.00
1	1	11		--	\$2,000.00
1	1	12		--	\$1,000.00
2	1	1	Family & Community Engagement Symposium- Registration Parents	211-61-6 299-01- 910-0-3 0-000	\$150.00
2	1	1	Family & Community Engagement Symposium- Travel Parents	211-61-6 411-01-9 10-0-30 -0-00	\$250.00
3	2	13		--	\$500.00
4	1	1		--	\$12,000.00
Sub-Total					\$43,500.00
Budgeted Fund Source Amount					\$66,934.00
+/- Difference					\$23,434.00

199 Bilingual Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					\$500.00

199 SpEd Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$7,000.00
1	2	2		--	\$4,000.00
1	2	13		--	\$5,000.00
4	1	1		--	\$2,300.00
4	1	1		--	\$150.00
4	1	1		--	\$7,349.00
Sub-Total					\$25,799.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$24,799.00

199 State Compensatory Education (SCE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8		--	\$6,500.00
1	1	9		--	\$1,000.00
2	1	2		--	\$1,500.00
3	1	1	Director of Student Services + Fringe	--	\$21,264.00
3	1	1	Attendance Officer and Truancy Officer Supplies	--	\$193.00
3	2	9	Intech Southwest Services	--	\$2,940.00
3	2	14		--	\$4,000.00
4	1	1		--	\$50.00
Sub-Total					\$37,447.00
Budgeted Fund Source Amount					\$140,000.00
+/- Difference					\$102,553.00

206 TEHCY Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,150.00
+/- Difference					\$7,150.00

211 Title I 1003 School Improvement Grant

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$9,000.00
+/- Difference					\$9,000.00

244 CTE Carl Perkins Act

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12		--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,570.00
+/- Difference					\$2,570.00

263 Title III Part A LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6		--	\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$1,337.00
+/- Difference					-\$2,163.00

270 RLIS Title V Part B

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	11		--	\$5,000.00
3	2	12		--	\$6,000.00
3	2	14		--	\$2,500.00
3	2	15		--	\$2,000.00
3	2	16		--	\$15,000.00
Sub-Total					\$30,500.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					-\$29,500.00

410 Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource, Texas Curriculum Resources	--	\$15,280.00
Sub-Total					\$15,280.00
Budgeted Fund Source Amount					\$11,352.00
+/- Difference					-\$3,928.00

199 Early Education Allotment

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7		--	\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$1,500.00

199 CCMR

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,556.00
+/- Difference					\$27,556.00

266 Elementary and Secondary School Emergency Reli

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	\$8,600.00
3	2	2		--	\$4,500.00
3	2	3		--	\$5,000.00
3	2	4		--	\$2,495.00
3	2	5		--	\$1,500.00
3	2	6		--	\$0.00
Sub-Total					\$22,095.00
Budgeted Fund Source Amount					\$800.00
+/- Difference					-\$21,295.00

282 ESSER III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$10,000.00

429 Texas COVID Learning Acceleration Supports (TC

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4		--	\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$500.00
+/- Difference					-\$4,500.00

279 TCLAS

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	8		--	\$8,700.00
Sub-Total					\$8,700.00
Budgeted Fund Source Amount					\$61,828.00
+/- Difference					\$53,128.00

429 Strong Foundation

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	\$140,000.00
Sub-Total					\$140,000.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					-\$60,000.00

206 Homeless ARP I

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$17,000.00
+/- Difference					\$16,000.00

206 Homeless ARP II

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		--	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$5,400.00
+/- Difference					\$4,400.00

429 School Safety Standards Grant

Goal	Performance 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	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$1,000.00
1	2	3		--	\$120.00
1	2	4		--	\$500.00
1	2	12		--	\$100.00
1	2	13		--	\$1,500.00
3	2	10		--	\$1,000.00
Sub-Total					\$4,220.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$5,780.00

313 IDEA B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$5,000.00
1	2	2		--	\$1,500.00
1	2	6		--	\$8,000.00
1	2	7		--	\$200.00
1	2	8		--	\$500.00
1	2	9		--	\$500.00
1	2	10		--	\$20,000.00
1	2	11		--	\$25,000.00
1	2	15		--	\$1,500.00
1	2	16		--	\$20,000.00
1	2	17		--	\$250.00
3	2	6		--	\$1,600.00
4	1	2		--	\$16,000.00
Sub-Total					\$100,050.00
Budgeted Fund Source Amount					\$850,500.00
+/- Difference					\$750,450.00

314 IDEA B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2		--	\$1,500.00
1	2	5		--	\$200.00
1	2	14		--	\$2,500.00
Sub-Total					\$4,200.00
Budgeted Fund Source Amount					\$8,526.00
+/- Difference					\$4,326.00

429 Phone Free School

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,410.00
+/- Difference					\$11,410.00

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)	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - 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	- Who have made a qualifying move within the previous 1-year period; <u>AND</u> - 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).

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

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
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
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			
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.			
▪ 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
▪ 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
▪ 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			
▪			
Provide services to PFS migrant students.			
▪ 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

▪ 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
▪ 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			
▪			

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/ECOE 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/ECOE 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/ECOE as needed. Note: Share copies of COEs/ECOE 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/ECOE.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

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

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	TIMELINE By July 30
B. <u>Other -- MEP Family Surveys</u> 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	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing

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).

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(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**

Student Report

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 WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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	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. 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.
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.

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FREEDOM FROM BULLYING

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(LOCAL)

District Action	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>Bullying</i>	
<i>Discipline</i>	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. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

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- 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>

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

District Police Department	To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.
Supervisory Authority	The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.
Jurisdiction	The jurisdiction of District police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Police Authority and Duties	Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police officer shall: 1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District. 2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure. 3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure. 4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary. 5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions. 6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations. 7. Carry weapons as directed by the chief of police and approved by the Superintendent. 8. Carry out all other duties as directed by the chief of police or Superintendent.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

	A District police officer shall not be assigned routine classroom discipline or administrative tasks.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent. Each District police officer shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while working off-duty or temporarily assigned to another agency.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into memoranda of understanding and other appropriate interlocal agreements that outline reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memoranda of understanding and other agreements at least once every year. All such agreements shall be approved by the Board.
<i>Interlocal Agreement for Mutual Aid</i>	While operating pursuant to an interlocal agreement for mutual aid or other support for another law enforcement agency, each District police officer shall perform the duties and have the authorities set out in the agreement, including enforcing all laws within the other agency's jurisdiction.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
<i>Access to Recordings</i>	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Body-Worn Cameras	A District police officer shall use a body-worn camera only when performing official law enforcement duties for the District and in accordance with the provisions of the District police department's body-worn camera program. Each District police officer shall receive training on the program, including proper use and operation of cameras. Any District employee who has access to data from body-worn cameras shall receive training on storage, retention, and release of recordings.
Training	Each District police officer shall receive at least the minimum amount of education and training required by law.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with laws regarding racial profiling. A District police officer shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	A District police officer shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.
Complaints	Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate. [See CKE(LEGAL) and CKEA(LEGAL)]
Employees Authorized to Possess Firearms for Emergency Response Purpose	The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.
Authorization	Pursuant to its authority under state law, the Board may authorize specific District employees to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law. Each authorized employee shall have immunities as provided by law. Each specifically authorized employee shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee. The written authorization shall specify the District premises and other property where the employee is au-

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	thorized to carry a firearm, as well as the means of carrying and storing the firearm. Participation in this safety and security program shall be strictly voluntary.
<i>Revocation</i>	The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy. In addition, authorization for a specific employee to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason.
Duties	An authorized employee shall not perform routine law enforcement duties unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, employee, or other individual on a District campus. In an emergency an authorized employee shall: 1. Act as necessary to protect the safety and welfare of any person in the jurisdiction of the District; and 2. Carry out all other lawful duties as directed by the Superintendent.
Handgun Licensees	Only a District employee who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan. A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).
Training	The District shall provide to each District employee who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.
Permitted Weapons and Ammunition	Only District-approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.
Implementation	The Superintendent shall ensure that procedures to implement this safety and security program are detailed in the District's emergency operations plan.

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**Armed Security
Officer Required**

The board shall determine the appropriate number of armed security officers for each district campus. The board must ensure that at least one armed security officer is present during regular school hours at each district campus.

For this purpose, a security officer must be:

1. A school district peace officer;
2. A school resource officer;
3. A commissioned peace officer employed as security personnel under Education Code 37.081;
4. A reserve deputy sheriff appointed under Local Government Code 85.004 who is a peace officer as described by Code of Criminal Procedure 2A.001;
5. A reserve police officer appointed under Education Code 37.0816 who is a peace officer as described by Code of Criminal Procedure 2A.001 [see CKEA]; or
6. An honorably retired peace officer, as that term is defined by Government Code 614.121, who has:
 - a. Kept their commission as a peace officer in active status; and
 - b. Fulfilled all applicable requirements under Occupations Code 1701.351 (continuing education), 1701.3525 (active shooter response training), and 1701.357 (weapons proficiency).

**Good Cause
Exception**

If the board is unable to comply with this requirement, the board may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer.

Expiration

A good cause exception claimed by the board expires on the first anniversary of the date the exception is claimed.

Renewal

On the expiration of the exception, the board must reevaluate whether the board is able to comply with this requirement and, if not, renew the claim for an exception and the alternative standard.

**Alternative
Standard**

A board that claims a good cause exception must develop an alternative standard with which the district is able to comply, which may include providing a person to act as a security officer who is:

1. A school marshal; or

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2. A school district employee or a person with whom the district contracts who carries a handgun on school premises in accordance with written regulations or written authorization of the district under Penal Code 46.03(a)(1)(A) and who either:
 - a. Has completed school safety training provided by a qualified handgun instructor certified in school safety under Government Code 411.1901; or
 - b. Not later than the 90th day after the date on which the employee or person begins duties as a security officer, completes training deemed appropriate by the district, in consultation with the district's police department, or, if the district does not have a police department, a local law enforcement agency, in:
 - (1) Active shooter response, which must be provided by an instructor certified by the Advanced Law Enforcement Rapid Response Training Center at Texas State University — San Marcos;
 - (2) School safety and emergency management;
 - (3) Crisis intervention;
 - (4) Incident command;
 - (5) First aid administration;
 - (6) Mental health; and
 - (7) Qualifications relating to the carrying or use of a firearm.

Documentation

The board must develop and maintain documentation of the district's implementation of and compliance with this requirement, including documentation related to a good cause exception and shall, if requested by the Texas Education Agency (TEA), provide that documentation in the manner prescribed by TEA.

Education Code 37.0814

**School District
Peace Officers,
School Resource
Officers, and
Security Personnel**

To carry out Education Code Chapter 37, Subchapter C (Law and Order), the board may:

1. Employ or contract with security personnel, including contracting with a licensed security services contractor for the provision of a commissioned security officer who has completed the Level II or III training course required by the Department of Public Safety;

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2. Enter into a memorandum of understanding with a local law enforcement agency or a county or municipality that is the employing political subdivision of commissioned peace officers for the provision of school resource officers; and
3. Commission peace officers.

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ or contract with, as applicable, the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.081(a), (a-1); 37 TAC 35.141

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.081(d), (d-1), (d-4)

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Prohibited Duties A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:

1. Routine student discipline or school administrative tasks; or
2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

1. The assigned duties of the officer or security personnel; or
2. An incident involving student behavior or law enforcement.

Education Code 37.081(d-2), (d-3)

Refusal or Removal from District Property A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105.
Education Code 37.105(a); 19 TAC 103.1207 [See GKA]

Active Shooter Response Training A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE) at least once in each four-year period.

A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.

A district may not contract for the provision of active shooter response training unless the training provider is certified under Occupations Code 1701.2515 to provide the training.

Education Code 37.0812

School-Based Law Enforcement Proficiency School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. *37 TAC 218.3(d)(5); Occupations Code 1701.263(b)*

Officer Providing Volunteer Security Services A peace officer providing volunteer security services on premises where an event sponsored or sanctioned by a public primary or secondary school is taking place may:

1. With the consent of the head of the employing or appointing law enforcement agency, wear the uniform of the agency; or

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2. Wear another uniform or badge that gives the person the appearance of being a peace officer.

Occupations Code 1702.333(d)

**Immunity from
Liability**

“Retired peace officer” has the meaning assigned by Occupations Code 1701.3161.

“Security personnel” includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and
4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

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**Authorized
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited).
Atty. Gen. Op. GA-1051 (2014)

Role of Persons
Carrying a Firearm

A person permitted to carry a firearm on the campus of a school district may not perform the routine law enforcement duties of a peace officer, including making arrests, unless the duty is performed in response to an emergency that poses a threat of death or serious bodily injury to a student, school district employee, or other individual at the district campus.

This prohibition does not apply to a commissioned peace officer who is assigned law enforcement duties that are included in campus and district documents describing the role of peace officers in the district as required by Education Code 37.081(d) [see Duties, above].

Education Code 37.089