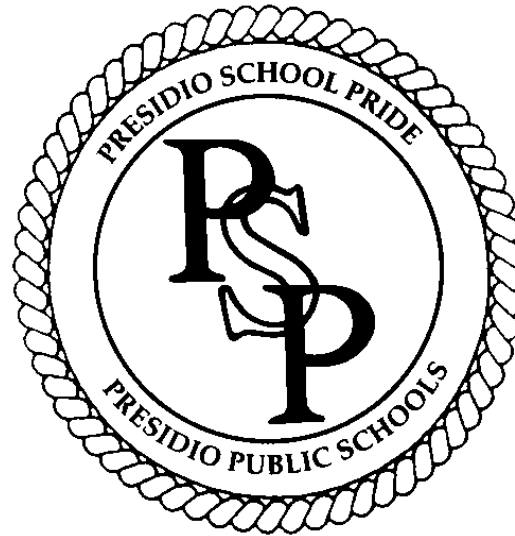


**Presidio Independent School District
Presidio Elementary School
Campus Improvement Plan
2016-2017**



CCI Committee Revised: 01-21-2017

District-wide Education Improvement Council Revised: Approved:
School Board Approved:

Presidio ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For more information call 432-229-3375.

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Presidio Elementary School Campus Improvement Plan 2016-2017

Summary

| | |
|---|--|
| <p>District Focus Area: Student Learning School Goal: All students will meet or exceed state standards in all content areas as measured by passing rates each nine weeks at least three State Assessment , and yearly state required assessments. Targets: ELA: 100% Math: 100% Science: 100% Social Studies: 100%</p> | |
| Strategies | <ul style="list-style-type: none"> • Establish a process for supporting all learners in academics through appropriate interventions at the campus, classroom and individual student levels. • Strengthen literacy in all classes. • Reinforce teacher/student engagement in Benchmarks, Course Curriculum Maps, Lesson Planning, PDSA, and PDAS. • Develop and implement strategies to attract and retain high quality, highly qualified teachers and para-professionals. |
| <p>District Focus Area: Quality Learning and Working Environment School Goal: Create quality learning and working environments for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and nine-weeks discipline data. Targets: 97% Attendance Rate 0% Major Discipline Actions</p> | |
| Strategies | <ul style="list-style-type: none"> • Address standard faculty and staff and parent satisfaction issues. • Establish a process for consistent implementation of student code of conduct. • Establish a process to ensure a safe quality learning & working environments. • Establish a professional development system. |
| <p>District Focus Area: Effective and Efficient Operations School Goal: Improve effectiveness of processes and procedures as measured by student, staff and parent satisfaction and climate surveys twice a year. Targets: 0% Drop Out Rate 100% Completion Rate</p> | |
| Strategies | <ul style="list-style-type: none"> • Increase instructional time including but not limited to tutorials and enrichment. • Ensure all district stakeholders have access to effective and efficient support resources. • Ensure all students and staff have access to current, secure, and sustainable technology. • Use Classroom Continuous Improvement to improve the school classroom systems. |
| <p>District Focus Area: Parent and Community Engagement School Goal: Improve community engagement as measured by surveys at mid and end-of-year and documented participation throughout the year. Target: 100% Parental Involvement</p> | |
| Strategies | <ul style="list-style-type: none"> • Utilize parents, community organizations, businesses, and programs to increase student learning. • Enhance customer service, particularly through welcoming environments, effective communication with the public, ongoing staff training and results monitoring, and more multi-language information. • Develop a quality measurement system of community engagement. • Develop processes for engaging students in community events. |

Introduction

The Presidio Independent School District (PISD) Presidio Elementary School Campus Improvement Plan (CIP) is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in PISD policies BQ(Legal) and BQA(Legal).

Each campus shall have a campus improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Campus Administrator with the assistance of the campus-level committee. The purpose of the campus improvement plan is to guide campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The CIP is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 CIP, the entire faculty and administration of Presidio ISD spent two days in June 2016, to work on the needs assessment, not only as a District but also at the campus level. Presidio ISD District-wide Education Improvement Council (DWEIC) met in committee through the fall and spring semester of the 2015-2016 school year to review the Needs Assessment, proposed Performance Objectives and Targets, and complete the Action Steps. Campuses review data and plans throughout the year; plans carry over from previous years to continue the revisions and appropriate strategies to continue for the current year and make changes to continue to improve and address the student needs. The full DWEIC reviewed 02-13-2017; reviewed and recommended approval: 02-13-2017. CCI Committee Revised 01-21-2017. The Board of Trustees provided final approval: March 23, 2017

Mission

Public Education Mission Statement:

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

This mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

Texas Education Code (TEC) 4.001

Public Education Goals

The goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

- Goal One: The reading and writing of the English language.**
- Goal Two: The understanding of mathematics.**
- Goal Three: The understanding of science.**
- Goal Four: The understanding of social studies.**

Texas Education Code (TEC) 4.002

Presidio Independent School District Mission Statement

The mission of the Presidio Schools, in cooperation with parents and the community, is to provide quality education and related support to school-aged children in an equitable and accountable manner so that each student may become a literate, productive, and responsible American citizen in a changing world.

Presidio Elementary School Mission Statement

At Presidio Elementary we will be responsible for our learning. We will respect ourselves and others. We will be safe in our actions. We will be the best that we can be.

Nondiscrimination Notice

Presidio ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

District Profile

Presidio Schools believe all students can learn, and good teachers are the ones who make things happen. Presidio Independent School District is committed to involving the school board, administrators, staff, parents, students and the community as a whole in solving problems in order to bring about quality education.

Presidio Independent School District is a rural school district located on the Texas Mexico border in the Big Bend of Texas serving the students of the communities of Presidio, Ruidosa, Candelaria, Shafter and through an agreement with Marfa Independent School District, the community of Redford. Presidio ISD has one (1) elementary school, one (1) middle school, and one (1) high school. For information about the district achievements and the student demographics, please visit the district website at <http://www.presidio-isd.net> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. Presidio I.S.D. serves approximately 1,163 Pre-Kindergarten through 12th grade students. The district also provides Distance Learning college courses through Sul Ross State University and Odessa College, UTPB, TSTC, Texas Tech and UT.

Presidio I.S.D. is the largest employer in the city with approximately 105 professional and 255 full-time support staff.

Presidio Elementary School Overview

Presidio Elementary School (PES) is the public elementary school for residents of Presidio I.S.D. PES serves grades Pre-K through 6th and follows all Federal, State, and District laws and policies.

Campus Improvement Council 2016-2017 Professional Educators

Yvette DeAnda, Administrator, Principal

Glenn Omar, A. Principal, PK – 2nd Grade

Ernesto Monte, A. Principal, 3rd-5th

Lisa Saucedo, PK Representative

Zayra Cepeda, K Representative

Brenda Ramirez, 1st Grader Representative

Marivel Santillan, 2nd Grade Representative

Atanacia Uniforme, 3rd Representative

Rodelio Creer, 4th Grade Representative

David Knight, 5th Grade Representative

H. Omar, Special Ed. Representative

Community Representatives

Roxy Cabello, Parent Representative

Alma Martin, Community Representative

Brenda Witty, Business Representative

This Council will meet at least three times during the 2016-2017 academic years to review, revise and update the Campus Improvement Plan.

Presidio Elementary School Campus Improvement Plan

The following Campus Improvement Plan is a document outlining district initiatives to improve student performance and organizational effectiveness. Presidio Independent School staff, students, and parents provided suggestions for writing the Campus Improvement Plan. Each Campus Improvement Plan is written by elected Professional Educators, Community Representatives, and Other Professionals and is aligned to the District Improvement Plan.

To assess where our students are in relation to our mission and goals, a comprehensive needs assessment was completed to identify strengths and areas of concern. A summary of the comprehensive needs assessment as well as supporting documentation may be found in the Appendix.

Needs Assessment Instruments Used in Planning:

1. State Assessment Analysis
2. Accountability Reports
3. Benchmark Assessment
4. Attendance Records
5. Student, Staff, and Parent Satisfaction and Climate Surveys
6. CNA forms and reports for strategies

Summary of Findings

All of the data reflect a need for school reform in order to improve test scores, attendance, and overall educational performance. To address the needs established in the need assessment, PISD has begun a comprehensive reform initiative using Continuous Classroom Improvement as its model. This model focuses on a systems approach to reform using data to drive collaborative decision making. PES will be using the funds to increase teacher capacity in SIOP based practices, using data to analyze curriculum gaps, assessment alignment to instruction as well as focusing in PBL (project based learning) and in writing to learn. These are all district goals as well as campus goals and we will focus in other effective and efficient researched based strategies to increase the rigor of teaching but more specific the rigor of learning to give the students ownership of their own learning. We will collaborate as a team; all teachers are responsible for the success of all students (using an advisory period) to help students keep track of their passing rate and take care of special needs we will assure the focus on each individual student. Administrators will receive PD in data disaggregation as well as in assessment to lead the campus in the process to assure buy in and ownership. All teachers will apply SIOP strategies in a daily basis to assure language acquisition of all students. Will be using data driven decision making to integrate PBL and other research based strategies to assure the success of all students.

The following abbreviations or codes are used throughout this plan.

| Abbreviations | | | | | |
|---|---|--------------|-------------------------------|--|------------------------|
| School Wide Components | | | | | |
| CNA | Comprehensive Needs Assess | | PI | Parental Involvement | |
| IS/EM/RS | Instructional Strategies /Effective Methods/Reform Strategies | | PBL | Project Based Learning | |
| HQ | Highly qualified | | TIA | Teacher Involvement in Assessments | |
| PD | Professional Development | | M | Monitoring | |
| W2L | Writing to Learn | | Coord. | Coordination/Integration | |
| Program Budget Codes | | | | | |
| Bil | Bilingual | Local | Local | OEYP | Optional Extended Year |
| OS | Other Sources | SCE | State Compensatory Education. | Sp. Ed. | Sp. Education. |
| T-1 | Title I | T-1C | Migrant | T-II A | Title II, Part A |
| T-IV | Title IV—Safe & Drug Free | T-V A | Title V—Innovative | | |
| Other Abbreviations | | | | | |
| AEIS | Academic Excellence Indicator System | | AM | Accelerated Mathematics | |
| AR | Accelerated Reading | | CCI | Continuous Classroom Improvement | |
| DWEIC | District Wide Education Improvement Council | | FAT | Focus Area Team | |
| IEP | Individual Education Plan | | PLC | Professional Learning Communities | |
| Supt | Superintendent | | TAKS | Texas Assessment of Knowledge & Skills | |
| URGWF | Upper Rio Grande Work Force | | VAT | Vertical Alignment Team | |
| Note: X.X.X is the School Wide Component Numbering System: (Focus Area).(Focus Area Strategy).(Action Step) | | | | | |

**PRESIDIO ELEMENTARY CAMPUS IMPROVEMENT PLAN
2016-2017**

District Goal: All students will meet or exceed state standards in all content areas as measured by passing rates each nine weeks, benchmark tests, and yearly state required assessments.

District Priority Student Learning Target: By the end of the 2016-2017 school year, we will improve student performance in all areas and narrow the achievement gap between all students as measured by:

- an increase in the percentage of students who pass state and local assessments.
- a decreased gap in the performance of all special population students and all students.
- an increase in the percentage of students achieving commended performance in all areas.

District Strategy: Establish a process for supporting all learners in academics through appropriate interventions at the campus, classroom and individual student levels.

Target Population

| ALL | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
|---------|---|--|--|---|--|---|
| ALL | 1.1.1 Disaggregate student data to identify strengths and areas of concern. | Teachers Administrators Parents | Teachers Administrators | -0- | Benchmarks Test Reports TELPAS TPRI Summary Reports Eduphoria STAAR Reports | August December May |
| ALL | 1.1.2 Assess student performance using Benchmarks. | Teachers Administrators | Teachers Administrators | Local Title I SCE | Eduphoria Benchmark Test Reports STAAR Reports | September December February March |
| ALL | 1.1.3 Document in lesson plans modifications and strategies to address the needs of all students. | Teachers Grade Level Meetings | Teachers Lesson Plans | -0- | Lesson Plans PBL | Ongoing |
| At Risk | 1.1.4 Continue to improve the 3-Tier reading model across the grade levels. | Teachers Administrators | Teachers Administrators | Title I SCE | Reading Benchmark Progress Reports STAR Reports Report Cards | Ongoing |
| ALL | 1.1.5 Provide after-school and Saturday tutorials for all students performing below grade level in all core subjects. | Teachers Administrators Paraprofessionals | Teachers Administrators Parents | SCE Title I Local, State, Federal Grants | Mock Results STAR reports Benchmarks Test Reports Report Cards | Each nine weeks |
| ALL | 1.1.6 Maintain and train for the use of the Renaissance program, My Own and iStation for Reading and Math Assessment, remediation and acceleration. Continue the use of mClass Circle Assessment for PK classrooms. | Administrators Teachers Paraprofessionals Technology Coordinator | Administrators Teachers Technology Coordinator Computers in classrooms and/or labs | TITLE I PK/K Grant SCE TITLE IC Sp. Ed. | Program Reports | Ongoing |
| ALL | 1.1.7 Support students with a recognition system for "A" Honor Roll, "A" & "B" Honor Roll, and Perfect Attendance. | Teachers Administrators | Teachers Administrators Parents Paraprofessionals | Local P.T.O. | Nine weeks reports | Monthly student assemblies Each nine weeks EOY Awards |
| ALL | 1.1.8 Continue to vertically align curriculum for PK-6 th grade across all subject areas. | Teachers Administrators | Teachers Administrators | Title 1 | Curriculum Maps Vertical Team Minutes Meeting Agendas | Ongoing |
| ALL | 1.1.9 Improve student writing through implementation of strategies and opportunities for teachers to attend quality writing workshops. | Teachers Administrators | Teachers Administrators | Local Funds Title 1 State Comp. Ed. OEYP | Written compositions STAAR-TELPAS | August 2016 – May 2017 |
| ALL | 1.1.10 Provide public meeting to discuss campus evaluation AEIS data. | Teachers Administrators | Teachers Administrators Parents | Title 1 Local | Sign-in Records | October May |
| ALL | 1.1.11 Provide a scheduled intervention period during the school day for grade 3 rd -6 th | Teachers Administrators Parents | Teachers Administrators Parents | State, local and federal | Benchmark Progress Reports Report Cards | Ongoing |

| | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
|-------------------|---|---|--|---|---|------------------------------|
| LEP | 1.2.1 Bilingual Education in PK – 5 th with language acquisition Support and ESL Support for 6 th will continue. | Teachers Administrators Language Acquisition Mentors/Teachers | L PAC Teachers Administrators Language Acquisition Mentors/Teachers | Bilingual Local PK/K Grant Title 1 | TELPAS LAS Pre-LAS | Each 9 weeks |
| G/T Students | 1.2.2 Provide opportunities for challenging activities and individual projects for students who are identified as G/T | Teachers Administrators | Teachers Administrators | Local G/T | Placement Records Individual Projects | Ongoing |
| Special Education | 1.2.3. Students identified as requiring special education services will have access to a variety of placements including, but not limited to full inclusion, content mastery, resource, and self-contained. | Teachers Administrators 588 Coop | Teachers IEPs Administrators | Local Special Education Title 1 | Placement Records IEPs | Ongoing |
| Special Education | 1.2.4 Ensure that students who are referred for special education assessments have received response to intervention prior to the referral process. | Administrators Teachers | Administrators Teachers 588 CO-OP ESC 18 | Local ARI/AMI Title 1 Special Education Bilingual | RTI Documentation | Ongoing |
| 504 Education | 1.2.5 All students will receive adequate intervention and progress monitoring prior to referral for 504 evaluation. | Administrators Teachers | Administrators Teachers | Local Title 1 Bilingual | RTI Documentation | Ongoing |
| 504 Education | 1.2.6 Students identified as requiring 504 services will have access to a variety of resources and accommodations. | Administrators Teachers | Administrators Teachers | Local Title 1 Bilingual | RTI Documentation | Ongoing |
| 4 Year Olds | 1.2.7 Continue to provide a full day PK program for all community 4-year-old students and a 3 year old pilot program | Teachers Administrators | Teachers Administrators Community Members | Local Title 1 PK/K Grant | Enrollment Records | Ongoing |
| ALL | 1.2.8 Continue the use of the Student Success Initiative in Reading and Math | Administrators Teachers Paraprofessionals | Administrators Teachers Paraprofessionals | Local –state and federal | Program Reports | Each 9 weeks |
| ALL | 1.2.9 Maintain an appropriately staffed library program. | Paraprofessionals Administrators | Administrators Paraprofessionals | State and Local | Library Reports Number of books checked out Number of children served Number of AR tests | Each 9 weeks |
| ALL | 1.2.10 Continue to vertically align the curriculum for PK-5 th grade across all subject areas. | Teachers Administrators | Teachers Administrators | Title 1 | Curriculum Maps Vertical Team Minutes | Ongoing |
| ALL | 1.2.11 Continue to provide a PK – 5 th grade fine arts program that includes music and art. | Teachers Administrators Paraprofessionals | Teachers Administrators Paraprofessionals | Local Funds Title 1 | Report Cards | Each 9 weeks |
| ALL | 1.2.12 All teachers will attend professional development focused on specific teaching strategies to differentiate classroom instruction. | Teachers Administrators | ESC 18 Consultants Other PD opportunities | Title 1 Local Special Education Bilingual G/T | Training Records | Ongoing |

| District Focus Area: Student Learning | | | | | | | | | |
|---|---|--------------------|---|----------------|----------------------|---|------------------------|--|--|
| District Goal: All students will be educated in learning environments that are safe, drug free, and conducive to learning. | | | | | | | | | |
| District Priority Student Learning Target: By the end of the 16-17 school year, we will improve student performance in all areas and narrow the achievement gap between all students as measured by: <ul style="list-style-type: none"> • an increase in the percentage of students who pass state and local assessments. • a decreased gap in the performance of special population students and all students. • an increase in the percentage of students achieving commended performance in all areas. | | | | | | | | | |
| District Strategy: Develop and implement strategies to maintain a coordinated school health program | | | | | | | | | |
| School wide Components | Action/Strategy | Student Population | Staff Responsible | Timeline | | Resources Human/ Materials | Budget Code/ Amount | Evaluation Measures | |
| | | | | Implementation | Formative Evaluation | | | Formative | Summative |
| 1.5.1 | PISD will provide health, safety awareness training and education for the school community | All | SHAC Administration Teachers, and staff | August | May | Time, Presidio Crisis Center SHAC Faculty | SCE, Local | Materials, Agenda | Sign-in |
| 1.5.2 | Develop on-going curriculum that includes educational presentations to student on teen dating violence, sexual violence, and acquaintance rape prevention | All | SHAC Administration Teachers, and staff | August | May | Time, Presidio Crisis Center SHAC Faculty and staff | Title I, SCE, Local | Timeline for framework development | Curriculum work in progress |
| 1.5.3 | Implement Educational program as well discipline program to prevent bullying and provide resources for students, parents and community. | All | SHAC Administration Teachers, and staff | August | May | Time, Presidio Crisis Center SHAC Faculty and staff | Local | Sign-ins parent meeting, Forms- parent permissions | Sign-ins parent meeting, Forms- parent permissions |

| District Priority: Quality Learning and Working Environment | SMART Goal: Presidio Elementary School will create quality learning and working environments for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and nine-weeks discipline reports. | | | | | 97% Attendance Rate 0% Major Discipline Actions |
|---|--|---|--|-------------------|---|--|
| Strategy: Address student, faculty, staff, and parent satisfaction issues. | | | | | | |
| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
| ALL | 2.1.1 Create & distribute student surveys at end of each school year. | Faculty & Staff Administrators CQT | Administrators Surveys | Local Grants | Survey Results | Ongoing |
| All Faculty & Staff | 2.1.2 Distribute faculty and staff surveys at end of each semester | Faculty & Staff Administrators CQT | Teachers Administrators Surveys | Local Grants | Survey Results | Ongoing |
| ALL Parents | 2.1.3 Distribute parent surveys at end of each semester | Faculty & Staff Administrators Parents CQT | Teachers Administrators Surveys | Local Grants | Survey Results | Ongoing |
| ALL students | 2.1.4 Classroom teachers will have Issue Bins for students to voice their concerns. | Faculty & Staff Administrators CQT | Teachers Administrators Surveys | Local Grants | Issue Bin Items | Ongoing |
| All Faculty & Staff | 2.1.5 A campus issue bin will be used for teachers and staff to address any concerns. | Faculty & Staff Administrators CQT | Teachers Administrators Issue Bin | Local | Issue Bin Items, CQT and Faculty Meeting Agendas | Ongoing |
| All Faculty & Staff | 2.1.6 Conduct evaluations of all trainings and meetings using quality tools, i.e. plus/delta | Faculty & Staff Administrators CQT | Teachers Administrators Evaluation Tools | Local | Plus Delta, Quality Tools | Ongoing |
| All Stakeholders | 2.1.7 Create a campus-wide and community communication and feedback system to address areas of celebration and areas in need of improvement | Administrators CQT | Evaluation Tools | Local | CQ Faculty meeting Agendas Survey Results | Ongoing |

| District Priority: Quality Learning and Working Environment | SMART Goal: Presidio Elementary School will create quality learning and working environments for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and nine-weeks discipline reports. | | | | | 97% Attendance Rate 0% Major Discipline Actions |
|--|--|--|--|-----------------------------|---|--|
| Strategy: Establish a process to ensure a safe quality learning & working environment | | | | | | |
| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
| All students & Staff | 2.2.1 Continue programs to address conflict resolution and violence prevention, Bullying Prevention and healthy habits and decisions. | Administrators Student Services Personnel Staff | Counselor Student Services Staff Second Step Curriculum Character Counts Great Body Workshop Presidio Crisis Center Presidio Prevention Team | Title I, IV SCE Local | Student Services & Teacher reports Liaison | Ongoing |
| All students & Staff | 2.2.2 Students and staff will participate in activities such as Red Ribbon Week, Family Violence Awareness, and other public service initiatives. | Administrators Counselor Group sponsors | Student Organizations Local, state, and federal public services. | Title I, IV SCE Local | Lesson Plans, Organization Reports | October 2016 November 2016 Ongoing |
| All students | 2.2.3 Continue to work with PISD police department to maintain a safe and orderly school. | Administrators PISD Police CQT | PISD Police Department | Local | PISD Police Reports | Monthly |
| All students | 2.2.4 Provide each teacher with an emergency preparedness handbook. | Administrators PISD Police | PISD Police Department | Local | PISD Police Emergency Reports | Ongoing |
| All students | 2.2.5 Hold at least one safety drill for emergency preparedness each nine-week period. | Administrators PISD Police | PISD Police Department | Local | Safety Drill Emergency Reports | Each 9 weeks |
| All students | 2.2.6 Maintain a Campus-wide bully committee | Admin Student Services Liaison Staff | PISD Police Department | Local SCE Title I IV | Committee Reports Discipline Referrals | Monthly |

| District Priority: Quality Learning and Working Environment | SMART Goal: Presidio Elementary School will create quality learning and working environments for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and Nine-weeks discipline reports. | | | | | 97% Attendance Rate 0% Major Discipline Actions |
|---|--|--|--|---|--|--|
| Strategy: Establish a process for consistent implementation of student code of conduct | | | | | | |
| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
| All students | 2.3.1 Teachers share best practices related to classroom management | Administrators Teachers | Time | Local | Discipline Referrals PLC's Faculty Meeting Agendas | Ongoing |
| All students | 2.3.2 Maintain a campus-wide discipline cycle | All Staff | Student Handbook Classroom display of Discipline Cycle | Local State | Discipline Referrals | Ongoing |
| All Staff | 2.3.3 Provide campus wide professional development opportunities in conflict resolution, district discipline policies, student code of conduct | Administrators FAT 2 CQT | Administrators 588 Co-Op ESC-18 | Title I, II, III, IV, Migrant, SCE, Sp.Ed., Local | Sign-In Sheets, Certificates | June 2016 Dec. 2016 June 2017 |
| All | 2.3.4 Provide updates in discipline policies and student code of conduct. | Administrators | Administrators 588 Co-Op ESC-18 | Title I, II, III, IV, Migrant, SCE, Sp.Ed., Local | Sign-In Sheets Certificates Student acknowledgement forms | Ongoing As needed |
| All | 2.3.5 Distribute classroom management plans, discipline policies, and student code of conduct to teachers, parents, and students. | Administrators Teachers | Student Handbook, Code of Conduct, Policies & Procedures | Local | Student & Parent Acknowledgement Forms Teacher signature of receipt | Aug. 2016 |
| All | 2.3.6 Maintain a campus wide Discipline committee | Administration students Services Liaison Staff | Student Handbook, Code of Conduct, Policies & Procedures | Local | Discipline Referrals Committee Report | Ongoing |

| District Priority: Efficient & Effective Operations | SMART Goal: Achieve Excellence as a high performing school as measured by PISD System Approach to improving learning results and requirements. | | | | | 97% Attendance Rate 0% Major Discipline Actions |
|--|---|------------------------------|----------------------|-------------------------------|--|--|
| Strategy: Improve communication at all levels in the school (internal & external) | | | | | | |
| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
| All | 3.1.1 Determine areas of communication that need improvement | Administrator CQT | Surveys Issue Bin | Local, State, Federal, Grants | Surveys results Issue Bin responses | Monthly |
| All | 3.1.2 Develop action steps in response to identified needs and complete PDSAs | Administrators CQT CCI | Time | Local, State, Federal, Grants | Completion and communication of PDSA Cycle Results | Monthly |
| Parents and Students | 3.1.3 Provide school information to PTO newsletter | Administrators All staff | Time PTO | PTO Local | Newsletters | Monthly |

| District Priority: Efficient & Effective Operations | SMART Goal: Ensure all stakeholders have access to effective and efficient support resources. | | | | | 97% Attendance Rate 0% Major Discipline Actions |
|--|--|---|--|----------------------------------|---|--|
| Strategy: Ensure all stakeholders have access to effective and efficient support resources. | | | | | | |
| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
| All | 3.2.1 Each campus custodial team will respond to janitorial requests within 1 working day | Maintenance Supervisor Custodial Staff | Custodian | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.2 All maintenance & Janitorial requests must be submitted using the online forms. | Administrators Maintenance Supervisor | Custodian Maintenance | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.3 All requests for transportation must be submitted using the online forms at least 1 week prior to event. | All Staff Administrators Transportation Director | Transportation Director | Local | Monthly Reports | Ongoing |
| All | 3.2.4 All buildings and rooms at PES will be equipped with a direct communication system. | Administrators Staff Maintenance | Maintenance | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.5 PES will partner with community stakeholders to address and promote wellness within the district. | Administrators Nurse Staff | Consultants Nurse Coaches Athletic Director | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.6 PES will comply with all state requirements dealing with physical fitness. | Administrators Athletic Director | Coaches Athletic Director | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.7 PES Food Services will provide for the healthy nutritional needs of students and staff while promoting wellness. | Administrators Cafeteria Director PE Department | Consultants Cafeteria Staff | Local, State, Federal, Grants | Monthly Reports | Ongoing |
| All | 3.2.9The technology department will provide a technology assistant to maintain staff and classroom computers. | Administrators Technology Director | Technology Director | Local, State, Federal, Grants | Monthly Reports | Ongoing |

| | | |
|---|---|--|
| District Priority: Parent & Community Engagement | SMART Goal: Presidio Elementary School will improve community engagement as measured by surveys at mid and end-of-year and documented participation throughout the year. | 97% Attendance Rate 0% Major Discipline Actions |
|---|---|--|

Strategy: Utilize parents, community organizations, business, and programs to increase student learning.

| Target Population | Strategy/Action Steps | Staff Responsible | Resources | Funding Resources | Formative Assessments for use within the year | Strategy Review Dates |
|--------------------|---|---|---|---------------------------|--|-----------------------|
| All | 4.1.1 PES will host a meet the teacher night prior to the first day of school. | Administrators Teachers | PTO Local media | PTO Local | Sign-In Sheets | Aug 2016-2017 |
| All | 4.1.2 PES will host a parent-teacher open house at the elementary campus at least once each semester. | Administrators Campus Quality Team (CQT) Staff Parent Involvement Committee | Parent Liaisons PTO | PTO Local | Sign-In Sheets Parent Liaison Records | Dec. 2016 May 2017 |
| Parents/ Guardians | 4.1.3 PES will contact parents of students as needed via telephone, letter to parents, email, newsletters, and/or visits. | Administrators Teachers Parent Liaison Student Services Liaison | Time Parent Liaison | State, Federal, Grants | Sign-In Sheets Parent Liaison Records | Ongoing |
| Parents/ Guardians | 4.1.4 PES will inform parents of all school issues affecting their children, including programs like STAAR after-school tutorials and Saturday School, and teacher/ para-professional qualifications | Administrators Teachers | Parent Liaisons | -0- | Sign-In Sheets Parent Liaison Conference Records | Ongoing |
| Community | 4.1.5 PES will encourage local businesses to continue to donate for attendance and academic incentives | Administrators Campus Parent Involvement Committee Quality Team (CQT) Parent Involvement Committee | Parent Liaisons | -0- | Donation records | Ongoing |
| All | 4.1.6 PES will encourage community members to participate in classroom activities. | Administrators Teachers Parent Liaisons Parent Involvement Committee | Parent Liaison Student Services Personnel | -0- | Sign-In Sheets Parent Liaison Records | Ongoing |
| All | 4.1.7 PES will continue partnerships with local law enforcement and other community agencies. | Administrators Students Services Personnel | Parent Liaisons PTO Law Enforcement Community Agencies-Presidio Crisis Center | Local | Sign-In Sheets, Parent Liaison Record | Ongoing |
| All | 4.1.8 PES will continue to implement programs for all stakeholders to address drug and safety awareness, Bullying and health issues, as well as testing requirements, and how to help students at home. | Administrators SSC Teachers PIC | Parent Liaisons PTO District PD Local, State & Federal Agencies. | Local | Sign-In Sheets, Parent Liaison Records | Ongoing |
| Community | 4.1.9 PES will provide a safe and positive school culture where parents and guests feel welcomed and valued. | Administrators Campus Parent Involvement Committee Quality Team (CQT) Parent Involvement Committee | Parent Liaisons PTO District PD, Local, State & Federal Agencies Counselor Administrators | Local | Sign-in sheets Parent Liaison Records | Ongoing |

| | | | | | | | | | |
|-----|---|-----|--------------------------------------|--------|-----|---|---------------------------|---|---|
| All | 4.2.0.PISD will provide awareness training and education for the school community | All | Superintendent | August | May | Time Big Bend Family Crisis Center | SCE, Local | Materials provided by Big Bend Family Crisis Center, Agenda | Sign-in |
| All | 4.2.1 Develop on-going curriculum that includes educational presentations to student on teen dating violence, sexual violence, and acquaintance rape prevention | All | Principals Counselors Teachers | August | May | Time, Big Bend Family Crisis Center | Title I, SCE, Local | Timeline for framework development | Curriculum work in progress |
| All | 4.2.2 Modify Student Code of Conduct to state prohibition of dating violence. | All | Superintendent, Principals, | August | May | Principals, DIP | Local | Draft | Completed/ Updated Code of Conduct |
| All | 4.2.3 Inform parent's/guardians of PISDs dating violence policy, regulations, and programs. | All | Superintendent. Principals | August | May | Principals, Counselors Teachers | Local | Draft of letter | Date letters sent home |

Special Population Improvement Plans

5. Title I, Part A Schoolwide

6. Title I, Part C Migrant Education

7. Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement/Bilingual/English as a Second Language Program

8. State Compensatory Education (SCE)/At Risk

9. Special Education

10. Dyslexia

11. Advanced Academics/Gifted and Talented Program

12. BE/ESL Improvement Plan- PBMAS

13. Early College High School

14. T-Stem Academy Program

5. Title I, Part A Schoolwide

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

Elementary and Secondary Education Act (ESEA) Goals and Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics as measured by the State Assessments.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics as measured by the State Assessments.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: All students will be taught by highly qualified teachers as measured by the State Assessments.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning as measured by the public safety report.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school as measured by drop out report.

- 5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

Title I, Part A—Improving Basic Programs Operated by LEAs

Intent and Purpose

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program. All campuses in Presidio ISD are Title I Schoolwide campuses.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

General Program Requirements

All Campuses

All Title I, Part A, campuses must do the following:

1. implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. develop school-parent compacts jointly with parents
3. provide information to parents in the language parents understand
4. develop an LEA and campus Parent Involvement Policies
5. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs

6. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. provide *additional* assistance to students identified as needing help in meeting the state’s challenging student academic achievement standards
8. ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired
9. include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2016–2017 school year

Schoolwide Campuses

The CIP of a *Schoolwide Campus* must do the following:

10. incorporate the requirements of a Schoolwide Plan as cited in P.L. 107–110, Section 1114(b)
11. clearly incorporate the Ten Components of a Schoolwide Program
12. describe how the school will use Title I, Part A, resources and other sources to implement the ten components
13. include a list of state and federal programs whose funds will be combined to implement a schoolwide program
14. describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
15. include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

In consultation with the local auditor, business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:

The following narrative contains the Intent and Purpose of each Federal fund that is used on this campus to enhance and upgrade the activities. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.

Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

The Presidio ISD REAPS 100% of the Title II, Part A funds into the Title I, Part A Schoolwide Program.

Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

16. increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
17. hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries

Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.

General Program Requirements

TPTR program activities are required to do the following:

18. They must be based on a local assessment of needs for professional development and hiring.
19. These activities must meet the following:
 - be aligned with state academic content and student academic performance standards and State Assessments
 - be aligned with curricula and programs tied to state academic content and student academic performance standards
 - be based on a review of scientifically-based research
 - have a substantial, measurable, and positive impact on student academic achievement
 - be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students
20. Professional development activities must be coordinated with other professional development activities provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.

Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

21. recruiting, hiring, and retention of highly qualified personnel
22. providing professional development
23. improving the quality of the teacher and paraprofessional work force under Section 1119
24. reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization's needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning

Needs-achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

You should be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

25. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
26. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
27. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
28. Is the program, activity, or strategy supplemental to other nonfederal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

1. developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).
2. developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

3. providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
4. reducing class size
5. recruiting teachers to teach special needs children
6. recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification
7. providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
 8. content knowledge—providing training in one or more of the core academic subjects that the teachers teach
 9. classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the State Assessments

10. providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:
 11. involve collaborative groups of teachers and administrators
 12. address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP
 13. provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs
 14. provide training to enable teachers and principals to involve parents in their children's education, especially parents of LEP and immigrant children
 15. provide training on how to use data and assessments to improve classroom practice and student learning.
16. developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success
17. carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs
18. carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders
19. hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades
20. carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement

Intent and Purpose

Title III, Part A, provides supplemental resources to LEAs to help ensure that children who are limited English proficient attain English proficiency (LEP) at high levels in core academic subjects and can meet state mandated achievement performance standards.

Intended Program Beneficiaries

Intended beneficiaries are LEP students, including immigrant children and youth

General Program Requirements

The requirements are to help ensure that LEP children, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet by doing the following:

29. assisting all LEP and immigrant students to achieve at high levels in the core academic subjects and achieve standards required in Title I, Section 1111(b)(1)
30. developing high-quality language instruction educational programs designed to assist state educational agencies, LEAs, and schools in teaching LEP and immigrant students
31. assisting state and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant students enter all-English instruction settings
32. assisting State and local educational agencies and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for LEP students
33. promoting parental and community participation in language instruction educational programs for LEP students
34. streamlining language instruction educational programs to help LEP and immigrant students develop proficiency in English while meeting challenging state academic content and student academic achievement standards
35. holding State and local educational agencies and schools accountable for increases in English proficiency and core academic content knowledge of LEP students
36. providing State and local educational agencies the flexibility to implement language instructional programs that are the most effective based on scientifically-based research on teaching LEP students P.L. 107–110, Section 3102

Title III, Part A, funds shall be used to supplement and not supplant any other Federal, State, or local funds. For example, if an LEA is using state bilingual funds to provide LEP services to students, and now replaces those state funds with Title III, Part A, funds, then the LEA has supplanted state funds with

federal funds. To avoid supplanting funds, the LEA would have to demonstrate that any LEP services provided with Title III, Part A, funds are above and beyond any LEP services provided with state funds.

Allowable Use of Funds

An LEA receiving Title III, Part A, funds must use the funds to do the following:

- increase the English proficiency of LEP children by providing high-quality language-instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects
- provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language- instruction educational programs), principals, administrators, and other school or community-based organizational personnel, that meets the following:

is designed to improve the instruction and assessment of LEP children

is designed to enhance the ability of such teachers to understand and to use curricula, assessment measures, and instructional strategies for LEP children

is based on documented research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers

is of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

This last point does not include activities such as one-day or short-term workshops and conferences unless these activities are components of a long-term, comprehensive professional-development plan established by a teacher and the teacher's supervisor and are based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any LEA employing the teacher.

The district and campus is able to respond appropriately to and maintains documentation for each of the following questions to determine whether an expenditure would be allowable:

37. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
38. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
39. How will the program, activity, or strategy be evaluated to measure a positive impact on the English language acquisition and academic achievement of LEP students?
40. Is the program, activity, or strategy supplemental to other Federal and non-Federal programs?

The district and/or campus may also use Title III, Part A, funds to achieve one of the program purposes by undertaking one or more of the following activities:

- upgrading program objectives and effective instructional strategies
- improving the instructional program for LEP children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
- providing the following
 - tutorials and academic or vocational education for LEP children
 - intensified instruction
- developing and implementing elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
- improving the English proficiency and academic achievement of LEP children
- providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to do the following:
 - to improve the English language skills of LEP children
 - to assist parents in helping their children to improve their academic achievement by becoming active participants in the education of their children
- improving the instruction of LEP children by providing for the following:
 - the acquisition or development of educational technology or instructional materials
 - access to and participation in electronic networks for materials, training, and communication
 - incorporation of these resources into curricula and programs

Note: Administrative costs, both direct and indirect, are restricted to no more than 2% of the current-year Title III, Part A—LEP entitlement.

In consultation with the local auditor, business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:

Title I, Part A Fund Code 211

Title II, Part A Fund Code 255/REAPd 100% into Title I, Part A Fund Code 211 using 8911

Title III, Part A Fund Code 263/REAPd 100% into Title I, Part A Fund Code 211 using 8911

| State and Federal Educational Program Funding | | |
|--|------------------------|----------------------|
| Fund Source | Fund Allocation | FTE |
| Title I, Part A | 573,346 | |
| Title I, Part C | 31,504 | |
| Title II, Part A | 104,349 | |
| Title III, LEP | 80,770 | 12.2FTE-10.8% |
| SPED | 1,692,270 | |
| SCE Funds | 685,222 | 6.1FTE-5.4% |
| ESL | 481,041 | |
| Total Allocation Amount | 3,648,502 | |

The following campus activities and/or staff positions will be funded using the combined federal funds:

Comprehensive Needs Assessment Results

The following data sources were available for review to assess the district's strengths and priorities:

Disaggregated student assessment information

Accountability Reports

AYP

TPRI

Compliance Reports

Highly Qualified Reports

Teacher and parent interviews/surveys

Technology, Fiscal and Facility Resources

Participation records of students enrolled in special programs (GT, Special Education, ESL)

Staff Development Records

Assessment data and curriculum alignment

Impact of initiatives on student performance

The Accountability reports indicate that the needs of most of our students are being addressed. As indicated in the comprehensive needs assessment section, we need to address the needs of the ELL students in all areas. While the gap between ethnic groups and economically disadvantaged has improved slightly, we still have gaps that need to be closed.

We have a schoolwide Title I school program with approximately 87.76% economically disadvantaged students and use the following fund sources to improve our educational program.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are allocated according to the following table:

NOTE:

(1) The Highly Qualified Recruitment and Retention Plan is a part of District Improvement Plan Focus Area: Student Learning, listed earlier in the District Improvement Plan.

(2) The Migrant Priority for Services (PFS) Action Plan is a separate plan in the Sub-Population Plans Section of the District Improvement Plan.

Title I, Part A Schoolwide

Measurable Performance Objective: 100% of all students will pass all portions of STATE ASSESSMENTS tests taken. Presidio Elementary School, Lucy Rede Franco Middle School, and Presidio High School are campuses that have a Title I, Part A Schoolwide Program with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the Schoolwide Campus. All school staff are expected to direct efforts toward upgrading the entire education program and improve achievement for all students, particularly low achieving.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|--|--|---|--|
| <p>5.1. Conduct a comprehensive needs assessment of the entire school which may include but is not limited to STATE ASSESSMENT, TPRI, TELPAS, STATE ASSESSMENT-Alt, STATE ASSESSMENT-M, BENCHMARK, PBM, AEIS indicators, AYP, staff development, Safe & Drug Free Schools & Communities (SDFSC) annual report, HQ teachers, etc.</p> <p>5.2. Ensure schoolwide reform strategies address areas of weaknesses as identified in the comprehensive needs assessment such as: (Accelerated Reader, RTI, Rosetta Stone, Content Mastery Lab, Computer Assisted Instruction, etc.)</p> | <p>Administrators Counselor DWEIC</p> <p>Administrators Teachers DWEIC</p> | <p>Ongoing</p> <p>Daily</p> | <p>Federal, state, local AEIS-It, CNA form</p> <p>Federal, MEP, ESL, SCE, Local, Title III</p> | <p>Disaggregated data</p> <p>Daily class schedules</p> | <p>Areas of strengths and weaknesses identified</p> <p>Increased student scores STATE ASSESSMENT</p> |
| <p>5.3. Ensure instruction of all students by highly qualified staff/complete highly qualified forms for each teacher and paraprofessional</p> <p>5.4. Provide/require attendance of research based staff development for professional staff and paraprofessionals to maintain 100% classes taught by HQ teachers</p> <p>5.5. Attend job fairs, recruit from teacher certification programs, advertisements to ensure avenues for attracting highly qualified teachers to high needs schools</p> | <p>Administrators</p> <p>Administrators Teachers, ESC</p> <p>Administrators</p> | <p>Daily</p> <p>Fall/Spring</p> <p>Spring/Summer</p> | <p>Federal, state, MEP, ESL, local, SCE, Title III</p> <p>Federal, state, local</p> <p>Federal, state, local</p> | <p>List of all teachers providing instruction Teacher observation</p> <p>Staff development calendars</p> <p>Course vacancy list</p> | <p>Teacher Certificates HQ Teacher Survey Report State assessment</p> <p>Attendance Certificates</p> <p>Highly qualified staff</p> |

Title I, Part A Schoolwide

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|----------------|--|--|--|
| 5.6. Provide parent involvement activities that are planned by parents in order to increase parent involvement | Administrators Parent representatives DWEIC, PTO, Focus Area Team #4 | Ongoing | Federal, state MEP, Local | Parent involvement activities scheduled on school calendar | Sign-in sheets at activities to determine increase/decrease |
| 5.7. Principal completes Principal Attestation form | Administration | December 2012 | Federal | Forms in Principal's Office | Forms in Superintendent's Office |
| 5.8. Teachers collaborate with PLCs to decide the use of alternative assessments | Administrator, Teachers | Ongoing | Local | PLCs Meetings | List of assessments to be used |
| 5.9. Provide effective, timely, additional assistance to students (including homeless students) who experience difficulty mastering the proficient or advanced levels of academic achievement standards through frequent monitoring of student progress and placement in supplemental programs in the core subject areas | Administrator Counselors Teachers Homeless Education Liaison | Each six weeks | Federal, state, MEP, ESL, Title III, Local, SCE, | Three week progress reports Tutorial Schedule | Report Cards Credit awarded |
| 5.10. Coordinate federal, state, and local services and programs and integration with the schoolwide program | Administrator DWEIC ESC | Ongoing | Title I, Part A, ESL, CTE, Dyslexia, Title II, Part A, Title II, Part D, Title III, Title IV, Title I, Part C, G/T, OEY, SCE, Local, Special Education | Agenda, minutes of meetings | List of programs by campus/district |

Title I, Part A Schoolwide

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|------------------|--|--|--------------------------------------|
| 5.11. Coordinate and integrate Title I, Part A services with other educational services such as preschool programs, Bilingual/ESL programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program | Administration DWEIC | Fall | Federal, state, local, BE/ESL, Special Education, MEP, Title III | schedules, agendas and minutes of planning meetings | List of programs by campus/district |
| 5.12. Evaluate parent involvement program and include parents in the process | Administrators, DWEIC, Focus Area Team #4, PTO | Spring | Evaluation document | Results of evaluation | Adjustments made to program |
| 5.13. Review parent involvement policy that is developed jointly, agreed upon, and distributed to parents | Administrators, DWEIC, Focus Area Team #4, PTO | Ongoing | Time | Meeting notifications, agendas, minutes, sign-in sheets, evaluation data of parent involvement | Sign-in sheets Agenda Handouts |

Title I, Part A Schoolwide

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|------------------|------------------|--|-----------------------------------|
| 5.14. Conduct an annual Title I meeting with parents in order to inform parents of their school's participation in Title I, Part A and to explain the requirements and rights of parents to be involved | Administration, Federal Programs Consultant | Fall | Time | Meeting Scheduled | Sign-in sheets Agenda, Minutes |
| 5.15. Revise annually the School-Parent Compact and provide in English and Spanish | Administration DWEIC | Spring | Time | Agenda, minutes, draft of compact | Written compact |
| 5.16. Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school | Administrator, Focus Area Team #2 | May, August | Time | Agenda, minutes, handouts from planning meetings | Staff development calendar |

Title I, Part A Schoolwide

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------------------------|------------------|---------------------------|---|--------------------------------------|
| 5.17. Provide information/communications in a format and in a language that parents can understand | All Staff | August – May | Title I, Part A, MEP, ESL | List of interpreters/translators | Copies of information/communications |
| 5.18. Provide parents information on the level of achievement of parent’s child on State Assessment and timely notice that the parent’s child has been assigned to, or has been taught for four or more consecutive weeks by a teacher who is not certified | Administrators | Four Weeks | Title I, Part A | List of students and teachers not certified | Copy of notice sent to parents |
| 5.19. Continue to monitor student progress and participation through the accountability system | Administrators, counselors, teachers | Spring | Local | Accountability report disaggregation | Accountability annual report results |
| 5.20. Address PBM Performance and Compliance as required by TEA | Administrators | Fall | Local | PBM report | Strategies written |

Title I, Part A Schoolwide

| \\Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|---------------------------------------|---|--|---|
| 5.21. Needs identified as a result of the comprehensive needs assessment are listed on Summary of CNA at preface to plan | Campus Administrators, | Summer | STATE ASSESSMENT results, program evaluations | Campus STATE ASSESSMENT results, CAN forms | Current year CIP developed based on CAN |
| 5.22. Discuss with campus improvement committee various strategies/activities to meet the measurable achievement objectives for teacher quality under NCLB/ESEA | Administration | July, August, Interviewing process | ESEA/NCLB HQ Guidelines | Teacher records, SBEC, HQ forms | HQ Teacher Survey Report |
| 5.23. Ensure low income students and minority students are not taught at higher rates than other students groups by teachers who are not HQ by providing qualified staff for every classroom * District is a single attendance district | Administration, Counselor, Teachers | Summer | HQ documentation | Draft schedules for low income, high minority students | HQ Teacher Survey Report |

Title I, Part A Schoolwide

| Activities/Strategies/Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|--------------------------------|-----------------------|--|--|
| 5.24. Contract with ESEA/NCLB consultants to provide services such as but not limited to application preparation, HQ Compliance Reports, ESEA/NCLB Compliance Reports, etc | Superintendent, business manager, campus administrators, consultants | July 1, 2014-June 30, 2015 | Federal, state, local | ESEA/NCLB application due date, HQ Teacher Compliance Report deadline, ESEA/NCLB Compliance Report deadline date | Approved ESEA/NCLB Consolidated Application with NOGA, PBMAS |
| 5.25. Maintain 100% of paraprofessionals meeting HQ requirements | Administration | August-May | Federal, state, local | HQ Form for Paraprofessional completed | PBMAS HQ Reports |
| 5.26. Notify parents of students on campus identified in need of improvement of school choice and supplemental educational services before the uniform school start date as required by TEA | Administration | June 01, 2014 | Federal, state, local | Letter to parents | TEA monitoring |
| 5.27. Give public report regarding the highly qualified status of the district and campus(es); to include the requirements in the NCLB Report Card public report | Administration | On or before December 15, 2014 | TEA NCLB website | Documents compiled for report | Board agenda and minutes |

Title I, Part A Schoolwide

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|------------------|-----------------------|--|---|
| 5.28. Campus/District HQ teacher/ paraprofessional plan includes strategies to ensure teachers paraprofessionals, who are not HQ in all core academic subject areas taught, become HQ in a reasonable time frame | Administration, DWEIC | Fall | Federal, state, local | HQ Plan written | Agenda, minutes of meeting(s) to write plan |
| 5.29. Submit all HQ reports, compliance reports, PBMAS reports by deadline | Administration | Fall | Federal, state, local | Copies of reports | e-Grants, TEA follow-up |
| 5.30. Provide ongoing mentoring program for new teachers in order to help retain HQ teachers and reduce the turnover rate. | Administration, CCI Team, Focus Area Team #2 | Ongoing | Local, Federal, State | Meeting minutes, coaching reports, monthly seminar agendas | Turnover rate and CCI Program evaluation |

6. Title I, Part C—Migrant Education

Intent and Purpose

The purpose of the Title I, Part C, Migrant Education Program (MEP) is to do all of the following:

1. Support high-quality and comprehensive education programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves;
2. Ensure that migratory children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, and state academic content and student academic achievement standards;
3. Ensure that migratory children are provided with appropriate education services (including supportive services) that address their special needs in a coordinated and efficient manner;
4. Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and students' academic achievement standards that all children are expected to meet;
5. Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and,
6. Ensure that migratory children benefit from State and local systemic reforms (NCLB Title I, Part C).

The intended program beneficiaries are migratory children, ages 0 through 21, and their families.

1. MEP activities shall be used to do the following:
 - meet the identified needs of migratory children that result from their migratory lifestyle to permit these children to participate effectively in school
 - address the unique needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under Title I, Part A, may receive those services through funds provided under that part
2. In providing services with Title I, Part C, funds, you must give priority to migratory children who are failing or most at risk of failing to meet the State's challenging academic content and academic achievement standards, and whose education has been interrupted during the regular school year.
3. In the planning and operation of MEP projects and activities, you must consult regularly with migrant parents through the district's parent advisory council (PAC).
4. To the extent feasible, the district's MEP will provide for the following:
 - advocacy and outreach activities for migratory children and their families, including coordination to allow them to gain access to other education, health, nutrition, and social services (Migrant Services Coordination (MSC))
 - professional development programs, including mentoring, for teachers and other MEP personnel
 - family literacy programs, including such programs that use models developed under Even Start
 - the integration of information technology into educational and related programs
 - programs to facilitate the transition of secondary school students to postsecondary education or employment
 - supportive services for out-of-school youth
5. In the planning and operation of MEP projects, MSC, migrant student identification and recruitment (ID&R, and migrant student's data collection and entry on the New Generation System (NGS) and the Public Education Information Management System (PEIMS)) are conducted on a year-round basis.

Presidio ISD -Title I, Part C Migrant Education Program (212) funds shall not be consolidated with other federal, state, or local funds on any Title I, Part A Schoolwide campus to upgrade its entire education program. However, the Title I, Part C Migrant Education program funds shall be coordinated with all other federal, state, and local funds to provide programs and services to eligible migrant students and their families.

**Presidio ISD Title I, Part C
Migrant Education**

Measurable Performance Objective: 100% of migrant students will pass all portions of the STATE ASSESSMENT

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|------------------------------|----------------------|-------------------------------------|--|-------------------------------------|
| 6.1 Identify and recruit eligible migrant children July 1-June 30 ages 3-21 through home visits, visibility in community, churches, grocery store, etc. | MEP Staff | July 1 – June 30 | MEP Funds, Local | Logs/Schedules | COE |
| 6.2. Remain current on NGS and TMSTPS ages 3-21 and attend training | MEP Staff | Fall, Spring, Summer | MEP Funds | Report dates, training scheduled | Daily/Weekly Schedule |
| 6.3 Provide MSC ages 3-21 to coordinate school programs and provide services for migrant families | MSC | Daily Weekly or | MEP Funds Local | Daily Schedule | Records of services provided |
| 6.4 Provide either a home-based or school based early childhood education program ages 3 – Grade 2 | Administrator MEP Staff | Daily Each | Title I, Part A, SCE, Local, MEP | Checklists, Progress reports, report cards, TPRI | Annual Evaluation Report |
| 6.5 Ensure graduation enhancement grades 7-12 by compiling data, monitoring progress, and providing educational opportunities to meet student needs | MEP Staff Counselor | semester | Local MEP Funds | NGS Records | Graduation rate of migrant students |

**Presidio ISD Title I, Part C
Migrant Education**

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------------------|------------------------------|----------------------------|---|---|
| <p>6.6 Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS</p> | <p>MEP Staff Counselor</p> | <p>As needed</p> | <p>MEP Funds Local</p> | <p>NGS Records, transcripts</p> | <p>Credits attained</p> |
| <p>6.7 Provide a parent involvement program ages 3-21 including establishing a PAC, which meets regularly, to work in partnership with families and communicate regularly with children's parents and participates in school-sponsored Activities-Provide training for Migrant Parents-committees-parenting skills.</p> | <p>MEP Staff</p> | <p>September and May</p> | <p>MEP Funds</p> | <p>Parent involvement activity calendar</p> | <p>Agendas, minutes, sign- in sheets of meeting</p> |

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|--|---|---|--|--|--|
| <p>6.8 Conduct a NGS Quality Control</p> <p>6.9 Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students</p> <p>6.10 Coordinate with school staff and the TMIP to ensure that migrant students who have failed STATE ASSESSMENT in any content area are accessing local, intrastate, and interstate opportunities available for summer STATE ASSESSMENT remediation</p> <p>6.11 Provide services that Are migrant specific i.e. tutorials, remediation, support services, etc., based on migrant student Performance data Provide other supplemental services such as School uniforms, School supplies, educational tools, eye glasses-eyes exams, other services as necessary. Provide Educational tools such as study buddies states assessment-Provide all migrant students with training in scholarship applications post-secondary education search.</p> | <p>MEP Staff</p> <p>Administrator MEP Staff</p> <p>MSC/Migrant Specialist</p> <p>Migrant Specialist</p> | <p>Oct. - May</p> <p>April – August</p> <p>June – August</p> <p>Daily</p> | <p>MEP Fund</p> <p>MEP Funds, Title I, Part A</p> <p>MEP</p> <p>MEP, Funds</p> | <p>Quality Control Checklist</p> <p>Migrant student data disaggregated</p> <p>List of migrant students failing State Assessment</p> <p>List of students who have greatest need (Priority of Services Students)</p> | <p>Results of Quality Control Checklist</p> <p>Areas of strengths and weaknesses identified</p> <p>State Assessment Scores</p> <p>State Assessment TELPAS Checklist Score.</p> |
|--|---|---|--|--|--|

**Presidio ISD Title 1, Part C
Migrant Education**

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|------------------------------|---|------------------|---------------------------------|---|
| 6.12 Designate and enter into NGS a district summer contact person who will be Available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | Migrant specialist | March | MEP | Person Names | Time and effort |
| 6.13 Provide a list of the migrant students who have needs of the highest priority to campus principals, counselors, teachers and parents | MEP Staff | Monthly | MEP Funds | Migrant Specialist Schedule | List of Students |
| 6.14 Provide PFS criteria to principals, appropriate staff, and parents. | MEP Staff | August/September | MEP Funds | Copy of Criteria | MEP Log |
| 6.15 Review NCLB Consolidated Application | MEP Administration | August | Time | Schedule time for review | Required MEP Activities Scheduled/written, etc. |
| 6.16 Encode all required data into the NGS system | NGS Specialist | July 1st – June 30 th 2016-2017 | MEP | Schedule of NGS Specialist | NGS Log |
| 6.17 Encode COE education and health data in NGS according to NGS timelines | MEP | Within 5 working days | MEP | NGS Report | Performance Base Monitoring |

**Presidio ISD Title I, Part C
Migrant Education**

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|------------------------------|---|------------------|--|----------------------------------|
| 6.18 Conduct annual residency verification | MEP Staff | Sept. 1 st –Nov.1 st for new COE’s completed during the new school year within 5 working days | MEP | MEP Log/NGS COE forms | NGS Reports |
| 6.19 Develop a written PFS | MEP Staff Administrators | Before 1 st Day of School | MEP | PFS Plan | PFS Plan approved |
| 6.20 Develop a written ID & R Action Plan | MEP Staff Administrators | Before Sept. 15 th | MEP | ID & R Plan | ID & R Approved |
| 6.21 Ensure that within the first grading period(1) determine individual needs for instruction and support services, (2) identify & available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress Middle school students: | MEP Staff Administrators | 1 st 9 Weeks of school | MEP | List of Migrant Students and their needs | State Assessment, MEP Evaluation |

**Presidio ISD Title I, Part C
Migrant Education**

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|------------------------------|--------------------------------------|------------------|---------------------------------|---------------------------------|
| | NGS Data specialist | 3 Days | MEP | NGS reports | PBM |
| 6.22Encode COE education and health data in NGS according to NGS timelines | MEP Staff | Sept. 1 – Oct. 1 | MEP | MEP Logs/NGS | NGS Reports |
| 6.23Conduct annual residency verification | MEP Staff/Administrators | Before first day of school | MEP | PFS Plan | PFS Plan approved |
| 6.24Develop a written PFS Action Plan for serving PFS students | MEP Staff/Administrators | Before Sept 15 | MEP | ID&R Plan | ID&R Plan approved |
| 6.25Develop a written ID&R Action Plan | MEP Staff/Administrators | By last Friday of Oct | MEP | Meeting scheduled | PEIMS reports |
| 6.26MSC ensure accuracy of PEIMS | PEIMS staff MEP Staff | Before 1 st day of school | MEP | Written narrative | Administrative meeting |
| 6.27Write a narrative that explains: PFS placements, access to social workers and community social services/agencies | MEP Staff/Administrators | Before 1 st day of school | MEP | Draft of plan | Written plan approved |
| 6.28Ensure a separate PFS written plan | | | | | |

7. Title I, Part C, Carl D. Perkins, Career and Technology Education Program Intent and Purpose

These programs shall provide career and technical education (CTE) programs that are of such size, scope, and quality as to be effective; integrate academic and CTE through a sequence of courses that are coherent and rigorous in content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current and emerging careers; provide technical skill proficiency, an industry-recognized credential, a certificate, or technical degree; and provide equitable participation in CTE programs for students who are members of special populations.

CTE programs provide a career and technology education program that assists students who are educationally and economically disadvantaged (including foster children); students of limited English proficiency, students preparing for training and employment that is nontraditional for their gender; single parents, including single pregnant women, displaced homemakers; and students with disabilities to succeed through supportive services such as counseling, English-language instruction, child care, transportation, and special aids and devices.

Career and Technology Education assists (1) students who are members of special populations to enter career and technology education programs, and, with respect to students with disabilities, assist in fulfilling transitional services; assess (2) the special needs of students participating in programs in the most integrated setting possible; provide (3) supplementary services to students who are members of special populations, including, with respect to individuals with disabilities, (a) curriculum modification, (b) equipment modification, (c) classroom modification, (d) supportive personnel, and (e) instructional aids and devices; provide (4) guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such services; and provide (5) counseling and instructional services designed to facilitate the transition from school to postsecondary education and training or to post-school employment and career opportunities.

Measurable Performance Objective: 100% of CTE students will pass all portions of the STATE ASSESSMENT.

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|-----------------|--|---|--|
| 7.1 Provide vocational and technical education programs to all eligible students, especially special populations students | School Board Administration | August | CTE funds | Student choice cards | Courses scheduled |
| 7.2 Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strengths and weaknesses to determine the size, scope, quality, and effectiveness/evaluation of CTE programs, including completion graduation rates demographics | Administrators Counselor CTE staff | May | CTE funds STATE ASSESSMENT surveys | Disaggregated data | Annual evaluation report of all individual programs and the overall CTE programs |
| 7.3 Utilize the local advisory council in an annual review and update of instructional objectives to ensure relevance to current business/industry workforce preparation practices. | CTE Staff Program administrator | Fall Spring | CTE funds Perkins funds | Mid-year review of programs | Results of annual program review and update |
| 7.4 Integrate CTE and academic/technical programs to improve student learning | CTE Staff Academic Staff | On-going | Tech Prep | Meeting records Written plan for integration | Annual CTE program evaluation |
| 7.5 Encourage students to pursue a coherent sequence of courses | Counselor | Spring Semester | Perkins, SCE funds | Student choice cards | Courses scheduled |

| | | | | | |
|--|--------------------------------|------------------------|--------------------------|---------------------------------|--|
| 7.6 Ensure CTE students have a four year plan showing the coherent sequence they are pursuing | Counselor | Spring/Fall | | Mid year check of student plans | Number of CTE students with four year plans on file with counselor |
| 7.7 Provide course offerings in the following areas: Welding & Building Trades, Family & Consumer Science, & Information Technology | Administration School Board | August | CTE funds Local funds | List of course offerings | List of students enrolled in CTE classes |
| 7.8 Continue to recruit, develop, retain highly qualified CTE staff including minorities | Administration SBDM | Spring semester/Summer | Local funds | Positions posted | Fully certified staff hired |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|--------------------|---|--|--|
| 7.9 Provide staff development/technical assistance for professional staff that is researched based with input from staff | Administrators | Fall/Spring/Summer | Perkins funds Local funds | Staff development registrations | Attendance certificate |
| 7.10 Ensure that information to parents/students/community is provided in the home language | Administrators CTE teachers | August –May | Perkins funds, Local funds, Title I funds, MEP funds, ESL funds | List of translators | Copies of notices sent to parents/students/parents |
| 7.11 Provide opportunities for parents of CTE students to participate in school-sponsored activities | Administrators CTE teachers Counselor | Fall/Spring | CTE funds, Perkins funds, Technology funds, Local funds | School calendar of parent involvement activities | Parent Sign-In sheets |
| 7.12 Strive to provide CTE programs that lead students to receiving professional-level license and/or certification | Administrators School board | August – May | CTE funds, Perkins funds Local Funds | Research presentation of possible course offerings | Courses offered for licensing/certification |
| 7.13 Continue to provide Career Awareness programs in grades 9 to 12 | Administrator Counselor | Spring | CTE funds, Perkins funds Local Funds | Schedule of programs | List of participating students |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|------------------|------------------------|--|---------------------------------------|
| 7.14 Research possibility of offering a Career Investigation course at middle school or a Career Connections course at high school | Administrators Counselor | Spring | Local | Presentation of possibility of course offering | Course offerings |
| 7.15 Provide transition activities for middle school to high school to work or to post secondary education through local articulation agreements | Administrators Counselor | Spring | Perkins funds Local | Lesson plans | List of senior students participating |
| 7.16 Address PBM/OCR Performance/Compliance by completing and submitting on-time required intervention documents | Administrator | Fall | Local | Agenda | Written strategies developed |
| 7.17 Ensure that students with disabilities are considered for placement in CTE courses; ARD committee includes all required staff | Administration, CTE staff, Special ed staff | Fall, spring | Local, federal, state | Schedule of ARDs | ARD minutes |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|------------------|--|--|--|
| 7.18 Ensure members of special populations will not be discriminated against in the provision of services | Counselor Administration SBDM | Ongoing | State, local, all federal funds | District demographics | Special populations participation in CTE courses |
| 7.19 Promote preparation for non-traditional employment | Administration CTE teachers Counselor | Fall | CTE funds, state, local, federal funds | List of students | Post-graduation follow-up; Accountability data |
| 7.20 Establish effective working relationships between secondary and postsecondary institutions | Administration, Counselors, CTE teachers | Fall , Spring | Perkins funds, state, local | Meetings/presentations scheduled between district and postsecondary institutions | Minutes, notes, handouts from meetings/presentations |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|---|--|--|--|
| <p>7.21 Ensure program functions as an initiative for promoting systemic educational reform</p> <p>7.22 Promote opportunities for student participation in statewide articulated courses</p> <p>7.23 Align high school course curriculum with postsecondary course curriculum to improve the rigor and effectiveness of program</p> <p>7.24 Develop marketing plan for increasing public awareness of program opportunities, as well as for increasing nontraditional enrollments in these programs</p> | <p>Administration</p> <p>Administration, Counselor</p> <p>Administration, Counselor, CTE teachers</p> <p>CTE teachers, Administration, Counselor</p> | <p>Fall, Spring</p> <p>Local Fall</p> <p>Fall/Spring</p> <p>Fall/Spring</p> <p>Spring</p> | <p>Local</p> <p>Local</p> <p>Local</p> | <p>Meetings/presentations scheduled between district and postsecondary institutions</p> <p>Course needs assessment</p> <p>Scheduling of meeting with students</p> <p>List of courses</p> <p>Draft of public awareness plan</p> | <p>Courses offered</p> <p>List of students who participated</p> <p>Evaluation of program</p> <p>plan</p> |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|----------------------------------|--------------------------|-----------|-------------------------|---|
| 7.25 Promote/encourage retention of students in CTE programs; completion of college degrees and/or postsecondary certificates | CTE teachers, Counselor | Fall/Spring | Local | Student choice cards | Student schedules list of students with degrees and/or postsecondary certificates |
| 7.26 Evaluate student performance according to sex, ethnicity, and special population categories | Counselor; Administrator, PLC | Spring/Summer | Local | Data | AEIS results |
| 7.27 Advise students, parents, employees, and general public that CTE programs will be offered without regard to race, color, national origin, sex, or disability | Administration | Prior to start of school | Local | Notification prepared | Copy of notification |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|------------------------------|---|------------------|---------------------------------|---|
| 7.28 Designate employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II, and Title IX; notify students and employees of the name, office address, and telephone number of the employee; employee is aware of his/her responsibilities and has the training necessary to perform the responsibilities | Administration | Before start of school and each time new publication is printed | Local | Person Designated | Evidence of name, office address, and telephone number distributed and training documentation |
| 7.29 Notify participants, beneficiaries, applicants, parents, employees (including those with impaired vision or hearing), and unions or professional organizations holding collective bargaining or professional agreements with the district that it does not discriminate on the basis of race, color, national origin, sex, or disability; | Administration | Before start of school and each time new publication is printed | Local | Publications prepared | Publications on file |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|-------------------------------------|-----------------------------|--------------|----------------------------|-------------------------------|
| <p>a statement of nondiscrimination is included on publications and other materials that are distributed to students, applicants, and employees</p> <p>7.30 Adopt and distribute grievance procedures for CTE and other programs to resolve alleged discrimination complaints as required under Title IX and Section 504; grievance procedures available to any individual or class of individuals who feel they have been discriminated against; grievance procedures for employees and students include a nondiscrimination statement based on race, color, national origin, sex, and disability</p> | <p>School board, administration</p> | <p>Before school starts</p> | <p>Local</p> | <p>Procedures prepared</p> | <p>Procedures distributed</p> |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|-------------------------|-----------------------|------------------------------|-------------------------|
| 7.31 Facilities housing programs located at sites that are readily accessible to persons who are mobility impaired | Administration | First day of school | Local | Locations inspected | Inspection report |
| 7.32 Provide changing rooms, showers, and other restroom facilities for CTE students of one sex that are comparable to those provided to students of the other sex | Administration | First day of school | Local | Locations inspected | Inspection report |
| 7.33 Provide access to CTE programs to disabled persons that need related aids or services in accordance with the students' IEPs and/or Section 504 accommodation plans | Administration, CTE teachers, special ed teachers | First day of school | Local, federal | ARD minutes, IEPs, 504 plans | Inspection report |
| 7.34 District/campus does not deny access to CTE programs to national-origin minority persons with limited English language skills on the grounds that the student cannot participate in and benefit from CTE instruction to the same extent as a student who primary language is | Administration, CTE teachers and staff | Upon student enrollment | Local, federal, state | Interviews | Results of interview |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|--|---|---|---|
| <p>English; ensure CTE programs are open to these students and that services are available</p> <p>7.35 CTE facilities are located at sites that are readily accessible to both minority and non-minority communities; facilities or programs are not identified as being for non-minority or minority person; and equal access is provided without regard to race, color, national origin, sex, or disability</p> <p>7.36 District/campus does not discriminate in its admission practices on the basis of limited English skills; secondary CTE program identifies applicants with Limited English and assesses their ability to participate; ensure CTE programs are open to these students</p> | <p>Administration, CTE staff</p> <p>Administration, CTE staff</p> | <p>Before first day of school</p> <p>Upon enrollment</p> | <p>Federal, state, local</p> <p>Federal, state, local</p> | <p>Inspection</p> <p>Observations, LEP records, student schedules</p> | <p>Inspection report</p> <p>STATE ASSESSMENT, student report cards, class rosters</p> |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|------------------------------|----------------------------|------------------|---------------------------------|---------------------------------|
| 7.37 Ensure that introductory, preliminary, or exploratory courses are not established as prerequisite for admission to a CTE program unless the course has been and is available to all students without regard to race, color, national origin, sex, or disability | Administration, counselor | Beginning of each semester | Local | List of course of offerings | Student schedules |
| 7.38 District/campus does not exclude a woman from admission to or participation in any program on the basis of pregnancy nor treat a temporary disability due to pregnancy differently from any other temporary disabilities | Administration, counselor | Beginning of each semester | | Student records | Student schedules |
| 7.39 District/campus does not judge candidates for admission to programs, activities, or services on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex, or disability | Administration, counselor | Upon enrollment | | List of participants | Interviews |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|----------------|------------------------------|---|--|
| <p>7.40 District/campus does not develop, sponsor, or engage in recruiting or counseling activities, including the development or dissemination of materials, that discriminate against or stereotype persons on the basis of sex, race, color, nation origin, or disability; the curricula and program cover a broad range of occupational opportunities and are not limited on the basis of sex, race, color, national origin, or disability to potential students for whom the presentation is made</p> | <p>Administration, counselor, recruiters</p> | <p>Ongoing</p> | <p>Local, state, federal</p> | <p>Schedule of presentations, recruitment, curriculum</p> | <p>Written materials used in presentation, recruitment, curriculum</p> |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|--|-----------|---|------------------------------------|
| 7.41 Ensure that counselors or other staff that counsel students do not direct or urge any student to enroll in a particular program on the basis of race, color, national origin, sex, or disability; ensure that counselors can effectively communicate with LEP students and with students with sensory impairments | Administrators, counselors | Upon enrollment | Local | Observation, interviews | Results of observation, interviews |
| 7.42 Facilities for students with disabilities and the services and activities provided therein are comparable to the other facilities, services and activities of the district/campus | School board, administration, special ed administrators | Beginning of school | Local | Inspection | Inspection report |
| 7.43 Students with disabilities are not excluded from vocational, career, or academic programs, or courses, services, or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available | Administration, counselor, special ed staff | Beginning of first and second semester | Local | List of special ed students participating in CTE courses and their location | reports |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|-----------------------------|-----------|-----------------------|---|---|
| 7.44 Students in a program who are visually impaired, hearing impaired, and/or speech impaired have the opportunity to receive and present communication in a manner that is appropriate and effective; ensure that counseling services are provided to such students | Counselor, special ed staff | Daily | Federal, state, local | List of students | Classroom observations |
| 7.45 Ensure that communications with applicants and members of the public with disabilities are as effective as communications with others; communication support is provided in a manner that enables people with disabilities to participate on an equal basis with all others, unless to do so would result in a fundamental alternation in the nature of a service, program, or activity or an “undue” financial or administrative burden | Administration | Ongoing | Federal, state, local | Interviews with staff, copies of communications | Results of interview and communications |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|------------------------------|----------------------------|-----------------------|--|--|
| 7.46 Ensure that membership in CTE student organizations operated, administered, or sponsored by the district/campus are available to all students in the instructional program without regard to sex, race, color, national origin, or disability | Administration, CTE staff | Beginning of each semester | Federal, state, local | Lists of CTE student organizations | Membership of CTE student organizations |
| 7.47 District/campus makes opportunities available to students in work-study, career prep education, and job placement programs without regard to race, color, nat'l origin, or disability and does not enter into any arrangement with an agency, union, business, or other sponsor that discriminates against students on the basis of sex, race, color, nat'l origin, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of Responsibility, or pay | Administration, CTE staff | Ongoing | Local | List of students participating in programs | Copies of policies of agencies, businesses, unions |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|------------------------------|-------------------------------|------------------|---------------------------------------|---|
| 7.48 Ensure that students in protected groups do not drop out of CTE programs before completion due to unequal treatment or because of a lack of services to meet language-or disability-related needs | Counselor | As situation occurs | Local | List of students no longer in program | Student's Schedules |
| 7.49 District's employment and promotion practices and procedures are free from discrimination against CTE employees or applicants on the basis of race, color, national origin, sex, disability , or age | Administration | Ongoing | Local | Copies of employment procedures | Non-discrimination statement on documents |
| 7.50 Establish and maintain faculty salary scales and policies based upon the conditions and responsibilities of employment without regard to race, color, national origin, age, sex, or disability | Administration | Beginning of each fiscal year | Local | Salary scales, job descriptions | Non-discrimination statement |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|--|-----------------------|---------------------------|---|
| 7.51 District will address any harassment allegations based on race, sex, and/or disability | Administration | As occurs | Local | Interview | Board minutes |
| 7.52 District leverages Perkins funds and state weighted funds with other funding streams and resources to support CTE program implementation and improvement to include proper expenditures and reporting of state weighted CTE funds | Administration, business manager | June-July | Local, federal, state | Perkins grant application | Audit reports, PBMAS |
| 7.53 Ensure a fiscal management system in place for the proper expenditure and reporting of Perkins funds | Administration, business manager, CTE staff | Monthly | Federal | Perkins grant application | Invoices, expenditure reports, audit |
| 7.54 Ensure a fiscal management system to utilize reallocated Perkins funds | Administration, business manager | Spring | Federal | Perkins grant application | Expenditures, audit |
| 7.55 Ensure PEIMS/other data is reported correctly | Administration, PEIMS coordinator | Fall, mid-winter, spring, summer submissions | Local | Preliminary PEIMS reports | PEIMS, PBMAS, Procedures for data quality |

CTE

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------------------------|----------------------|------------------|--|---------------------------------|
| 7.56 District promotes business and industry partnerships to offer scholarships and other financial supports for CTE programs and students, including participation in Career and Technical Student Organization (CTSO) leadership activities | Administrations, CTE staff | Each new fiscal year | Local | List of available scholarships | Number of scholarship awarded |
| 7.57 Use follow-up data to assess CTE student participation (including placement, retention, and completion) in postsecondary education and/or work | Administration, counselor, CTE staff | May | Local | List of students in CTE programs who graduated | Follow-up interviews |
| 7.58 Review labor market data and workforce trends to implement programs that provide students with technical knowledge and skills essential for high skill, high wage careers | CTE staff | End of year | Local | Collect resources | Review of resources |

8. Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement/Bilingual/English as a Second Language Program

Intent and Purpose

The Title III, Part A, Bilingual/ESL program provides supplemental resources to help ensure that children who are limited English proficient (LEP) attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The requirements are to help ensure that LEP children, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet by doing the following:

1. Assisting all LEP and immigrant students to achieve at high levels in the core academic subject and achieve standards required
2. Developing high-quality language instruction educational programs designed to assist state education agencies, LEAs, and schools in teaching LEP and immigrant students
3. Assisting state and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare LEP and immigrant students enter all-English instruction settings
4. Assisting state and local education agencies and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for LEP students
5. Promoting parental and community participation in language instruction education programs for LEP students
6. Streamlining language instruction educational programs to help LEP and immigrant students develop proficiency in English while meeting challenging state academic content and student academic achievement standards
7. Holding state and local educational agencies and schools accountable for increases in English proficiency and core academic content knowledge of LEP students
8. Providing state and local education agencies the flexibility to implement language instructional programs that are the most effective based on scientifically based research on teaching LEP students

Title III LEP/BE/ESL

Measurable Performance Objective: Identified LEP students will pass 100% of required tests; 20% of LEP students will exit program.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|---|---|--|--|
| 8.1 Identify and provide all LEP students a BE/ESL program that develops proficiency in the comprehension, speaking, reading, and composition of the English language | Administrators BE/ESL certified teachers | Beginning of each school year/as new student enrolled | ESL funds, Title I funds, local funds, Title III funds, SCE | Home Language Survey List of ESL students | TELPAS Scores State assessment scores |
| 8.2 Conduct a comprehensive needs assessment of all BE/ESL student to determine strengths and weaknesses | Administrator PLCs, Teachers | September and/or May | State assessments, TELPAS system, LPAC Records, AEIS-It, | Disaggregated scores of students | Evaluation of BE/ESL program |
| 8.3 Reduce the percentage of LEP exemptions on State assessment | LPAC | LPAC meetings | | List of students exempted | Performance Based Monitoring (PBM) |
| 8.4 Reduce the number of parent denials for BE/ESL program | Administrators LPAC | As needed | | Conference with parents | List of students with denials |
| 8.5 Provide staff development for professional staff as well as for paraprofessionals that is researched based with input from staff | Administrators | Fall and/or Spring | ESC Title III, Title I, SCE | Registration for workshop | Attendance Certificates |

Title III LEP/BE/ESL

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|----------------------------|---|---|-----------------------------------|
| 8.6 Ensure that LEP students are not over represented in special education or underrepresented in G/T education | Administrators LPAC, ARD, GT staff | Fall/ Spring | ESL funds, Title I funds, Title III funds, Local funds, Special Education funds | List of identified/recommended students in either program | PBM Reports |
| 8.7 Ensure that information to parents is provided in the home language | Administrators BE/ESL teachers LPAC | Ongoing | ESL funds, Title I funds, Title III funds, Local funds | List of qualified translators | Copies of notices sent to parents |
| 8.8 Provide opportunities for parents of BE/ESL students to participate in school-sponsored activities, be involved in the education of their children, be active participants in assisting their children to attain English proficiency, achieve at high levels in core academic subjects, and meet challenging state standards expected of all students | Administrators, Teachers, LPAC members, SBDM committee | Fall/ Spring | ESL funds, Title I funds, Title III funds, Local funds | School calendar of parent involvement activities | Parent Sign-In sheets |
| 8.9 Continue to recruit and retain highly qualified BE/ESL staff including minorities | Administrators SBDM | Spring semester/ Summer | Local funds ESL funds | Positions posted | Fully certified staff hired |

Title III LEP/BE/ESL

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|-------------------|--|---------------------------------|------------------------------------|
| 8.10 Address PBM Performance and Compliance Reports by completing required intervention level | Administrators/Intervention teams/ | Spring | Local | Agenda | Written strategies developed |
| 8.11 Increase the number of LEP students in learning English | Administrators, Teachers/ Paraprofessionals | Each six weeks | Title III, Part A, Title I, Part A, Local, State | Benchmark Tests | AMAOs, PBM, LPAC records, PEIMS |
| 8.12 Use agency approved tests to determine EXIT eligibility: 1-2 TEA approved achievement test; 3-12 STATE ASSESSMENT administered in English | Administrators Counselor BE/ESL Staff LPAC | May | BE/ESL/LEP Local | Tests Administered | Number of students exited |
| 8.13 Ensure that all teachers in Title III language instructional programs for LEP children are fluent in both English and any other language used for instructions, including having written and oral communication skills. | Administrators | At time of hiring | Applicant Pool | Interview process | Personnel Files |

Title III LEP/BE/ESL

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|------------------|-----------------------------|---|---|
| <p>8.14 Student Two Year re-evaluation/follow-up required LPAC activities</p> <ol style="list-style-type: none"> 1. amount of time student enrolled in BE/ESL 2. Grades in each subject 3. STATE ASSESSMENT performance 4. Number of credits earned toward graduation 5. Disciplinary actions | <p>LPAC Committee Administrators</p> | <p>May</p> | <p>BE/ESL/LEP Local</p> | <p>Student Schedules Grades, State assessment results Credits earned Disciplinary actions</p> | <p>Number of students who meet two-year exit criteria</p> |

9. State Compensatory Education

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

In 2014-2015 at-risk students performance had slight increase writing. Economically Disadvantaged students performances, had slight increase Science, Social Studies and Writing. Although there were slight decreases for both subgroups, we continue to provide targeted assistance to students in need. Thus funds were used as in prior years.

SCE/At-Risk

Measurable Performance Objective: 100% of At-Risk students will pass State assessments; 0% Drop-out rate

All three campuses are Title I, Part A Schoolwide Program campuses with a student poverty rate of at least 40 percent that combines federal funds with SCE funds to upgrade services for at-risk students on the Schoolwide Campus. All school staff are expected to direct efforts toward upgrading the entire education program and improving achievement for all students, particularly low achieving.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|--|-------------------------------------|--|--|
| 9.1 Develop a policy for identifying, entering, and exiting students from the SCE program; calculation of 110% and cost of regular ed program (per student and/or instruction staff per student ratio) | Superintendent, Campus Administrators, business manager | August | Local | Meeting to develop policy | Local policy |
| 9.2 Identify students at risk of dropping out of school using 13 state criteria and report in PEIMS | Campus Administrators, Counselor, Teachers | End of 1 st six weeks and through-out the school year as needed | SCE | At-risk criteria distributed | List of at-risk students identified |
| 9.3 Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification | Campus Administrators | Beginning of school | Local | List developed | All teachers with list and supporting documentation |
| 9.4 Conduct a comprehensive needs assessment which includes but is not limited to state assessment, dropout rate, TELPAS, local assessments, etc. to identify areas to accelerate | Administrators Teachers Campus Quality Teams | May or August | Local, Title I, Part A, SCE | Data disaggregated for at-risk students | Results of comprehensive needs assessment |
| 9.5 Serve PK-2 students who failed readiness test with accelerated, intensive program for early literacy | Elementary Campus Administrators | Fall | SCE Local | Identified students failing readiness test placed in program | TPRI results, CIRCLE Assessment |
| 9.6 Serve 3-12 grade students with below 70 avg. in 2 or more subjects through the Recovery Plan for Student Performance | Campus Administrators, Teachers | Fall - May | SCE Local | Identified students placed in program | Report card grades End of year grades Completion rates |
| 9.7 Serve pregnant students and student parents through parenting programs | Counselor, Campus Administrators, Teachers | August - May | SCE | Program outline and students placed in programs | Completion rates |
| 9.8 Serve LEP students through an accelerated program to acquire proficiency in the English language | Bilingual/ESL and General Ed Teachers Campus Administrators | Daily | Bilingual/ESL funds SCE Local | Progress reports LPAC Meetings | TELPAS State Assessment results |

SCE/At-Risk

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|----------------------|----------------------------------|---|---|
| 9.9 Provide accelerated, intensive program for At-Risk students failing the State Assessments through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, etc. | Campus Administrators Teachers | August -May | SCE, Local | Progress reports Report card grades Benchmark Tests | State Assessments Completion rate |
| 9.10 Provide program for students in DAEP on probation and/or previous drop-outs | Campus Administrators DAEP Teachers | Daily | SCE, Local | Disciplinary records Report card grades | State Assessment Results Completion rate |
| 9.11 Compile a report that compares State Assessment data of students at risk of dropping out of school and all other district students | Administrators SCE Staff | June | SCE AEIS-It DMAC | Disaggregated data | Written report |
| 9.12 Compile a report that compares high school completion between students of risk of dropping out of school and all other district students | SCE Staff Administrators | May | SCE AEIS-It DMAC | Data collected | Written report |
| 9.13 Provide research based professional development for professional/paraprofessional staff designed to assist students at-risk of dropping out of school using input from staff | Administrators, ESC-18 Staff, Professional Consultants Teachers | Fall, Spring, Summer | Local, State and Federal, SCE | Staff development calendar | Teacher/ Paraprofessional attendance certificates Sign in sheets |

SCE/At-Risk

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|------------------|-------------------------------|-----------------------------------|---|
| 9.14 Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc. | Administrators SCE Staff Teachers PTO | August – May | Local, Title I, Part A | Parent involvement calendar | Evaluation of parent involvement activities |
| 9.15 Evaluate the effectiveness of the SCE programs | Administrators Teachers-PLC, CQT | Ongoing | Local | Records of SCE programs collected | Evaluation of SCE programs |
| 9.16 Submit DIP and 2 CIPs if district receives more than \$150,000 SCE funds | Superintendent Administrators Business Manager | July | DIP/CIP for prior school year | Plans completed | Posting of plans on web site or electronically submitted to TEA |
| 9.17 Budget/allocate at least 85% of funds to campuses based on greatest need | Superintendent, Administrators, Business Manager | July | SCE funds | Budget | TEA confirmation Audit |

SCE/At-Risk

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|-------------------------------------|------------------|--------------------|---------------------------------|---------------------------------|
| 9.18 SCE funds are coordinated with the following federal funds: Title I, Part A, Perkins, Title II, Part A, Title II, Part D, Title IV, Part A | Superintendent, Business Manager | July | SCE, Federal Funds | Preliminary budget | Audit |
| 9.19 Local school board annually evaluate SCE program | Administration, local school board | Summer or fall | Local | Data compiled | Board minutes |
| 9.20 Develop a comprehensive parental program to reinforce skills at home | | | | | |
| 9.21 Personal Plan for all at-risk students to prevent and target areas of need and provide tutorials or services related to their need. | | | | | |

10. Individuals with Disabilities Education Act (IDEA) - Special Education Program

Intent and Purpose

IDEA and Special Education programs require school districts to provide individuals with disabilities between the ages of three and twenty-one a free appropriate public education that is designed to meet each child's unique needs and prepare them for employment and independent living.

The IDEA has three primary purposes:

1. To assure that all children with disabilities receive a free appropriate public education that emphasizes special education and related services designed to meet their unique needs.
2. To protect the rights of children with disabilities and their parents and guardians.
3. To assist the states in providing for the effective education of all children with disabilities.

Special Education

Measurable Performance Objective: 100% of all special education students will meet ARD expectations.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|----------------------|---|--------------------------------------|---|
| 10.1 Ensure all teachers and teacher assistants have the proper certification and/or endorsements and/or certificates of training required to teach in this special program | Administration, Special Education Director, 588 Coop | August | Special Ed | Review of personnel files | Teacher/Teacher assistants certificates on file |
| 10.2 Provide research based staff development, with input from staff | Administrator, Special Education Director, 588 Coop, Teachers, Teacher assistants | Fall, Spring, Summer | Special Ed | Staff development calendar | Attendance Certificates |
| 10.3 Ensure that all students with disabilities have access to the general curriculum | Administrator, Counselor, Special Education Director, 588 Coop, Special Teachers, Regular Education Teachers | August – May | Special Ed | ARD/IEP | Student schedules |
| 10.4 Provide training to teachers regarding modifying the curriculum for students with disabilities | Administrator, Counselor, Special Education Director, 588 Coop, Special Teachers, Regular Education Teachers | August- May | Special Ed | Agenda | IEPs, Sign-in sheets |
| 10.5 Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school-sponsored activities | Administrator, Special Education Director, 588 Coop | Fall, Spring, Summer | Local, Special Education, Title I, Part A | Parent Involvement activity calendar | Sign-in sheets |

Special Education

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|------------------|--|---------------------------------|--|
| 10.6 Reduce the percentage of special student exemptions from State Assessments, TELPAS | ARD Committee, 588 Coop | Fall, Spring | Special Education Funds | PBM Reports/AYP Reports | Reduced percentage |
| 10.7 Conduct a comprehensive needs assessment of students with disabilities to determine areas of strengths and weaknesses | Administrators Special Education Director, 588 Coop, Special Education Dept. Teachers | On going | Local, State, federal STATE ASSESSMENT, TELPAS, TPRI, IEPs, etc. | Disaggregated data | Evaluation of Special Ed. Program IEP/Needs identified |
| 10.8 Provide training to ARD committee | Administrators Special Education Director, 588 Coop | August- | Special Education Funds | Training scheduled | Sign-in sheets strategies developed |
| 10.9 Address PBM Performance and Compliance as required by TEA | Administrators Special Education Director, 588 Coop | Spring | Local | Agenda | Sign-in sheets strategies developed |

11. Dyslexia

Intent and Purpose

Dyslexic students have talents that may not always be evident in an academic setting. The students' difficulty with academic tasks is not an indicator of their intelligence, but of a difficulty with words and/or language that is not within the students' control. Such students can attain academic success through proper assessment, identification, and instruction. All staff should be made aware of a student's difficulties and shall then help each student to deal with such difficulties effectively. Staff shall also encourage and assist students to develop their talents while helping the students achieve academic success in school.

DYSLEXIA

Measurable Performance Objective: 100% of all dyslexic students will pass all portions of the State Assessments.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|-------------------------|---|--|--|
| 11.1 Identify students with dyslexia or a related disorder and provide appropriate instructional services | Administration Dyslexia Staff | Ongoing -As needed | Local, SCE, Title I | Staff training | List of students eligible for services |
| 11.2 Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties | Dyslexia Staff Administrators | August | Local, Title I | Written procedures | Students identified |
| 11.3 Annually align approved procedures and district/campus procedures | Dyslexia Staff | August | Local- time | Procedures | Procedures adopted |
| 11.4 Provide services for students who may be eligible under Section 504 | Administrators 504 Committee | Daily | Local, Title I | List of students identified | List of students served |
| 11.5 Provide research based staff development for teachers of dyslexia students that uses individualized intensive, multi-sensor, and phonetic methods to teach reading with input from staff | Administrator-Teachers | Ongoing | Local | Training Schedule | Attendance certificates |
| 11.6 Ensure teachers of dyslexic students have proper certification and/or endorsements-Monitor student progress | Administrator Dyslexia Staff-Teachers | Daily Each six weeks | Local, Title I | Class schedules Report cards, List of teachers providing services List of students | List of students receiving services, Skill mastery Teaching certificates |
| 11.7 Conduct a comprehensive needs assessment to determine students in program areas of strengths and weaknesses | Administrators, Teachers | Ongoing | Local, Title I, Part A Title II, Part A, ESC Training | Evaluation prepared | Disaggregated data |
| 11.8 Local school board annually evaluate dyslexia program | Administration, local school board | Fall, spring, or summer | Local | Evaluation prepared | Board minutes |

12. Advanced Academics/Gifted and Talented Program

Intent and Purpose

The intent and purpose of the Advanced Academics/Gifted and Talented program is to provide a program for students who demonstrate a high degree of intellectual and/or creative ability (ies), exhibits an exceptionally high degree of motivation, and/or excels in specific academic fields, and who needs special instruction and/or special ancillary services to achieve at levels commensurate with his or her abilities.

Advanced Academics/Gifted and Talented

Measurable Performance Objective: 100% of all GT students will pass all portions of the STATE ASSESSMENT test.

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|---|--------------|-----------------------|--|--|
| 12.1 Update written policies that include provisions regarding furloughs, reassessment, exiting of students from program services, transfer student, appeals of district decisions regarding program placement | Administration G/T Staff G/T Selection Committee | May – August | Local | Agendas, Minutes, sign-in sheets | Written policies, handbooks |
| 12.2 Continue an annual student nomination process with particular focus on BE/ESL, economically disadvantaged, special education, migrant, and minority student nominations and/or placements | Administrator Teacher G/T Selection Committee | August – May | Local | Training of staff on G/T characteristics | List and records of student nominations |
| 12.3 Provide an advanced and challenging curriculum to all G/T students in all grades | G/T Staff | August – May | Local, G/T funds, ESC | Lesson Plans | Student projects/ Student scores STATE ASSESSMENT/SAT/A CT |
| 12.4 Ensure equity of opportunity for all students for identification selection, and placement of students that includes the use of native language and non-verbal assessment | G/T Staff G/T Selection Committee | Fall, Spring | Local, G/T Funds | List of students to be tested | List of tests for students with language other than English/ Non-verbal tests |

Advanced Academics/Gifted and Talented

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--------------------------------------|----------------------|-----------------------|---------------------------------|---------------------------------|
| 12.5 Ensure a minimum of three appropriate criteria that include both qualitative and quantitative measures in the areas of general intellectual ability and/or specific academic fields in grades 1-12 | G/T Selection Committee G/T Staff | Spring | Local, G/T Funds, ESC | Planning meetings scheduled | Three criteria in place |
| 12.6 Continue to provide opportunities for all professional staff to obtain 30 hours of G/T training | Administration | Fall, Spring, Summer | Local, G/T Funds | Staff development calendar | Attendance Certificates |
| 12.7 Revise and update G/T curriculum framework showing depth and complexity including the four core academic areas | G/T Staff | April – August | Local | Notes, minutes from meetings | G/T Curriculum revisions |
| 12.8 Survey staff to determine staff development needs | Administrator | Spring | Local | Survey | Summary of survey |
| 12.9 Provide opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year | G/T Staff | Weekly | Local, G/T Funds | Lesson Plans, Schedules | Student surveys |

Advanced Academics/Gifted and Talented

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|-------------------------------|-------------------------|-----------------------|---------------------------------------|---|
| 12.10 Conduct an annual evaluation, including surveys of families, students, program staff, and other district staff | G/T Staff | April | Local | Survey | Summary report of survey |
| 12.11 Ensure all teachers who teach in the G/T program have the proper certification and/or endorsements | Administrator | April – August | Local, G/T Funds | Interviews | Teacher Certificates |
| 12.12 Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. annual meeting, UIL activities, etc. | Administrator G/T Staff | August – May | Local | Parent Involvement calendar | Sign-in sheets, Surveys |
| 12.13 Ensure all Advanced Academics teachers receive annual update training | AA staff | Fall, spring, summer | Local, state, federal | List of AA teachers | Certificates showing 6 hours annual update |
| 12.14 Ensure all administrators, counselor received 6 hours required training in nature and needs | Administrators, counselors | Summer, fall | Local, state, federal | List of administrators and counselors | Training certificates |
| 12.15 Local school board annually evaluates G/T program | Administration, school board | Fall, spring, or summer | Local | Evaluation report prepared | Board minutes showing evaluation of program |

13. advanced Academics/Early College High School Program

Intent and purpose:

The intent and purpose of the Early College High School Program is based on the principle that academic rigor, combined with the opportunity to save time money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Presidio ISD is 100% .This program blends high school and college in a rigorous yet supportive program, compressing the time it takes to Complete a high school diploma and the first two years of college.

Advanced Academics/T-STEM Academy

Measurable Performance Object: Students Will be able to earn up 60 colleges credit hours by the time they graduate high school

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|--|-------------|-------------|-----------------------------------|---|
| 13.1 Mission/Vision is developed, aligned and revised with ECHS guidelines. | ECHS Director Administrators Teachers, staff | August-July | Local Funds | ECHS guidelines | Implementation of all Guidelines |
| 13.2 ECH guidelines are used in decision making process using a variety of Murces | ECHS Director Administrators Teachers, staff | August-July | Local Funds | ECHS guidelines Data sources | Alignment between University and ECHS |
| 13.3 Advisory Board develops innovative and creative approaches to support ECHS | ECHS Director Administrators Teachers, staff | August-July | Local Funds | Agenda Minutes Calendar | Implementation of new Initiatives |
| 13.4 Leadership team/staff attends leadership conferences and cluster meetings to share best practices and improve student achievement | ECHS Director Administrators Teachers, staff | August-July | Local Funds | Walk through | Evidence of best Practices and instruction |
| 13.5 ECHS leadership/staff collaborates with ECHS leaders and coaches to improve student achievement and teacher preparation | ECHS Director Administrators Teaching Staff | August-July | Local Funds | Staff Development Calendar | Implementation of college standards in instruction and assessment |
| 13.6 ECHS develops 4 year college and career readiness plan for each student | ECHS Director Administrators Teachers, staff ECHS Coach | August July | Local Funds | Graduation plan | College degree plan |
| 13.7 Monitors students success in high school to college transition | ECHS Director Administrators Teachers, staff | August-July | Local Funds | Graduation plan College visits | Grade reports |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|-------------|-------------|--------------------------------|--|
| 13.8 Conduct Summer Bridge Program for incoming 9th grade students | ECHS Director UTPB Liaison ECHS Counselor | August-July | Local Funds | Data sources | TSI compliant |
| 13.9 Provide multiple opportunities for placement testing | ECHS Counselor | August-July | Local Funds | Test results | TSI compliant |
| 13.10 All testing fees waived for students | ECHS Director | August-July | Local Funds | Test results | TSI compliant |
| 13.11 Offer preparation courses for COMPASS, ACUPLACER, EXPLOER, PSAT, PLAN, ACT, SAT | ECHS Director ECHS Staff | August-July | Local Funds | Data sources | TSI compliant Meeting college entrance requirements |
| 13.12 Purchase materials which promote college earliness | ECHS Director | August-July | Local Funds | Data sources | TSI compliant |
| 13.13 Use multiple sources of data to guide instructional planning and identify best practices | ECHS Director Campus Principal Teaching Staff | August-July | Local Funds | Walk through | Evidence of best practices used in instruction |
| 13.14 Integrate technology into lessons and foster student use of technology during instruction | Teaching Staff | August-July | Local Funds | Student products | Technology use in every classroom |
| 13.15 Hold parent/student orientation for all students enrolled in a college course | ECHS Director ECHS Counselor UTPB Liaison | August-July | Local Funds | Meetings Agendas Minutes | Parental/student feedback |

| | | | | | |
|--|---|-------------|-------------|-----------------------------------|--|
| 13.16 Expose ECHS students to college professors, programs and facilities during summer program or at the beginning of each semester | ECHS Director UTPB Liaison | August-July | Local Funds | Exposure to college going culture | Successful course completion |
| 13.17 ECHS staff provide students with study skills, time management and test taking skills | ECHS Staff | August-July | Local Funds | Student feedback | Successful course completion |
| 13.18 Academic achievement lab will provide students with resources to ensure success in college courses | ECHS Staff | August-July | Local Funds | Student grade reports | Students will meet college course deadlines |
| 13.19 Purchase college text books | ECHS Director | August-July | Local Funds | Text book list | Utilize books to complete assignments on time |
| 13.20 Provide field trips to create real life connections to college life | ECHS Director ECHS Counselor | August-July | Local Funds | College awareness/culture | College admissions letter |
| 13.21 Provide incentives/awards which recognize student academic achievement | ECHS Director Campus Principal ECHS Counselor UTPB Liaison | August-July | Local Funds | Certificates | Student continued enrollment in college coursework |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|--|-----------------------------------|------------------|------------------|--|---|
| 13.22 Utilize tutors to support college readiness standards and dual credit enrollment | ECHS Staff | August-July | Local Funds | Tutorial list | Successful completion of assignments |
| 13.23 Incorporate student work product sharing and analysis during UTPBIECHS subject area meetings | Teaching Staff UTPB Professors | August-July | Local Funds | Joint evaluation of high school work product | Progress toward more sophisticated work product |

14. Advanced Academics/T-STEM Academy

Program Intent and Program Intent and Purpose:

The intent and purpose of the T-STEM Academy Program is to focus on improving instruction and academic performance in Science and mathematics related subjects and increasing the number of students who study and enter STEM careers. Presidio ISD is 100% committed to the implementation of the T-STEM Academy.

Advanced Academics/T-STEM Academy

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|-------------|-------------|------------------------------------|---|
| 14.1 Mission/Vision is developed, aligned and revised with T-STEM blueprint | T-STEM Director Administrator Teaching Staff | August-July | Local Funds | Blueprint Template | Results of Template |
| 14.2 T-STEM blueprint is used in decision making process using a variety of data sources | T-STEM Director Administrator | August-July | Local Funds | Blueprint Template Data Sources | Results of Template |
| 14.3 Advisory Board develops innovative and creative approaches to support Academy Mission! Vision | T-STEM Director | August-July | Local Funds | Agenda Minutes Calendar | Implementation of new initiatives |
| 14.4 Leadership team/staff attends T-STEM leadership conferences and cluster meetings to share best practices and improve student achievement | T-STEM Director Administrator Teaching Staff | August-July | Local Funds | Walk through | Evidence of Best Practices in instruction |

Advanced Academics/T-STEM Academy

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|--|------------------|------------------|--------------------------------------|--|
| 14.5 T-STEM Leadership/staff collaborates with T-STEM leaders and coaches to improve student achievement and teacher preparation | T-STEM Director Administrator Teaching Staff | August-July | Local Funds | Staff Development Calendar | Evidence of implementation of college standards embedded in instruction and assessment |
| 14.6 Academy develops 4 year college and career readiness plan for each student that address STEM pathways | STEM Counselor | August-July | Local Funds | Graduation Plan | College degree plan |
| 14.7 Monitors student success in high school to college transition | STEM Counselor | August-July | Local Funds | Graduation Plan College Visits | Grade reports |
| 14.8 Establish partnerships with higher education to provide at least 60 college credits | T-STEM Director | August-July | Local Funds | Course Offerings | Course completion records |
| 14.9 Academy participate in Student Orientation/ Summer Bridge Programs monitoring initial student, success, identifying struggling students and providing additional student support | STEM Counselor Teaching Staff | August-July | Local Funds | Registration Student Data Sources | Student feedback |

Advanced Academics/T-STEM Academy

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|------------------|------------------|---|---|
| 14.10 Academy creates STEM orientation and participation opportunities for parents and stake holders | T-STEM Director Administrate STEM Counselor Teaching Staff | August-July | Local Funds | Parent Involvement Calendar | Parental involvement Feedback and data |
| 14.11 Facilitate teaching staff and college professors in planning curriculum and instruction based on college readiness and project based learning | T-STEM Director University Liaison | August-July | Local Funds | College Readiness Standards Staff Development | Project Based Learning activities |
| 14.12 Ensure teachers' use of high quality curricular materials aligned with college and career readiness standards and industry standards | Campus Principal Teaching Staff | August-July | Local Funds | List of materials needed | Leading edge technology |
| 14.13 Initiate partnerships with institutions of higher education, businesses, community and industry | T-STEM Director | August-July | Local Funds | Meetings | MOU |
| 14.14 Students demonstrate 21 st century skill by internships with business and industry | | | | | |

| Activities/Strategies/ Initiatives | Staff Responsible | Time Line | Resources | Formative Evaluation | Summative Evaluation |
|---|---|------------------|------------------|---------------------------------|---------------------------------------|
| 14.15 Students demonstrate 21st century skills by participating in internships with business and industry | T-STEM Director Campus Principal STEM Counselor Teaching Staff Business Partner | August-July | Local Funds | 21st Century Skills | Business and industry feedback |
| 14.16 Job shadowing in occupational or career fields of interest will be implemented | STEM Counselor Business Partner | August-July | Local Funds | Career Awareness | Student essay |
| 14.17 Capstone projects will be embedded in all areas of study | Teaching Staff | August-July | Local Funds | Student Product | Student product presented to industry |
| 14.18 Teaching staff will implement one project based learning activity each semester | Teaching Staff | August-July | Local Funds | Student Product | Student product presented to industry |
| 14.19 Internships will provide teachers with hands on activities in their field of study | T-STEM Director | August-July | Local Funds | Teacher Product | Teacher product presented to industry |
| 14.20 Provide field trips to create real life connections to STEM fields | T-STEM Director STEM Counselor | August-July | Local Funds | College Awareness | College Admission letter |

**Presidio Migrant Program
Priority of Service Action Plan (PFS)
2016-2017**

| REQUIRED ACTION / ACTIVITY | PERSON(S) | TIMELINE |
|--|---|--|
| <p>I. Provide training to administrators and other staff working with migrant students on the significance and requirement by TEA to generate, print, and share “Priority for Services” Reports. (Priority of Services students are migrant students who are failing, or most at risk of failing, to meet the state’s content and performance standards; and whose education has been interrupted during the regular school year. Based on activities conducted as part as the LEA’s on-going, comprehensive needs assessment, the LEA must ensure that “Priority for Services” students receive priority placement in any and all services and /or programs to assist them in making academic progress.) Presidio ISD Migrant Procedural Manual p. 4</p> | <p>District Migrant Administrator (DMA) Migrant Specialist (MS)</p> | <p>By September 30</p> |
| <p>II. Conduct a presentation at the district’s beginning of the year staff development to inform all district personnel of the definition of PFS students and the significance of prioritizing all instructional services for these students for the compliance issues. Presidio ISD Migrant Procedural Manual p. 4</p> | <p>District Migrant Administrator (DMA)</p> | <p>By September 30</p> |
| <p>III. Determine individual needs of every migrant identified student and family for instructional support services; identify available resources to address their needs. Coordinate with campus administrators, other staff, and local entities to ensure that each child and family has access to appropriate services; and follow-up to monitor and document progress. Presidio ISD Migrant Procedural Manual p. 6</p> | <p>MS, DMA</p> | <p>Within the first grading period of the school year that the child who is eligible for migrant services is in the district</p> |
| <p>IV. Coordinate training for migrant students’ teachers and campus administrators to inform them of individual needs of migrant Students in their class and on their campus. Stress the significance of prioritizing all instructional services for these students to meet specific needs. Presidio ISD Migrant Procedural Manual p. 5</p> | <p>DMA</p> | <p>Within the first grading period of the school year that the child who is eligible for migrant services is in the district</p> |
| <p>V. Make periodic home visits to update parents on the academic progress of their children. Presidio ISD Migrant Procedural Manual p. 7</p> | <p>DMA</p> | <p>Ongoing throughout the year</p> |
| <p>VI. Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework, which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. Presidio ISD Migrant Procedural Manual</p> | <p>DMA and MS DMA</p> | <p>Ongoing throughout the year</p> |
| <p>VII. Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. Presidio ISD Migrant Procedural Manual p. 7</p> | <p>and MS</p> | <p>Ongoing throughout the year</p> |
| <p>VIII. Monitor academic progress of migrant students while working cooperatively with district administrators and staff to implement a total instructional and supportive program that</p> | <p>DMA and staff</p> | <p>Ongoing throughout the</p> |

addresses the specific needs of migrant students. Maintain documentation of services provided for

Compliance Reporting. Presidio ISD Migrant Procedural Manual p. 7

IX. Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any state assessment in any content area are accessing local, intrastate, remediation. Presidio ISD Migrant Procedural Manual p. 8

X. Generate PFS report for the district on a monthly basis and disseminate to campus administrators. Presidio ISD Migrant Procedural Manual p. 4

XI. Provide campus administrators, appropriate campus staff, and parents the PFS criteria and updated PFS reports. Presidio ISD Migrant Procedural Manual p. 4.

XII. Provide a parent involvement program ages 3-21 including establishing a Parent Advisory Council which meets regularly to work in partnership with families and communicate regularly with children's parents and participates in school sponsored activities. Parent and staff coordinate, plan, implement and evaluate local MEP activities and services and follow PAC bylaws established by the district.

XIII. Conduct a Comprehensive Needs Assessments of migrant students –areas of strength and weaknesses, including pre- school students.

XIV: Designate and enter into NGS a district summer contact person who will available and have access to migrant student records such as course grades and immunizations.

XV: Conduct annual residency verification, Graduation plan for migrant students, encode summer intersession enrollments in NGS, and encode COE, grades and credits, special needs, At – Risk students, health data according to NGS timeline, ensure accuracy of PEIMS.

XVI: Coordinate with available mentoring programs or support organizations, provide coordination of resources by contacting each student or family. Provide students and parents' information on how to access assistance or interventions.

XVII: Early childhood/ school readiness within the first 60 days eligible preschool migratory children ages 3-5 are in the school district to determine individual educational needs and coordinate or provide services to meet their needs.

XVIII: Out-of-school Youth based on academic needs coordination with appropriate school, state, and other federally – funded entities. To provide services to out- of-school migrant youth. XIX: Presidio MEP program will implement a quality control check and coordinate with Region 18 to schedule an

NGS quality control check for accurate submissions.

Comprehensive Needs Assessment

The following Campus Improvement Plan is a document outlining district initiatives to improve student performance and organizational effectiveness. Presidio Elementary School staff, students, and parents provided suggestions for writing the District Improvement Plan; however, the Campus Improvement Plan was written by elected Professional Educators, Community Representatives, and Other Professionals.

To assess where our students are in relation to our mission and goals, a comprehensive needs assessment was completed to identify strengths and areas of concern.

CNA DATA

- **Student Demographics**
- **Teacher Demographics**
- **State and Federal Rating**
- **Financial Data**

Focus Area: Student Learning-

State Texas Assessments of Academic Readiness (STAAR)

- Percent of students passing by subject and by sub populations
- Scale Scores
- Commended Performance
- Participation Rate

Texas English Language Proficiency Assessment System (TELPAS) Result

Focus Areas: Quality Learning and working Environment-

The Quality Learning and Working Environment Focus Area measured by the following measurements at the District Level:

Attendance-Students -Teacher

Percent of Teachers with Bilingual Certification and /or ESL Endorsement

Number of student accidents

Class Size Comparisons

Student Behavior (by State and Federal student subgroups)

Number of discipline referrals or incidents

Number of student suspensions and expulsions

Number of gang related, substance abuse, or other at-risk behaviors

Student Teacher Ratios

Teacher Attrition Rate

Focus Area: Effective and Efficient Organization

Drop Out Rate
Completion Rate
Student Retention Rates
Maintenance Work Order Completion Time
Technology Work Order Completion Time

Focus Area: Parent and Community Engagement

Parent and Community Members Participation in School Functions

- Open House
- Special Events

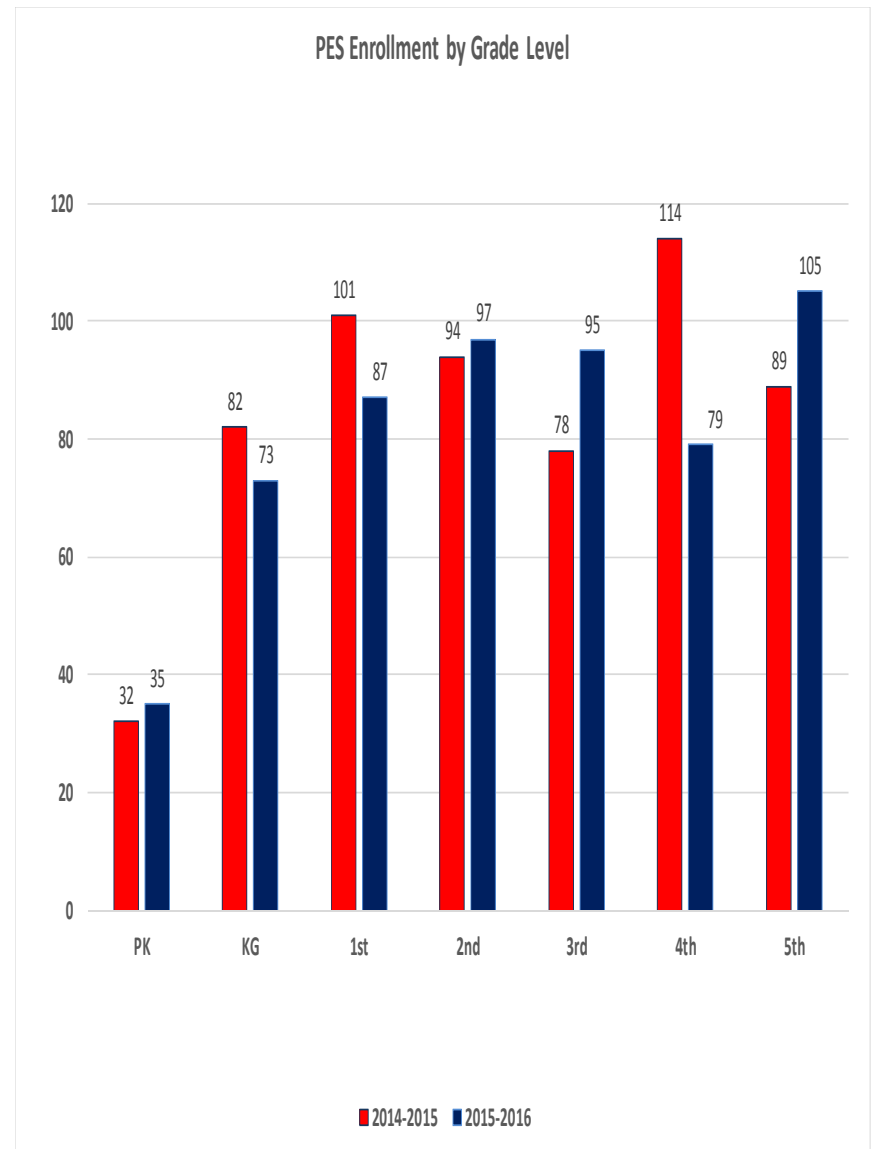
Needs Assessment Instruments Used in Planning:

1. State Assessment Information-Pearson Reports
2. Accountability Reports
4. Dynamic Indicators of Basic Early Literacy (DIBELS)
5. Texas Primary Reading Inventory (TPRI)
6. PEIMS Reports
7. PBMAS
8. Benchmark results
9. Surveys (student, Parent and Teachers and staff)
10. CNA

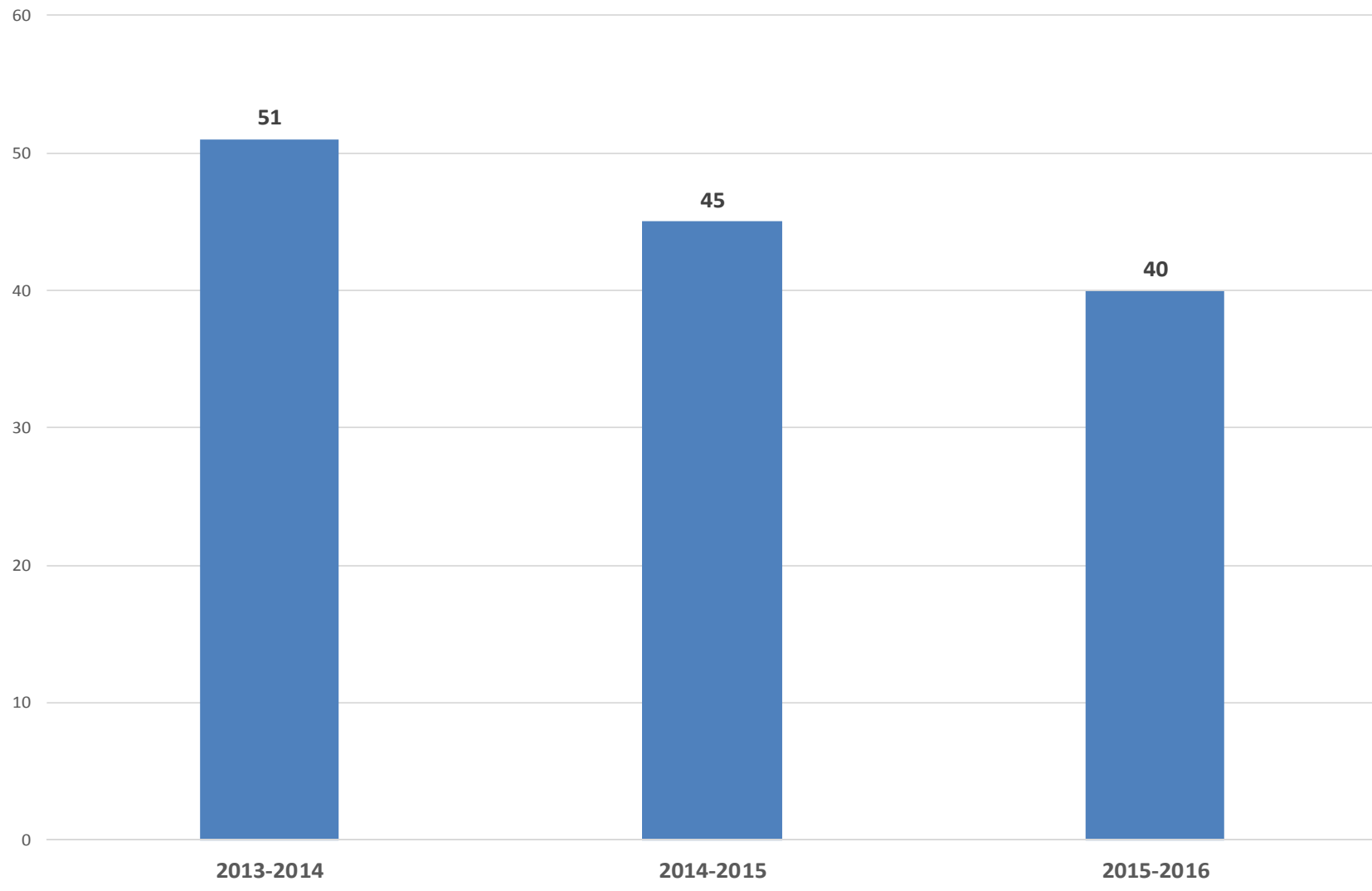
Student Demographics



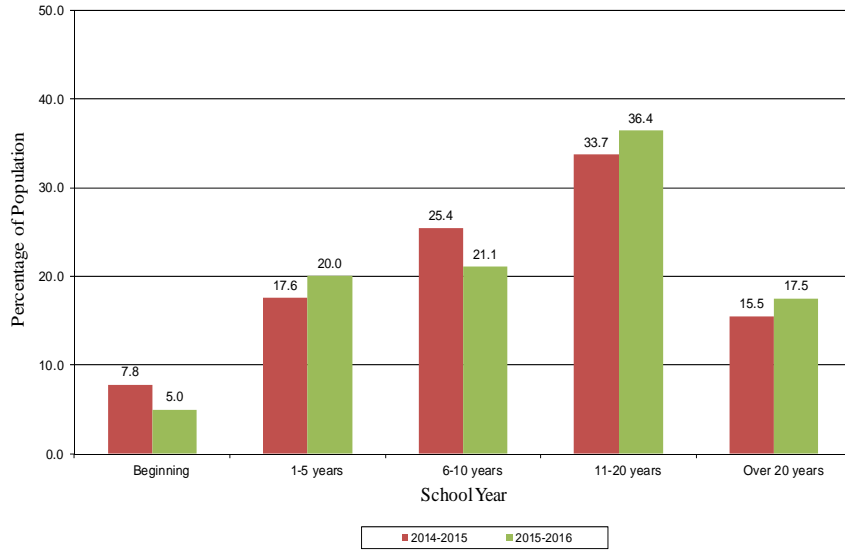
PES Enrollment by Grade Level



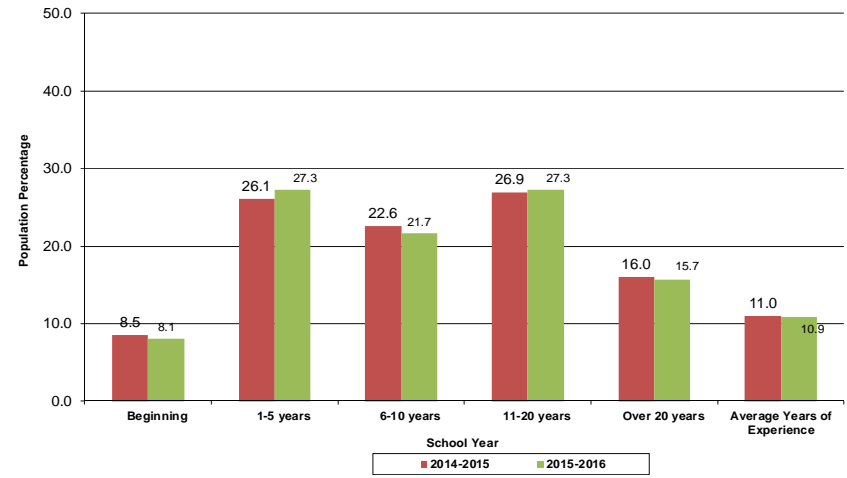
Total Number of Teachers Highly Qualified PES



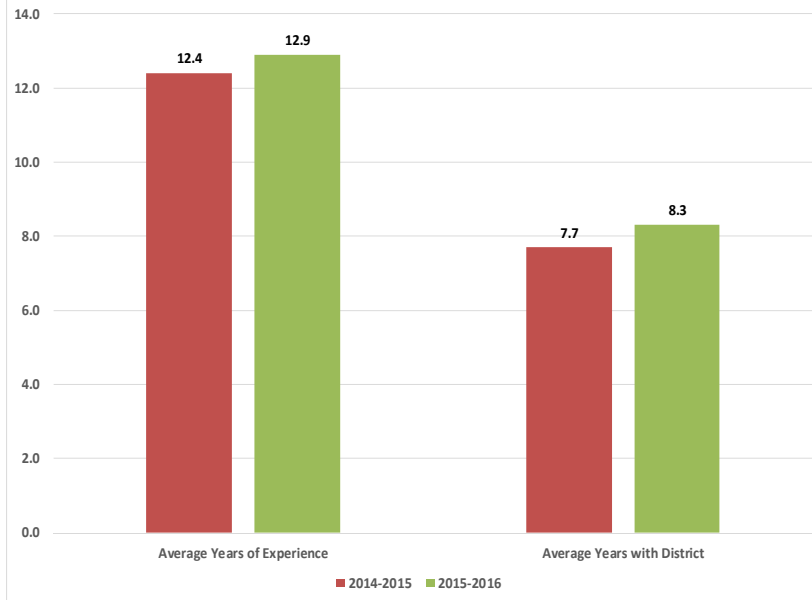
Teacher Population by Years of Experience - PISD



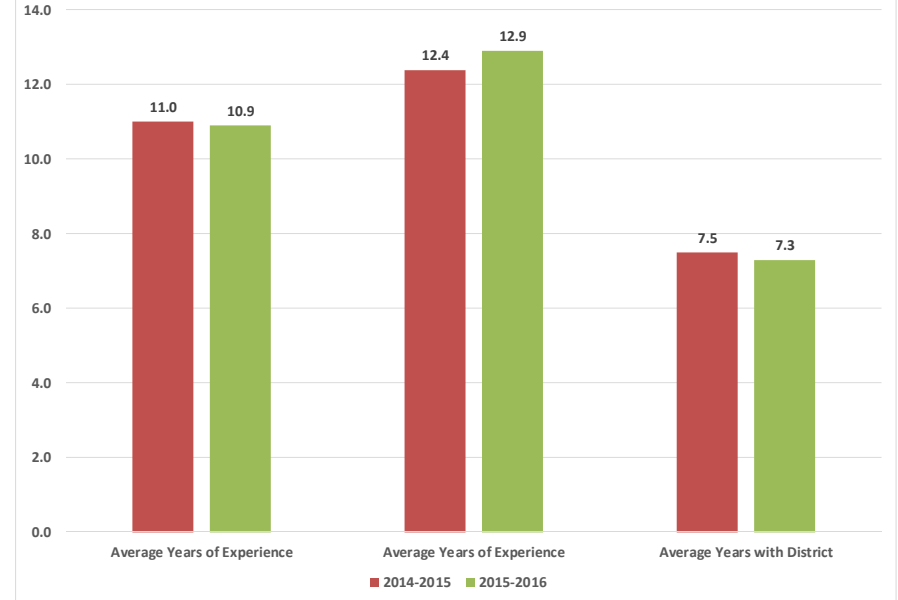
Teacher Population by Years of Experience - State



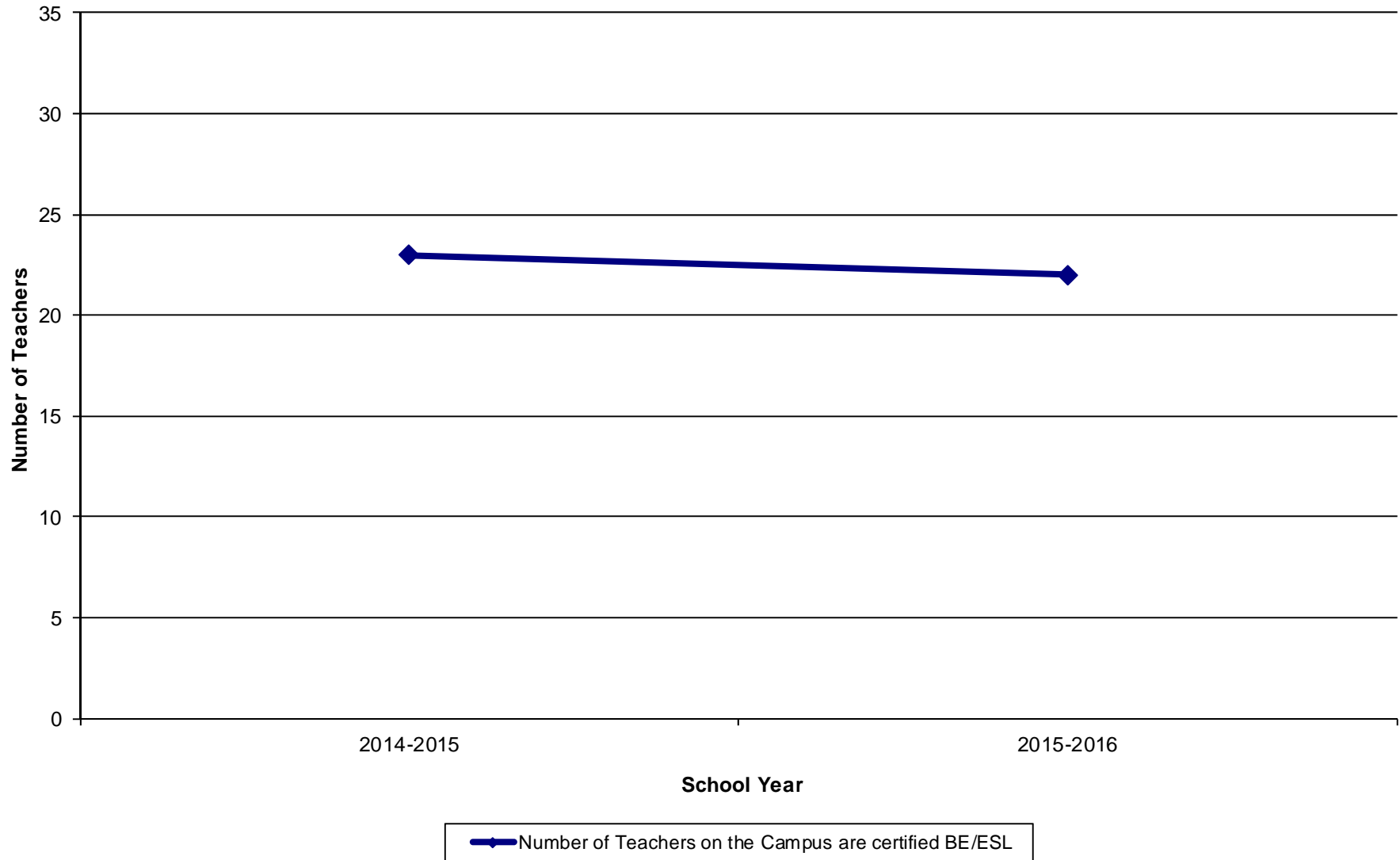
Average Years Experience of Teachers with District



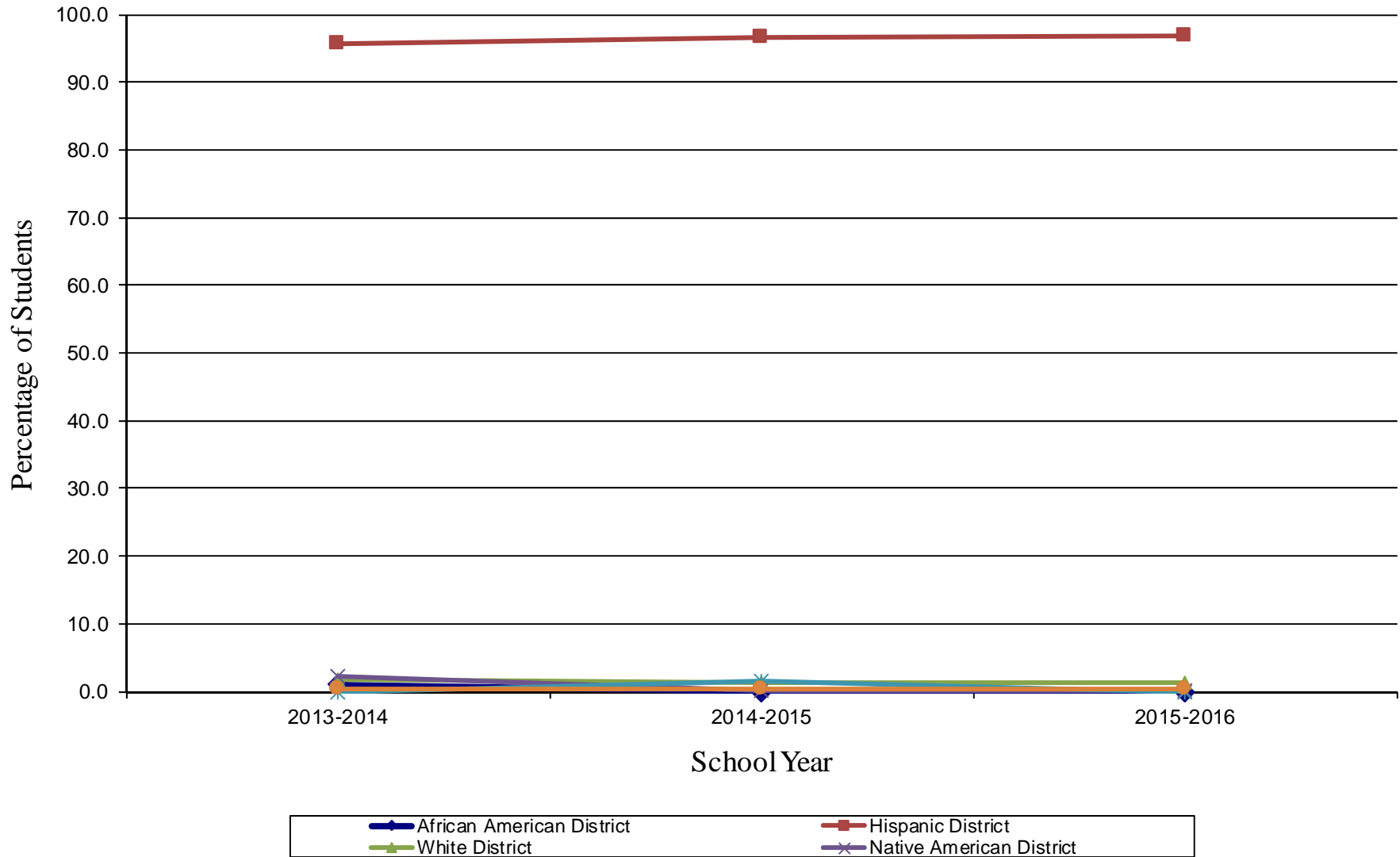
Average Years Experience of Teachers with State



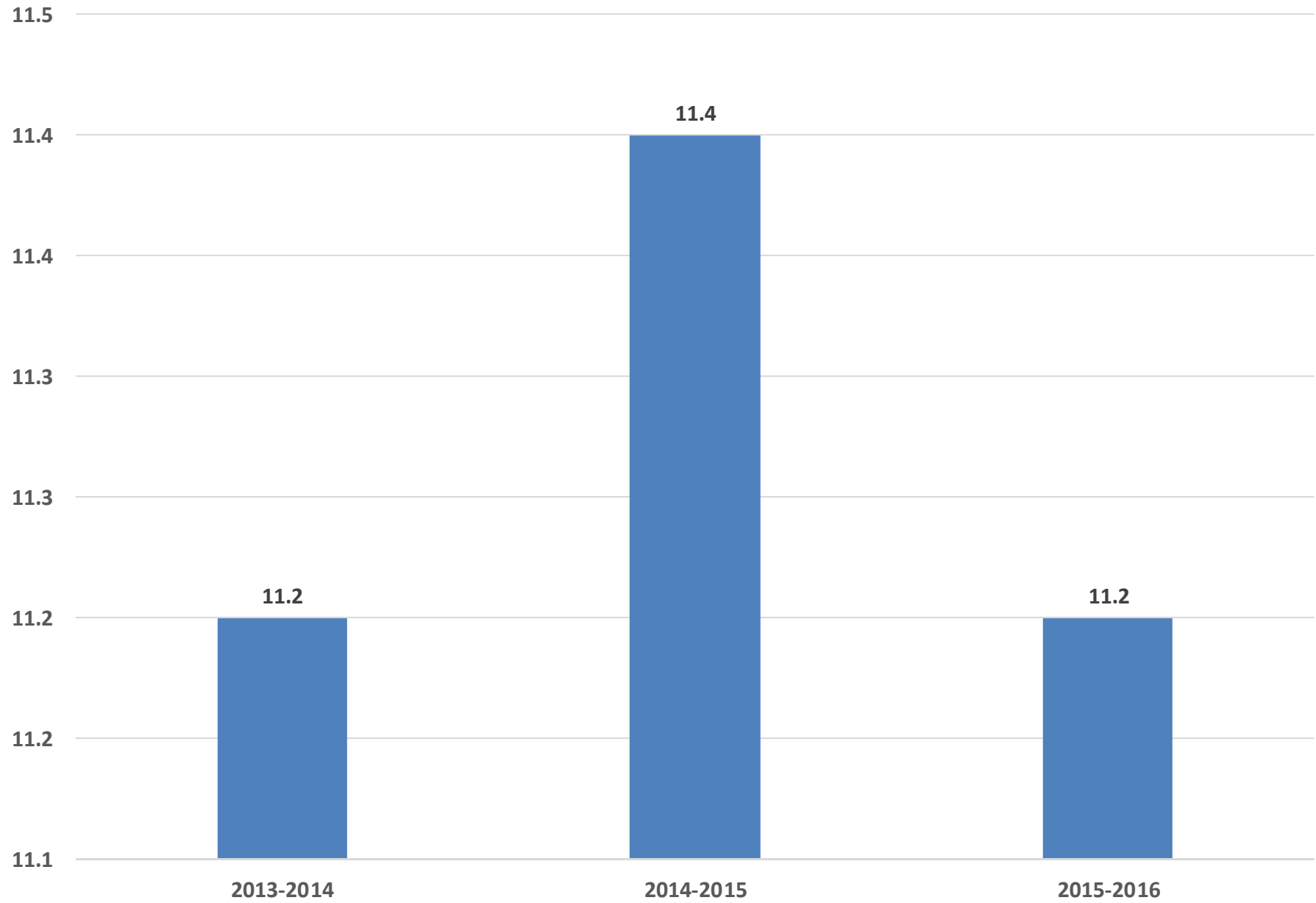
PES Number of Teachers on the Campus are certified BE/ESL

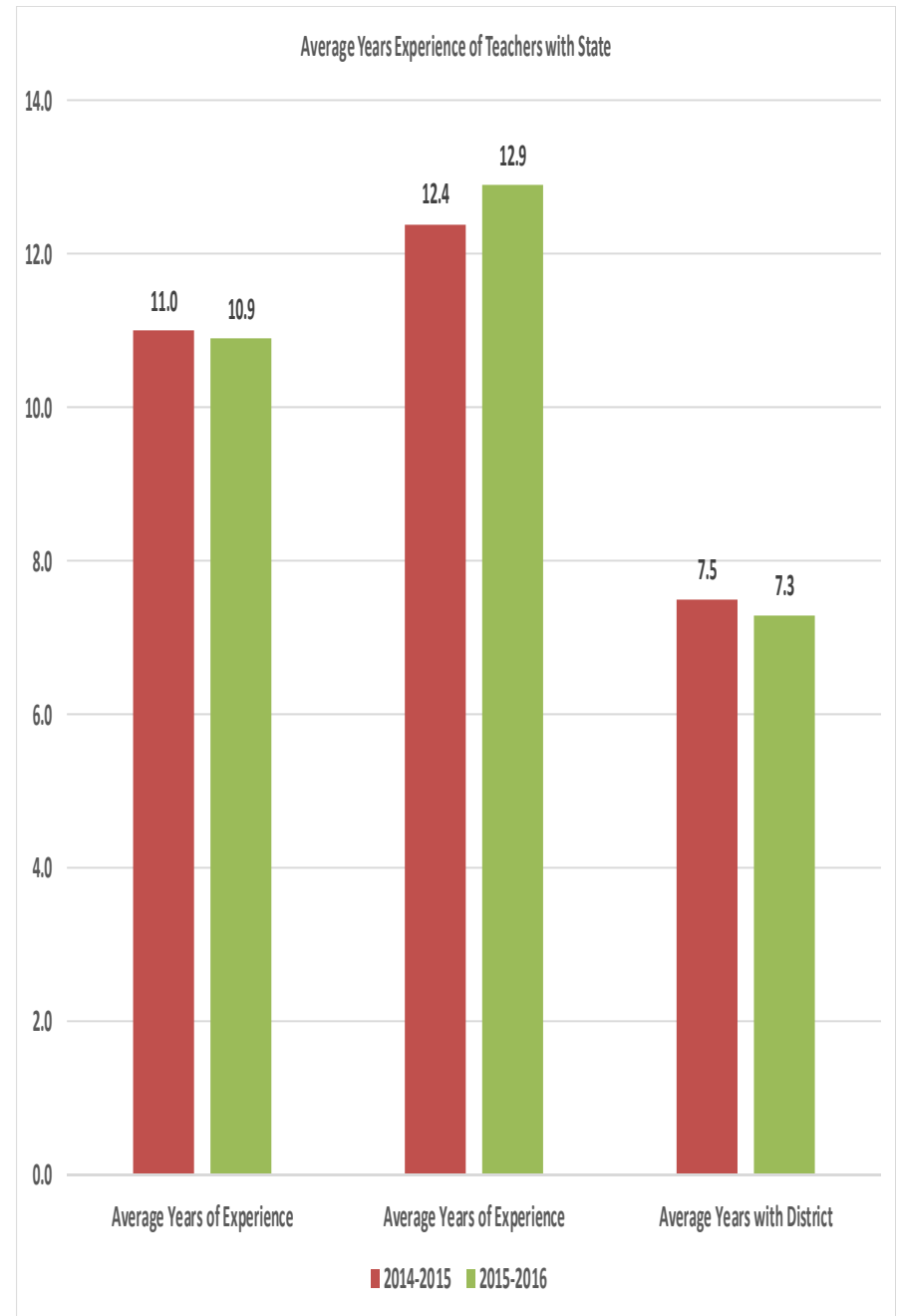
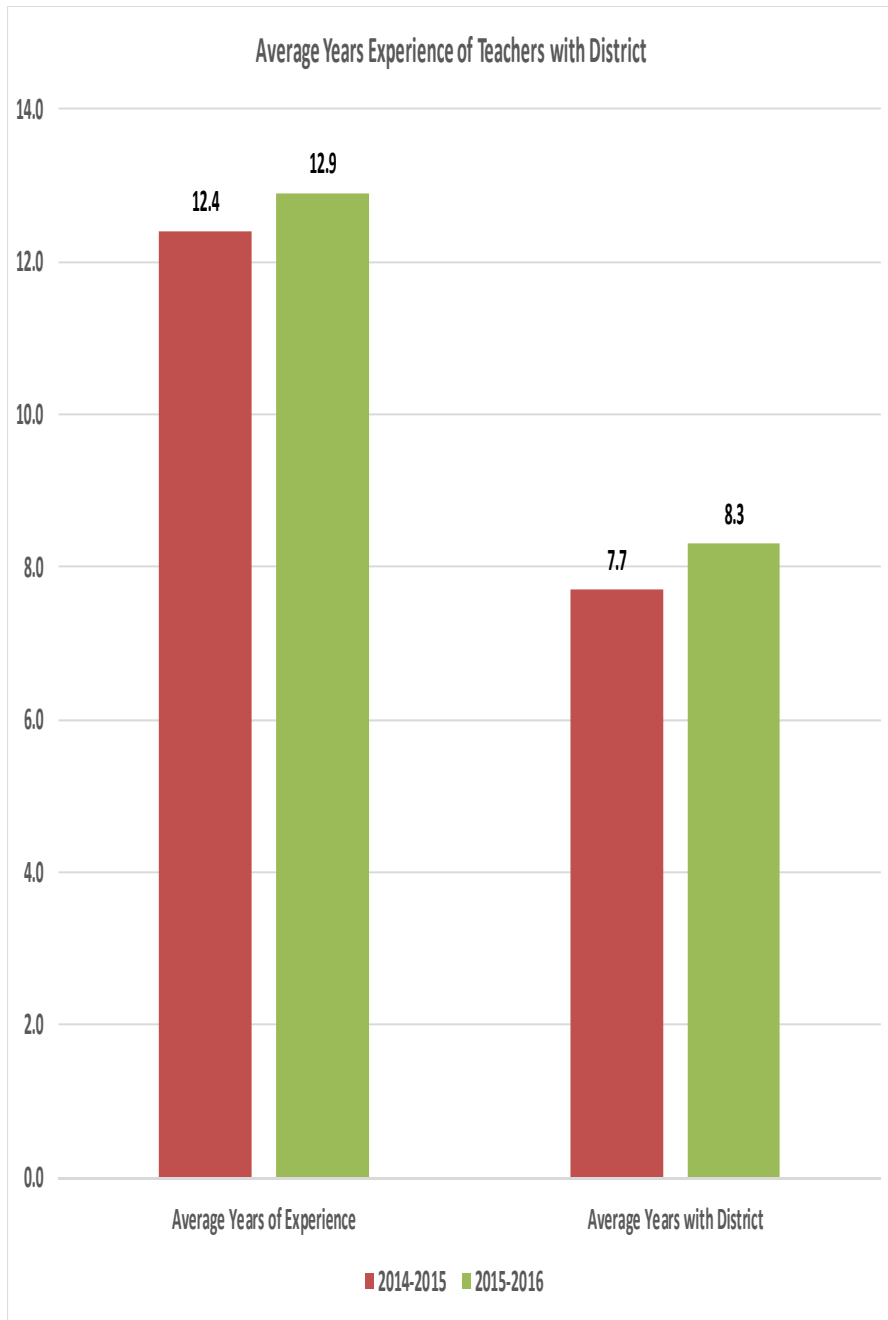


Student Population by Ethnicity - District



Average Years of Experience Teachers By Campus





State and Federal Ratings

Campus Ratings

TEA maintains an annual district and campus rating system based on several indicators, including results of the Texas Assessment of Knowledge and Skills (TAKS), high school completion rates, and dropout rates for grades 7 and 8. Recent state legislation (HB1) establishes swift and increasingly severe sanctions for campuses or districts that are identified as “Academically Unacceptable” for one or more years. Adequate Yearly Progress (AYP) is a federal requirement under No Child Left Behind. The District must meet a minimum expectation of “Academically Acceptable” and “Met AYP”.

| PES State and Federal Accountability Rating | | |
|--|--|---|
| Year | State | Federal |
| 2010-2011 | Recognized Gold Performance Acknowledgment | Met AYP commended on Reading/ELA Commended Reading |
| 2011-2012 | Academically Acceptable | Not-Met AYP |
| 2012-2013 | | Met- Standard |
| 2013-2014 | | Met- Standard |
| 2014-2015 | | Met- Standard |
| 2015-2016 | | Met- Standard |

| District State and Federal Accountability Rating | | |
|---|---------------------------------|---------------|
| Year | State | Federal |
| 2010-2011 | Recognized | Met AYP |
| 2011-2012 | Academically Acceptable | Not –Met AYP |
| 2012-2013 | | Met-Standard |
| 2013-2014 | | Met-Standard |
| 2014-2015 | Academic Achievement in Science | Met- Standard |
| 2015-2016 | | Met- Standard |

Title I, Part A—Improving Basic Programs Operated by LEAs

Intent and Purpose

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program. All campuses in Presidio ISD are Title I Schoolwide campuses.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

General Program Requirements

All Campuses

All Title I, Part A, campuses must do the following:

1. implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. develop school-parent compacts jointly with parents
3. provide information to parents in the language parents understand
4. develop an LEA and campus Parent Involvement Policies
5. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
6. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs
7. provide *additional* assistance to students identified as needing help in meeting the state's challenging student academic achievement standards
8. ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired
9. include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2007–2008 school year

Schoolwide Campuses

The CIP of a *Schoolwide Campus* must do the following:

10. incorporate the requirements of a Schoolwide Plan as cited in P.L. 107–110, Section 1114(b)
11. clearly incorporate the Ten Components of a Schoolwide Program
12. describe how the school will use Title I, Part A, resources and other sources to implement the ten components
13. include a list of state and federal programs whose funds will be combined to implement a schoolwide program
14. describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
15. include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

In consultation with the local auditor, business office, administrators, and other campus professional staff, the decision was made to use the following accounting method:

— Title I, Part A Fund Code 211

Title II, Part A Fund Code 255/REAPd 100% into Title I, Part A Fund Code 211 using 8911

Title III, Part A Fund Code 263/REAPd 100% into Title I, Part A Fund Code 211 using 8911

| State and Federal Fund Allocation by Campus | | | |
|--|-----------------------------------|---------------------------------------|-----------------------------|
| Fund Source | Allocation Amount | | |
| | Presidio Elementary School | Lucy Rede Franco Middle School | Presidio High School |
| Title I, Part A | 153,113 | 65,743 | 200,885 |
| Title I, Part C | 10,2002 | 33,000 | 133,000 |
| Title II, Part A | 50,231 | 32,557 | 25,559 |
| Title III, LEP | 81,039 | | |
| SCE Funds | 524,150 | 317,895 | 373,775 |
| State Bilingual | 136,050 | 54,200 | 52,360 |
| Total | 954,785 | 470,428 | 652,712 |

The following campus activities and/or staff positions will be funded using the combined federal funds:

Comprehensive Needs Assessment Results

The following data sources were available for review to assess the district's strengths and priorities:

Disaggregated student assessment information

AEIS

AYP

TPRI

Compliance Reports

Highly Qualified Reports

Teacher and parent interviews/surveys

Technology, Fiscal and Facility Resources

Participation records of students enrolled in special programs (GT, Special Education, ESL)

Staff Development Records

Assessment data and curriculum alignment

Impact of initiatives on student performance

The AEIS reports indicate that the needs of most of our students are being addressed. As indicated in the comprehensive needs assessment section, we need to address the needs of the ELL students in all areas. While the gap between ethnic groups and economically disadvantaged has improved slightly, we still have gaps that need to be closed.

We have a schoolwide Title I school program with approximately ___% economically disadvantaged and use the following fund sources to improve our educational program.

Multiple sources are used to support each of the educational programs on the campus. The funds used and the amounts are allocated according to the following table:

NOTE:

- (1) The Highly Qualified Recruitment and Retention Plan is a part of District Improvement Plan Focus Area: Student Learning, listed earlier in the District Improvement Plan.

- (2) The Migrant Priority for Services (PFS) Action Plan is a separate plan in the Sub-Population Plans Section of the District Improvement Plan.

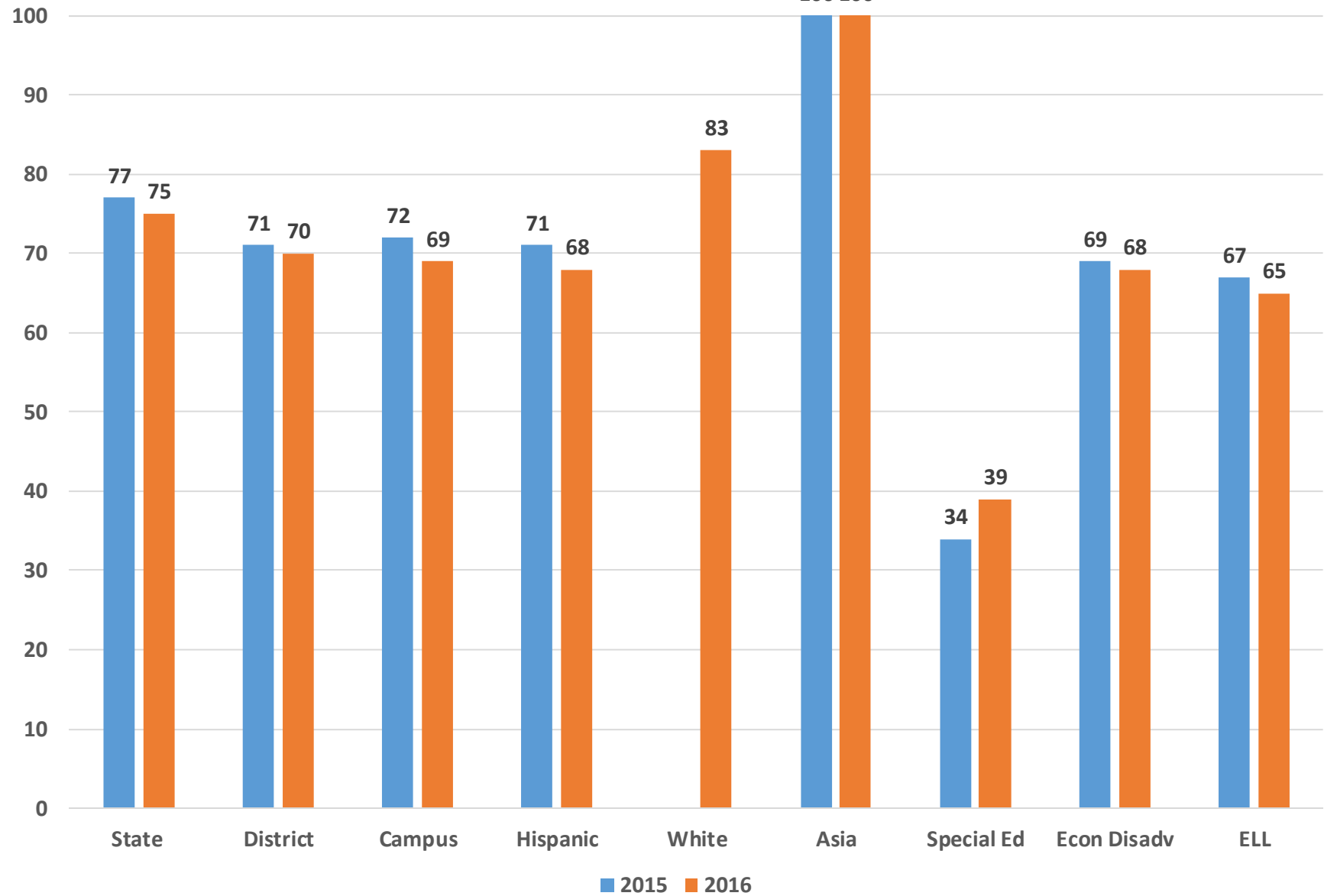
Focus Area: Student Learning

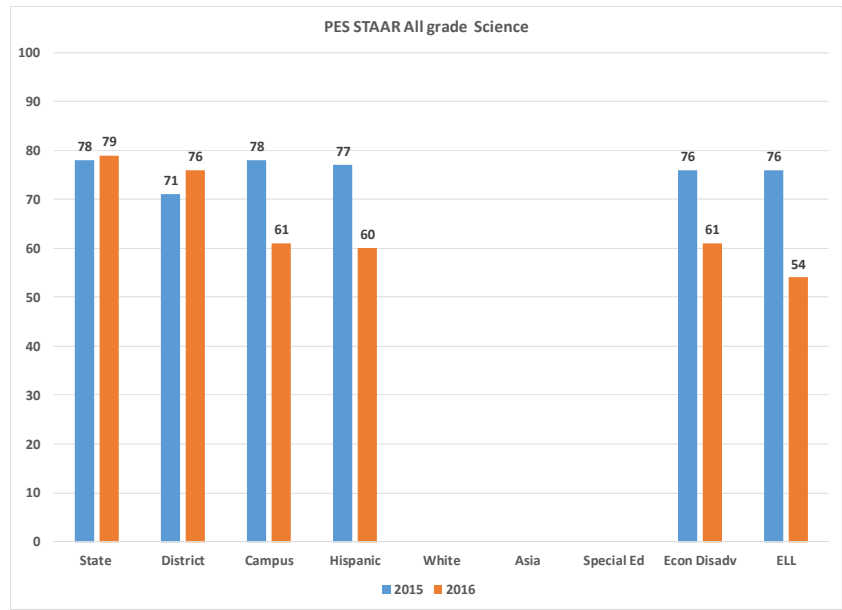
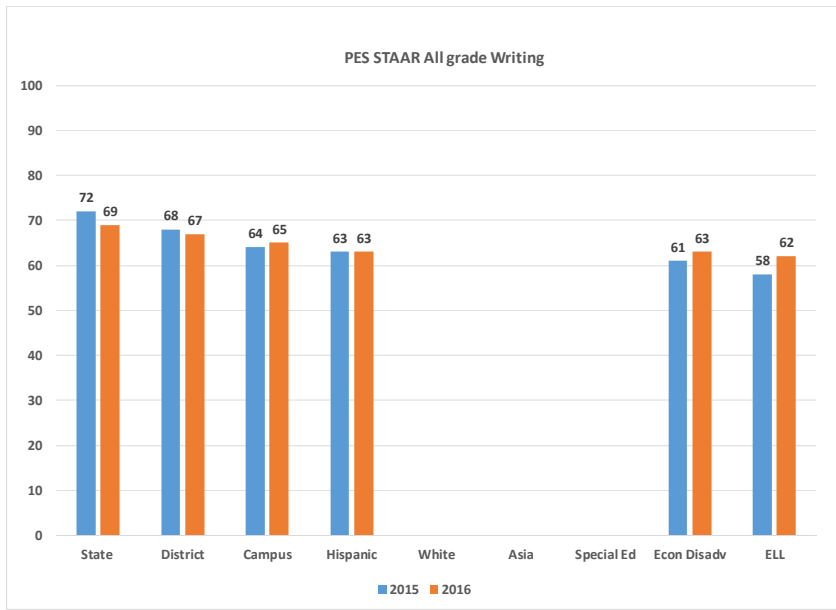
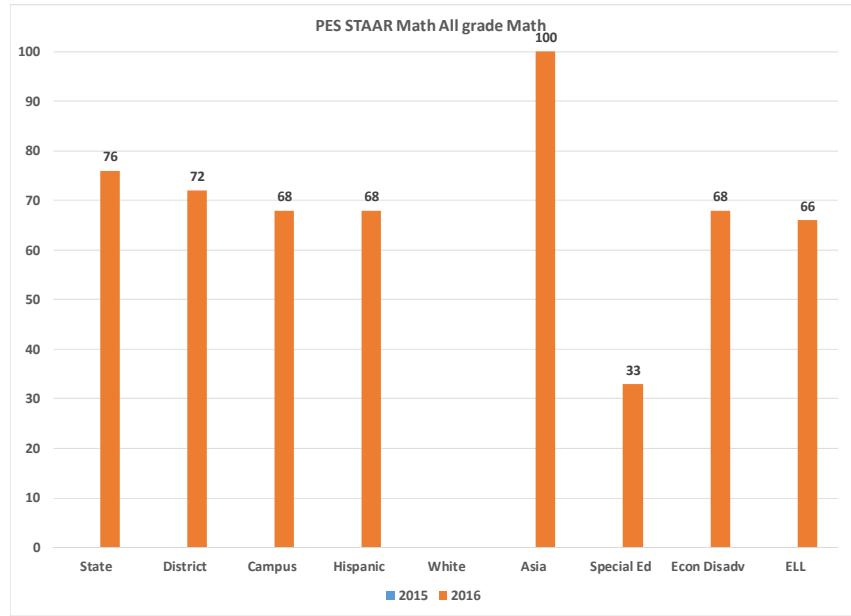
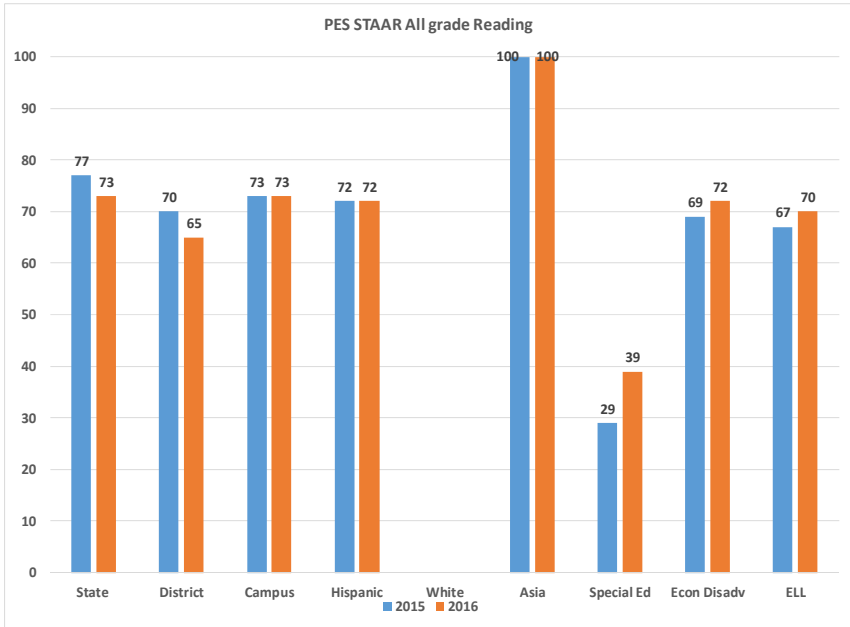
The Student Learning Focus Area will be measured by the following measurements at the District Level:

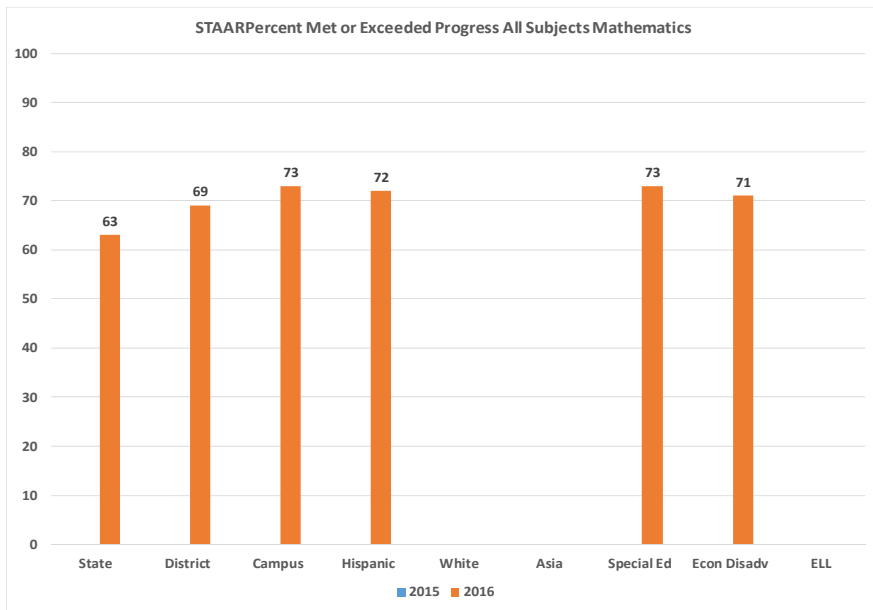
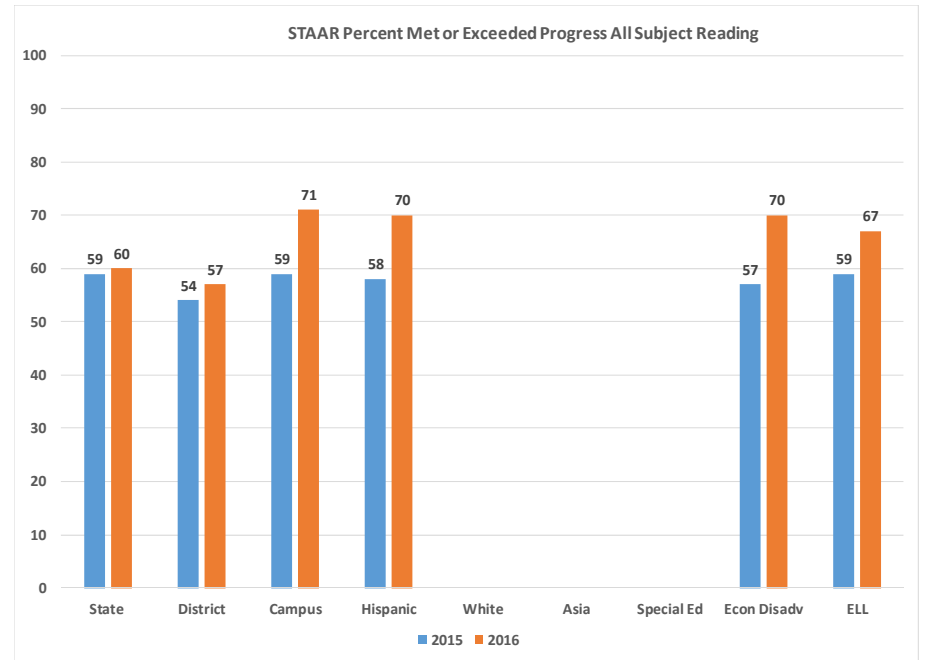
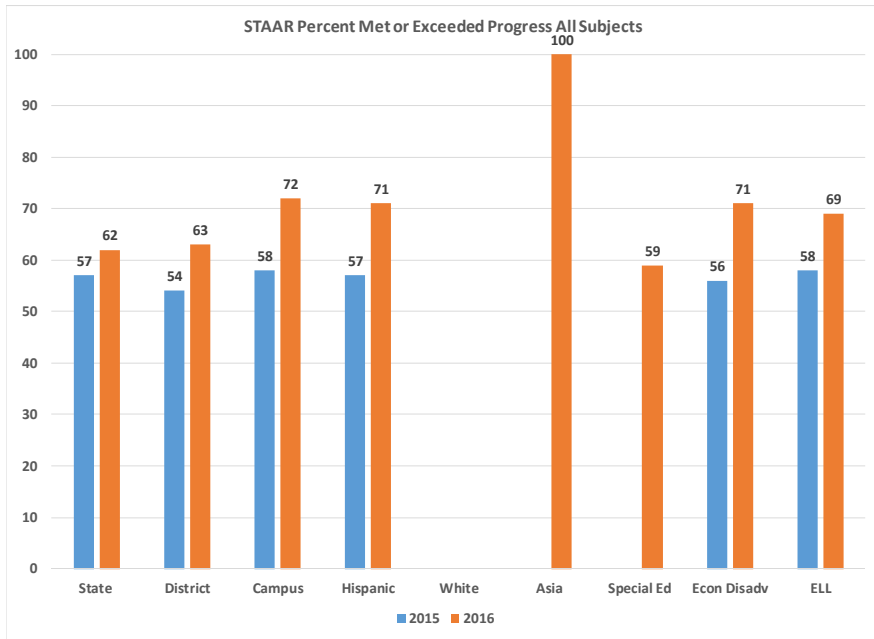
- State Texas Assessments of Academic Readiness (STAAR)
 - Percent of students passing by subject and by sub populations
 - Scale Scores
 - Participation Rate
- Texas English Language Proficiency Assessment System (TELPAS) Result
- Survey
 - Student
 - Parent
 - Staff

Reading STAAR Result

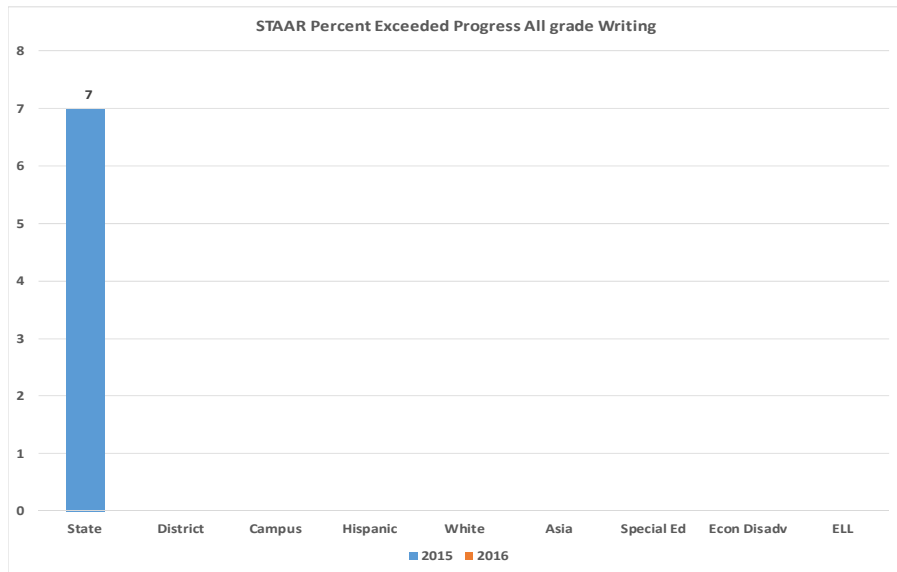
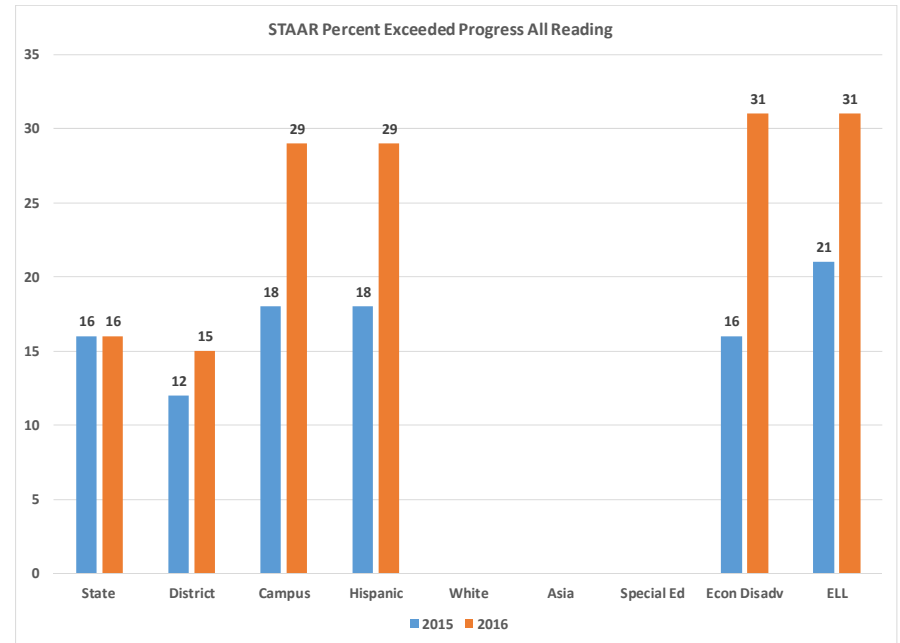
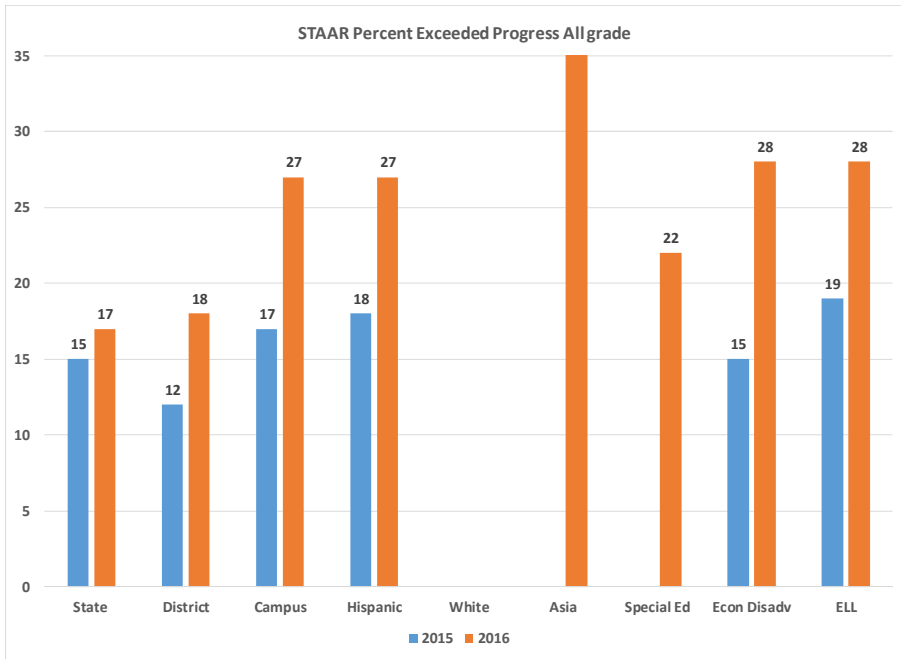
PES STAAR All grade (All Subjects)





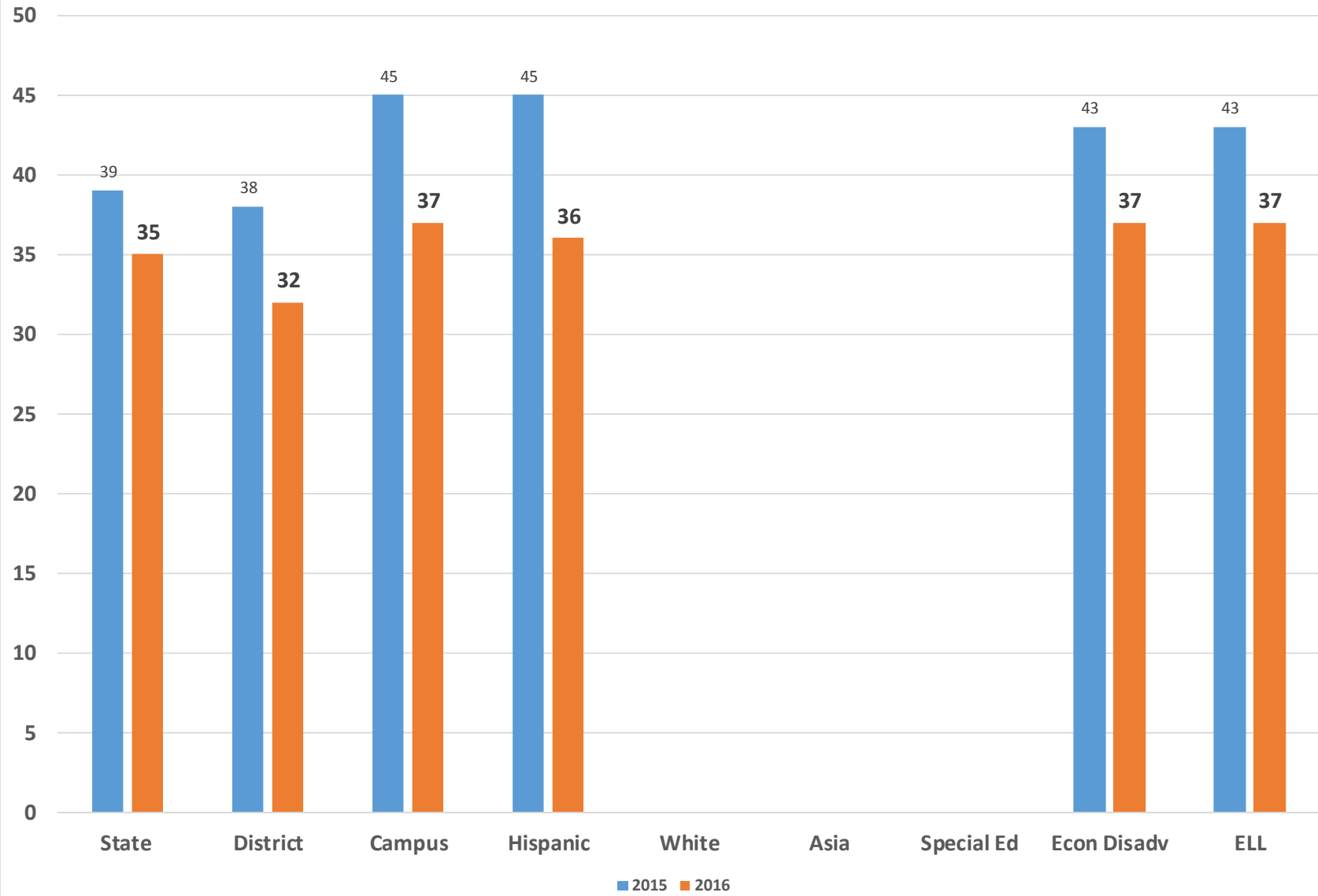


STAAR Percent Met or Exceeded Progress All Grade

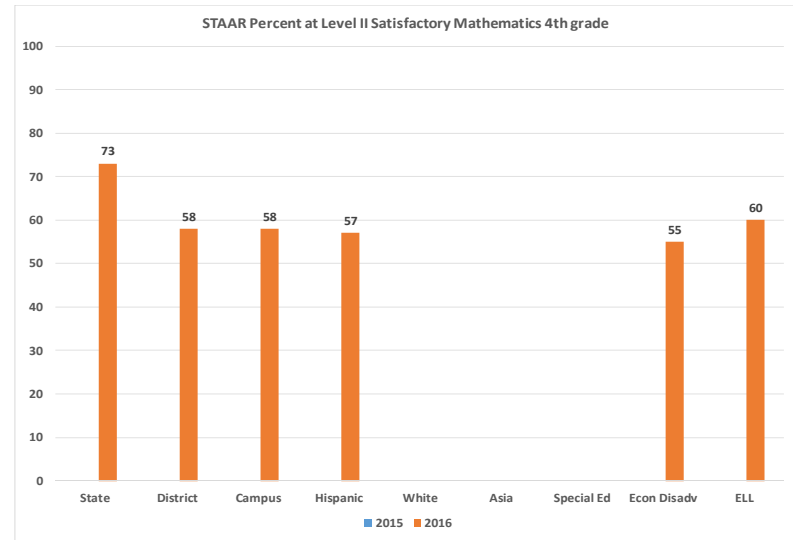
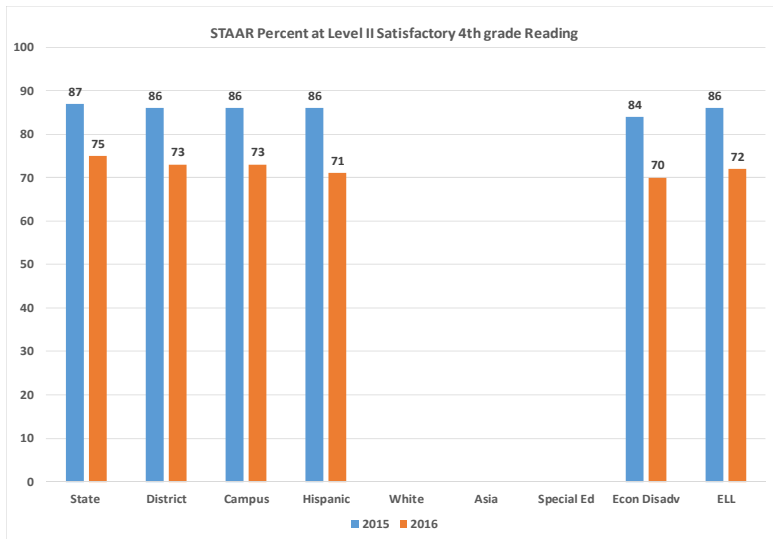
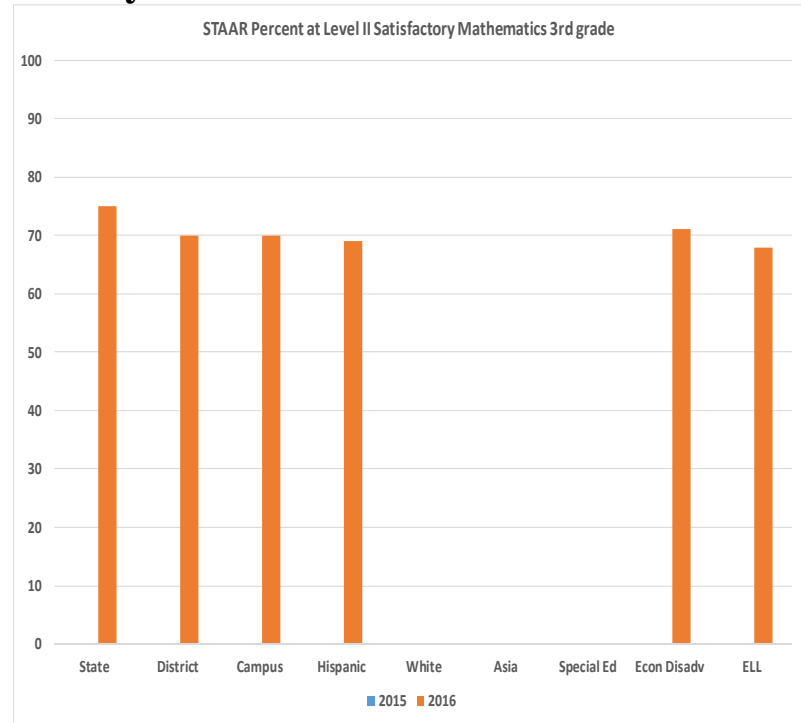
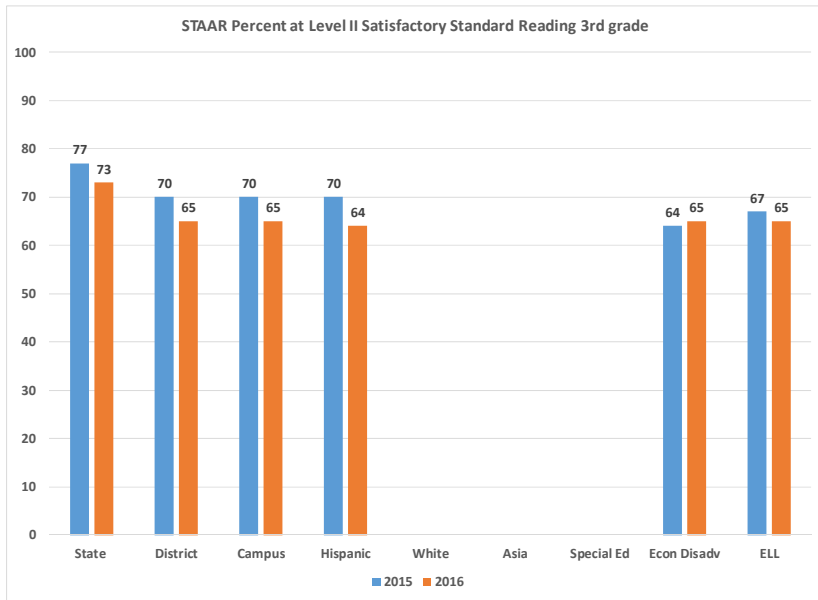


STAAR Percent Met or Exceeded Progress All Grade

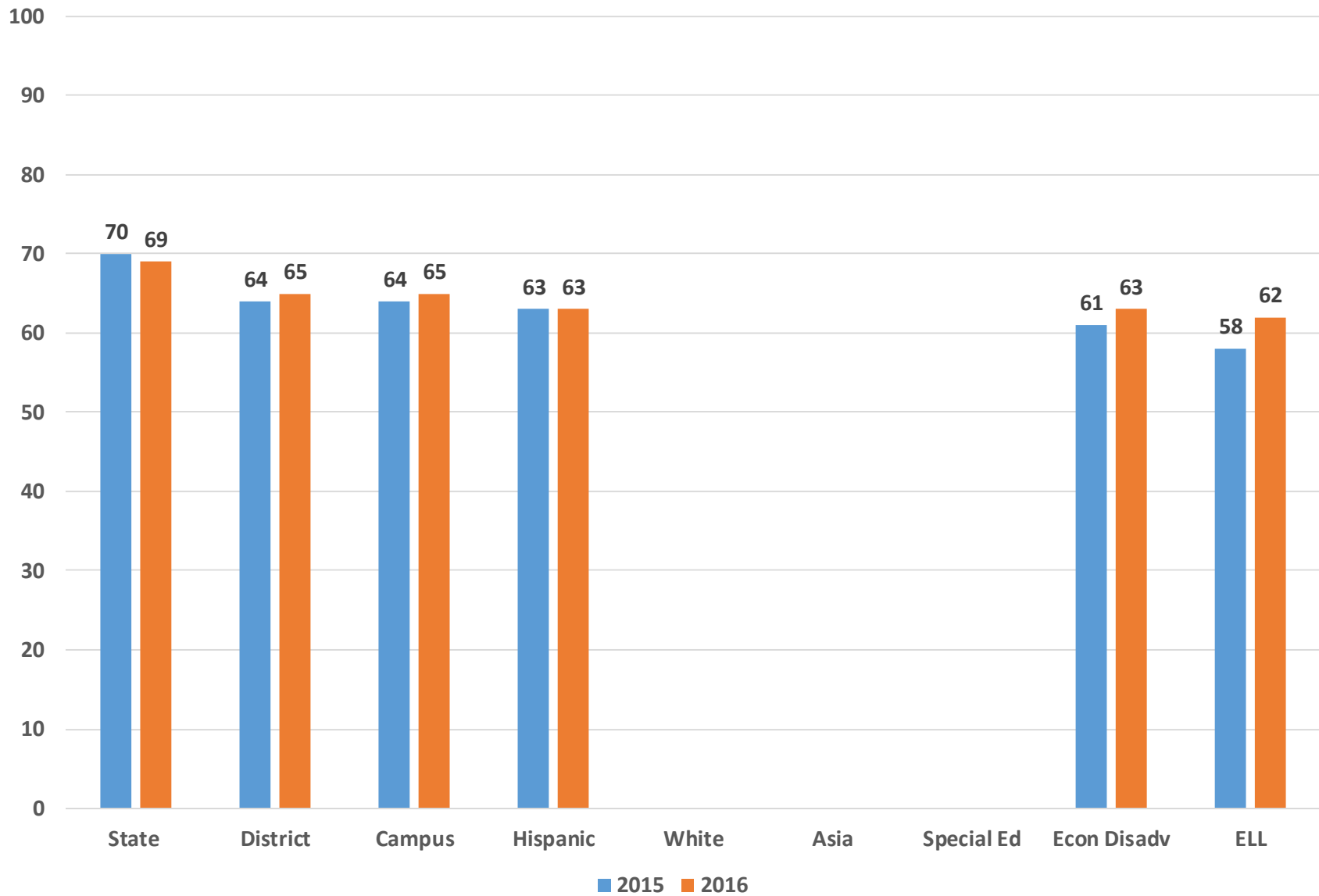
Progress of Prior-Year Non-Proficient Students Sum of Grade 4-8

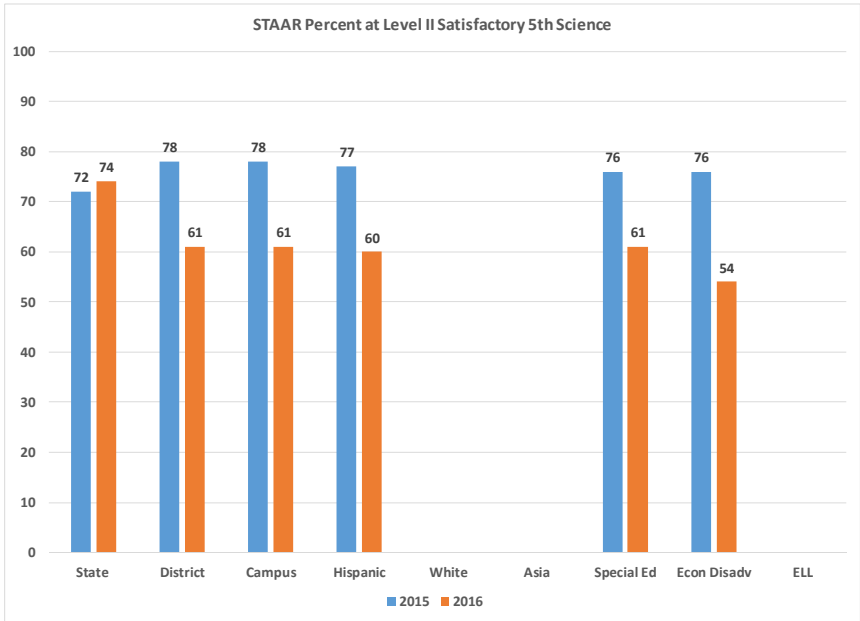
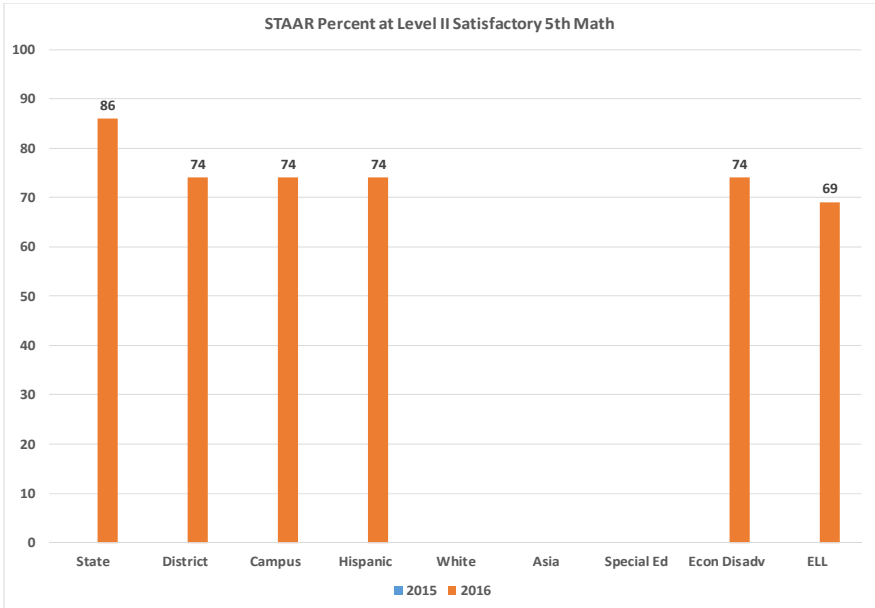
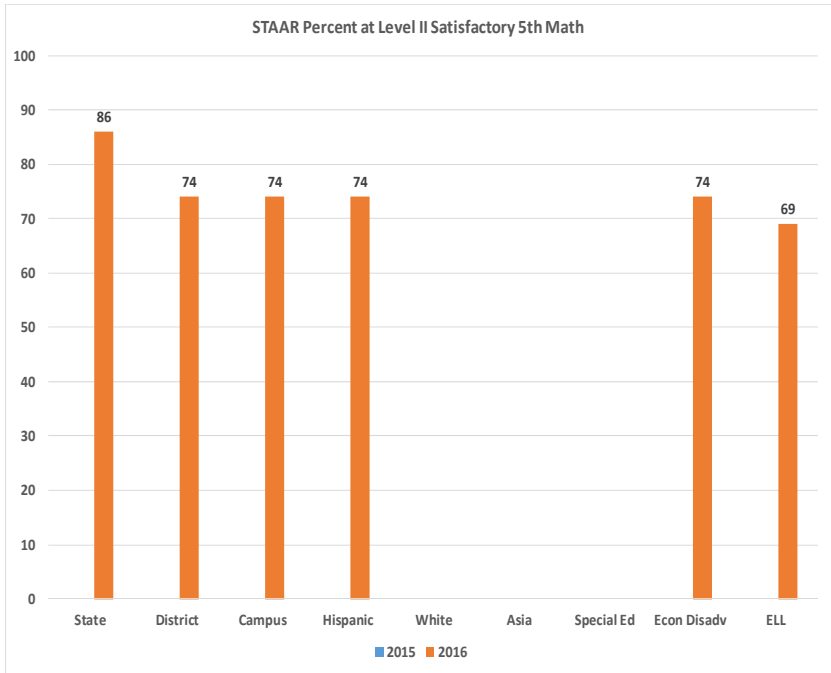
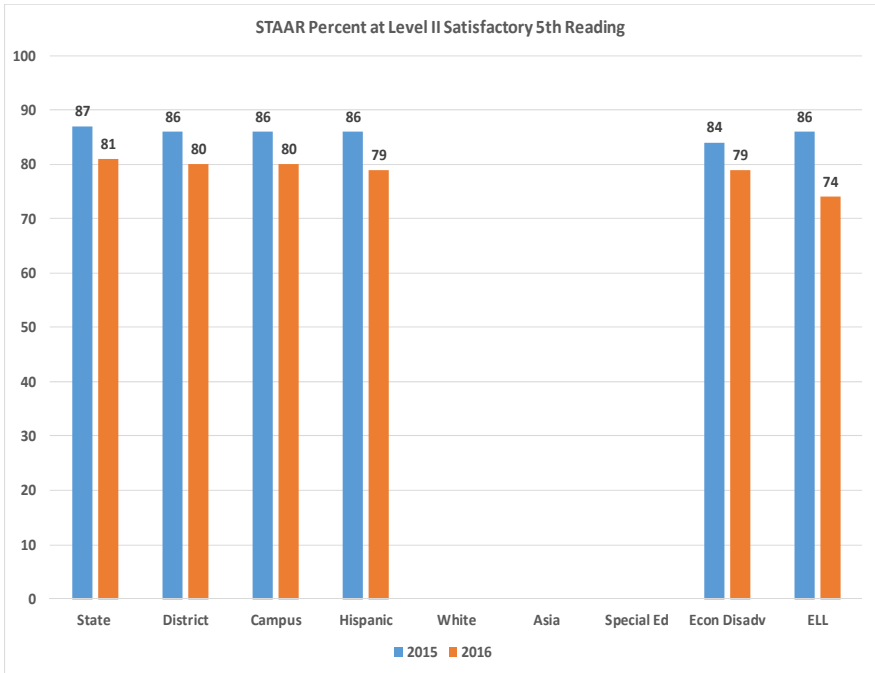


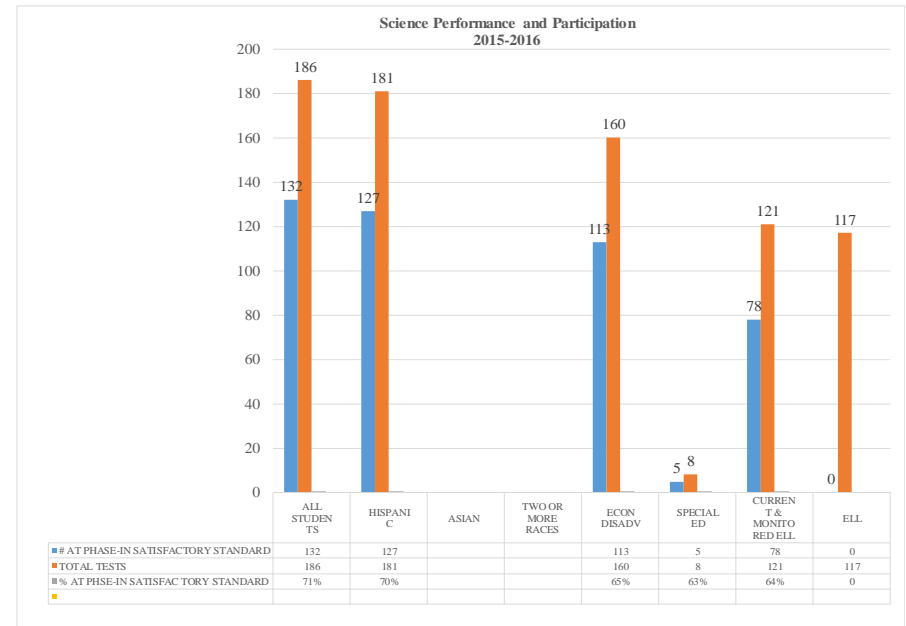
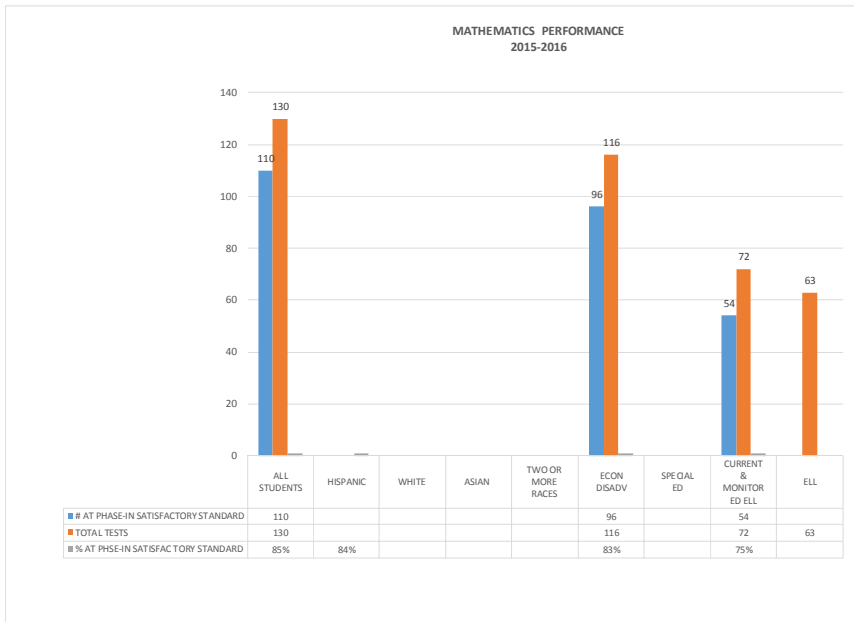
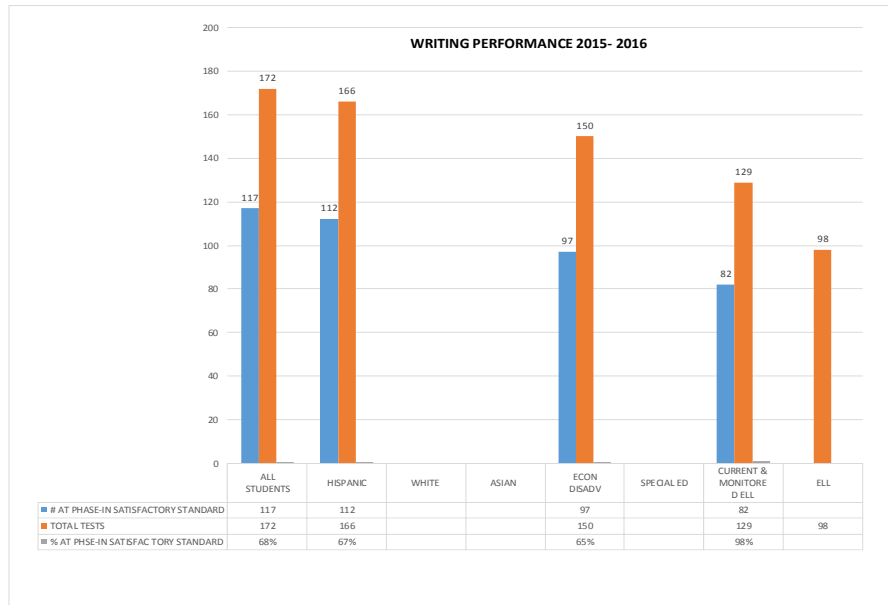
STAAR Percent at Phase-in Satisfactory Standard or Above



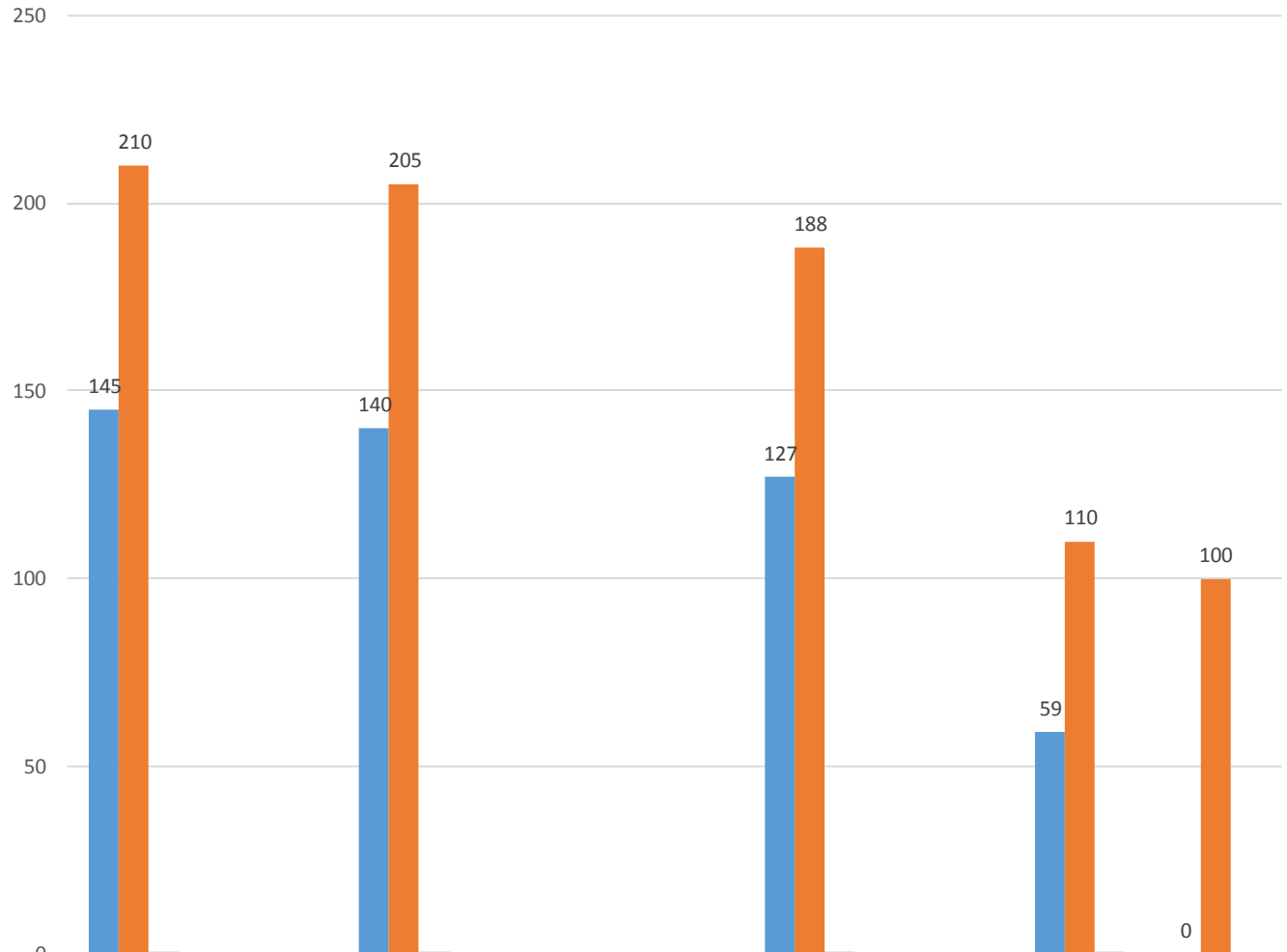
STAAR Percent at Level II Satisfactory Writing 4th grade





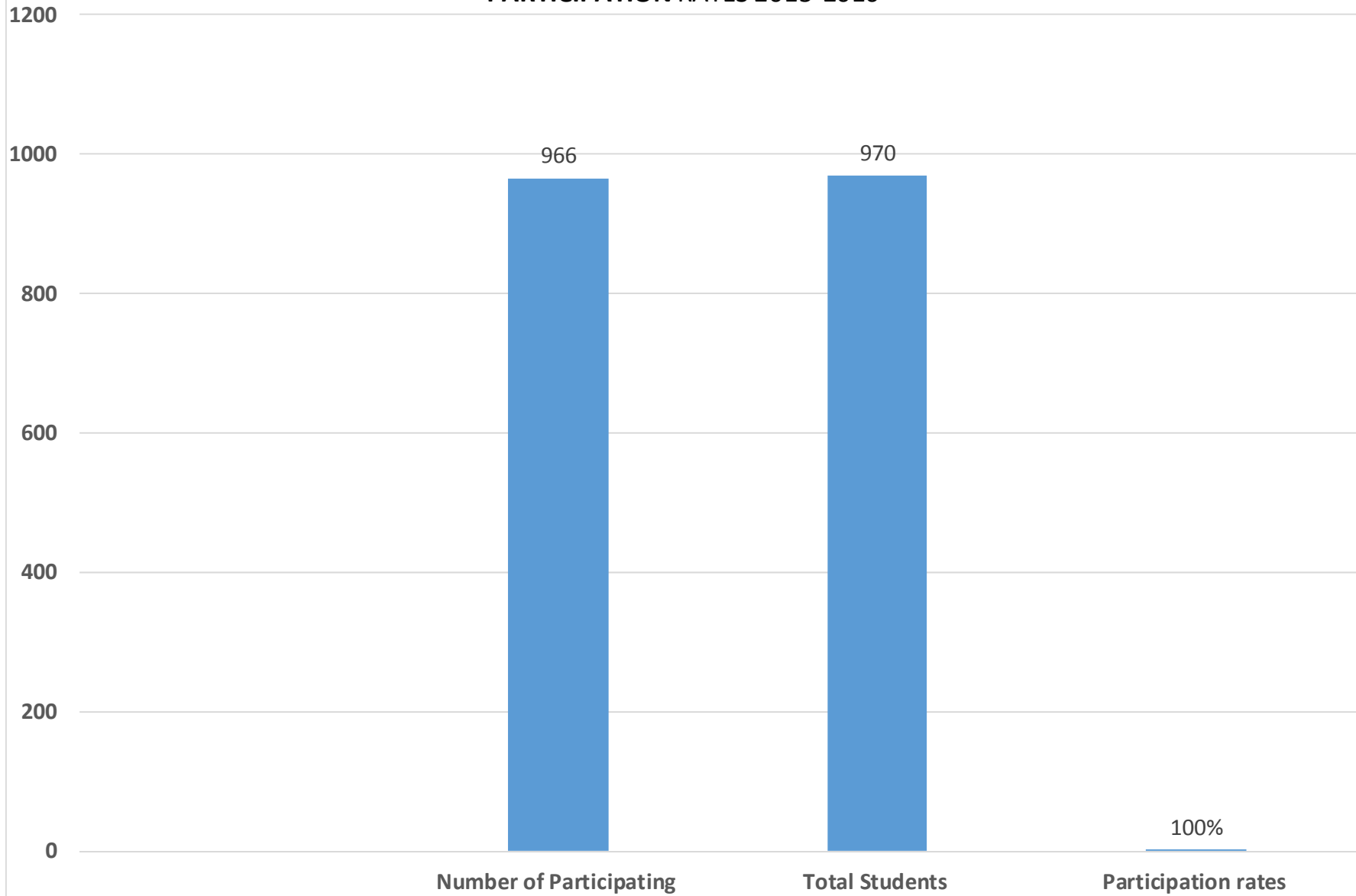


Social Studies Performance 2015- 2016

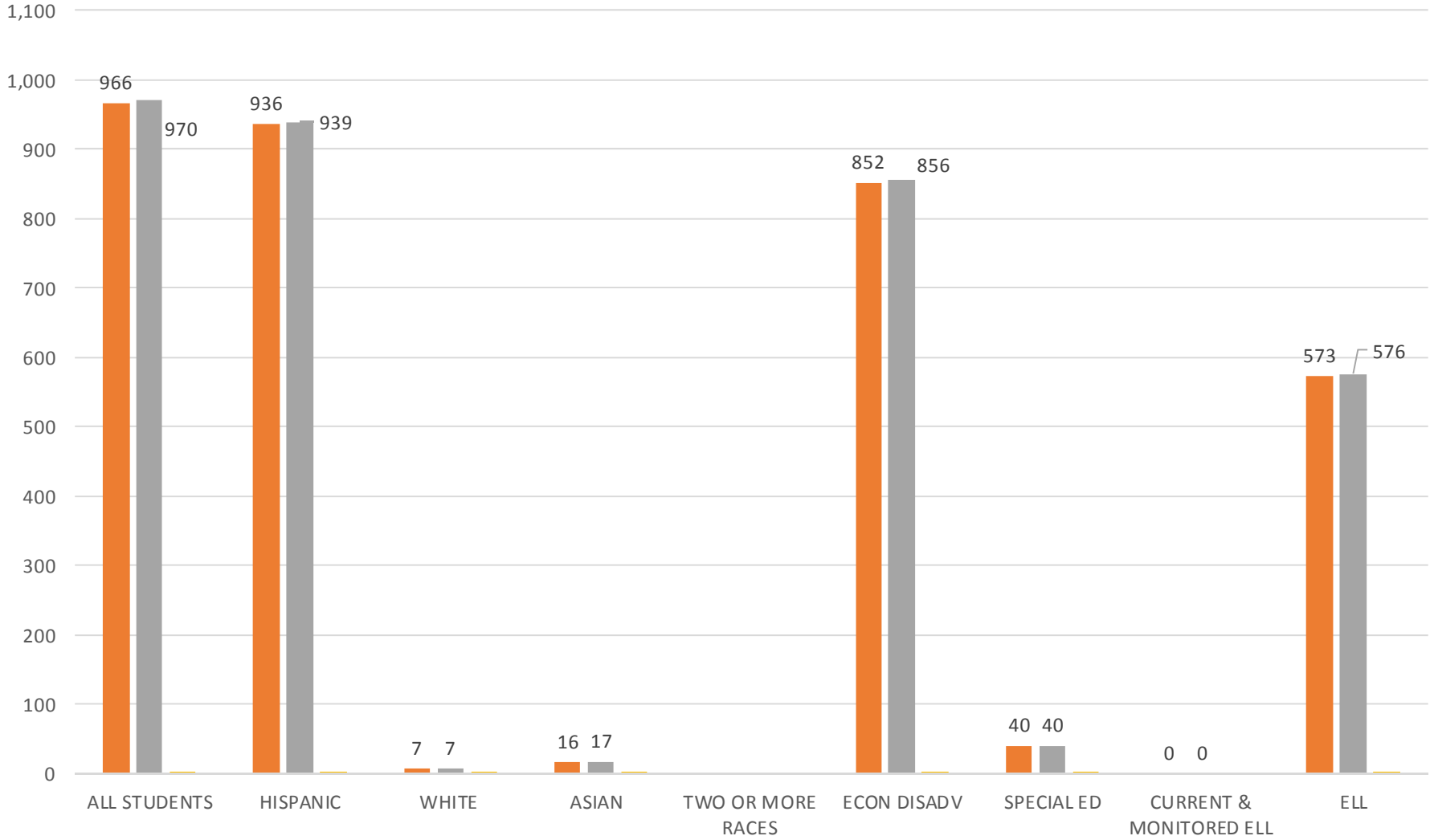


| | ALL STUDENTS | AFRICAN AMERICAN | HISPANIC | WHITE | ASIAN | ECON DISADV | SPECIAL ED | CURRENT & MONITORED ELL | ELL |
|-------------------------------------|--------------|------------------|----------|-------|-------|-------------|------------|-------------------------|-----|
| # AT PHASE-IN SATISFACTORY STANDARD | 145 | | 140 | | | 127 | | 59 | 0 |
| TOTAL TESTS | 210 | | 205 | | | 188 | | 110 | 100 |
| % AT PHSE-IN SATISFAC TORY STANDARD | 69% | | 68% | | | 68% | | 54% | 0 |

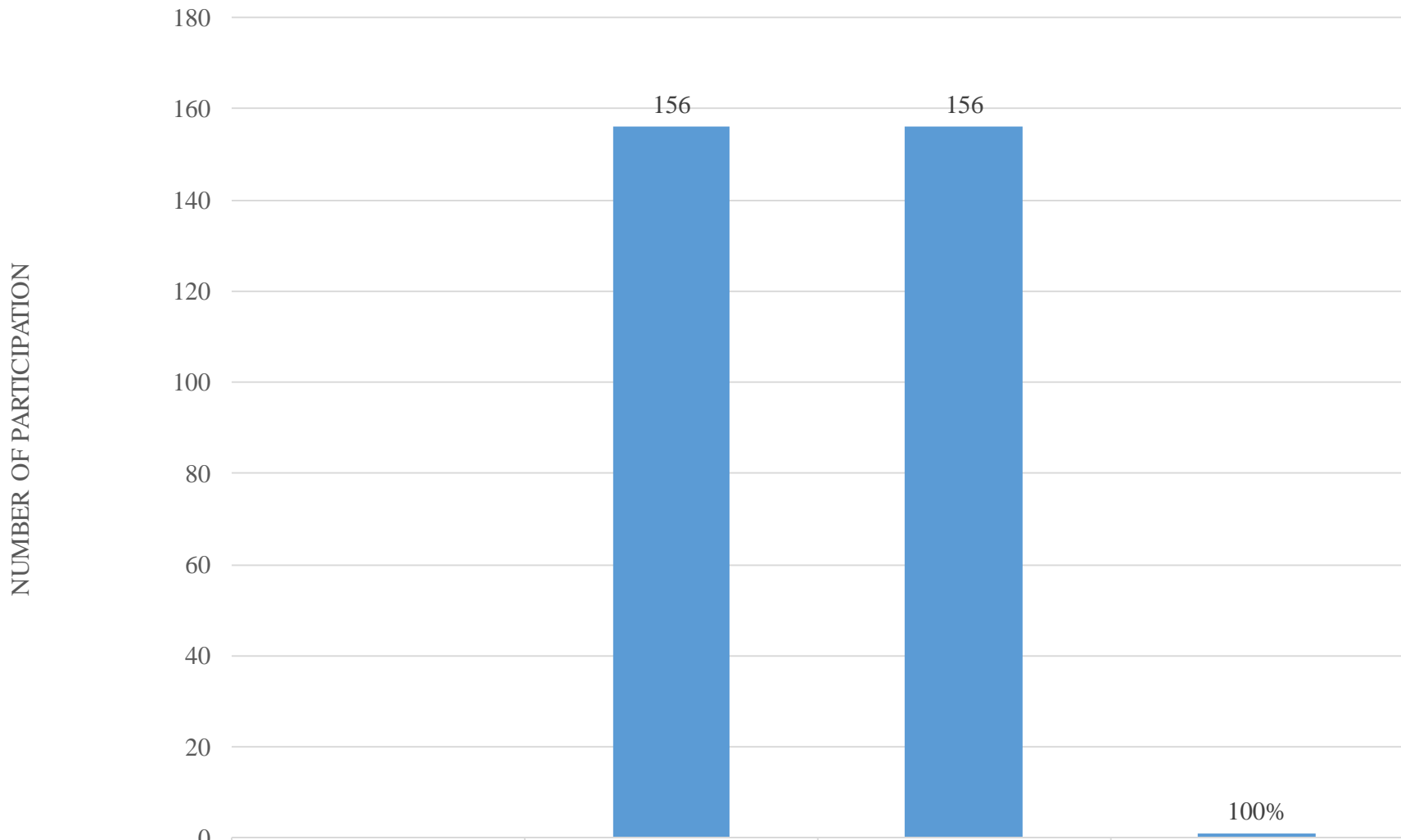
**NUMBER AND PERCENTAGES OF READING
PARTICIPATION RATES 2015-2016**



READING PARTICIPATION ETHNICITY RATES 2015-2016

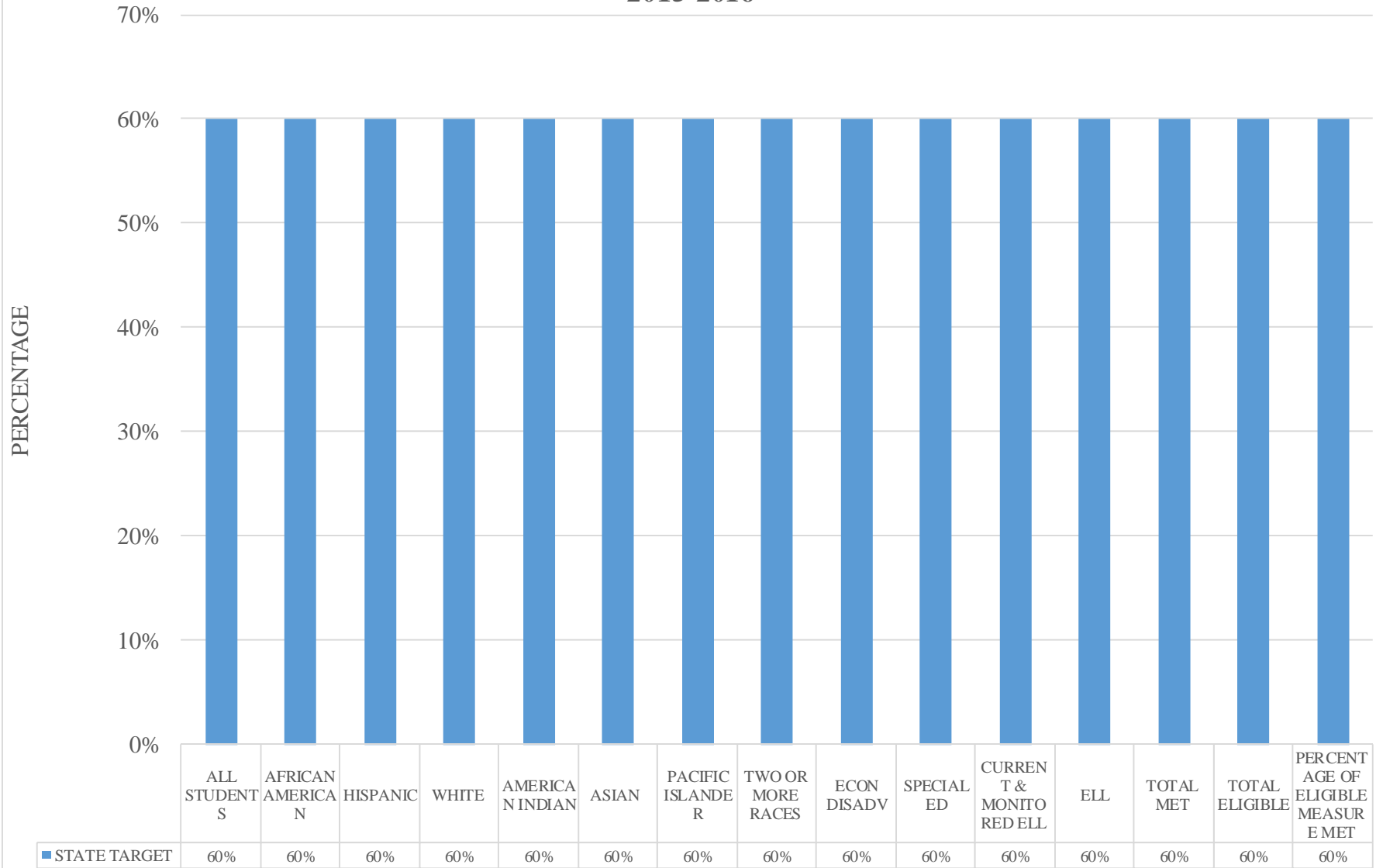


**NUMBER AND PERCENTAGES OF MATHEMATICS
PARTICIPATION RATE
2015-2016**



| | | | | |
|----------------|--|-------------------------|----------------|---------------------|
| ■ ALL STUDENTS | | Number of Participating | Total Students | Participation rates |
| | | 156 | 156 | 100% |

PERFORMANCE STATUS-STATE TARGET 2015-2016



Texas English Language Proficiency Assessment System (TELPAS)

Reports of TELPAS student performance data provide information about the student's second language development in the areas of listening, speaking, reading, and writing. This information may be used in a variety of ways. For example, the results may be used for evaluating student results for instructional decisions; evaluating programs, resources, and staffing patterns; and/or evaluating districts in federal accountability measures.

The Texas English Language Proficiency Assessment System (TELPAS) fulfills federal requirements for assessing the English language proficiency of English language learners (ELLs) in kindergarten through grade 12 in four language domains: listening, speaking, reading, and writing. TELPAS assesses students in alignment with the Texas English Language Proficiency Standards (ELPS), which are part of the Texas Essential Knowledge and Skills (TEKS). Student performance is reported in terms of four English language proficiency levels: beginning, intermediate, advanced, and advanced high. TELPAS results are used to meet state and federal reporting and accountability requirements.

Comprehension score

The No Child Left behind Act of 2001 requires states to generate comprehension scores from their English language proficiency assessments. The TELPAS comprehension score ranges from 1 to 4. The score is determined from the listening and reading proficiency ratings. To derive the score, the student's listening and reading ratings are each converted to a number from 1 (Beginning) to 4 (Advanced High). The average of the two numbers is the comprehension score.

Composite score and composite rating

The composite results indicate the student's overall level of English language proficiency and are determined from the student's listening, speaking, reading, and writing proficiency ratings. The composite score ranges from 1 (ratings of Beginning in all language areas) to 4 (ratings of Advanced High in all language areas). The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas receive composite results.

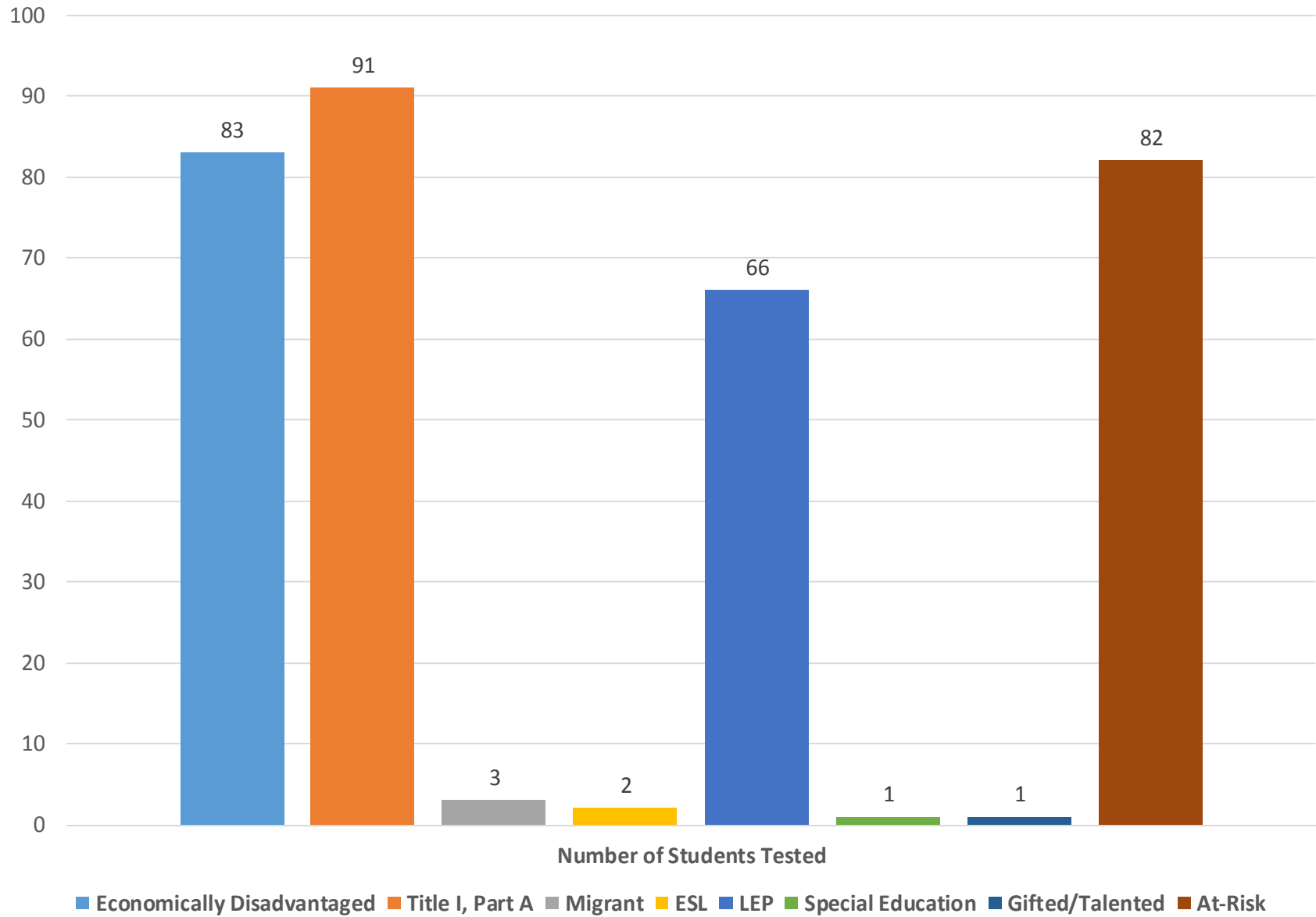
As required under the federal No Child Left Behind (NCLB) Act of 2001, Local Education Agencies (LEAs) that receive Title III funding for English language acquisition programs are held accountable for their limited English proficient (LEP) students' achievement in learning the English language. Each year, LEP students' English language proficiency in listening, speaking, reading and writing is assessed using the Texas English Language Proficiency Assessment System (TELPAS). The achievement of a Title III-funded LEA's LEP student population then is measured against the state's achievement standards known as the Annual Measurable Achievement Objectives (AMAOs). The AMAOs include indicators for measuring **Progress** in learning the English language, **Attainment** of English language proficiency and **LEP AYP** -that is, the LEA's LEP student population's adequate yearly progress in meeting the state's student academic achievement standards. Federal regulations also require that AMAO standards increase annually unless substantive changes are made in the assessment used to evaluate achievement.

| 2015-2016 | | | | | | | |
|---------------------------|----------------------------|--|-------------------------|---|--------------------------------------|--|--|
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | # Progressing at least 1 Proficiency Level (15 to 16) ^c |
| Grades K - 2 | | | | | | | |
| All Students | 209 | 1.5 | 209 | 1 | 1.5 | 126 | 50 |
| Title I, Part A | 200 | 1.6 | 200 | 2 | 1.5 | 125 | 50 |
| Migrant | 7 | 1.6 | 7 | 0 | 1.6 | 5 | 60 |
| At Risk | 200 | 1.6 | 200 | 2 | 1.5 | 125 | 50 |
| 2014-2015 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | # Progressing at least 1 Proficiency Level (13 to 14) ^c |
| Grades K - 2 | | | | | | | |
| All Students | 231 | 1.5 | 231 | 2 | 1.5 | 151 | 30 |
| Title I, Part A | 231 | 1.5 | 231 | 2 | 1.5 | 151 | 30 |
| Migrant | 7 | 1.1 | 7 | 0 | 1.5 | 2 | 0 |
| At Risk | 231 | 1.5 | 231 | 2 | 1.5 | 151 | 46 |
| 2013-2014 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | # Progressing at least 1 Proficiency Level (13 to 14) ^c |

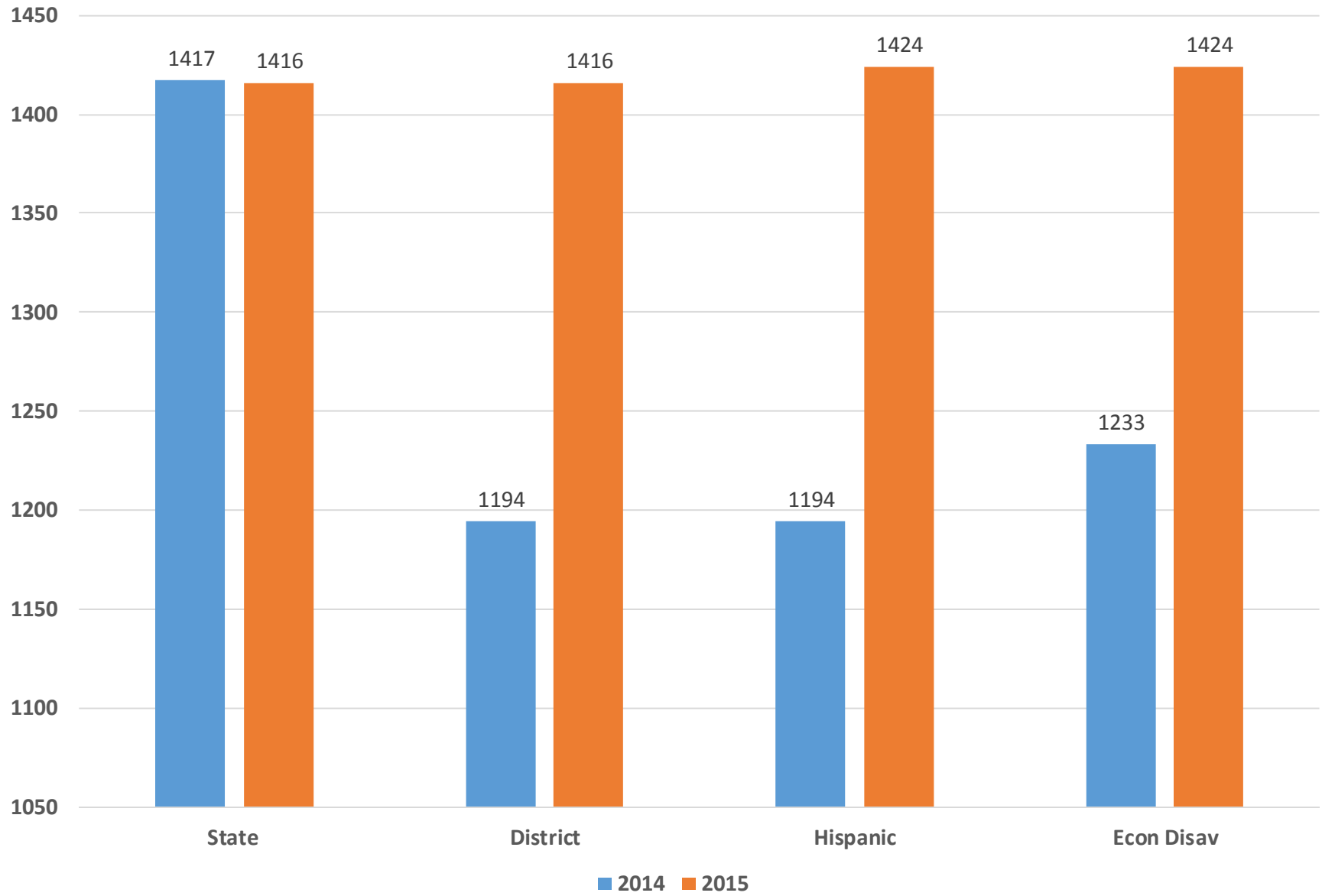
| | | | | | | | |
|----------------------------------|-----------------------------------|--|--------------------------------|---|--|---|--|
| Grades K - 2 | | | | | | | |
| All Students | 227 | 1.6 | 227 | 2 | 1.5 | 131 | 39 |
| Title I, Part A | 227 | 1.6 | 227 | 2 | 1.5 | 131 | 39 |
| Migrant | 10 | 1.7 | 10 | 10 | 1.7 | 7 | 14 |
| At Risk | 226 | 1.5 | 226 | 2 | 1.5 | 130 | 38 |
| 2012-2013 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score^a | # Students Rated | % Students Rated Advanced High^b | Average Composite Score^a | # Students Rated | % Progressing at least 1 Proficiency Level (12 to 13)^c |
| Grades K - 2 | | | | | | | |
| All Students | 226 | 1.6 | 226 | 7 | 1.6 | 130 | 51 |
| Title I, Part A | 225 | 1.6 | 225 | 7 | 1.6 | 115 | 48 |
| Migrant | 13 | 1.6 | 13 | 0 | 1.4 | 10 | 40 |
| At Risk | 223 | 1.6 | 223 | 7 | 1.6 | 129 | 50 |
| 2015-2016 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score^a | # Students Rated | % Students Rated Advanced High^b | Average Composite Score^a | # Students Rated | % Progressing at least 1 Proficiency Level (15 to 16)^c |
| Grades 3 - 12 | | | | | | | |
| All Students | 557 | 3.0 | 555 | 40 | 2.9 | 441 | 61 |
| Title I, Part A | 551 | 3.0 | 549 | 40 | 2.9 | 438 | 61 |
| Migrant | 15 | 3.3 | 15 | 47 | 3.3 | 13 | 69 |
| At Risk | 552 | 3.0 | 550 | 41 | 2.9 | 439 | 62 |
| 2014-2015 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |

| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | % Progressing at least 1 Proficiency Level (13 to 14) ^c |
|---------------------------|----------------------------|--|-------------------------|---|--------------------------------------|--|--|
| Grades 3 - 12 | | | | | | | |
| All Students | 472 | 3.0 | 471 | 36 | 2.9 | 422 | 55 |
| Title I, Part A | 471 | 3.0 | 470 | 36 | 2.9 | 421 | 55 |
| Migrant | 19 | 3.2 | 19 | 47 | 3.1 | 17 | 59 |
| At Risk | 469 | 3.0 | 468 | 36 | 2.9 | 421 | 55 |
| 2013-2014 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | % Progressing at least 1 Proficiency Level (13 to 14) ^c |
| Grades 3 - 12 | | | | | | | |
| All Students | 458 | 2.9 | 458 | 29 | 2.8 | 377 | 48 |
| Title I, Part A | 457 | 2.9 | 457 | 29 | 2.8 | 376 | 48 |
| Migrant | 17 | 3.4 | 17 | 47 | 3.2 | 16 | 56 |
| At Risk | 457 | 2.9 | 457 | 29 | 2.8 | 377 | 48 |
| 2012-2013 | | | | | | | |
| | TELPAS Comprehension Score | | TELPAS Composite Rating | | | Yearly Progress in TELPAS Composite Rating | |
| Grade Level/Student Group | # Students Rated | Average Comprehension Score ^a | # Students Rated | % Students Rated Advanced High ^b | Average Composite Score ^a | # Students Rated | % Progressing at least 1 Proficiency Level (12 to 13) ^c |
| Grades 3 - 12 | | | | | | | |
| All Students | 476 | 3.1 | 476 | 47 | 3.1 | 375 | 66 |
| Title I, Part A | 474 | 3.1 | 474 | 47 | 3.1 | 375 | 66 |
| Migrant | 31 | 3.5 | 31 | 48 | 3.3 | 30 | 60 |
| At Risk | 467 | 3.1 | 467 | 47 | 3 | 374 | 66 |

Reading 3rd grade Summary Report by enrollment Program 2015



PES Average SAT Score



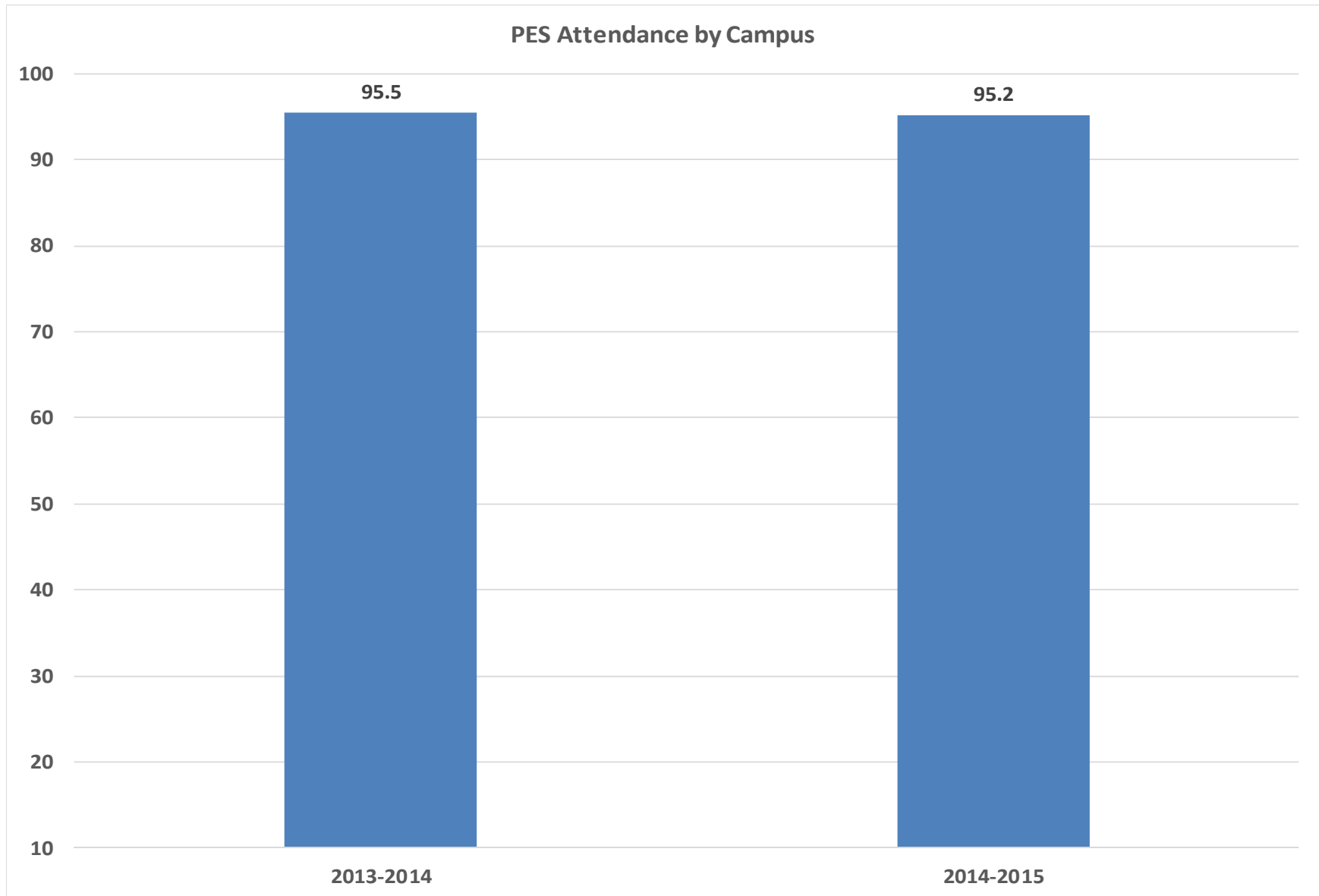
Focus Area: Quality Learning and Working Environment

The Quality Learning and Working Environment Focus Area will be measured by the following measurements at the District Level:

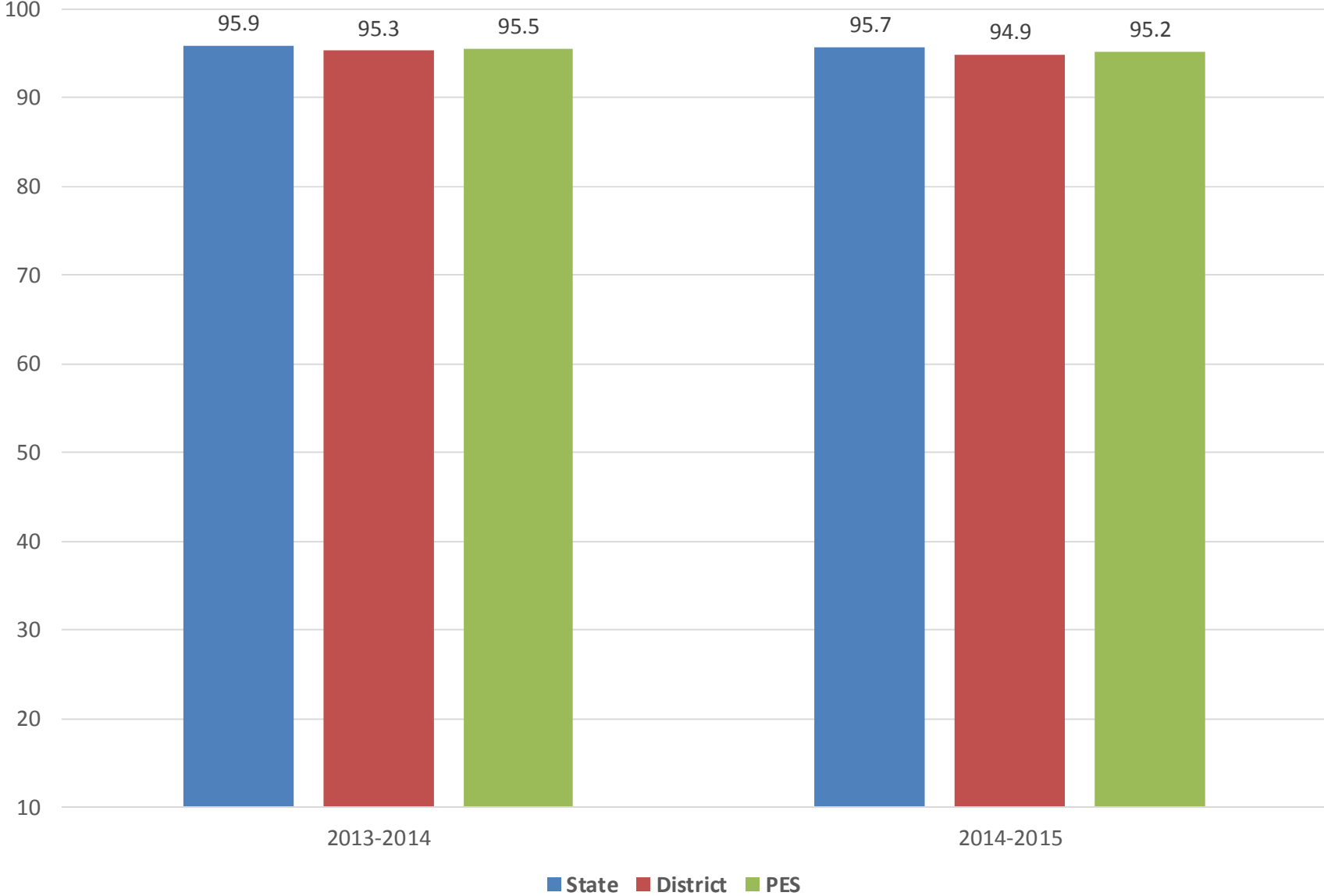
- Attendance
 - Student
 - Teachers
- Professional Learning
 - Percent of teachers deploying Continuous Classroom Improvement
 - Percent using technology in the classrooms
 - Percent of Teachers with Bilingual Certification and/or ESL Endorsement
- Safety
 - Surveys (student, teacher, parent)
 - Number of student accidents
- Class Size Comparisons
- Student Behavior (by State and Federal student subgroups)
 - Number of discipline referrals or incidents
 - Number of student suspensions and expulsions
 - Number of gang related, substance abuse, or other at-risk behaviors
- Student Teacher Ratios
- Teacher Attrition Rate

Attendance

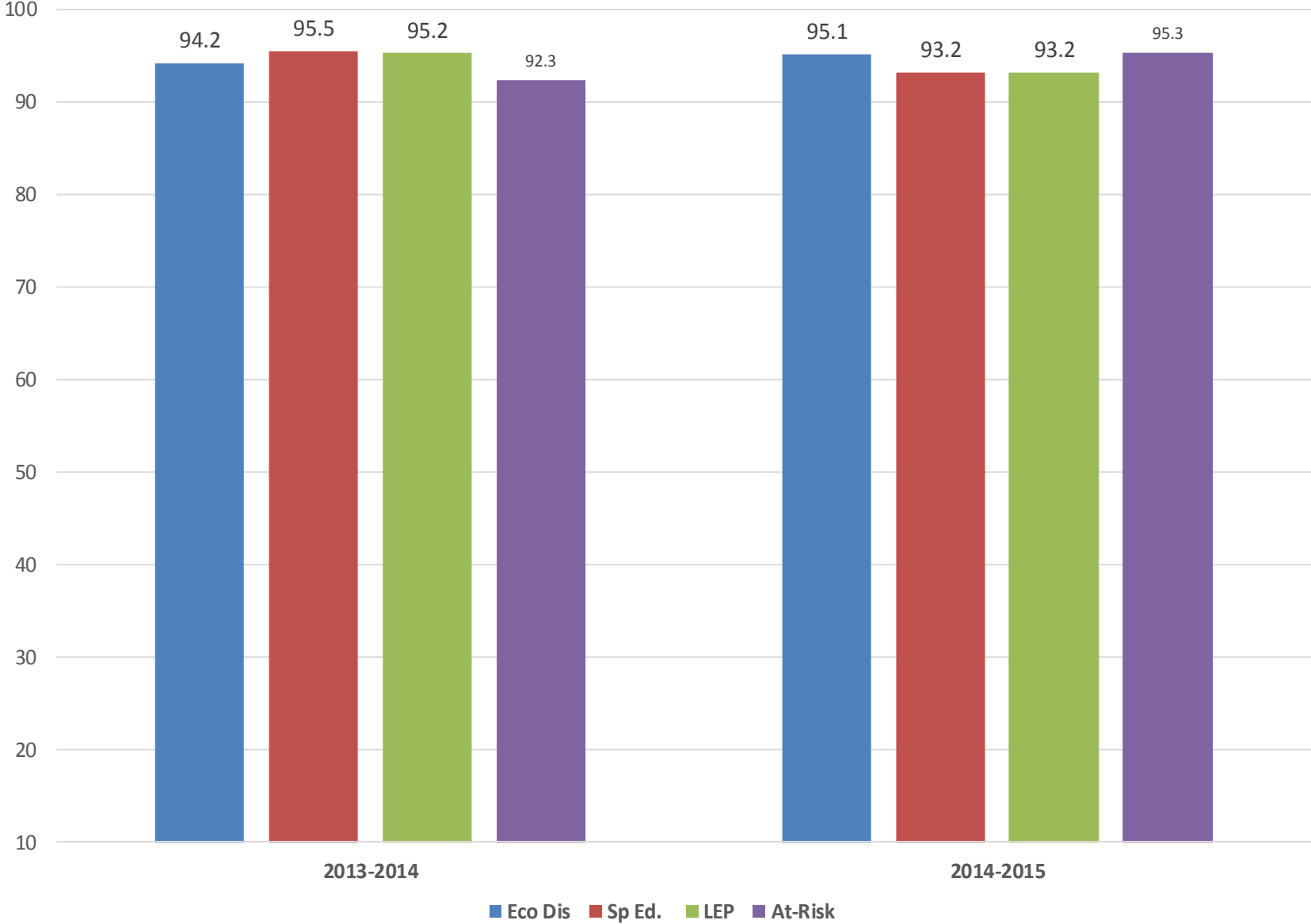
Attendance is one of Texas Education Agency's lag indicators or measurements. This means that this indicator is always one year behind most of the other indicators.



PES Student Attendance



PES Student Attendance by Federal & State Population

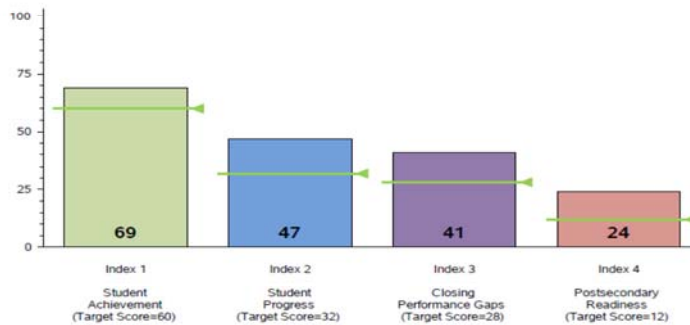


**TEXAS EDUCATION AGENCY
2016 Accountability Summary
PRESIDIO EL (189902101) - PRESIDIO ISD**

Accountability Rating
Met Standard

| | |
|---|--|
| Met Standards on - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness | Did Not Meet Standards on - NONE |
| In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4. | |

Performance Index Report



Performance Index Summary

| Index | Points Earned | Maximum Points | Index Score |
|-------------------------------|---------------|----------------|-------------|
| 1 - Student Achievement | 453 | 660 | 69 |
| 2 - Student Progress | 375 | 800 | 47 |
| 3 - Closing Performance Gaps | 331 | 800 | 41 |
| 4 - Postsecondary Readiness | | | |
| STAAR Score | 24.0 | | |
| Graduation Rate Score | N/A | | |
| Graduation Plan Score | N/A | | |
| Postsecondary Component Score | N/A | | 24 |

Distinction Designation

| | |
|--|-----------------------|
| Academic Achievement in ELA/Reading | NO DISTINCTION EARNED |
| Academic Achievement in Mathematics | NO DISTINCTION EARNED |
| Academic Achievement in Science | NO DISTINCTION EARNED |
| Academic Achievement in Social Studies | NOT ELIGIBLE |
| Top 25 Percent Student Progress | NO DISTINCTION EARNED |
| Top 25 Percent Closing Performance Gaps | NO DISTINCTION EARNED |
| Postsecondary Readiness | NO DISTINCTION EARNED |

Campus Demographics

| | |
|------------------------------------|--------------|
| Campus Type | Elementary |
| Campus Size | 612 Students |
| Grade Span | EE - 05 |
| Percent Economically Disadvantaged | 94.3 |
| Percent English Language Learners | 79.4 |
| Mobility Rate | 12.1 |

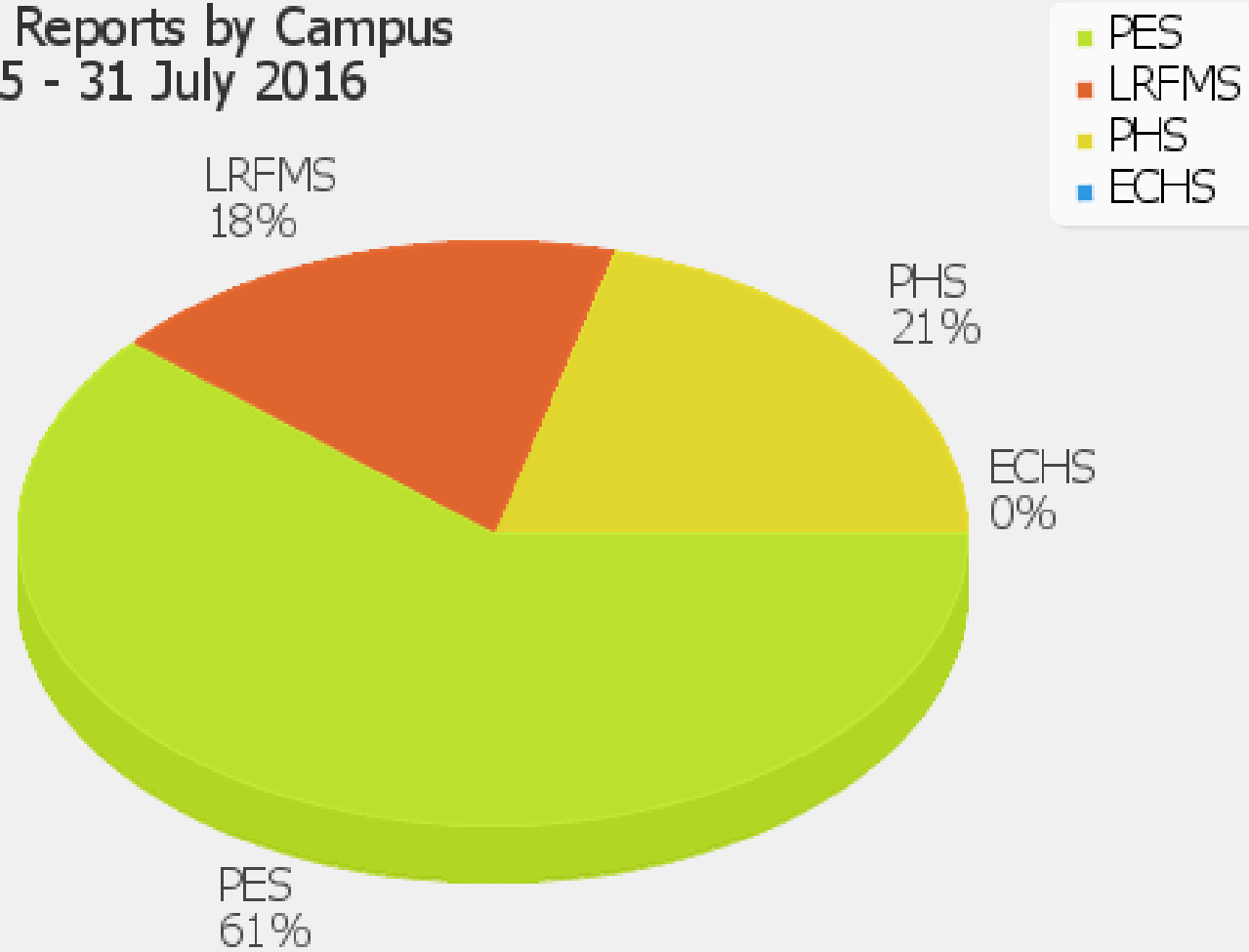
System Safeguards

| Number and Percentage of Indicators Met | |
|---|---------------------------|
| Performance Rates | 15 out of 16 = 94% |
| Participation Rates | 8 out of 8 = 100% |
| Graduation Rates | N/A |
| Total | 23 out of 24 = 96% |

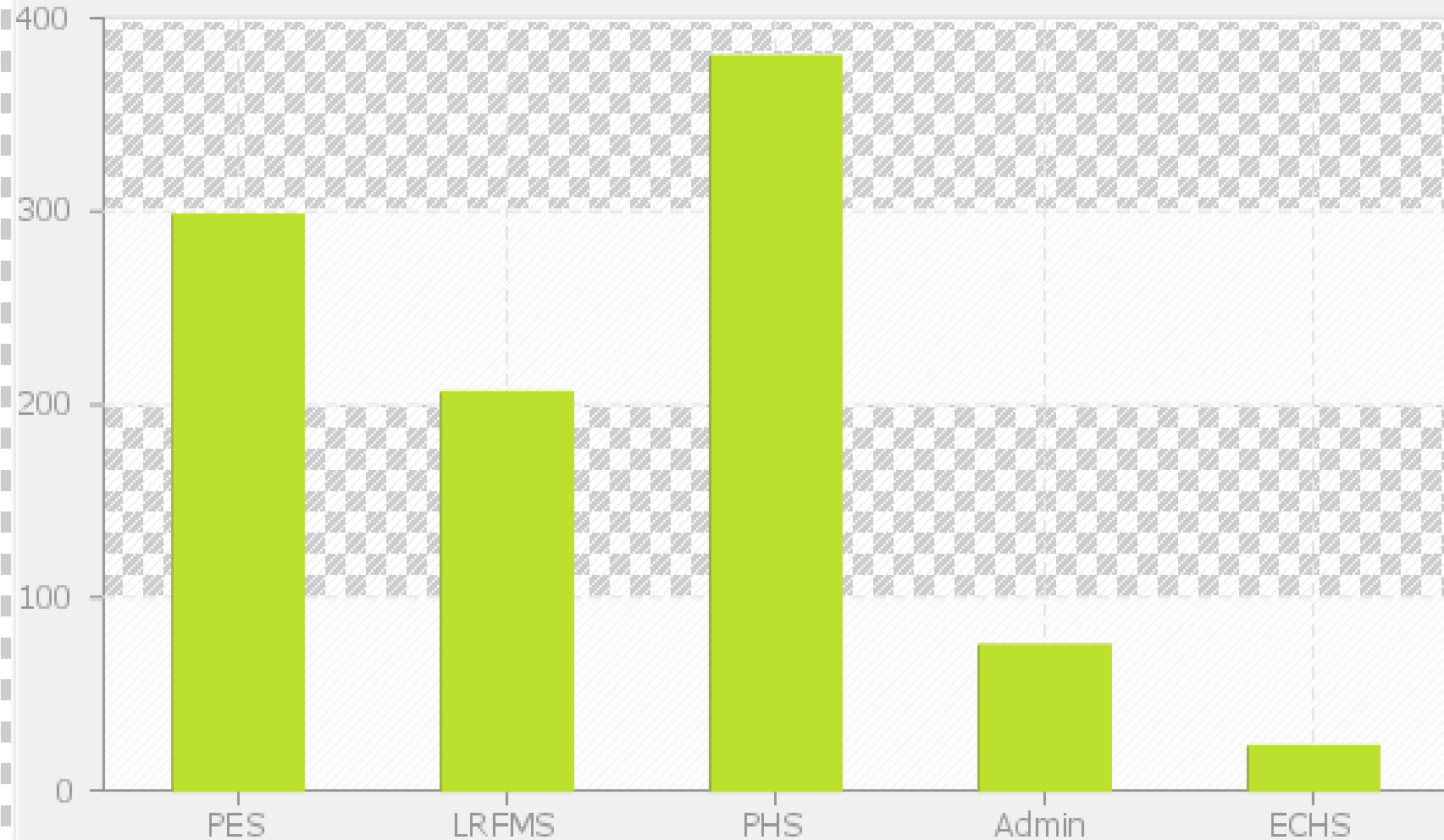
For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

Percent of All Injury Report

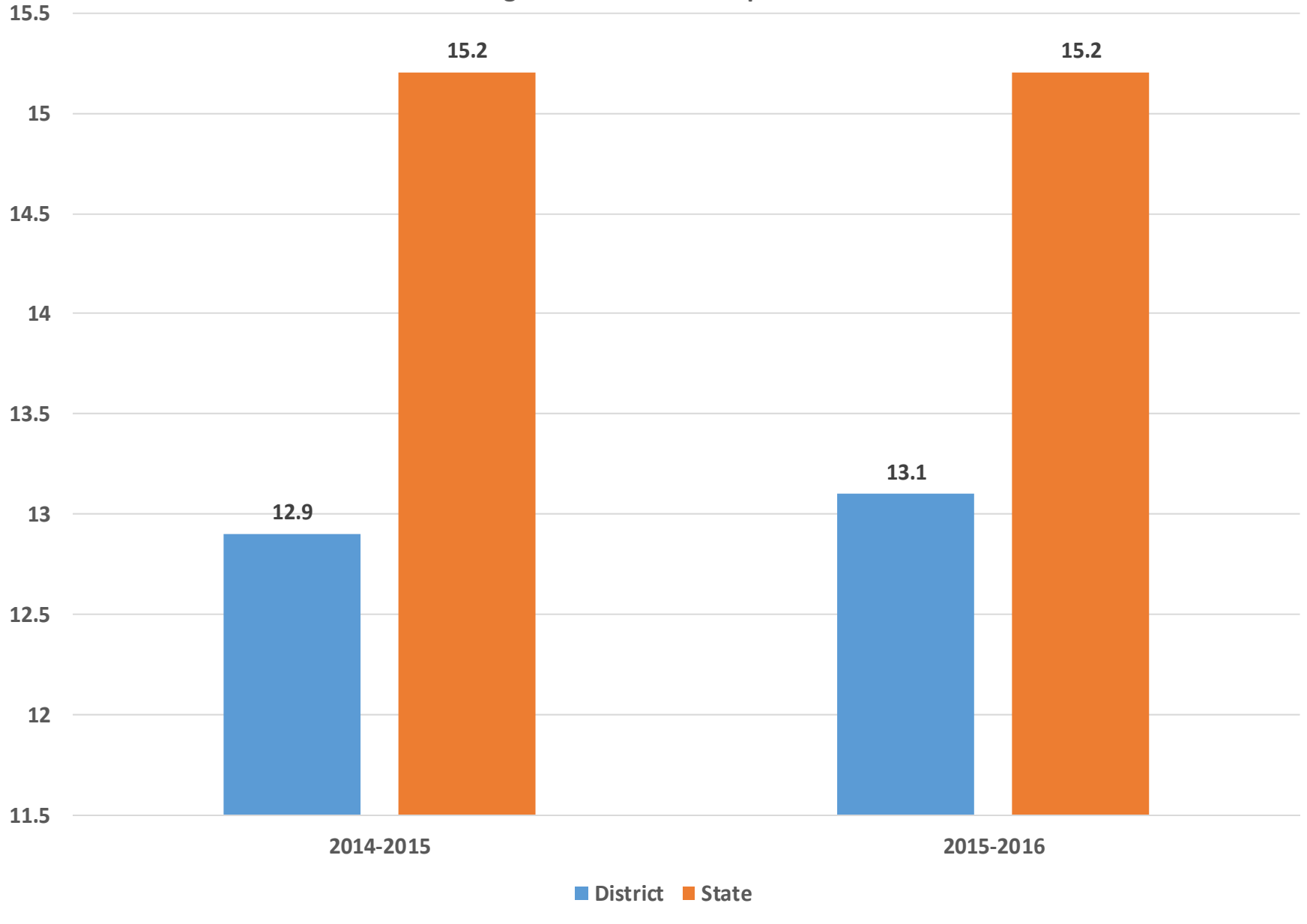
Percent of All Reports by Campus
1 August 2015 - 31 July 2016



Number of All Tickets by Campus 1 August 2015 - 31 July 2016



Average Number of Student per Teacher



Student Behaviors (by State & Federal student subgroups)

Number of discipline referrals or incidents

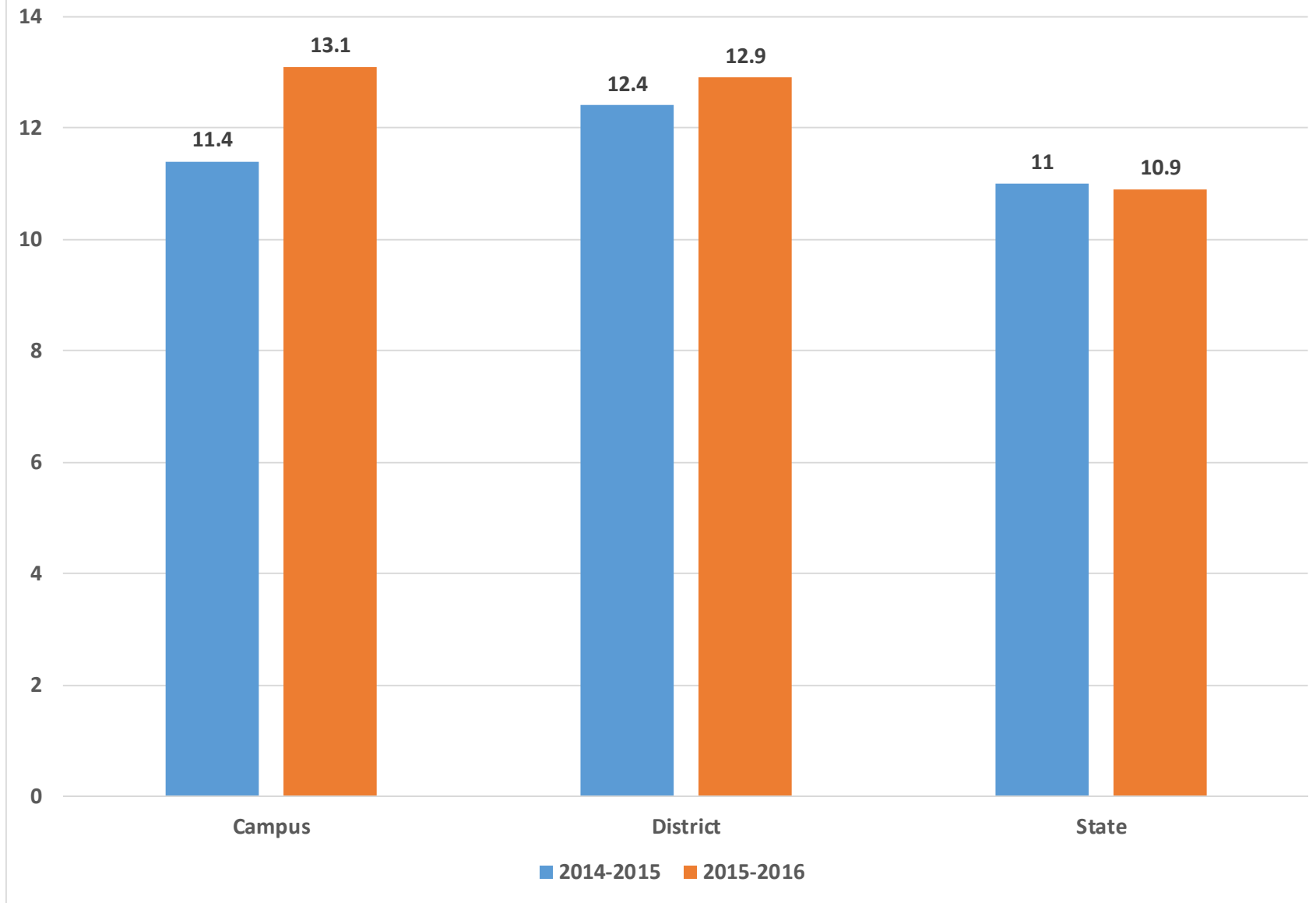
Number of student suspensions and expulsions

Number of gang related, substance abuse, or other at-risk behaviors

| | | | | | | |
|---|--|--|--|--|--|--|
| Presidio Independent School District | | | | | | |
| Presidio Elementary School | | | | | | |
| Student Disciplinary Action Report | | | | | | |

| Code | Action | School Year | | | |
|------|---|-------------|-----------|-----------|-----------|
| | | 2011-2012 | 2012-2013 | 2013-2014 | 2015-2016 |
| 21 | Violation of Student Code of Conduct not included in TEC 37.006, 37.007, or 37.002(b) | 20 | 8 | 0 | 0 |

Average Years Experience of Teachers PES

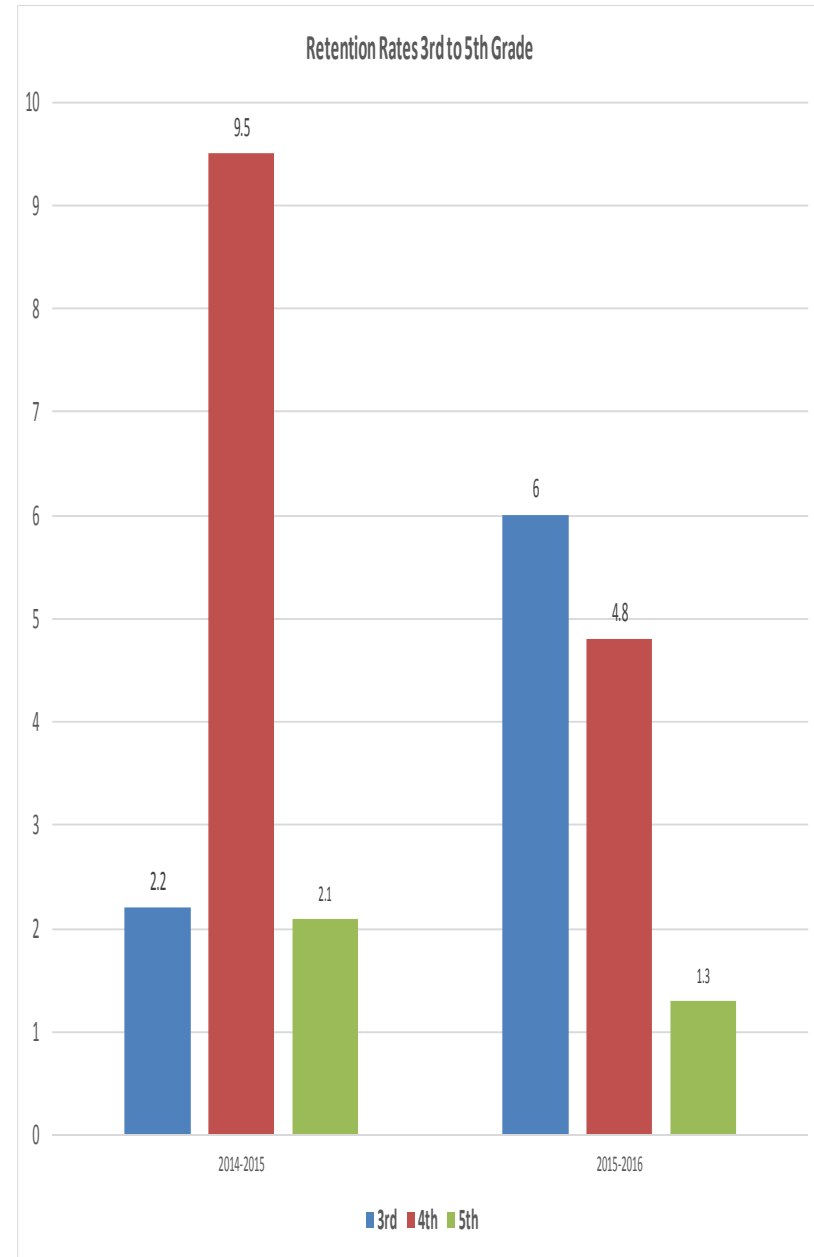
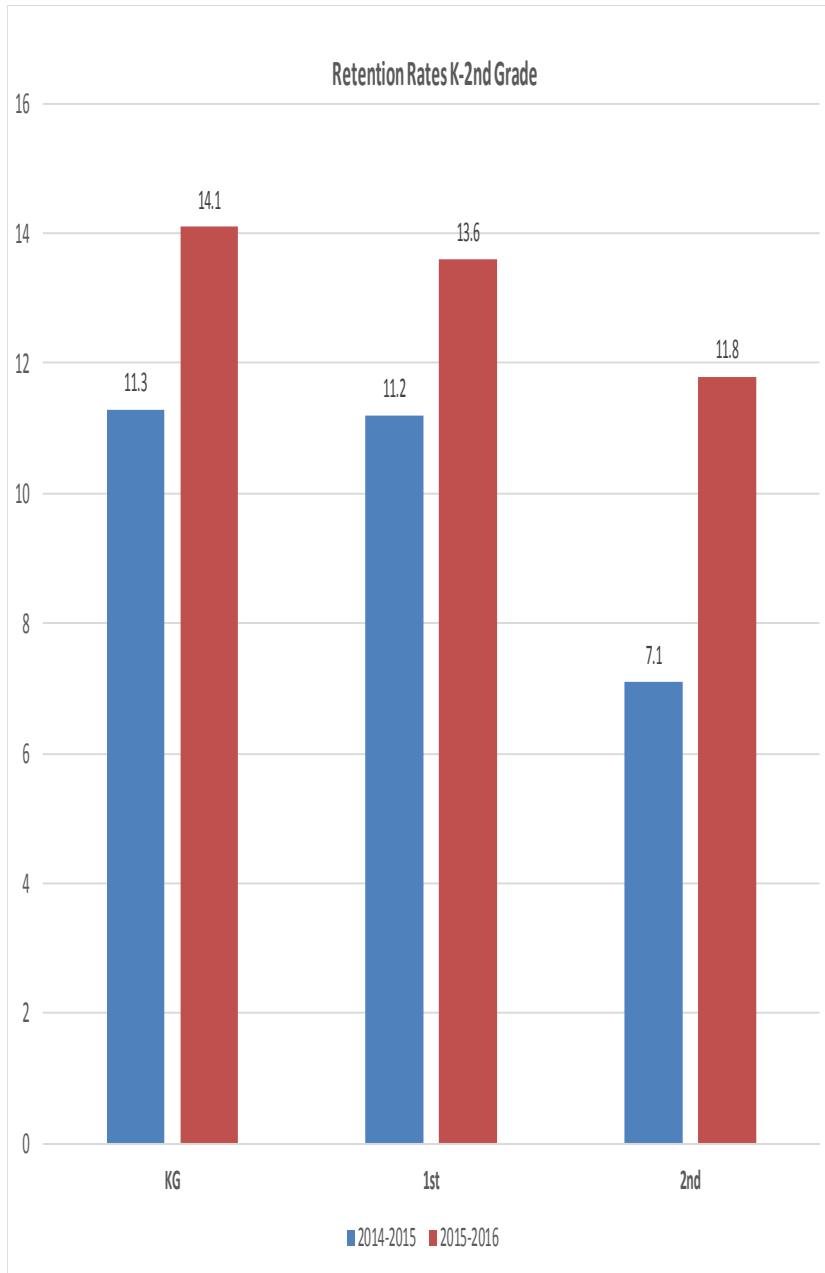


Focus Area: Effective and Efficient Organization

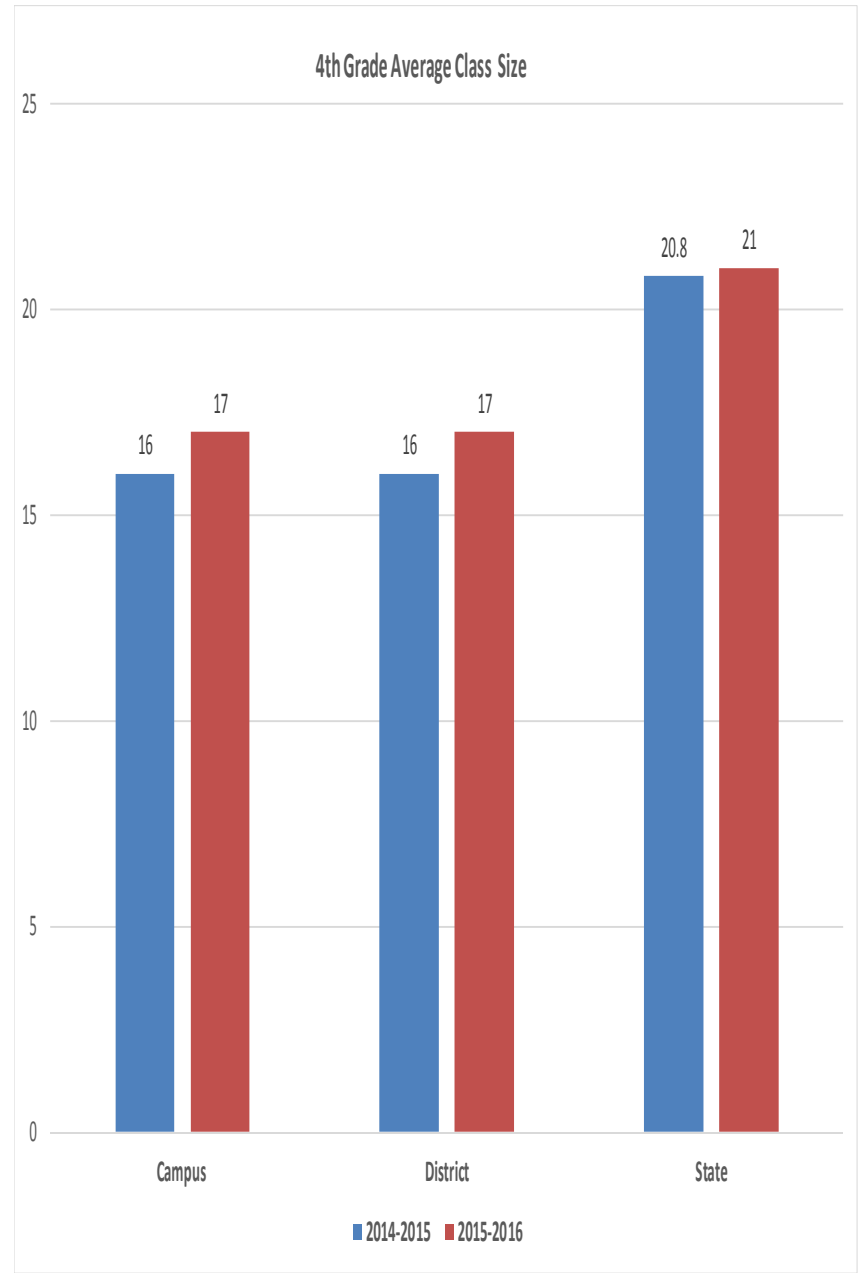
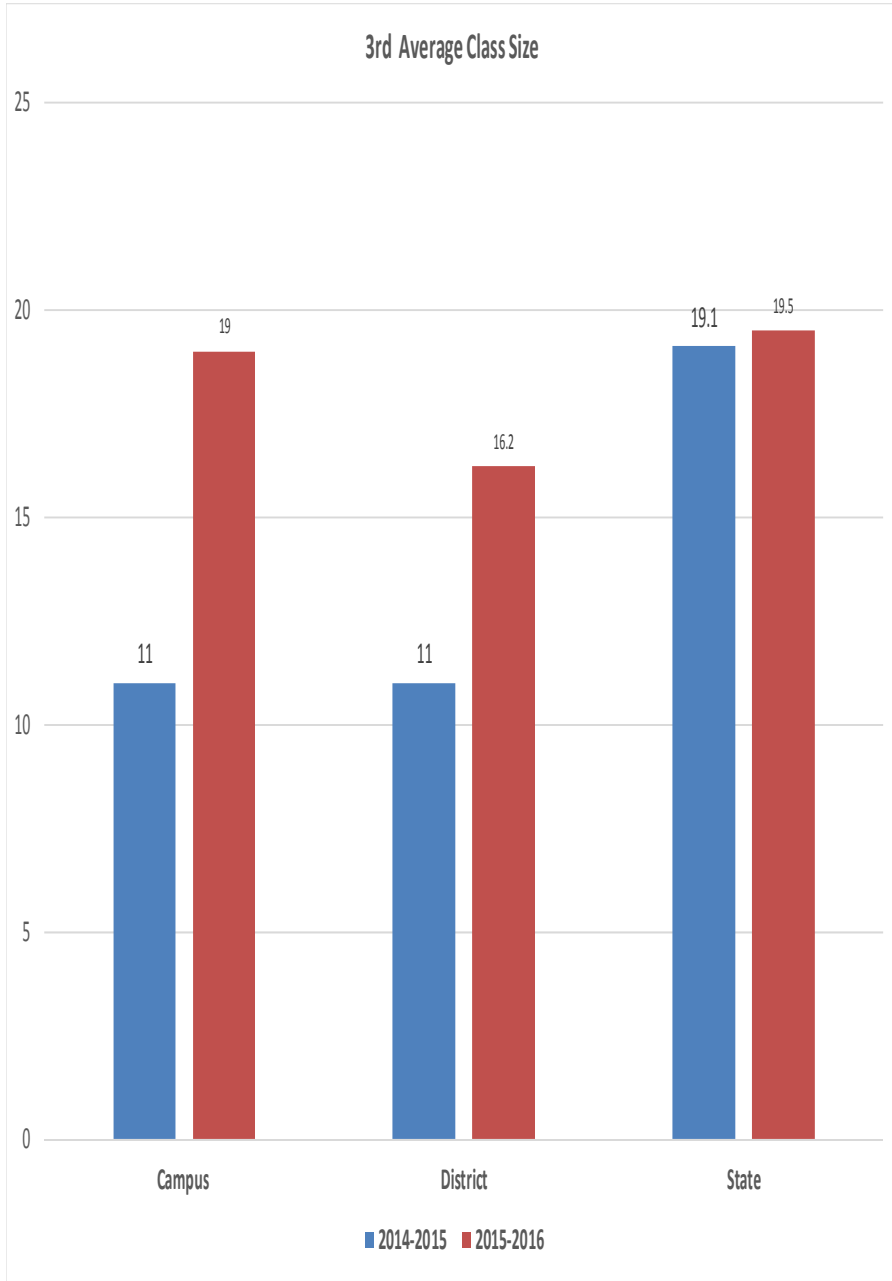
The Effective and Efficient Organization Focus Area will be measured by the following measurements at the District Level:

- Student Retention Rates
- Maintenance Work Order Completion Time
- Technology Work Order Completion Time

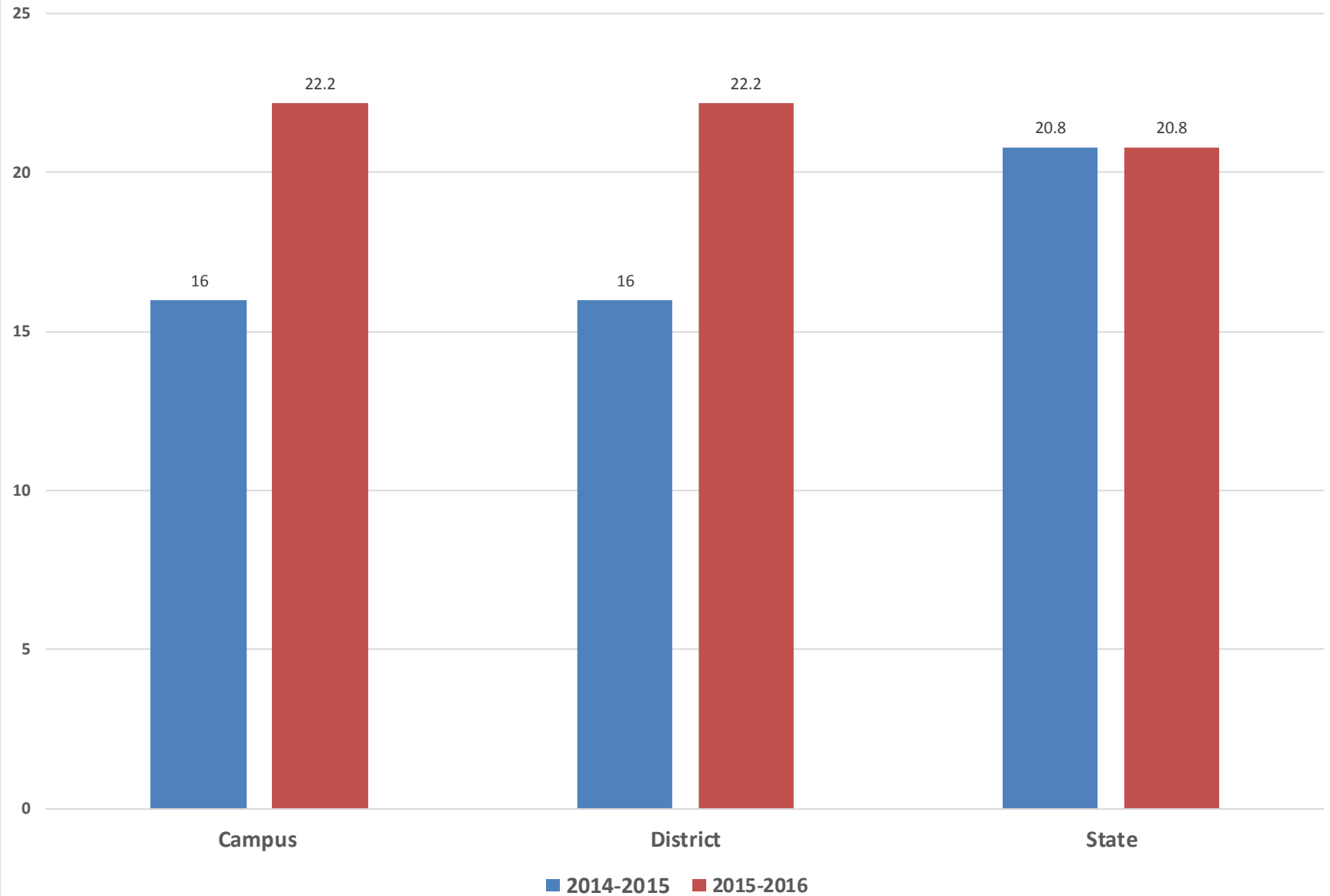
Student Retention Rates



3rd- 4th Grade Average Class Size

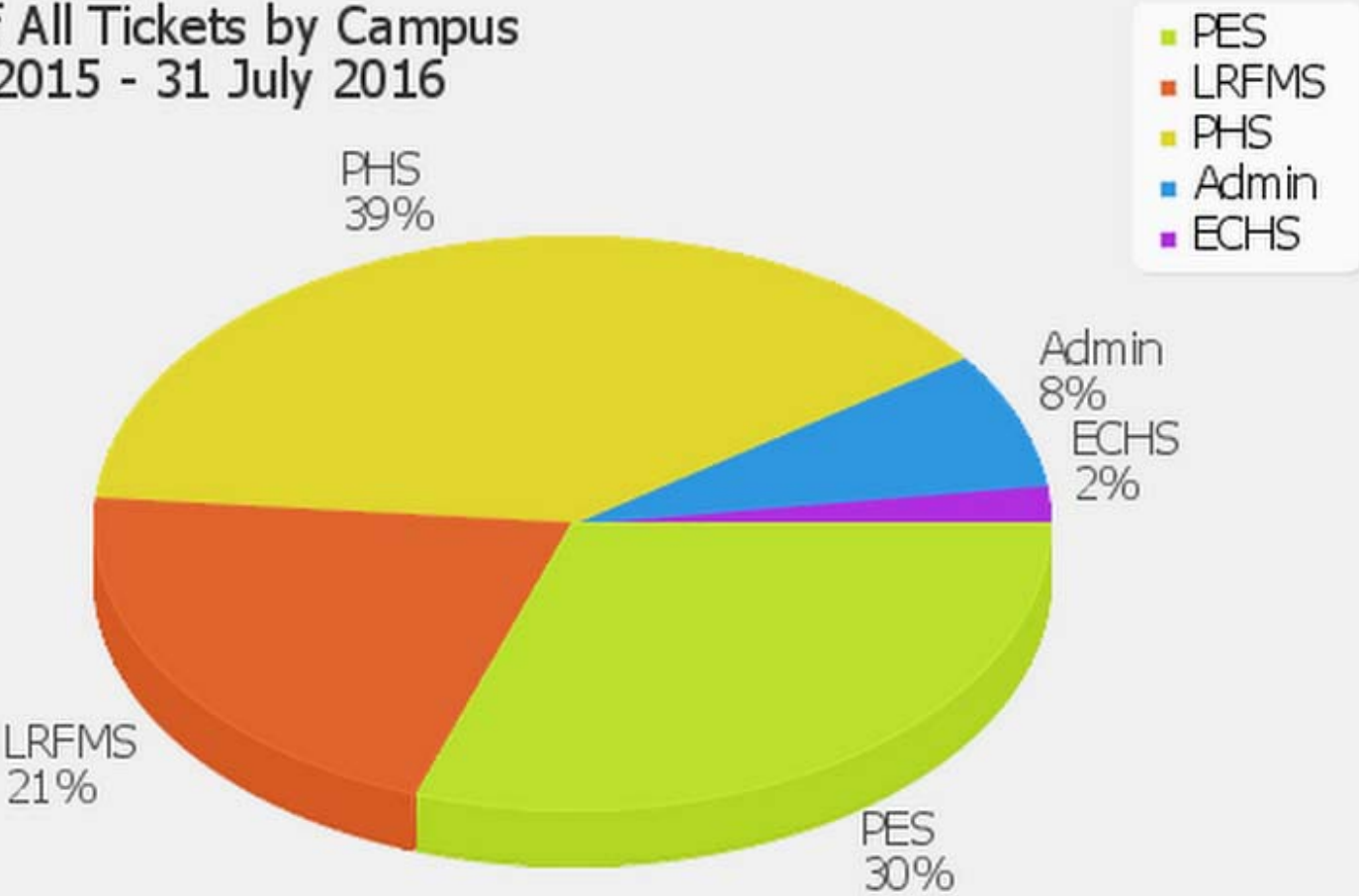


5th Grade Average Class Size



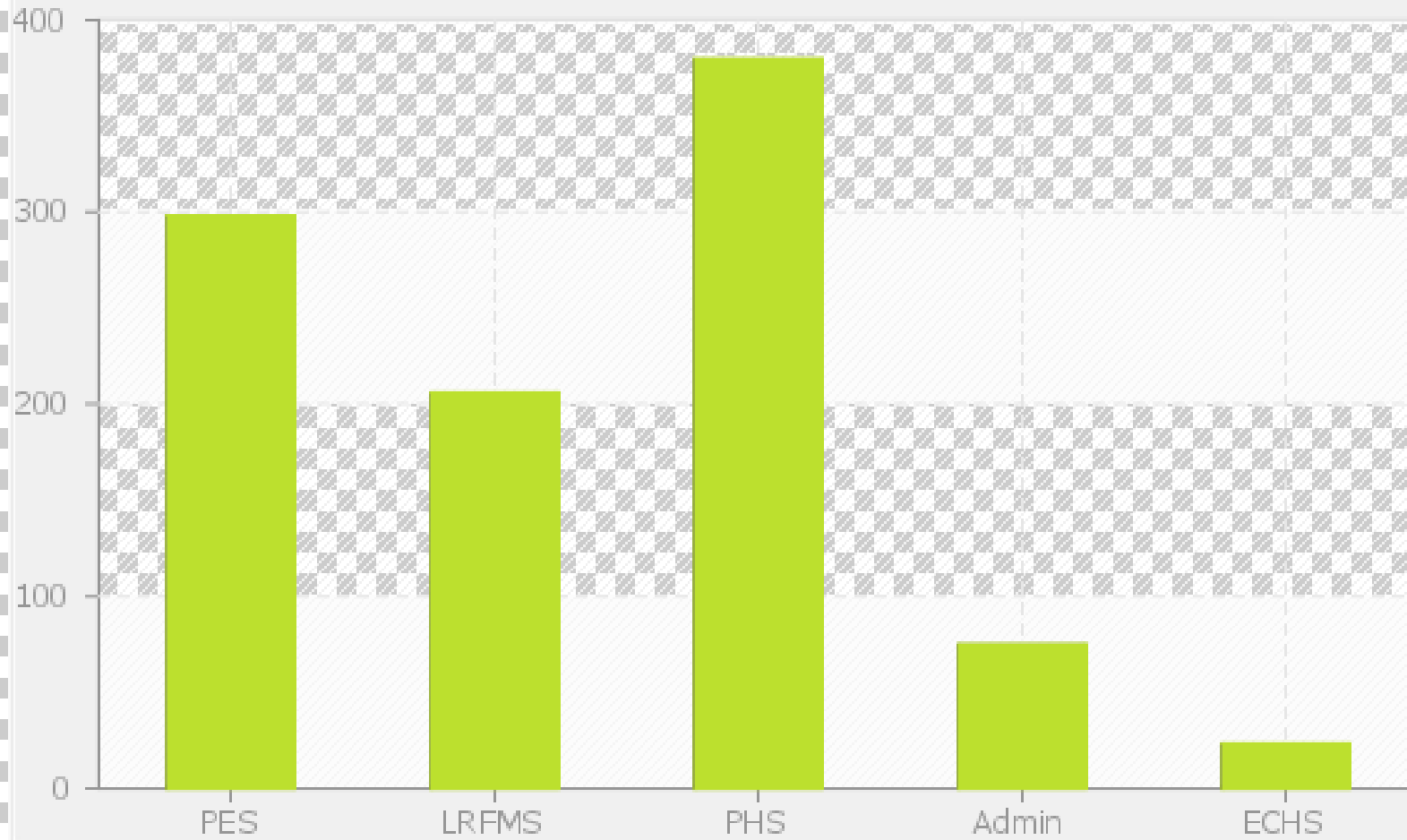
Maintenance Work Order Completion Time

Percent of All Tickets by Campus
1 August 2015 - 31 July 2016



Technology Work Order Completion Time

Number of All Tickets by Campus
1 August 2015 - 31 July 2016



Appendix

Appendix A: STAAR Data Scale Scores

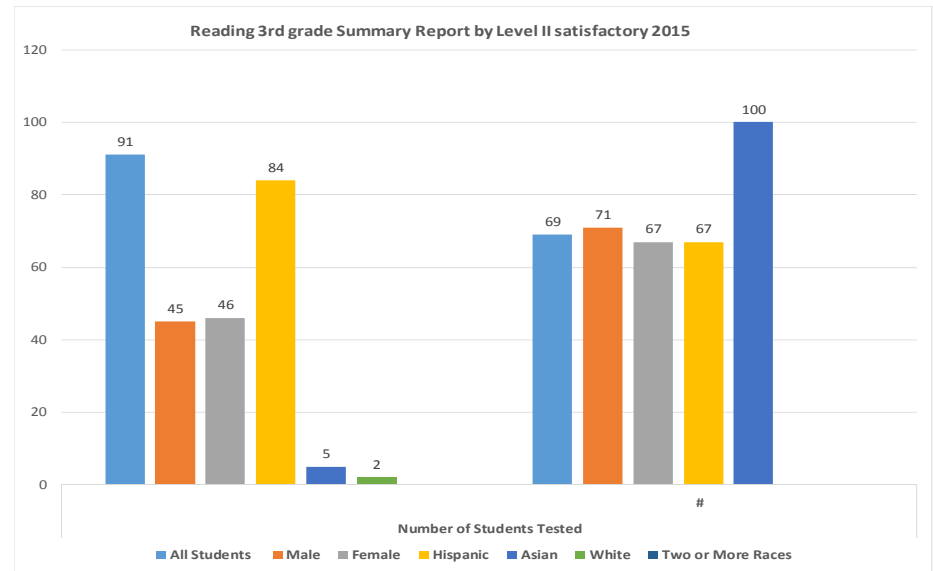
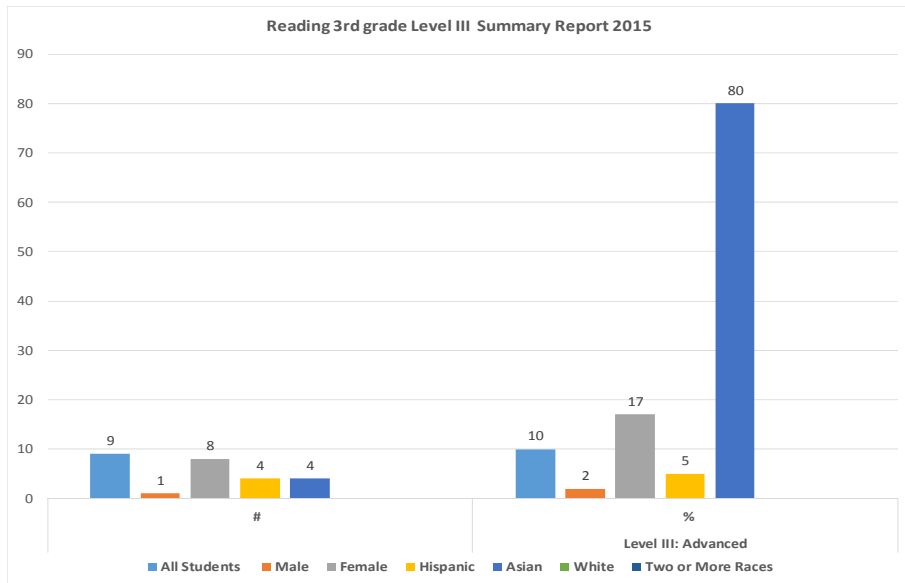
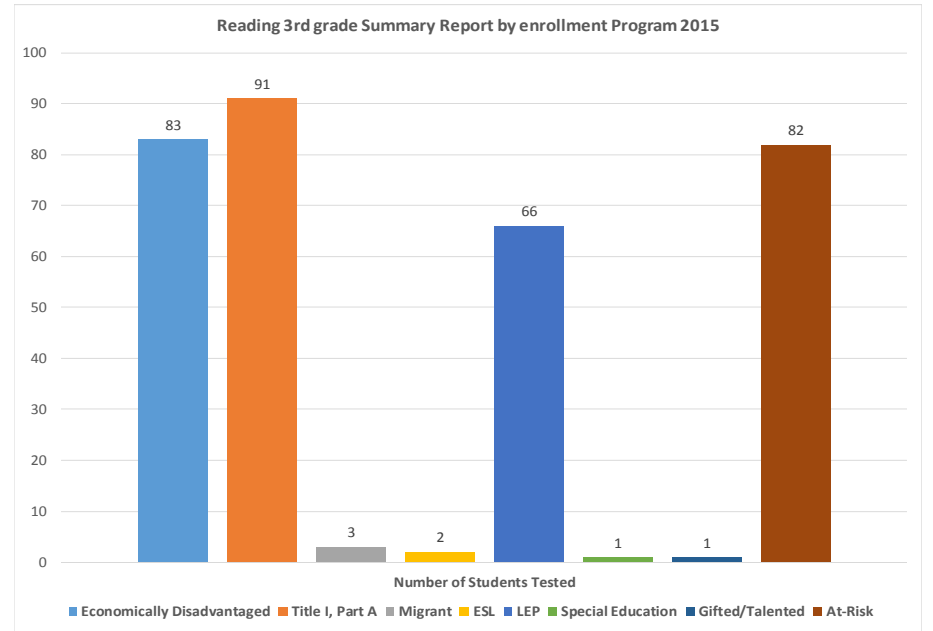
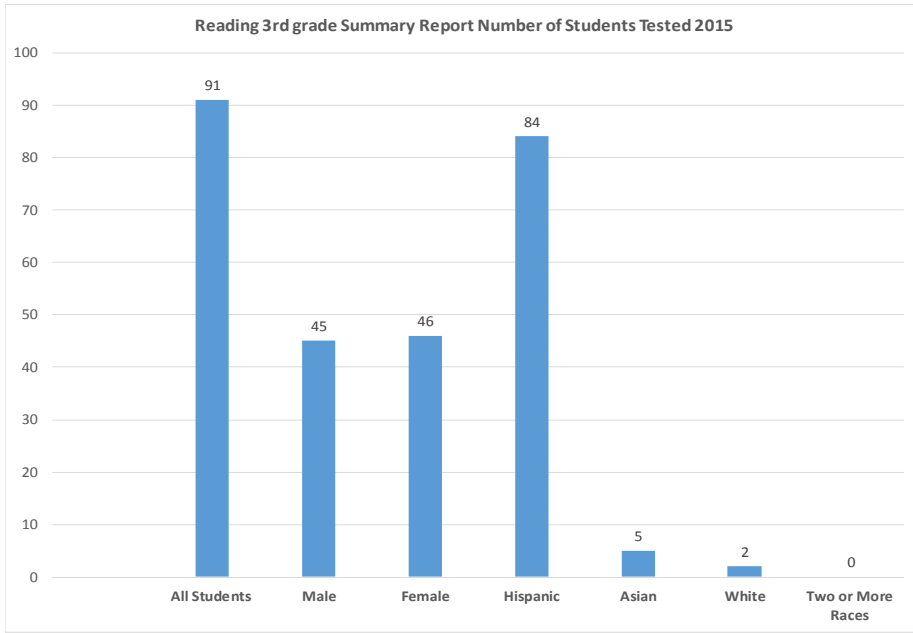
Appendix B: SCA Data

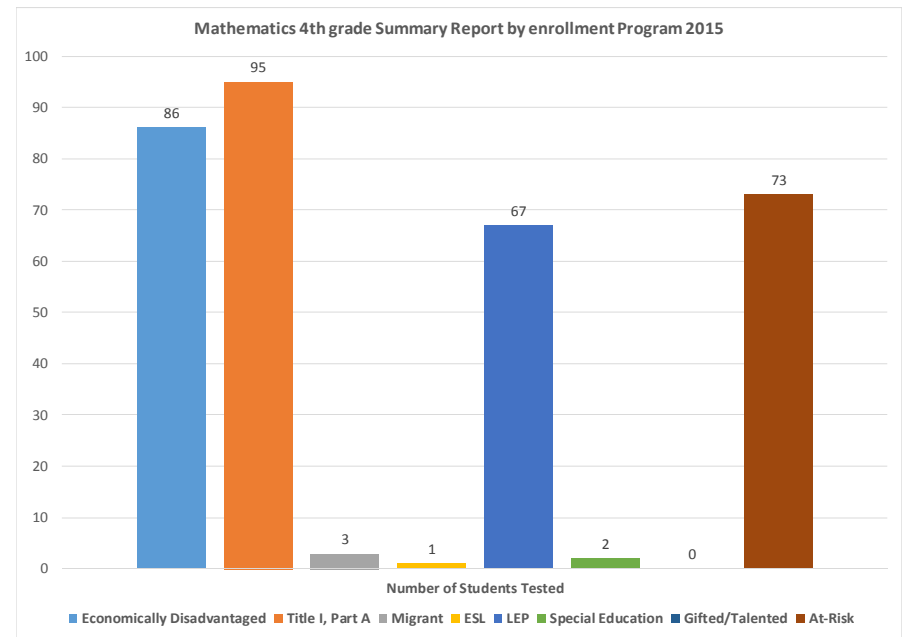
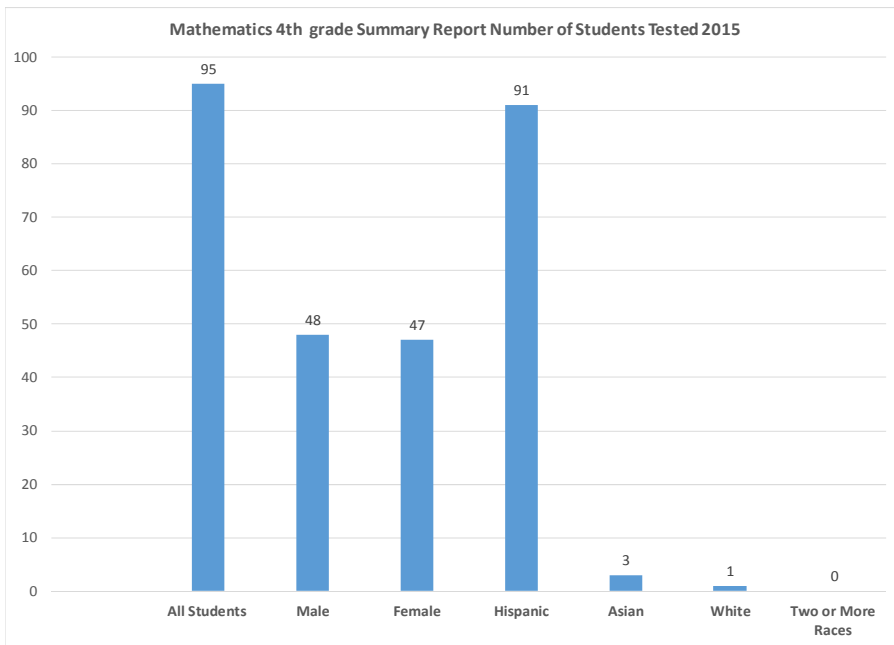
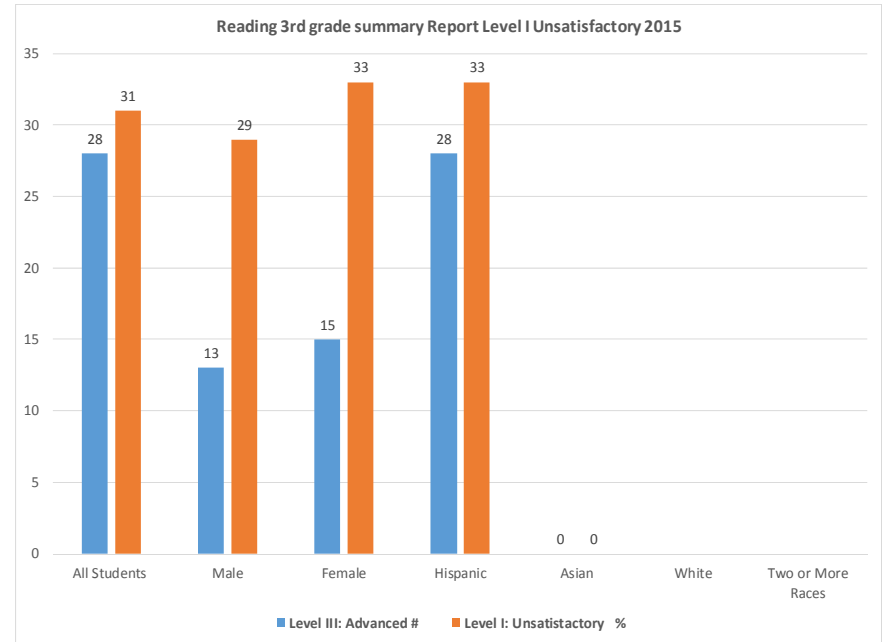
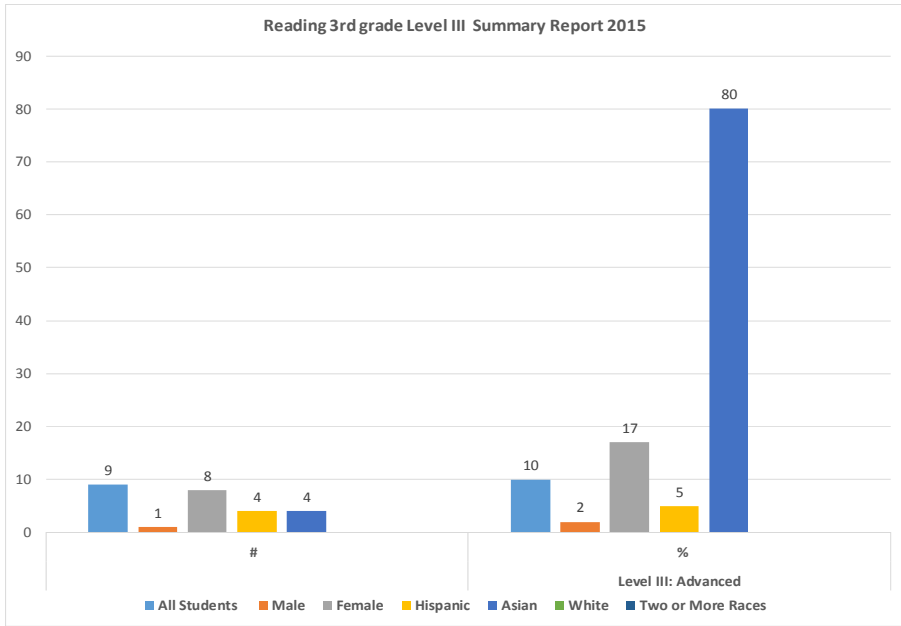
Appendix C: Migrant Education Priority for Service Action Plan

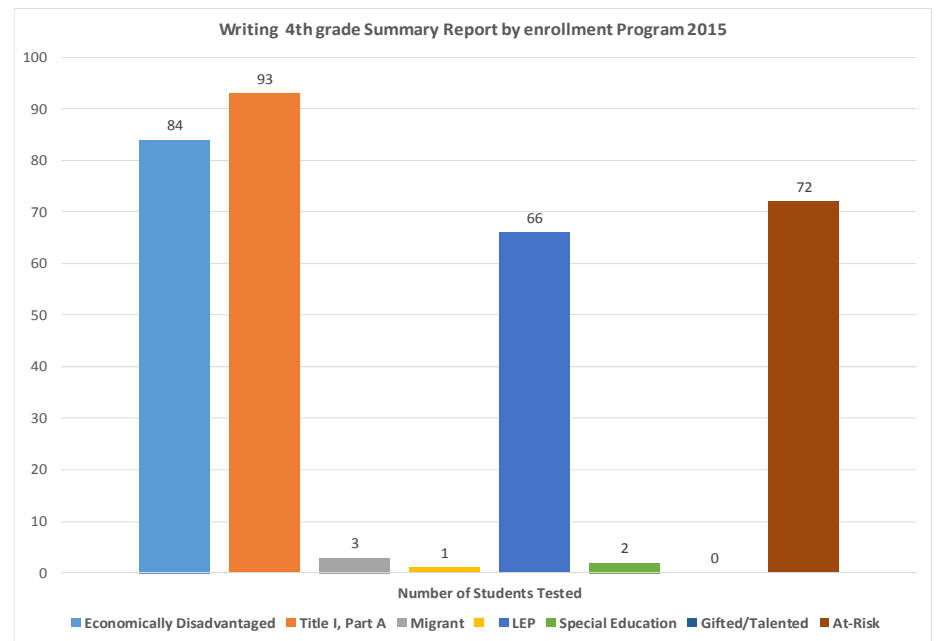
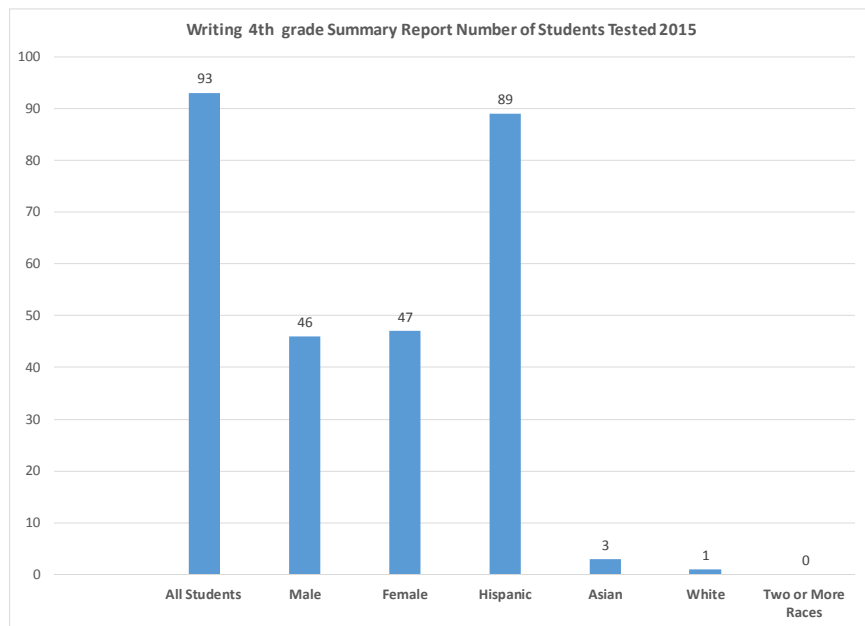
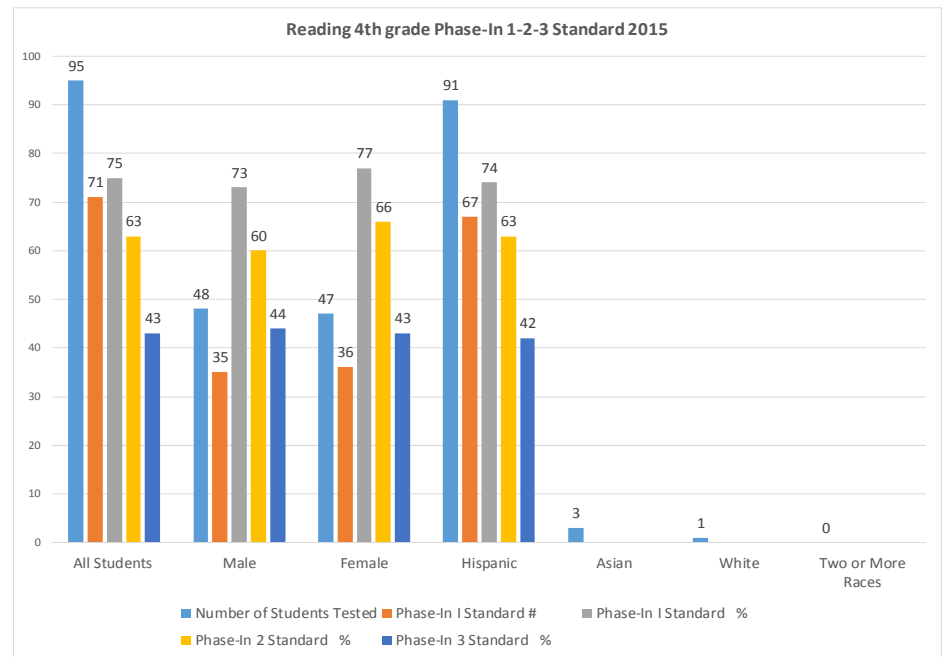
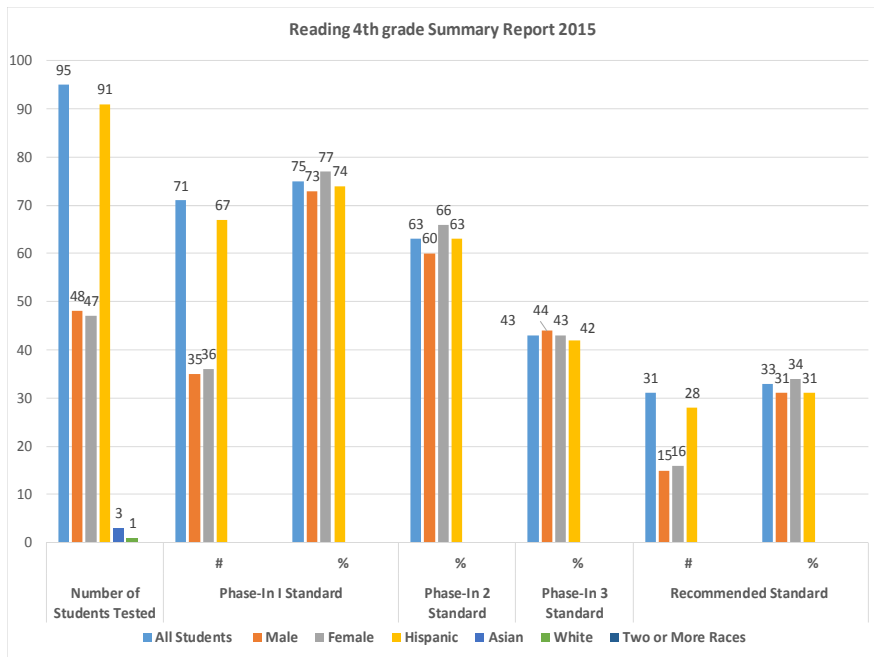
Appendix D: Highly Qualified Teacher Continuous Improvement Plan

Appendix E: PBMAS Continuous Improvement Plan

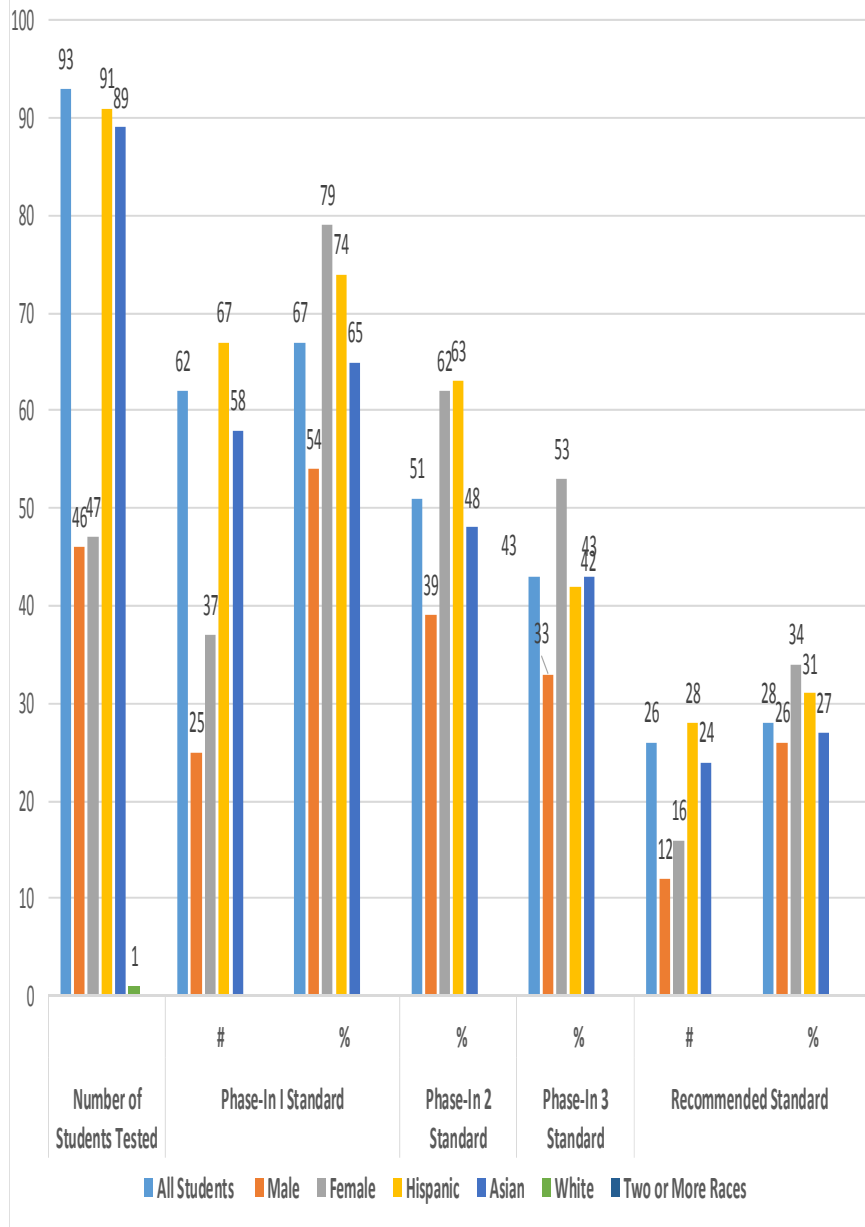
Summary Report 2015-2016



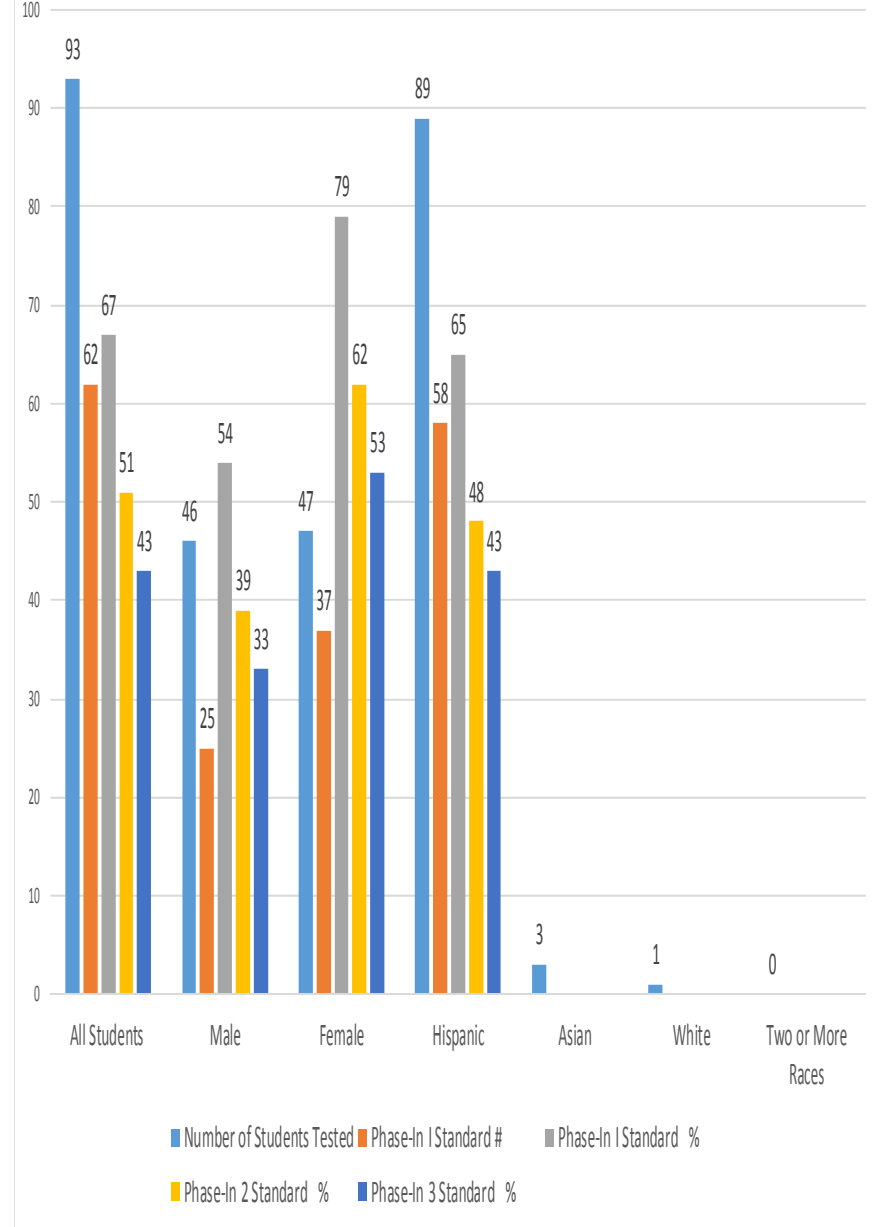


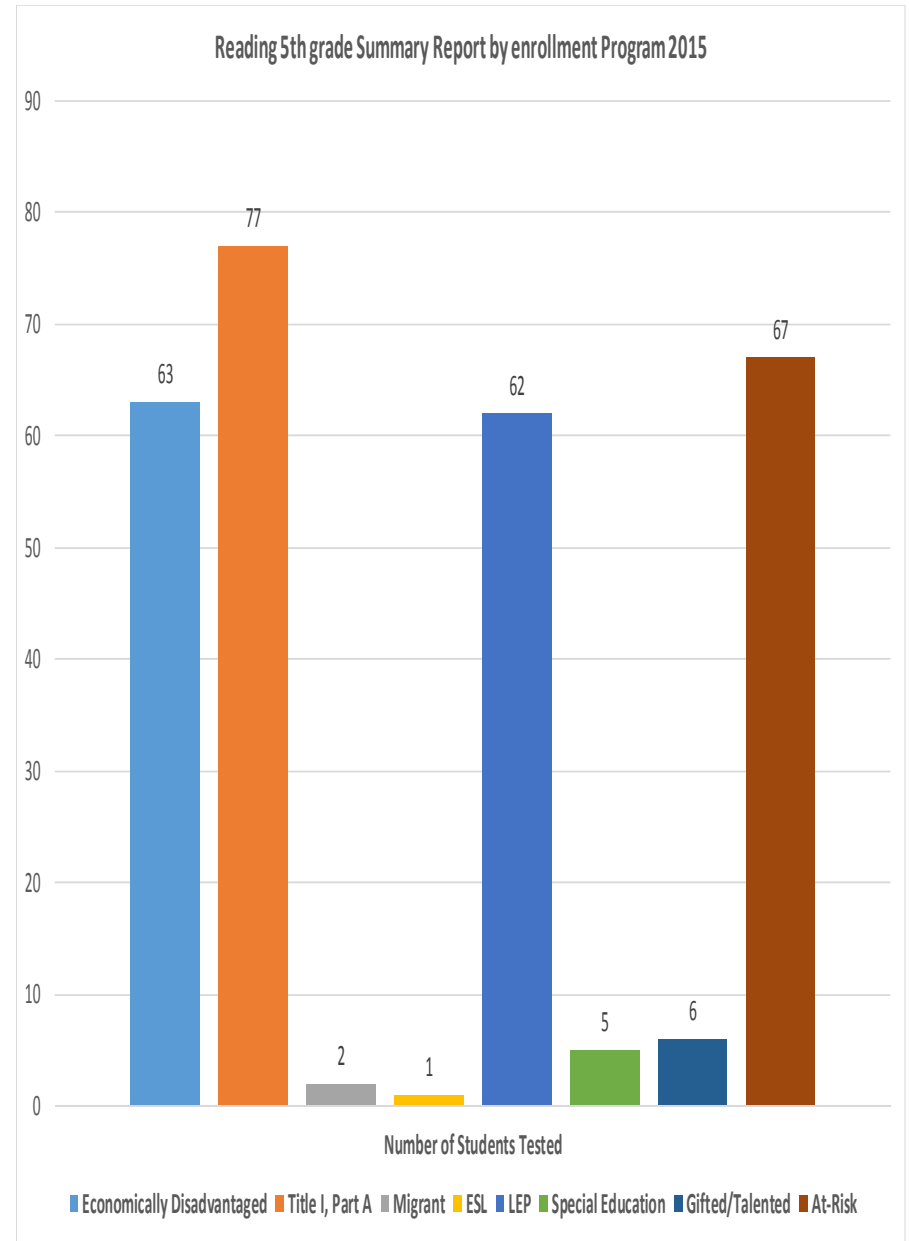
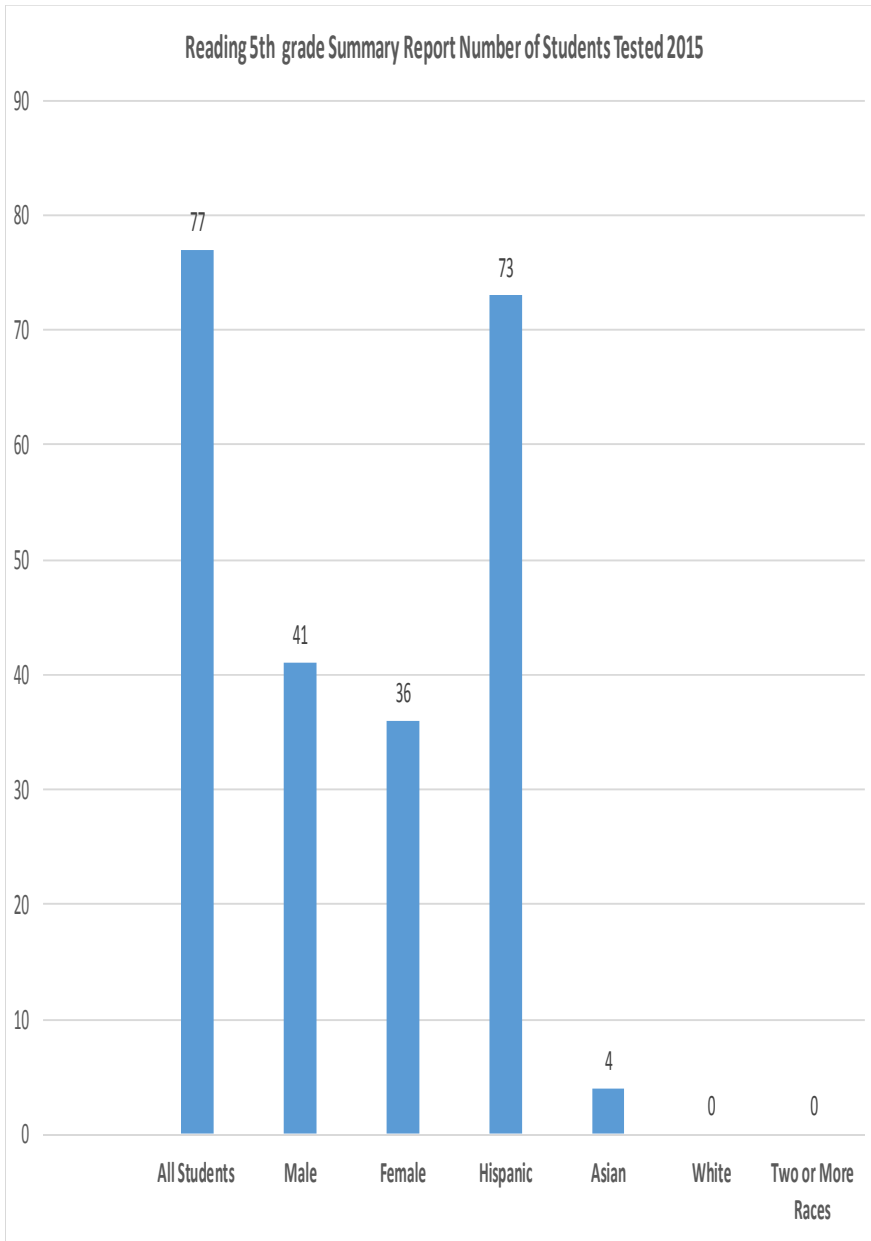


Writing 4th grade Summary Report 2015

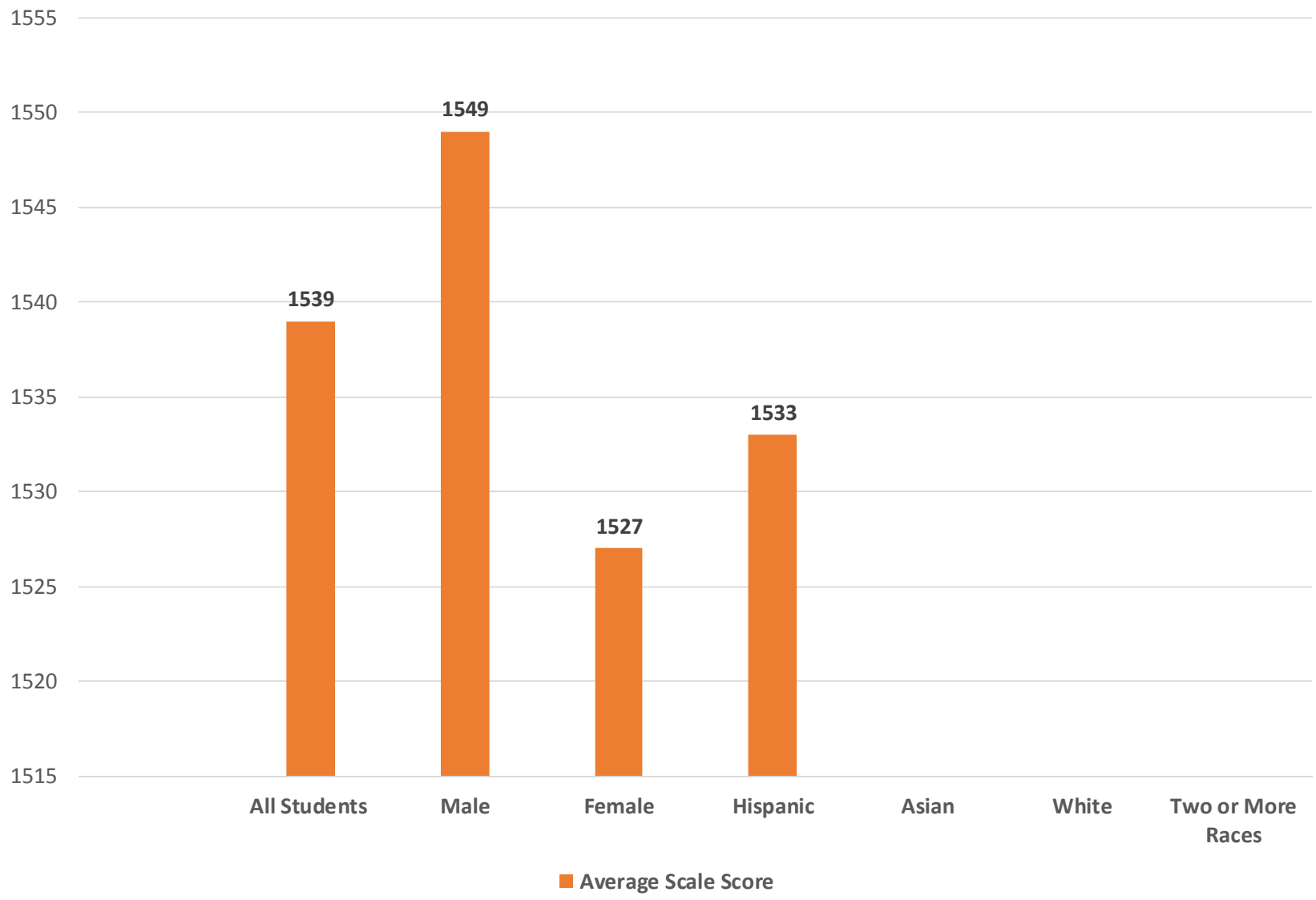


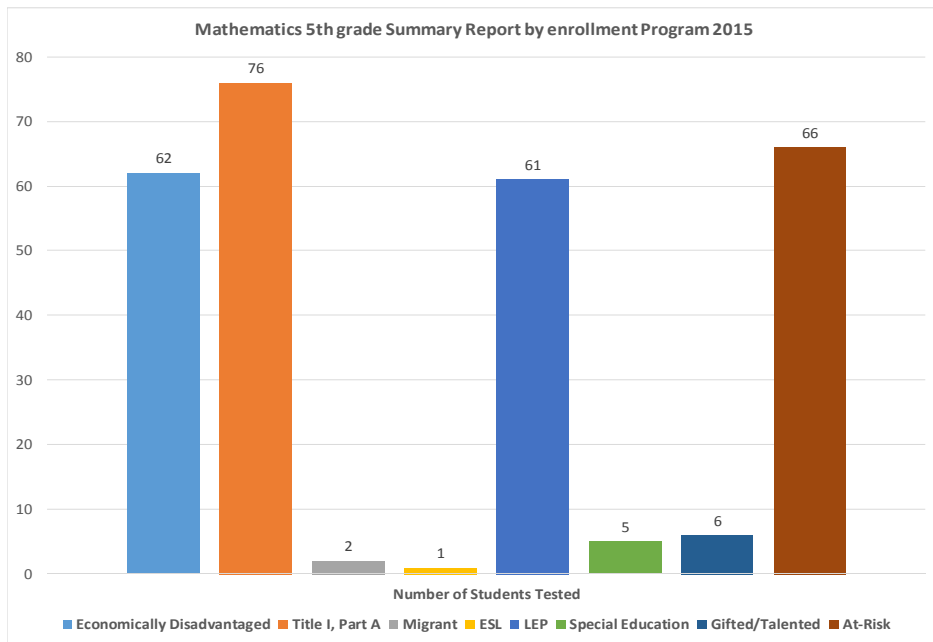
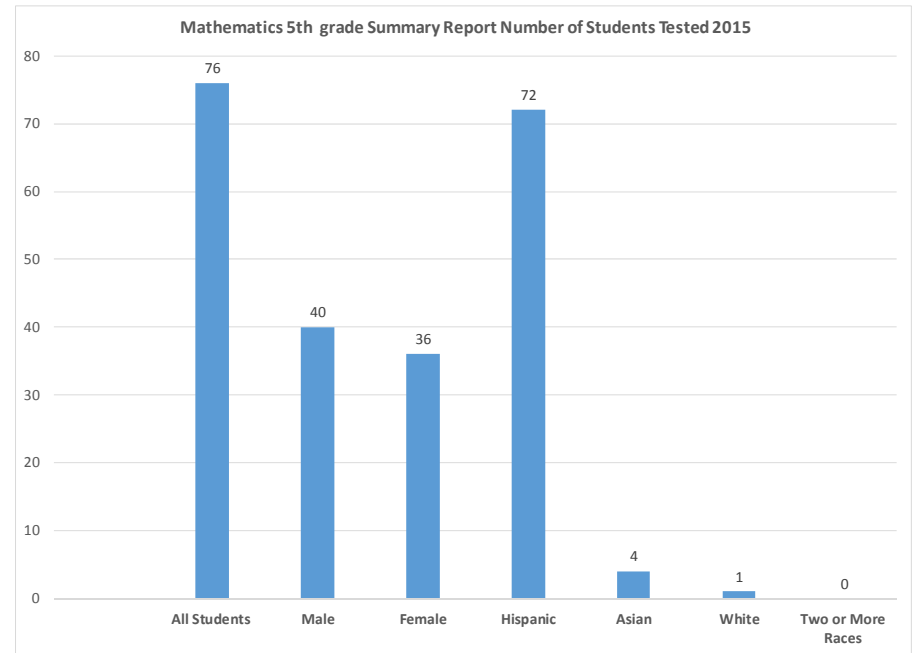
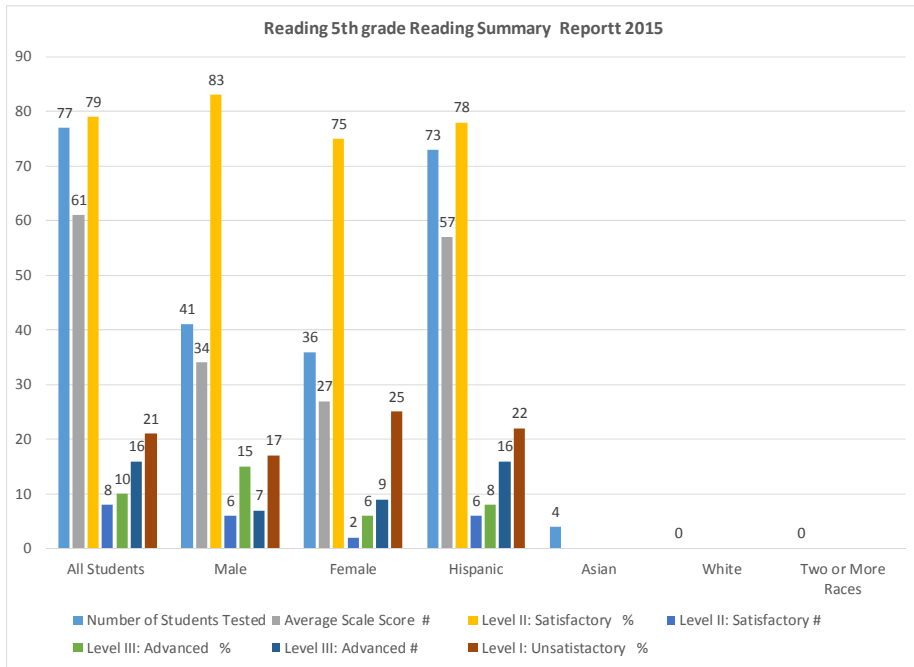
Writing 4th grade Phase-In 1-2-3Standard 2015





Reading 5th grade Average Scale Score 2015





PES Community Engagement

