

Port Neches-Groves Independent School District



Port Neches Primary School

2026-2027 Campus Improvement Plan

Mission Statement

The mission of Port Neches Primary is to provide the climate and educational program that will satisfy our high expectations for both student achievement and behavior. We believe that all students can learn, and to this end we offer a diversity of school programs to help each child develop to his or her potential.

Vision

Our students will model academic success and integrity in all endeavors.

Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	5
Demographics	6
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	18
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	18
Support Systems and Other Data	19
Goals	20
Goal 1 : Port Neches Primary will maintain a strong emphasis in literacy and mathe...	21
Goal 2 : Port Neches Primary will annually increase student engagement and perfo...	24
Goal 3 : Port Neches Primary will provide all students a safe, drug free environmen...	26
Goal 4 : Port Neches Primary will continue to recruit, retain, and develop faculty an...	29
Goal 5 : Port Neches Primary will provide positive opportunities for students, famili...	31
Title I Summary	33
Title I Personnel	34
Funding Summary	35
199 - General Fund	36
211 - Title I-A	36
263 - Title III	36
224 - IDEA	37
Campus Funds	37
244 - Perkins	37
PTA Funds	37
Policies, Procedures, and Requirements	38
Addendums	40



Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Port Neches Primary is a brand new, state of the art facility. Our strengths are the using technology and professional instruction to address academic growth. We hire and maintain highly qualified teachers who are passionate about their students. Our campus has a climate of kindness that can be felt when entering the building. Port Neches Primary is a diverse campus including special education, ESL, at risk, economically disadvantaged students. Student achievement continues to be successful because of strong classroom instruction and teaming approach. Our campus provides ELAR and math assistance teachers as well as an ESL specialist to support student learning through small group instruction. We provide school counseling to all students through classes, small groups and individual meetings. Parent and family involvement is important to our campus and welcome parents to all events. Our PTO is a great support to our campus. Communication happens through many methods: Remind, Facebook, phone calls, monthly newsletter and notes home. Although we use many types of communication and have a wonderful rapport with parents, this is always an area in which we look to grow. Our committee meets annually to work on CNA and campus plan and give suggestions for changes for the upcoming school year.

Demographics

Summary

Port Neches Primary is a brand new, state of the art, elementary campus that serves PreK-2nd grade. September 2023 is the opening of Port Neches Primary. Port Neches Primary is the combining of Ridgewood Elementary and Woodcrest Elementary, which both served the community of Port Neches for 60+ years. Over time, these schools have moved from an all-white, limited economically-disadvantaged, student population to become a schoolwide Title 1 campus. Our student population, from the most recent TEA data from 2024-2025, make up includes: 54.5% white, 6.7% Asian, 4.2% African American, and 29.6% Hispanic (Port Neches Primary 2024-2025). Additionally, we have 40.4% of our students are economically disadvantaged. Our ELL group is 12.3%. We average 95.84% attendance rate and are working on improving that by offering incentives each six weeks for those who achieve perfect attendance. Our classes average in size at about 18-20 children per teacher. Additionally, we have one ESL teacher, two Title Reading teachers, two Resource teachers, and six academic aides, all of which help teachers and students learn and progress. Traditionally, most of our subgroups have showed academic mastery on state achievement testing.

Year	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadvantaged	EB/ELL
2024-25	4.2%	29.6%	54.5%	.5%	6.7%	0.2%	4.2%	40.4%	12.3%

Strengths

Our student families have strong bonds within our community. They work together to get assistance and help for their children and families. All students at Port Neches Primary are treated respectfully. Everyone works together to ensure our students are granted the best education that can be provided. We will provide school counseling to all students at Port Neches Primary, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use, and/or abuse.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ We need more teachers who are ESL certified.	Our percentage of English language learners has continued to increase, but our number of certified ESL teachers has not kept up with this increase. We are requiring all new teacher hires to become ESL certified. As a district we offer ESL certification training before they take the exam.

★ = Priority

Student Learning

Summary

One teacher and three aides are funded with Title I funds. Teachers will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades K-2nd

Strengths

Port Neches Primary exhibited student achievement strength in the following areas:

- Above state and region averages in some report categories in reading
- Above state and region averages in some report categories in math

We will work on the meets and master's area this school year.

Supplemental instruction staff (teachers and paraprofessionals) at grades K-2nd to focus on closing educational achievement gaps in core academic areas among all disaggregated students groups and improving percentages of students performing at grade level in Reading and Math. This is documented because our student have shown growth in each grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction.	Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.
2★ We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.	Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

★ = Priority

School Processes & Programs

Summary

The Port Neches Primary staff is committed to providing a quality education for all students, meeting students where they are academically, and then providing them with the knowledge they need to master their grade level skills and promote to the next grade level by the year's end. For those students who are more than a year behind, we expect more than a year's growth in order for them to close their achievement gap and be on grade level. Progress of student improvement is monitored through teacher observation, Istation, Star Early Literacy, Star Math, Star Reading, Easy CBM, IXL, Prodigy, Reading Playground, and Mentoring Minds. Additionally, BOY, MOY, and EOY assessments, informal assessments, district unit assessments and quick checks provide the data needed to develop intervention strategies for at-risk students. Teachers engage in small group instruction and tailor learning stations to the needs of students. Grade level teams will meet each month to review the progress of students to ensure that they are being taught at appropriate levels.

Strengths

The Port Neches Primary staff has had professional development training in the following areas: HMH, Really Great Reading, Heggerty, Savvas Envision Math, StemScopes Science, DMAC, IXL, SEL, Reading Academy, Writing Academy, Sheltered Instruction and researched and evidence based instructional strategies. The staff will continue to research and evaluate the latest curriculum available and make suggestions for possible purchase. Teachers will implement instructions to all students according to their instructional needs. Classroom teachers have been given a Chromebook and each class works with Chromebooks weekly in the classrooms. Our campus a 1:1 ratio for students to Chromebooks. Many evidence based curriculum has been purchased to enhance the classroom curriculum: Reagan Tungstall, Guided Reading and Math are supplemental resources and for rigor in reading and math in 2nd grade. We also purchased 75 seats of Istation Reading and Math to help with the GAPs in grade level skills. Grade level teachers have a common conference time so that they can achieve grade level planning and collaboration. They also have a full day each semester designed for planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Teacher and student attendance continues to be an area of concern for Port Neches Primary.	Since the COVID pandemic, it is has been a struggle for all stakeholders to understand the importance of being at school every day.
2 ★ Port Neches Primary uses a lot of different forms of information to assess student's progress. Teachers need to become more familiar and comfortable with disaggregating this data and have more time to work with the information.	The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

★ = Priority

Perceptions

Summary

100% of certified teaching staff, including all highly qualified paraprofessionals are providing students the help that they need. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. Mentors are assigned to first-year teachers through the district's mentor program. Additionally, we assign mentors to teachers new to the Port Neches Primary campus. When selecting applicants for a new position at Port Neches Primary, a rigorous selection process is used to assure that the best applicants are chosen for consideration. An extensive check of references is conducted on all applicants.

Strengths

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. Our new staff members are enthusiastic and have a desire to work with at-risk students. They all come highly recommended and will be a healthy addition to our team. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful. Our primary level instructional coach along with the principal meet with teachers on a regular bases to help meet their needs. Our technology lead teacher is there to help teacher integrate more technology into the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Through parent feedback surveys, we have learned that some parents do not feel their opinions are heard and/or their culture is celebrated in school.	We need to do a better job of building relationships, communicating and understanding the backgrounds of our families.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Port Neches Primary uses a lot of different forms of information to assess student's progress. Teachers need to become more familiar and comfortable with disaggregating this data and have more time to work with the information.

The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

2
★

Through parent feedback surveys, we have learned that some parents do not feel their opinions are heard and/or their culture is celebrated in school.

We need to do a better job of building relationships, communicating and understanding the backgrounds of our families.

3
★

The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction.

Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

4
★

We need more teachers who are ESL certified.

Our percentage of English language learners has continued to increase, but our number of certified ESL teachers has not kept up with this increase. We are requiring all new teacher hires to become ESL certified. As a district we offer ESL certification training before they take the exam.

5
★

We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.

Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

6
★

Gaps in the curriculum will need to be addressed.

Due to COVID -19, Imelda, and TPC explosion our students were out of class excessive days.



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
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Running Records results

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data



Goals

Goal 1

Port Neches Primary will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 1

Port Neches Primary will maximize academic growth for each student through programs rooted in literacy to increase academic success.

Evaluation Data Source: Benchmark Testing

Strategy 1

Continue to enhance core instruction in the classroom with a focus on the TEKS Resource System and PNGISD Pacing Guides.

Strategy's Expected Result/Impact: Curriculum support for teachers will lead to student success.

Staff Responsible for Monitoring: Principal, Teachers, Consultant, Educational Directors, Counselor, District Coordinators, Special Education Director, Campus Principal, C.I.C. (Campus Improvement Committee)

Funding Sources: \$6,118.00 211 - Title I-A, 211, \$6,118, \$5,3330.00 211 - Title I-A, 211, \$5,333, 199 - General Fund, 199,

Formative Reviews

November

February

May

May

Strategy 2

Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations

Strategy's Expected Result/Impact: Curriculum support for teachers will lead to student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team.

Funding Sources: 199 - General Fund,

Formative Reviews

November

February

May

May

Strategy 3

Provide continuous instructional coaching for continued teacher growth.

Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team.

Funding Sources: 199 - General Fund,

Formative Reviews

November

February

May

May

Performance Objective 2 High Priority

Port Neches Primary will maximize academic growth for each student through programs rooted in mathematical problem solving to increase academic success.

Evaluation Data Source: District Benchmark tests

Strategy 1

Continue to enhance core instruction in the classroom with a focus on problem solving through embedded instructional strategies.

Strategy's Expected Result/Impact: Research based instruction will lead to increased student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Funding Sources: See Goals 1.1.9 and 1.1.13 199 - General Fund, , 211 - Title I-A, \$186,833, 263 - Title III, \$1,491, 224 - IDEA,

Formative Reviews

November

February

May

May

Strategy 2

Strengthen instructional leadership capacity of campus leaders through the use of the district curriculum team, learning provided at monthly administrative team meetings, and regular coaching conversations

Strategy's Expected Result/Impact: Curriculum support for teachers will lead to increased student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team.

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	May	May
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Strategy 3

Provide continuous instructional coaching for continued teacher growth.

Strategy's Expected Result/Impact: Teacher growth and utilization of district curriculum team, TEKS resource system, and pacing guides.

Staff Responsible for Monitoring: Principal, Assistant Principal, Curriculum Team.

Funding Sources: 224 - IDEA,

Formative Reviews

November	February	May	May
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Goal 2

Port Neches Primary will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1 High Priority HB3 Goal

The percentage of graduates that meet the criteria for CCMR will increase yearly.

Evaluation Data Source: Utilize the CCMR indicators that are reported annually to monitor progress and show growth.

Strategy 1

Increase industry certification for all CTE programs relevant to the TEA(CCMR) and Perkins list, as well as the industry workforce and community.

Strategy's Expected Result/Impact: Increase the number of TEA, Perkins and industry workforce community certifications.

Staff Responsible for Monitoring: Campus Administration, counselors, and teachers

Funding Sources: 199 - General Fund,

Formative Reviews

November

February

May

May

Strategy 2

Increase dual credit opportunities for students

Strategy's Expected Result/Impact: Number of students enrolled and completing dual credit opportunities.

Staff Responsible for Monitoring: Campus Administration, counselors, and teachers

Formative Reviews

November

February

May

May

Performance Objective 2 HB3 Goal

Increase performance on TSIA/SAT/ACT to ensure students are college ready by graduation.

Strategy 1

Increase student performance on PSAT, SAT, ACT, or TSIA by offering opportunities for students to access preparation materials.

Strategy's Expected Result/Impact: Increase student performance on exams.

Staff Responsible for Monitoring: Campus administration, counselors, and teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

NovemberFebruaryMayMay

Strategy 2

By the end of a student's junior year, all students will participate in the TSIA assessment.

Strategy's Expected Result/Impact: Increase in TSIA participation resulting in improved CCMR

Staff Responsible for Monitoring: Campus administration, counselors, teachers

Formative Reviews

NovemberFebruaryMayMay

Goal 3

Port Neches Primary will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 1 High Priority

PNGISD will provide professional learning and training to ensure all PNGISD staff are aligned in our safety protocols and procedures.

Evaluation Data Source: Trainings provided, staffs knowledge and preparedness to react and respond to situations

Strategy 1

PNGISD will provide training on Standard Response Protocol and Stop the Bleed to all faculty, staff, and substitutes.

Strategy's Expected Result/Impact: Preventative training to ensure our staff and students are safe in the event there is a threat to our district, staff, and students.

Staff Responsible for Monitoring: Deputy Superintendent, SRO, School Marshals

Funding Sources: 199 - General Fund,

Formative Reviews

November	February	May	May
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Strategy 2

PNGISD will provide training and resources to parents and community stakeholders to ensure engagement and understanding of student safety.

Strategy's Expected Result/Impact: Parent and Community Awareness

Staff Responsible for Monitoring: Deputy Superintendent

Funding Sources: 199 - General Fund, , PTA Funds,

Formative Reviews

November	February	May	May
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Strategy 3

Provide anonymous online reporting system for campus safety concerns.

Strategy's Expected Result/Impact: An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns.

Staff Responsible for Monitoring: Deputy Superintendent

Funding Sources: 199 - General Fund,

Formative Reviews

November

February

May

May

Performance Objective 2 High Priority

PNGISD will utilize and adhere to Threat Assessment Protocols in an effort to prevent threats (mental and physical) to PNGISD students and staff.

Evaluation Data Source: Threat Assessment reports, proactive approach to possible threats

Strategy 1

PNGISD will partner with Samaritan Counseling to provide wrap-around services to support students and ensure they are in a safe conducive learning environment,

Strategy's Expected Result/Impact: Students social emotional and mental needs will be addressed to ensure a safe learning environment. Samaritan Counseling will provide data detailing their impact and number of students served.

Staff Responsible for Monitoring: Deputy Superintendent, Campus Leadership, Campus Counselors

Formative Reviews

November

February

May

May

Strategy 2

PNGISD will provide helpful resource to students, staff, and the community in regards to mental health.

Strategy's Expected Result/Impact: Increased understanding of mental health needs and resources available.

Staff Responsible for Monitoring: Campus Principals; Counselors

Formative Reviews

February

May

Strategy 3

Provide Handle With Care training to faculty

Strategy's Expected Result/Impact: Proper training will lead to a safer campus.

Staff Responsible for Monitoring:

- Principal

Formative Reviews

November	February	May	May
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Strategy's Expected Result/Impact: Proper training will lead to a safer campus.

- Principal

November

February

May

May

Goal 4

Port Neches Primary will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1

100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Strategy 1

Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, TCEA, etc.

Strategy's Expected Result/Impact: Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills.
Evidence: PDExpress attendance reports; sign-in sheets and evaluations

Staff Responsible for Monitoring: Technology Director

Funding Sources: 199 - General Fund,

Formative Reviews

November

February

May

May

Strategy 2

Leadership professional development will be encouraged for all administrators.

- Encourage participation at TEPSA and TASSP events.
- Region 5 Parent Involvement workshops/speakers
- Lead4Ward workshops
- GROW Conference
- Principal/Director Leadership with Region 5

Strategy's Expected Result/Impact: Leadership professional development will enable instructional leaders to more effectively mentor teachers.
Evidence: Sign-in sheets and evaluations

Staff Responsible for Monitoring: Deputy Superintendent

Funding Sources: 199 - General Fund,

Formative Reviews

November **February** **May** **May**

Strategy 3

Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc.,as funds allow.

Strategy's Expected Result/Impact: Technology staff development equips teachers with instructional technology strategies to use in their instruction.
Evidence: Sign-in sheets

Staff Responsible for Monitoring: Deputy Superintendent

Funding Sources: 244 - Perkins, \$3,000

Formative Reviews

November **February** **May** **May**

Goal 5

Port Neches Primary will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 1

Port Neches Primary will increase the percent of stakeholders who feel engaged with and connected to their schools, district.

Evaluation Data Source: Target parents who are not traditionally involved and track their engagement.

Strategy 1

Early Learning Support Coordinators will connect with families and provide them with learning strategies to assist their students at home.

Strategy's Expected Result/Impact: Students and parents will work together to increase learner performance through community events, parenting programs, home visits, etc.

Staff Responsible for Monitoring: Deputy Superintendent, Early Learning Support Coordinators

Funding Sources: Campus Funds,

Formative Reviews

November

February

May

May

Performance Objective 2

Port Neches Primary will keep stakeholders informed through various in-person and online modes of communication.

Evaluation Data Source: End of year survey results

Strategy 1

Utilize the Superintendent Report section of monthly board meetings to update the community on the events of the district in an in-person format.

Strategy's Expected Result/Impact: The community will benefit from attending monthly board meetings and have all the current information and questions answered.

Staff Responsible for Monitoring: Superintendent, Deputy Superintendent

Formative Reviews

November **February** **May** **May**

Strategy 2

Send communication via social media and mass messaging systems to keep stakeholders informed of district activities and initiatives.

Strategy's Expected Result/Impact: Sending communications through social media and mass messaging systems will increase knowledge of important announcements made at the district and campus levels.

Staff Responsible for Monitoring: Deputy Superintendent, Public Information Employee, Campus leadership

Formative Reviews

November **February** **May** **May**



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Amanda Dubose	Paraprofessional	Title 1	
Debby Addison	Teacher	Title 1	
Sarah Guidry	Paraprofessional	Title 1	



Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199	\$0.00
1	1	2		--	\$0.00
1	1	3		--	\$0.00
1	2	1	See Goals 1.1.9 and 1.1.13	--	\$0.00
1	2	2		--	\$0.00
2	1	1		--	\$0.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
3	1	3		--	\$0.00
4	1	1		--	\$0.00
4	1	2		--	\$0.00
				Sub-Total	\$0.00

211 - Title I-A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	\$6,118.00	211	\$6,118.00
1	1	1	\$5,3330.00	211	\$5,333.00
1	2	1		--	\$186,833.00
				Sub-Total	\$198,284.00

263 - Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$1,491.00
				Sub-Total	\$1,491.00

224 - IDEA

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1		--	\$0.00
1	2	3		--	\$0.00
Sub-Total					\$0.00

Campus Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	\$0.00
Sub-Total					\$0.00

244 - Perkins

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3		--	\$3,000.00
Sub-Total					\$3,000.00

PTA Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
Sub-Total					\$0.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Child Abuse and Neglect	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Coordinated Health Program	Tanya Davis	9/4/2025	Julie Gauthier	6/27/2024
Decision-Making and Planning Policy Evaluation	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Disciplinary Alternative Education Program (DAEP)	Brian Waguespack	9/4/2025	Julie Gauthier	6/27/2024
Dropout Prevention	Campus Principal	9/4/2025	Julie Gauthier	6/27/2024
Dyslexia Treatment Program	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part C Migrant	Staci Gary	9/4/2025	Julie Gauthier	8/21/2024
Pregnancy Related Services	Campus Nurse	9/4/2025	Julie Gauthier	6/27/2024
Post-Secondary Preparedness	Campus Counselors	9/4/2025	Julie Gauthier	6/27/2024
Recruiting Teachers and Paraprofessionals	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Crisis Intervention Programs and Training	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Discipline/Conflict/ Violence Management	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Texas Behavior Support Initiative (TBSI)	Misty Higgins	9/4/2025	Julie Gauthier	6/27/2024
Technology Integration	Crystal Werkheiser	9/4/2025	Julie Gauthier	6/27/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Staci Gary	6/27/2024	Julie Gauthier	8/21/2024
Parent and Family Engagement Plan	Staci Gary	9/3/2026	Julie Gauthier	6/27/2024



Addendums

School-Parent Compact

Port Neches-Groves ISD

2026-2027



Groves Primary, Groves Intermediate, Port Neches Primary and Port Neches Intermediate are all Title I, Part A campuses. These schools and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

***This school-parent compact is in effect during school year 2026-2027.
The required school-parent compact provisions are listed below.***

School Responsibilities

The school will:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.
- Provide parents with frequent reports on their children's progress.
- Provide parents reasonable access to staff.
- Provide parents opportunities to volunteer and participate.

Parent/Caregiver Responsibilities

We, as parents/caregivers, will support our children's learning in the following ways:

- Monitor attendance.
- Make sure that homework is completed.
- Volunteer at my child's school.
- Participate, as appropriate, in decisions relating to my children's education by attending parent conferences.
- Stay informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serve, to the extent possible, on advisory groups or committees on the campus or district level.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the state's high standards. Specifically, we will:

- Attend school every day unless I am sick.
- Complete any homework assigned and turn it in on time.
- Return corrected work to my parent/caregiver.
- Pay attention in class and ask for help when I need it.
- Be responsible for my own behavior.
- Give to my parent/caregiver all notices and information received by me from my school every day.

Make sure to follow the facebook page for your child's campus for important information and updates!

Pacto entre la escuela y los padres

Distrito Escolar Independiente de Port Neches-Croves

2026-2027



Groves Primary, Groves Intermediate, Port Neches Primary y Port Neches Intermediate son todos campus del Título I, Parte A. Estas escuelas y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) (niños participantes), están de acuerdo en que este pacto describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una asociación que ayudará a los niños a lograr los altos estándares del estado.

***Este pacto entre la escuela y los padres está vigente durante el año escolar 2025-2026.
Las disposiciones requeridas del pacto entre la escuela y los padres se enumeran a continuación.***

Responsabilidades escolares

La escuela:

- Proporcionar un plan de estudios e instrucción de alta calidad en un entorno de aprendizaje efectivo y de apoyo que permita a los niños participantes cumplir con los estándares de rendimiento académico del estado.
- Celebre conferencias de padres y maestros (al menos una vez al año en las escuelas primarias) durante las cuales se discutirá este pacto en lo que se refiere al logro individual del niño.
- Proporcione a los padres informes frecuentes sobre el progreso de sus hijos.
- Proporcione a los padres un acceso razonable al personal.
- Proporcionar a los padres oportunidades para ser voluntarios y participar.

Responsabilidades de los padres/cuidadores

Nosotros, como padres/cuidadores, apoyaremos el aprendizaje de nuestros hijos de las siguientes maneras:

- Supervisar la asistencia.
- Asegúrese de que la tarea esté completa.
- Ofrezcase como voluntario en la escuela de mi hijo.
- Participar, según corresponda, en las decisiones relacionadas con la educación de mis hijos asistiendo a conferencias de padres.
- Manténgase informado sobre la educación de mi hijo y comunicándose con la escuela leyendo rápidamente todos los avisos de la escuela o del distrito escolar, ya sea recibidos por mi hijo o por correo, y respondiendo, según corresponda.
- Servir, en la medida de lo posible, en grupos asesores o comités a nivel de campus o distrito.

Responsabilidades del estudiante

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar los altos estándares del Estado. Específicamente, haremos lo siguiente:

- Asistir a la escuela todos los días a menos que esté enfermo.
- Complete cualquier tarea asignada y entréguela a tiempo.
- Devolver el trabajo corregido a mi padre/cuidador.
- Prestar atención en clase y pedir ayuda cuando la necesite.
- Ser responsable de mi propio comportamiento.
- Dar a mis padres/cuidadores todos los avisos e información que recibo de mi escuela todos los días.

¡Asegúrese de seguir la página de Facebook del campus de su hijo para obtener información importante y actualizaciones!

Port Neches-Groves ISD

Schoolwide Title Information

Port Neches Primary

Why is this Information Important?

The *Every Student Succeeds Act* requires that each Title I school hold an annual meeting for the purposes of:

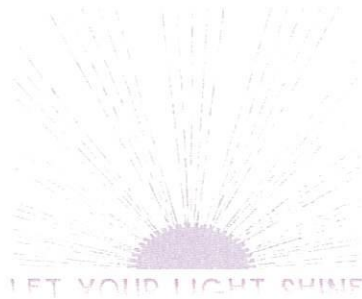
- Informing you of your school's participation in Title I
- Explaining the requirements of a Title I, Part A program
- Explaining your rights as a parent to be involved.

What is a Schoolwide Title Campus?

Port Neches Primary is a schoolwide Title campus because its Free & Reduced Lunch percentage is greater than 40%. Our percentage is 40%.

Title Funds

PNGISD will receive at least \$888, 510.00 in Title I funds for the 2026-2027 school year. The majority of these funds is used for hiring teachers to teach our children! The purpose of the Title program is to improve student academic achievement.



What does it mean to be a Title I school?

Being a Title I school means receiving federal funding to supplement the school's existing programs. These dollars are used for:

- Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the State's challenging content standards
- purchasing, supplemental staff, programs, materials, and supplies,
- conducting parent involvement meetings, trainings, and activities
- recruiting, hiring, and retaining qualified teachers.

PARENT PARTICIPATION OPPORTUNITIES

Parents are always welcome at our school. Here are some opportunities for involvement at Port Neches Primary:

- Attend parent-teacher conferences
- Serve on the Title I parent committee and help plan the school's campus improvement plan, the school-parent compact, and the Parent Engagement Policy.
- Serve on other committees such as the campus improvement committee, LPAC committee, etc.
- Volunteer at our school

CURRICULUM INFORMATION

Our teachers follow the Texas Essential Knowledge and Skills (TEKS) provided by TEA (Texas Education Agency) when planning what they teach each year.

Our students take district benchmark testing three times a year to measure student achievement and academic growth in Reading and Math

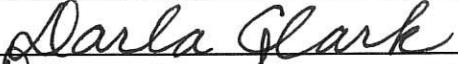
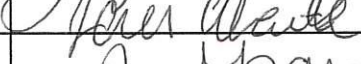
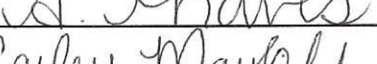
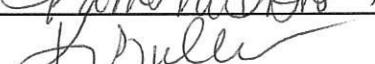
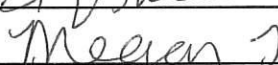
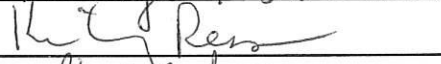
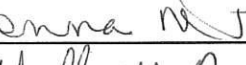
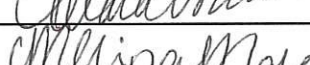
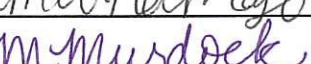
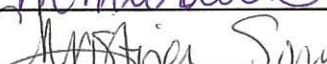
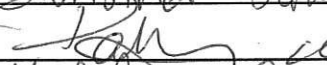
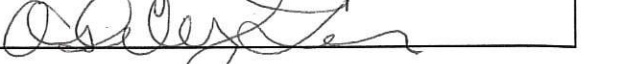
Please see our website for further information or questions.

Port Neches Primary
Principal- Kevin Schexnaider
Assistant Principal-Allana Dews
Early Learning Support Coordinator- Maisie Benoit
Counselor-Chrissy Lang
Nurse-Ashley Graham/Cassie Hollier
Secretary-Hayley Parks

Port Neches-Groves ISD
2026-2027 Title I Parent & Family Engagement Training
"Building Parent-Teacher Relationships"

Date: 8/4/26 Campus: Port Neches Primary

Agenda Item: Educate teachers, paraprofessionals and other staff members in the value and utility of the contributions of parents at our campus through building parent-teacher relationships.

Name	Signature
Kevin Schenander	
Darla Clark	
Danna Fournet	
Tenyn Bedford	
Jaci Abate	
April Graves	
Carley Mayfield	
Kim Nicholson	
Kimberly Bullion	
Megan Tobias	
Kimberly Ross	
Kristina Huerta	
Donna M. Porter	
Mallory Rose	
Heather Graham	
Alana News	
Melina Mayo	
Mary Murdock	
Christina Sommer	
Patsy Williams	
Katelynne Carpenter	
Ashley Graham Row	

Port Neches-Groves ISD
2026-2027 Title I Parent & Family Engagement Training
"Building Parent-Teacher Relationships"

Date: 8/4/26 Campus: Port Neches Primary

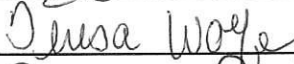
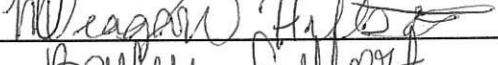
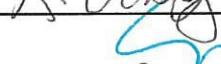
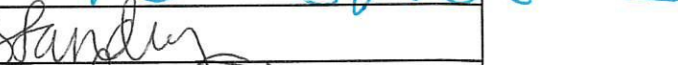
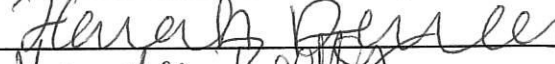
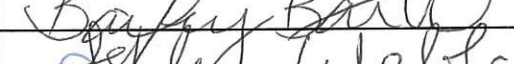
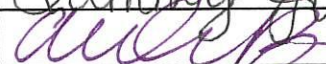
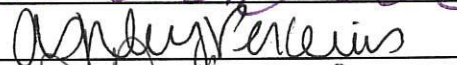
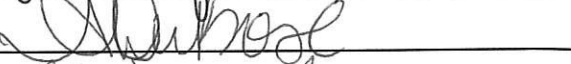
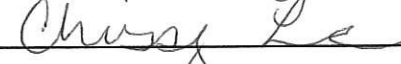
Agenda Item: Educate teachers, paraprofessionals and other staff members in the value and utility of the contributions of parents at our campus through building parent-teacher relationships.

Name	Signature
Misty Thurman	Misty Thurman
Sarah Guidry	Sarah Guidry
Jessica Hernandez	Jessica Hernandez
Liz Kelley	Elizabeth Kelley
Allison Gonzalez	Allison Gonzalez
Lacey Seymour	Lacey Seymour
Danielle Vu	Danielle Vu
Dana Teran	Dana Teran
Campres Sanders	Campres Sanders
Jennifer Henry	Jennifer Henry
Hannah Stone	Hannah Stone
Mandi Sanders	Mandi Sanders
Kristi Guilbeaux	Kristi Guilbeaux
Monique Baker	Monique Baker
Amberly Johnson	Amberly Johnson
Selena Rowe	Selena Rowe
Leslie Colbertson	Leslie Colbertson
Stacy Heart	Stacy Heart
Shelly Satcher	Shelly Satcher
Kamryn Sabatelli	Kamryn Sabatelli
Hayley Parks	Hayley Parks
Risa Zizmont	Risa Zizmont

Port Neches-Groves ISD
2026-2027 Title I Parent & Family Engagement Training
"Building Parent-Teacher Relationships"

Date: 8/4/22 Campus: Port Neches Primary

Agenda Item: Educate teachers, paraprofessionals and other staff members in the value and utility of the contributions of parents at our campus through building parent-teacher relationships.

Name	Signature
Samantha Cessal	
Teresa Wolfe	
Jamie Perkins	
Meagan Hillster	
Bailey Gilbert	
Brittany Quebedeaux	
Carey Stafford	
Kristy Vasquez	
Erin Ashworth	
Brittyn Landry	
Brittani Blount	
Hannah Denman	
Kaylee Redley	
Kasie Resweber	
Bailey Baxter	
Ashley Webb	
Maisie Benoit	
Tammy Judice	
Amber Bell	
Amber Perkins	
Amanda Burroughs	
Chrissy Lang	

Date: 8-4-24 Campus: PNP

[illegible]

Port Neches Primary

Title I, Part A and High-Quality Pre-K Parent and Family Engagement Policy

2026-2027

PURPOSE

Port Neches Primary is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens. Therefore, Port Neches Primary will maximize its resources to enable each child to become a successful learner. School and home must work together to realize higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success. Port Neches Primary is committed to the success of students and will make every effort to include parents in the development, evaluation, and revision of the Title I program and Parent and Family Engagement Policy to provide excellence in education.

PART I: GENERAL EXPECTATIONS

The Port Neches Primary agrees to implement the following statutory requirements:

- The school will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1116, the school will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of section 1116(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of the ESSA.
- The school will incorporate this district-wide parent and family engagement policy into its LEA plan developed under section 1112 of the ESSA.
- In carrying out the Title I, Part A parent and family engagement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school will involve parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent and will ensure that not less than 95% percent of the one percent reserved goes directly to the schools.
- The school will be governed by the following statutory definition of parent and family engagement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parent and family engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (a) That parents play an integral role in assisting their children's learning.*
- (b) That parents are encouraged to be actively involved in their children's education at school*
- (c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
- (d) That other activities, such as those described in section 1116 of the ESSA, are carried out.*

- The school will inform parents and parent organizations of the purpose and existence of the Center for Parent Information and Resource (CPIR) in Texas (<https://www.parentcenterhub.org/find-your-center/>)

PART II: DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

1. Port Neches- Groves ISD will take the following actions to involve parents in the joint development of its district-wide parent and family engagement plan under section 1116 of the ESSA:
 - The District Parent and Family Engagement Policy will be revised yearly under the direction of the Director of District Programs. This policy will be presented for approval at a Public Hearing during a scheduled board meeting open to all district parents.
2. Port Neches- Groves ISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:
 - Parents on Title I campuses will be trained on the purpose of Title I, Part A.
 - Parents will participate on Campus Improvement Committees and the District Improvement Committee.
 - Campuses receiving Title funds will involve parents in a campus Title I committee.
 - Campuses will promote active PTA organizations.
3. Port Neches- Groves ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parent

and family engagement activities to improve student academic achievement and school performance.

- Coordination, technical assistance and other Title I, Part A, support will be provided by the Office of the Deputy Superintendent along with the Director of District Programs.
 - The District will provide a Parent and Family Engagement district website that provides pertinent District Parent and Family Engagement Information, provides hyperlinks to campus Parent and Family Engagement web pages, and provides for parental input via e-mail to the Director of District Programs.
 - Title I campuses will maintain a campus Title I Parent and Family Engagement website.
4. The Port Neches-Groves ISD will coordinate and integrate parent and family engagement strategies in Title I, Part A with parent and family engagement strategies under the following other programs: PreK, PPCD, private preschool programs.
 - The Director of District Programs, and Title I campus principals will coordinate and support all district and campus parent and family engagement activities.
 - District and campus parent and family engagement activities are encouraged to be posted on the district and campus web pages accessible to parents.
 - District Kindergarten Pre-registration will be coordinated with the district's PreK and PPCD programs as well as advertised via the district's social media outlets.
 5. The Port Neches-Groves ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parent and family engagement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parent and family engagement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policies.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
Campus-developed Parent and Family Engagement Surveys provided in English and Spanish	Campus Principals	Yearly	Complete parental surveys	Campus results will be compiled and shared with administration for the purpose of program evaluation.

6. The Port Neches-Groves ISD will build the schools' and parents' capacity for strong parent and family engagement to ensure effective involvement of parents and families and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding such topics as the following, by undertaking the actions described in this paragraph--
- Texas's academic content standards
- Texas's student academic achievement standards
- Texas's and local academic assessments including alternate assessments
- The requirements of Title I, Part A
- How to monitor their children's progress
- How to work with educators:

List activities such as workshops, conferences, classes, both in-state and out-of-state, including any equipment or other materials that may be necessary to ensure success.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
The campus will support campus initiatives/ activities that promote parent and family engagement. Examples: Parent Nights; Business Partner/Adopt-a-Month; Backpack Buddies; School Marquees, etc.	Superintendent, Deputy Superintendent, Director of District Programs, Principals, Counselors, Teachers	Ongoing	Actively participate in campus activities	Parent participation at events
The district will encourage and support communication between principals and teachers with parents using Remind and other communication outlets	Principals, Teachers	Ongoing	Join pertinent Remind text groups. Mass emails	Texts and emails to parents.
Newsletters	Principals, Counselors	Ongoing	Read information provided	Printed and Online newsletters
State Assessment Information/Explanations Published on District Website	Deputy Superintendent	Ongoing as new information	Read information provided	Online information published on district website

		is released by TEA		
Include elementary parent/teacher conference days	DEIC Calendar Committee & District Administration	October 2025 and February 2026	Attend meetings	Published district calendar with dates determined
Distribute School-Parent Compacts to parents at Title campuses during parent/teacher conference days.	Teachers	October 2025	Attend meetings and participate in review of Compact with the teacher.	School-Parent Compact
Translate School-Parent Compacts into Spanish.	Campus Principals	September 2025	Attend meetings and participate in review of Compact with the teacher.	Distribution of Spanish versions of School-Parent Compact.
Teachers and staff will receive annual training in the value and utility of the contributions of parents at the campus.	Campus Principals	Fall 2025	N/A	Sign in Sheet Agenda

- The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent and family engagement, by:
 - Provide online learning resources for all K-5 students in reading/math
 - Providing Skyward Family Access to online gradebooks
 - Providing teacher e-mail for parent communication purposes
 - Providing parent component for online resources as appropriate.
 - Parent newsletters
- The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
 - Encourage and support parental engagement in Parent/Teacher conferences.
 - Encourage administrator participation in parent and family engagement sessions at professional conferences.

- Encourage administrator participation in Region 5 workshops/conferences specific to parent and family engagement.
 - Provide a library of professional literature/resources for administrators and teachers.
 - Support campus-based staff development parent and family engagement training.
- The school district will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA.	Deputy Superintendent	As made available by TEA	Access to district website	District website contains active links to supporting documents.
District website that can be translated into approximately 100 languages, other than English.	Director of Technology	Ongoing	Access to languages on the district/ campus website for language conversion.	District website contains active links to approximately 100 languages, other than English, on its website.
Provide Family Access online registration in languages other than English.	Director of Technology	Summer 2025	Choose "Language Translator" option in Family Access	Successfully completed online registrations
Provide translators at registration events to assist parents.	Director of District Programs	August 2025	Attendance at Registration Events	Successful enrollment of their child(ren).
Where appropriate, acquire services of translator to assist with parent meetings.	Coordination by Appropriate Campus Personnel	Ongoing	Participation in meetings.	Successful communication
Campus Parent and Family Engagement Surveys provided in English and Spanish	Campus Principals	Yearly	Complete parental surveys	Results will be compiled and shared with administration for the purpose of program evaluation.

The district will encourage and support communication between principals and teachers with parents using Remind and other communication outlets	Principals, Teachers	Ongoing	Join pertinent Remind text groups. Mass emails	Texts and emails to parents.
Required ESSA communications will be provided in Spanish.	Director of District Programs	Ongoing	Reads correspondence	Translated documents
Translate School-Parent Compacts into Spanish.	Campus Principals	September 2025	Attend meetings and participate in review of Compact with the teacher.	Distribution of School-Parent Compact.
Contract with RTT Mobile for translation services.	Director of District Programs	Yearly Renewal	Participation, as needed	Survey district staff on usefulness.
Expand opportunities for documents and social media translated to Spanish.	All administrators and campus principals	Ongoing	Receives correspondences	Improved communication between Spanish-speaking parents and the schools.

PART III: DISCRETIONARY DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Parental Role	Accountability/Evaluations (How success will be measured)
Encourage campuses to arrange school meetings at a variety of times to accommodate parents	Deputy Superintendent, Campus Principals	Ongoing	Communicate with campus personnel	Variety of opportunities for parents at campuses published on district and campus websites.
Meet-the-Teacher scheduled per campus levels.	Campus Principals		Attendance at Meet-the-Teacher Night	Parent attendance
Provide Title committee parents with copy of Campus Parent and Family Engagement Policy	Campus Principals	First Six Weeks	Active participation in development of campus parent and family engagement policy	Sign in sheets Agenda
Offer expanded meeting opportunities to parents (Title I & III)	Director of District Programs, ESL Specialists, Principals	Ongoing	Participation	Sign in Sheets and parent input

PART IV: HIGH-QUALITY PRE-K

Port Neches-Groves ISD, in accordance with the House Bill 3 High-Quality Prekindergarten guidelines, continues to promote partnership between our school, families, and community to ensure the successful outcomes for our youngest learners in prekindergarten programs.

In addition to the parent and family engagement initiatives listed above the following activities are provided at the Pre-K level to ensure success...

Transition Activities:

- Strategic positioning of classrooms aims to provide a comfortable and familiar environment for students transitioning from Pre-Kindergarten to Kindergarten.
- There is an aligned curriculum that makes the teaching and learning process from Pre-K to Kindergarten a smooth transition.
- We provide a Kindergarten Roundup event for both parents and students to acquaint them with the staff, building, procedures etc. toward the end of students' Pre-K year. At this time, parents are encouraged to provide feedback and suggestions on how we can improve our programs.
- A series of parent learning sessions are provided throughout the school year. The sessions provide information on various topics followed by question-and-answer time with district personnel. Take home items for continued support are also given to those who attend.
- We have Early Learning Coordinators on each of our primary campuses to ensure that all curriculum, instruction, intervention, and communication needs are being met.

Conclusion: The positive relationships between staff and families that Port Neches-Groves ISD promotes through the HQPK Family Engagement Plan, help build a shared understanding of how we can work together to ensure every child will reach their full potential, from birth to kindergarten and beyond.

The district is fortunate to have a wealth of community partners and resources to help support our students beyond the school environment in the areas of academics, counseling services, mental health, overall health, etc. For more information the primary point of contact is Staci Gary. Campus contacts are also provided.

PART V: ADOPTION

This District-wide Parent and Family Engagement Policy was agreed on with, parents of children at the meeting minutes.

This Parent and Family Engagement Policy was developed/revised by Port Neches-Groves Independent School District on the 6th day of May 2025, as a replacement for the current district parent and family engagement policy previously approved and will be in effect for the upcoming school year.

The district will distribute this Policy to all parents of participating Title I, Part A children by posting it on the district website in a timely manner after it is approved.

Kevin Schexnaider

Signature of Title I Authorized Representative
(Campus Principal)

8/26/2026

Date

These parents were on the committee that developed this document.

Laura Allen

Jill Bond

Natalie Smith

Heather Edgar

Jacob Mouton

Other committee members who helped develop this document.

Brittyn Landry

Kaylee Redkey

Erin Ashworth

Allison Gonzales

Monique Baker

Hillary Erwin

Teresa Wolfe

Kevin Schexnaider

Allana Dews

Maisie Benoit

Amanda Dubose

Primaria de Port Neches

Título I, Parte A y Política de Participación de Padres y Familias de Alta Calidad en Preescolar

2026-2027

PROPÓSITO

Port Neches Primary está comprometida con una tradición de excelencia en la educación. Los esfuerzos combinados de los estudiantes, el personal, los padres y la comunidad proporcionarán un ambiente de aprendizaje seguro que empodere a todos los estudiantes para que persigan el aprendizaje a lo largo de la vida y se conviertan en ciudadanos responsables y productivos. Por lo tanto, Port Neches Primary maximizará sus recursos para que cada niño se convierta en un aprendiz exitoso. La escuela y el hogar deben trabajar juntos para lograr un mayor rendimiento estudiantil. Se llevará a cabo una comunicación continua, bidireccional y significativa para facilitar el entendimiento mutuo y estimular el éxito estudiantil. La Primaria Port Neches está comprometida con el éxito de los estudiantes y hará todo lo posible por incluir a los padres en el desarrollo, evaluación y revisión del programa Título I y de la Política de Participación de Padres y Familias para brindar excelencia educativa.

PARTE I: EXPECTATIVAS GENERALES

La Primaria de Port Neches acepta implementar los siguientes requisitos legales:

- La escuela pondrá en funcionamiento programas, actividades y procedimientos para la participación de los padres en todas sus escuelas con programas del Título I, Parte A, conforme a la sección 1116 de la Ley de Cada Estudiante Tiene Éxito (ESSA). Esos programas, actividades y procedimientos serán planeados y operados con una consulta significativa con los padres de los niños participantes.
- De acuerdo con la sección 1116, la escuela trabajará con sus escuelas para asegurar que las políticas requeridas de participación de padres y familias a nivel escolar cumplan con los requisitos de la sección 1116(b) de la ESSA, y cada una incluya, como componente, un pacto escuela-padres consistente con la sección 1116(d) de la ESSA.
- La escuela incorporará esta política de participación de padres y familias a nivel distrital en su plan LEA desarrollado bajo la sección 1112 de la ESSA.
- Al cumplir con los requisitos de participación de padres y familias del Título I, Parte A, en la medida de lo posible, el distrito escolar y sus escuelas ofrecerán oportunidades completas para la participación de padres con dominio limitado del inglés, padres con discapacidades y padres de niños migrantes, incluyendo la provisión de información e informes escolares requeridos bajo la sección 1116 de la ESSA en un formato comprensible y uniforme y, incluyendo formatos alternativos a solicitud y, en la medida de lo posible, en un idioma que los padres entiendan.
- Si el plan de la LEA para el Título I, Parte A, desarrollado bajo la sección 1112 de la ESSA, no es satisfactorio para los padres de los niños participantes, el distrito escolar enviará cualquier

comentario de los padres con el plan cuando el distrito escolar lo presente al Departamento Estatal de Educación.

- La escuela involucrará a los padres de niños atendidos en escuelas del Título I, Parte A, en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de padres y familias, y asegurará que no menos del 95% del uno por ciento reservado vaya directamente a las escuelas.
- La escuela estará regida por la siguiente definición legal de participación de padres y familias, y espera que sus escuelas bajo el Título I realicen programas, actividades y procedimientos de acuerdo con esta definición:

La participación de padres y familias significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico del estudiante y otras actividades escolares, incluyendo asegurar—

- (a) Que los padres jueguen un papel fundamental en ayudar al aprendizaje de sus hijos.*
- (b) Se anima a los padres a participar activamente en la educación de sus hijos en la escuela*
- (c) Que los padres sean socios plenos en la educación de sus hijos y estén incluidos, según corresponda, en la toma de decisiones y en comités asesores para ayudar en la educación de sus hijos*
- (d) Que se lleven a cabo otras actividades, como las descritas en la sección 1116 de la ESSA.*

- La escuela informará a padres y organizaciones de padres sobre el propósito y la existencia del Centro de Información y Recursos para Padres (CPIR) en Texas (<https://www.parentcenterhub.org/find-your-center/>)

PARTE II: COMPONENTES DE POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS A NIVEL DISTRITAL

1. Port Neches-Groves ISD tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto de su plan de participación de padres y familias a nivel distrital bajo la sección 1116 de la ESSA:
 - La Política de Participación de Padres y Familias del Distrito será revisada anualmente bajo la dirección del Director de Programas del Distrito. Esta política será presentada para su aprobación en una Audiencia Pública durante una reunión programada de la junta abierta a todos los padres del distrito.
2. Port Neches-Groves ISD tomará las siguientes acciones para involucrar a los padres en el proceso de revisión y mejora escolar bajo la sección 1116 de la ESSA:
 - Los padres en los campus de Título I serán capacitados para el propósito del Título I, Parte A.
 - Los padres participarán en los Comités de Mejora del Campus y en el Comité de Mejoramiento del Distrito.

- Los campus que reciban fondos de Título involucrarán a los padres en un comité de Título I del campus.
 - Los campus promoverán organizaciones activas de la asociación de padres y profesores.
3. Port Neches-Groves ISD proporcionará la siguiente coordinación necesaria, asistencia técnica y otros apoyos para ayudar a las escuelas del Título I, Parte A, a planear e implementar actividades efectivas de participación de padres y familias para mejorar el rendimiento académico y el desempeño escolar de los estudiantes.
- La coordinación, asistencia técnica y otro apoyo bajo el Título I, Parte A serán proporcionados por la Oficina del Subsuperintendente junto con el Director de Programas del Distrito.
 - El Distrito proporcionará un sitio web del distrito de Participación de Padres y Familias que proporcionará información pertinente sobre Participación de Padres y Familias del Distrito, proporcionará hipervínculos a las páginas web de Participación de Padres y Familias del campus, y proporcionará la opinión de los padres por correo electrónico al Director de Programas del Distrito.
 - Los campus del Título I mantendrán un sitio web de Participación de Padres y Familias del Título I en el campus.
4. El Port Neches-Groves ISD coordinará e integrará estrategias de participación de padres y familias en el Título I, Parte A con estrategias de participación de padres y familias bajo los siguientes otros programas: PreK, PPCD, programas privados de preescolar.
- El Director de Programas del Distrito y los directores de campus del Título I coordinarán y apoyarán todas las actividades de participación de padres y familias del distrito y del campus.
 - Se recomienda que las actividades de participación de padres y familias en el distrito y campus se publiquen en las páginas web del distrito y del campus accesibles para los padres.
 - La pre-inscripción en el jardín de niños del distrito se coordinará con los programas de PreK y PPCD del distrito, así como se anunciará a través de las redes sociales del distrito.
5. El Port Neches-Groves ISD tomará las siguientes acciones para realizar, con la participación de los padres, una evaluación anual del contenido y la efectividad de esta política de participación de padres y familias para mejorar la calidad de sus escuelas Título I, Parte A. La evaluación incluirá la identificación de barreras para una mayor participación de los padres en actividades de participación de padres y familias (con especial atención a padres que están económicamente desfavorecidos, tienen discapacidades, tienen un dominio limitado del inglés, tienen limitada alfabetización o son de cualquier origen racial o étnico minoritario). El distrito escolar utilizará los hallazgos de la evaluación sobre su política y actividades de participación de

padres y familias para diseñar estrategias para una participación más efectiva de padres y familias, y para revisar, si es necesario (y con la participación de los padres), sus políticas de participación de padres y familias.

Actividad/Tarea (¿Qué se hará)	Personal Responsable (¿Quién lo hará)	Cronología (Cuando se termine)	Rol parental	Responsabilidad/Evaluaciones (Cómo se medirá el éxito)
Encuestas de Participación de Padres y Familias desarrolladas en el campus en inglés y español	Campus Principales	Anual	Encuestas parentales completas	Los resultados del campus serán compilados y compartidos con la administración con el propósito de evaluación del programa.

6. El Port Neches-Groves ISD fortalecerá la capacidad de las escuelas y los padres para una fuerte participación de padres y familias, con el fin de asegurar la participación efectiva de los padres y familias, y para apoyar una colaboración entre la escuela involucrada, los padres y la comunidad para mejorar el rendimiento académico estudiantil, a través de las siguientes actividades descritas específicamente a continuación:

- El distrito escolar, con la ayuda de sus escuelas del Título I, Parte A, brindará asistencia a los padres de niños atendidos por el distrito escolar o la escuela, según corresponda, para entender temas como los siguientes, tomando las acciones descritas en este párrafo--
- Estándares de contenido académico de Texas
- Estándares de rendimiento académico estudiantil en Texas
- Las evaluaciones académicas de Texas y locales, incluyendo evaluaciones alternativas
- Los requisitos del Título I, Parte A
- Cómo monitorear el progreso de sus hijos
- Cómo trabajar con educadores:

Enumera actividades como talleres, conferencias, clases, tanto dentro como fuera del estado, incluyendo cualquier equipo u otros materiales que puedan ser necesarios para asegurar el éxito.

Actividad/Tarea (¿Qué se hará)	Personal Responsable (¿Quién lo hará)	Cronología (Cuando se termine)	Rol parental	Responsabilidad/Evaluaciones (Cómo se medirá el éxito)
El campus apoyará iniciativas/actividades que promuevan la participación de padres y familias. Ejemplos: Noches de Padres; Socio de negocios/Adopta-a-	Superintendente, Subsuperintendente, Director de Programas del Distrito,	En curso	Participar activamente en las actividades del campus	Participación de los padres en eventos

Mes; Compañeros de mochila; Marquesinas escolares, etc.	Directores, consejeros, maestros			
El distrito fomentará y apoyará la comunicación entre directores y maestros, con los padres usando Remind y otros medios de comunicación	Principal, Maestros	En curso	Únete a los grupos de texto relevantes de Remind. Correos masivos	Mensajes de texto y correos electrónicos a los padres.
Boletines	Principal, Consejeros	En curso	Lee la información proporcionada	Boletines impresos y en línea
Información/Explicaciones de Evaluación Estatal Publicadas en el sitio web del distrito	Subsuperintendente	Sigue en curso a medida que se publique nueva información por parte de TEA	Lee la información proporcionada	Información en línea publicada en el sitio web del distrito
Incluye días de juntas de padres y maestros en la primaria	Comité de Calendario de DEIC y Administración del Distrito	Octubre de 2025 y febrero de 2026	Asiste a reuniones	Calendario distrital publicado con fechas determinadas
Distribuir Pactos Escuela-Padres a los padres en los campus Title durante los días de juntas de padres y maestros.	Maestros	Octubre 2025	Asiste a reuniones y participa en la revisión del Pacto con el maestro.	Pacto entre Escuelas y Padres
Traduce los Pactos Escolar-Padre al español.	Campus Principales	Septiembre 2025	Asiste a reuniones y participa en la revisión del Pacto con el maestro.	Distribución de versiones en español del Pacto Escolar-Padres.
Los maestros y el personal recibirán capacitación anual sobre el valor y la utilidad de las contribuciones de los padres en el campus.	Campus Principales	Otoño 2025	N/A	Hoja de Inicio de Sesión Agenda

- El distrito escolar, con la ayuda de sus escuelas, proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como capacitación en alfabetización y el uso de tecnología, según corresponda, para fomentar la participación de padres y familias, mediante:
 - Proporcionar recursos de aprendizaje en línea para todos los estudiantes de Kinder a 5º en lectura/matemáticas
 - Brindando a Skyward Family acceso a libros de calificaciones en línea
 - Proporcionar correo electrónico para maestros con fines de comunicación con los padres
 - Proporcionar un componente para padres para recursos en línea según corresponda.
 - Boletines para padres
- El distrito escolar, con la ayuda de sus escuelas y padres, educará a sus maestros, personal de servicios al alumno, directores y otro personal, sobre cómo acercarse, comunicarse y trabajar con los padres como socios iguales en el valor y utilidad de las contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas. por:
 - Fomenta y apoya la participación de los padres en las reuniones de padres y maestros.
 - Fomentar la participación de los administradores en las sesiones de participación de padres y familias en conferencias profesionales.
 - Fomentar la participación de los administradores en talleres/conferencias de la Región 5 específicos para la participación de padres y familias.
 - Proporcionar una biblioteca de literatura/recursos profesionales para administradores y maestros.
 - Apoyar la capacitación en desarrollo de personal basada en el campus, la participación de padres y familias.
- El distrito escolar tomará las siguientes acciones para asegurar que la información relacionada con la escuela y los padres, programas, reuniones y otras actividades, se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a solicitud y, en la medida de lo posible, en un lenguaje que los padres puedan entender:

Actividad/Tarea (¿Qué se hará)	Personal Responsable (¿Quién lo hará)	Cronología (Cuando se termine)	Rol parental	Responsabilidad/Evaluaciones (Cómo se medirá el éxito)
Los documentos proporcionados por TEA para entender los	Subsuperintendente	Tal como está	Acceso al sitio web del distrito	El sitio web del distrito contiene enlaces

resultados de las pruebas se proporcionarán en español, según lo proporcionado por TEA.		disponible por TEA		activos a documentos de apoyo.
Sitio web del distrito que puede traducirse a aproximadamente 100 idiomas, además del inglés.	Director de Tecnología	En curso	Acceso a idiomas en el sitio web del distrito o campus para conversión de idiomas.	El sitio web del distrito contiene enlaces activos a aproximadamente 100 idiomas, además del inglés, en su sitio.
Proporcionar acceso familiar en línea en idiomas distintos al inglés.	Director de Tecnología	Verano 2025	Elige la opción "Traductor de idiomas" en Family Access	Completé exitosamente los registros en línea
Proporciona traductores en los eventos de registro para ayudar a los padres.	Director de Programas del Distrito	Agosto 2025	Asistencia a los eventos de registro	Inscripción exitosa de su(s) hijo(s).
Cuando sea apropiado, contrata servicios de traductor para ayudar con las reuniones con los padres.	Coordinación por el personal apropiado del campus	En curso	Participación en reuniones.	Comunicación exitosa
Encuestas de participación de padres y familias en el campus proporcionadas en inglés y español	Campus Principales	Anual	Encuestas parentales completas	Los resultados serán compilados y compartidos con la administración con el propósito de evaluación del programa.
El distrito fomentará y apoyará la comunicación entre directores y maestros, con los padres usando Remind y otros medios de comunicación	Principal, Maestros	En curso	Únete a los grupos de texto relevantes de Remind. Correos masivos	Mensajes de texto y correos electrónicos a los padres.
Las comunicaciones obligatorias de ESSA se proporcionarán en español.	Director de Programas del Distrito	En curso	Lecturas Correspondencia	Documentos traducidos
Traduce los Pactos Escolar-Padre al español.	Campus Principales	Septiembre 2025	Asiste a reuniones y participa en la revisión del Pacto con el maestro.	Distribución del Pacto Escuela-Padres.
Contrato con RTT Mobile para servicios de traducción.	Director de Programas del Distrito	Renovación anual	Participación, según sea necesario	Encuesta al personal del distrito sobre la utilidad.

Ampliar las oportunidades para documentos y redes sociales traducidos al español.	Todos los administradores y directores del campus	En curso	Recibe correspondencia	Mejora en la comunicación entre padres hispanohablantes y las escuelas.
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PARTE III: COMPONENTES DISCRECIONALES DE POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIAS A NIVEL DISTRITAL

Actividad/Tarea (¿Qué se hará)	Personal Responsable (¿Quién lo hará)	Cronología (Cuando se termine)	Rol parental	Responsabilidad/Evaluaciones (Cómo se medirá el éxito)
Motivar a los campus a organizar reuniones escolares en diferentes horarios para acomodar a los padres	Subsuperintendente, Campus Principales	En curso	Comunícate con el personal del campus	Variedad de oportunidades para padres en los campus publicadas en los sitios web del distrito y del campus.
Conoce al maestro programado por nivel del campus.	Campus Principales		Asistencia a la Noche de Encuentro con los Maestros	Asistencia de los padres
Proporcionar a los padres del comité de título una copia de la Política de Participación de Padres y Familias del Campus	Campus Principales	Primeras seis semanas	Participación activa en el desarrollo de la política de participación de padres y familias en el campus	Hojas de registro Agenda
Ofrecer oportunidades ampliadas de reuniones a los padres (Títulos I y III)	Director de Programas del Distrito, Especialistas en ESL, Directores	En curso	Participación	Hojas de inicio de sesión y aportaciones de los padres

PARTE IV: PREESCOLAR DE ALTA CALIDAD

Port Neches-Groves ISD, de acuerdo con las directrices de Proyecto de Ley 3 de Alta Calidad para Prekindergarten, continúa promoviendo la colaboración entre nuestra escuela, familias y comunidad para asegurar resultados exitosos para nuestros estudiantes más pequeños en los programas de preescolar.

Además de las iniciativas de participación de padres y familias mencionadas arriba, se ofrecen las siguientes actividades a nivel Pre-K para asegurar el éxito...

Actividades de transición:

- El posicionamiento estratégico de los salones busca proporcionar un ambiente cómodo y familiar para los estudiantes que están en transición de Pre-Kínder a Kínder.
- Existe un plan de estudios alineado que hace que el proceso de enseñanza y aprendizaje desde Pre-K hasta Kínder sea una transición fluida.
- Ofrecemos un evento de Reunión de Kínder para padres y estudiantes, para que se familiaricen con el personal, el edificio, los procedimientos, etc., hacia el final del preescolar de los estudiantes. En este momento, se anima a los padres a dar retroalimentación y sugerencias sobre cómo podemos mejorar nuestros programas.
- Se ofrecen una serie de sesiones de aprendizaje para padres a lo largo del año escolar. Las sesiones proporcionan información sobre diversos temas, seguidas de tiempo de preguntas y respuestas con el personal del distrito. También se entregan artículos para llevar a casa para apoyo continuo a quienes asisten.
- Contamos con Coordinadores de Aprendizaje Temprano en cada uno de nuestros campus de primaria para asegurar que se cubran todas las necesidades curriculares, de instrucción, intervención y comunicación.

Conclusión: Las relaciones positivas entre el personal y las familias que promueve Port Neches-Groves ISD a través del Plan de Participación Familiar de HQPK ayudan a construir un entendimiento compartido de cómo podemos trabajar juntos para asegurar que cada niño alcance su máximo potencial, desde el nacimiento hasta el kínder y más allá.

El distrito tiene la fortuna de contar con una gran cantidad de socios comunitarios y recursos para apoyar a nuestros estudiantes más allá del entorno escolar en áreas como académico, servicios de consejería, salud mental, salud en general, etc. Para más información, el punto de contacto principal es Staci Gary. También se proporcionan contactos en el campus.

PARTE V: ADOPCIÓN

Esta Política de Participación de conjuntamente y acordada con como lo evidencian las actas de

Esta Política/Plan de Participación de Padres y Familias fue desarrollado/revisado por el Distrito Escolar Independiente de Port Neches-Groves el día 6 de mayo de 2025, como reemplazo de la política actual de participación de padres y familias del distrito que se aprobaba previamente y estará vigente para el próximo ciclo escolar.

El distrito distribuirá esta Política a todos los padres de los niños participantes en el Título I, Parte A, publicándola en el sitio web del distrito de manera oportuna después de que sea aprobada.

Kevin Schexnaider

Firma del Representante Autorizado del Título I
(Campus Principal)

8/26/26

Fecha

Estos padres formaron parte del comité que desarrolló este documento.

Laura Allen
Jill Bond
Natalie Smith
Heather Edgar
Jacob Mouton

Otros miembros del comité que ayudaron a desarrollar este documento.

Brittyn Landry
Kaylee Redkey
Erin Ashworth
Allison Gonzales
Monique Baker
Hillary Erwin
Teresa Wolfe
Kevin Schexnaider
Allana Dews
Maisie Benoit
Amanda Dubose

