

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



CCI Committee –Revised: 01/21/2017
District-wide Education Improvement Council
Revised: 5/19/17 Approved: 5/23/2017

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.

Table of Contents

District Improvement Plan 2016-2017

Contents

| | |
|---|----|
| Presidio Independent School District Improvement Plan | 4 |
| 2016-2017 | 4 |
| Summary | 4 |
| Introduction | 5 |
| Mission | 6 |
| District Profile | 7 |
| District-wide Education Improvement Council | 8 |
| 2016-2017 | 8 |
| District Improvement Plan | 9 |
| Needs Assessment Instruments Used in Planning: | 9 |
| Summary of Findings | 9 |
| Student Learning, Quality Learning & Working Environment, Effective & Efficient Operations, and Parent & Community Engagement | 11 |
| Goal 2 | 14 |
| Special Programs | 17 |
| Title I, Part A Schoolwide | 18 |
| Title I, Part A—Improving Basic Programs Operated by LEAs | 20 |
| Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR) | 22 |
| Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement | 25 |
| Title I, Part C—Migrant Education | 30 |

| | |
|--|----|
| Intent and Purpose | 30 |
| Title I, Part C, Carl D. Perkins, Career and Technology Education Programs | 32 |
| Intent and Purpose | 32 |
| Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement/Bilingual/English as aSecond Language Program | 33 |
| State Compensatory Education | 34 |
| Intent and Purpose | 34 |
| Individuals with Disabilities Education Act (IDEA) - Special Education Program..... | 35 |
| Comprehensive Needs Assessment | 36 |
| Needs Assessment Instruments Used in Planning: | 38 |
| CNA – Purpose | 39 |
| Focus Area: Student Learning..... | 40 |
| Focus Area: Quality Learning and Working Environment..... | 41 |
| Focus Area: Effective and Efficient Organization..... | 42 |
| Completion Rate | 43 |
| Student Drop Out Rate | 44 |
| Focus Area: Parent and Community Engagement..... | 45 |

Presidio Independent School District Improvement Plan 2016-2017

Summary

| | |
|---|--|
| <p>District Focus Area: Student Learning All students will meet or exceed state standards in all content areas as measured by passing rates each nine weeks, yearly State Assessments. Targets: ELA: 85% Math: 85% Science: 85% Social Studies: 90%</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 SCA, Course Curriculum Maps, Lesson Planning, PDSA, and T-TESS. 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 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 Improve effectiveness of processes and procedures as measured by student, staff and parent satisfaction and climate surveys twice a year. Targets: 2% Drop Out Rate 98% 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 Improve community engagement as measured by surveys at mid and end-of-year and documented participation throughout the year. Target: 90% Parental Involvement in at least one yearly sponsored event.</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 transitioning students into the community. |

Introduction

The Presidio Independent School District (PISD) Improvement Plan (DIP) 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 school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and 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 DIP is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable district 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 CCI of Presidio ISD spent a day in January 2016, to work on the needs assessment, not only as a District but also at the campus level. The campus reviews 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.

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 Educational Improvement Council (DWEIC) met in committee through the fall and spring semester of the 2016-2017 school years 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 May 9, 2017, May 23, 2017, Approved: 2017. The Board of Trustees provided final approval: 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 Presidio ISD in partnership with a unified community is to graduate students who are both career and college ready and have the ability to compete on a world stage.

Board Approved 2017

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, Ruidoso, Candelaria, and 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.presidioisd.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.

District-wide Education Improvement Council

2016-2017

| | | | | | |
|---------------------|--------------------|----------------|-------------------|---------|---------------------|
| Superintendent | Dennis McEntire | Parent | Angela Ramos | Teacher | Samuel Aguilar |
| Fed. Programs Dir. | Dr. Laura Portillo | Parent | Alma Leyva | Teacher | Areli Perez |
| HR Coordinator | Manuel Fausett | Parent | Veronica Prieto | Teacher | Jesus Villa |
| PHS Principal | Santos Lujan | Parent | Karmina Proano | Teacher | Dr. Violeta Ledesma |
| PHS Asst. Principal | Dimitri Garcia | Parent | Roxy Cabello | Teacher | Jorge Avena |
| LRFMS Principal | Dr. Edgar Tibayan | Student | Juan Nieto | Teacher | Perla Natividad |
| PES Principal | Yvette DeAnda | Student | Gaspar Pina | Teacher | Mikael Crowder |
| PES Asst. Principal | Glenn Omar | Student | Hector Montemayor | Teacher | Michelle Korton |
| PES Asst. Principal | Ernesto Monte | Parent Liaison | Arian Velasquez | Teacher | Benito Escontrias |
| Community | Brenda Witty | Parent Liaison | Yvonne Zubiata | Teacher | Norma Escontrias |
| Community | Toni Fausett | Parent Liaison | Ana Martinez | Teacher | Marivel Santillan |
| | | Parent Liason | Dennise Ornelas | | |

This Council will meet during each academic year to review, revise, and update the District Improvement Plan (DIP).

District Improvement Plan

The following District Improvement Plan is a document outlining district initiatives to improve student performance and organizational effectiveness. Presidio Independent School District staff, students, and parents provided suggestions for writing the District 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. Texas Assessment System
2. Accountability reports
3. Benchmark Results
4. Attendance Records (PEIMS)
5. Student, Staff, and Parent Satisfaction and Climate Surveys

Summary of Findings

All of the data reflects a need for school support in different strategies and rigor in order to improve test scores, and overall educational performance. Presidio ISD is a STEAM district and it is aligned to the goals of STEAM academy. Presidio ISD is implementing strategies to address the weaknesses and build on the strengths of our students. To address the needs established in the needs 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. Presidio ISD will be focusing in Project Based Learning (PBL) while supporting our writing to learn strategies (W2L).

The following abbreviations or codes are used throughout this plan.

| Abbreviations | | | | | |
|---|---|-------------------|-------------------------------|---|-------------------|
| CNA | Comprehensive Needs Assessment | | PI | Parental Involvement | |
| IS/EM/RS | Instructional Strategies /Effective Methods/Reform Strategies | | PBL | Project Based Learning | |
| HQ | Highly qualified staff | | TIA | Teacher Involvement in Assessments | |
| PD | Professional Development | | W2L | Writing to Learn | |
| E/R | Employee Recruitment | | Coord. | Coordination/Integration | |
| Program Budget | | | | | |
| Bil | Bilingual | Local | Local | OEYP | Optional Extended |
| T-1 | Title I | SCE | State Compensatory Education. | Sp. Ed. | Sp. Education. |
| | | TI- Part C | Migrant | T-II A | Title II, Part A |
| T-IV | Title IV—Safe & Drug Free | T-V A | Title V—Innovative | | |
| Other | | | | | |
| AR | Accelerated Reading | | AM | Accelerated Mathematics | |
| CCI | Continuous Classroom Improvement | | DWEIC | District Wide Education Improvement Council | |
| FAT | Focus Area Team | | IEP | Individual Education Plan | |
| PLC | Professional Learning Community | | TAPR | Texas Academic Performance Report | |
| VAT | Vertical Alignment Team | | STAAR | State of Texas Assessment of Academic Readiness | |
| ESSA | Every Student Succeeds Act | | NCLB | No Child Left Behind | |
| Note: X.X.X is the School Wide Component Numbering System: (Focus Area).(Focus Area Strategy).(Action Step) | | | | | |

Student Learning, Quality Learning & Working Environment, Effective & Efficient Operations, and Parent & Community Engagement

| District Goal: All students will meet or exceed state and local 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: <ul style="list-style-type: none"> • Increase in students meeting standards in all local and state assessments • Increase in measureable growth in all students • Decrease the academic gap in student sub-populations | | | | | | | | | |
| District Strategy: 1.1 Establish a process for supporting all learners in academics through appropriate interventions at the campus, classroom and individual student levels. | | | | | | | | | |
| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources Materials | Resources | Formative Evaluation | Summative Measures |
| 1.1.1 | Disaggregation of assessment data | All | Campus Administrators, Counselors, Teachers | August | May | Eduphoria | Local, State, Federal | Test results and benchmark results | Summaries of Assessments results |
| 1.1.2 | Benchmark tests will be administered on all campuses | All | Campus Administrators, Counselors, Teachers | September | May | released tests, teacher-made tests, Benchmarks | Title I OEYP SCE Local | Individual test results | Overall passing percentage for all content areas |
| 1.1.3 | Provide meetings with parents to discuss state assessment testing | All | Campus Administrators, Counselors, Teachers, parent liaisons | August | May | Reports and individual results | Title I, Migrant, Title III, Local | Parent memos | Sign-In sheets |
| 1.1.4 | Students will receive required related services as determined by ARD committee | Special Ed. | 588 Co-op, Sp. Ed. Coordinators, Campus Administrators | August | May | Campus budgets; 588 Co-op | Sp. Ed. | Annual IEPs, lesson plans | Annual IEPs, AEIS data Percentage of State Assessment exemptions |
| 1.1.5 | Implement technology programs at all grade levels | All | Director of Technology, Campus administrators, Professional staff, Campus based technology support specialists | August | May | Technology Coordinators, program-specific software/hardware, professional staff | Title I, III, Migrant, Grants, SCE, Local | | Data |

District Goal: All students will meet or exceed state and local 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:

- Increase in students meeting standards in all local and state assessments
- Increase in measureable growth in all students
- Decrease the academic gap in student sub-populations

District Strategy: 1.2 Strengthen literacy in all classes. Provide consistent approach with Bilingual/ESL Program

| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources Materials | Resources | Formative Evaluation | Summative Measures |
|------------------------|---|--------------------|-------------------------------------|-----------|--------|---|-----------------------------|--------------------------------|--|
| 1.2.1 | Provide opportunities for all teachers to be Bilingual and / or ESL endorsed | ELL | District, Admin | Aug | Annual | Release Time Budget, Professional Development | Local, State, Federal | Training sign in sheets | Number of teachers with Bilingual /ESL endorsement |
| 1.2.2 | Implement Learning strategies to improve performance of English Language Learners(ELLs) | ELL | CCI Teams and Campus Administrators | Aug. | Annual | Sheltered instruction, Training | Local State Federal | Walk-throughs, Lesson Plans | State Assessment and Benchmarks Test Results |

| District Goal: All students will meet or exceed state and local 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: <ul style="list-style-type: none"> • Increase in students meeting standards in all local and state assessments • Increase in measureable growth in all students • Decrease the academic gap in student sub-populations | | | | | | | | | |
| District Strategy: 1.3 Recruit, retain and develop highly qualified teachers | | | | | | | | | |
| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources and Materials | Resources | Formative Evaluation | Summative Measures |
| 1.3.1 | Identify and attend all possible job fairs and recruiting sites. | All | Administration & Appointed Staff | 2016-2017 | Annual | Staff Budget | State Federal Local | Job Fair List | Travel Records |
| 1.3.2 | PISD will offer stipends for critical need areas. | All | Administration | 2016-2017 | Annual | Budget | State Federal Local | Teacher retention | SBEC Certificate |
| 1.3.3 | PISD will provide opportunities for staff to participate in certification preparation | All | Administration | School Year | School Year | Budget | Local, State Federal | Sign-in sheets Transportation Logs Certificate | SBEC Certificate |
| 1.3.4 | PISD will offer a new teacher orientation and mentoring program to teachers. | All | CCI | Aug. | June | District/campus handbooks, protocols, and expectations | Federal Local State | Sign-in sheets Attendance | Teacher Retention CCI |

Goal 2

| District Goal: Create a quality learning and working environments for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and discipline data. | | | | | | | | | |
|---|---|--------------------|---|-----------|--------|-------------------------------|-----------|------------------------------|--------------------|
| District Strategy: 2.1 Utilize stake holder input and district data. | | | | | | | | | |
| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources And Materials | Resources | Formative Evaluation | Summative Measures |
| | | | | | | | | | |
| 2.1.1 | Conduct parent, student and staff surveys to determine satisfaction issues and address areas of need | All | Administrators Teachers Parent liaisons | December | May | Surveys | Local | Surveys | Survey results |
| 2.1.2 | Conduct evaluations of all trainings and meetings using quality tools | All | Administrators Teachers Parent liaisons | August | Annual | Evaluation Instruments | Local | Evaluation Instruments | Evaluation Results |
| 2.1.3 | Use a district-wide community communication and feedback system to address areas of celebration and areas in need of improvement. | All | Administrators Teachers Parent liaisons | August | Annual | Communication System | Local | Communication System Created | Feedback Results |

District Goal: Create a quality learning and working environment for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and discipline data.

District Strategy: 2.2 Utilize stake holder input and district data.

| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources Materials | Resources | Formative Evaluation | Summative Measures |
|------------------------|---|--------------------|--|-----------|-----|--|--|----------------------|--------------------|
| | | | | August | May | | | | |
| 2.2.1 | Provide district wide PD opportunities and updates in conflict resolution, district discipline policies student code of conduct | Staff | ESC-18 588 Co-op Campus Administrators | August | May | Campus Administrators 588-Co-op ESC-18 | Federal State Local SCE SP. Ed | Sign-in Sheets | Certificates |
| 2.2.2 | Utilize PISD officers to support student attendance | All | Administration | August | May | District Personnel | SCE Local | Payroll | ADA records |

| District Goal: Create a quality learning and working environment for all students, faculty, and staff as measured by semi-annual surveys, weekly attendance, and discipline data. | | | | | | | | | |
|--|--|---------------------------|--|------------------|-----|---|-------------------------|--|---|
| District Strategy: 2.3 Establish a process to ensure a safe quality learning & working environments. | | | | | | | | | |
| School Wide Components | Action/Strategy | Student Population | Staff Responsible | Time Line | | Human Resources Materials | Resources | Formative Evaluation | Summative Measures |
| 2.3.1 | Establish programs to address suicide prevention, conflict resolution, and violence prevention | All | Campus Administrators, Teachers, counselors, student liaisons | August | May | Program and intervention Strategies ESC-18 | Title I, IV, SCE, Local | Pamphlets, notices and presentations | Event dates, meeting agendas and sign in sheets |
| 2.3.2 | Student and community groups will work together to create different community activities. | All | Counselors, student liaisons, Family Crisis Center, Student Council, NHS Presidio ISD Police dept. | August | May | Family Crisis Center, ESC-18, Student Organizations Presidio ISD Police dept. | Title I, IV, SCE, Local | Pamphlets, notices, presentations, and community activities. | Event dates, meeting agendas and sign in sheets |
| 2.3.3 | Determine needs of staff and students and provide applicable training | ALL | Curriculum director Campus Administrators | Aug | May | Staff Survey | State, Federal, Local | Survey results and informal feedback | Survey Reports |
| 2.3.4 | Implementation of strategies in the classroom | ALL | Curriculum director Campus Administrators | Aug | May | Classroom Materials | State Federal Local | T-TESS observations | T-TESS summative |

Special Programs

1. Title I, Part A Schoolwide
2. Title I, Part C Migrant Education
3. Title III, Part A—English Language Acquisition, Language Enhancement, and Academic Achievement/Bilingual/English as a Second Language Program
4. State Compensatory Education (SCE)/At Risk
5. Special Education
6. Dyslexia
7. Advanced Academics/Gifted and Talented Program
8. BE/ESL Improvement Plan- PBMAS
9. Early College High School
10. T-STEAM Academy Program

This district ensures 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:

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:

1. 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
2. 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:

3. They must be based on a local assessment of needs for professional development and hiring.
4. 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
5. 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:

6. Recruiting, hiring, and retention of highly qualified personnel
7. Providing professional development
8. Improving the quality of the teacher and paraprofessional work force under Section 1119
9. 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:

1. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
2. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
3. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
4. Is the program, activity, or strategy supplemental to other non-federal programs? The Title II, Part A, statute specifically authorizes the following types of activities:
 - 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).
 - Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

These strategies may include the following:

- Providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages
- Reducing class size
- Recruiting teachers to teach special needs children
- recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification
- Providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:
 - content knowledge—providing training in one or more of the core academic subjects that the teachers teach
 - 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
- 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:
 - Involve collaborative groups of teachers and administrators.
 - 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.
 - Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.
 - Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of LEP and immigrant children.
 - Provide training on how to use data and assessments to improve classroom practice and student learning.

- 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.
- 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.
- 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.
- 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.
- 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:

1. 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)
2. Developing high-quality language instruction educational programs designed to assist state educational 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 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
5. Promoting parental and community participation in language instruction educational 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 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:

1. 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.
2. 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:

1. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
2. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
3. How will the program, activity, or strategy e be evaluated to measure a positive impact on the English language acquisition and academic achievement of LEP students?
4. 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:

1. Upgrading program objectives and effective instructional strategies
2. Improving the instructional program for LEP children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures
3. Providing the following:

- tutorials and academic or vocational education for LEP children intensified instruction
4. Developing and implementing elementary school or secondary school language-instruction educational programs that are coordinated with other relevant programs and services
 5. Improving the English proficiency and academic achievement of LEP children
 6. 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
 7. 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 | Allocation Amount | FTE |
| Title I, Part A | 573,346 | |
| Title I, Part C | 44,884 | |
| Title II, Part A | 107,607 | |
| Title III, LEP | 82,702 | 12.2 FTE-10.8% |
| SCE Funds | 1,692,270 | |
| SPED | 685,222 | 6.1 FTE-5.4% |
| ESL | 481,041 | |
| | | |
| Total Allocation Amount | 3,667,072 | |

Disaggregated student assessment information

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 89.02% 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 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
6. Ensure that migratory children benefit from State and local systemic reforms (NCLB/ESSA Title I, Part C). The intended program beneficiaries are migratory children, ages 0 through 21, and their families.
7. 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
8. 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.
9. 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). 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

10. 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.

Title I, Part C, Carl D. Perkins, Career and Technology Education Programs

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.

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

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.

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.

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.

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

CNA 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 Reports
2. Accountability Reports
3. iStation
4. PEIMS Reports
5. PBMAS
6. Benchmark results
7. Eduphoria
8. Think Through Math
9. Surveys (student, parent, teachers and staff)
10. CNA

CNA – Purpose

The purpose of a needs assessment is to identify the strengths and weaknesses of existing programs, practices, procedures, and activities. There are many areas that data may be collected in order to get the big picture of the school. Data may come from students' norm reference, and criterion reference scores, archival data, school demographic data, surveys, and focus group interviews. The stakeholders must know where they are and where they want to be. They must identify any hurdles that they may encounter in order to achieve their goal. A Comprehensive Needs Assessment/Analysis the process of identifying causes of performance problems in order to select methods, means, tactics, tools and approaches for solving the problems.

TEC §11.252(a)(1) District-Level Planning and Decision-Making requires a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs; including students in special education programs under Subchapter A, Chapter 29.

NCLB/ESSA Act of 2001--Title I, Part A--§1114(b)(1) School wide Programs requires a comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards.

District Focus Areas

The Board of Education has established four focus areas for Presidio Independent School District. They are: Student Learning, Quality Learning and Working Environment, Effective and Efficient Organization, and Parent and Community Engagement. Each of these focus areas will have a continuous improvement plan based on the comprehensive needs assessment. In addition, each campus will have a continuous improvement plan that is aligned to the District continuous improvement plan. Each of the four focus areas will have a goal and continuous improvement action steps. In addition, each focus area will have a measurement system to keep everyone informed on how well the District is doing in meeting its goals. The data to assess the needs of the District in the focus areas follows as a major part of the Comprehensive Needs Assessment. The other part of the Comprehensive Needs Assessment will be the findings that result from the data. Note that additional data for each subgroup is provided in the Appendices.

Focus Area: Student Learning

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

1. State of Texas Assessment of Academic Readiness (STAAR) Results
 - Percent of students passing by subject and by Federal and State mandated sub populations
 - Scale Scores
 - Progress Measures
 - Participation Rate
2. Texas English Language Proficiency Assessment System (TELPAS) Results
3. Passing Rates
4. College Readiness Indicators
 - SAT/ACT Data
 - AP Course Performance
 - College Course Performance
 - Texas Success initiative(TSI)

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:

1. Attendance
 - Student
 - Teachers
2. Professional Learning
 - Percent of teachers implementing Continuous Classroom Improvement
 - Percent using technology in the classrooms
 - Percent of Teachers with Bilingual Certification and/or ESL Endorsement
3. Safety
 - Surveys (student, teacher, parent)
 - Number of student accidents
4. Class Size Comparisons
5. 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
6. Student Teacher Ratios
7. Teacher Attrition Rate

Focus Area: Effective and Efficient Organization

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

1. Drop Out Rate
2. Completion Rate
3. Student Retention Rates
4. Maintenance Work Order Completion Time
5. Technology Work Order Completion Time

Completion Rate

| Presidio High School Completion Rate | | | | | | | |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| All Students | 93.3 | 93.2 | 94.6 | 95.2 | | | |
| Hispanic | 94.3 | 94.3 | 95.3 | 96.2 | | | |
| Economically Disadvantaged | 100.0 % | 94.4 | 95.2 | 93.2 | | | |

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school.

A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.

A student who *transfers out of the cohort* is one who, for example, moves to another high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked and are taken out of the cohort.

Students do not change cohorts even if they repeat a grade or skip a grade.

Student Drop Out Rate

Student Drop Out Rate 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.

| Presidio Independent School District | | | | | | |
|---|--------------------|------------------|------------------|------------------|------------------|------------------|
| Annual Drop Out Rate | | | | | | |
| Student Population | School Year | | | | | |
| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| District | 1.1 | 3.3 | 3.3 | | | |
| Hispanic | 1.6 | 3.9 | 3.9 | | | |
| White | | | | | | |
| Eco Dis | 1.4 | 4.3 | 4.3 | | | |
| Sp Ed. | | 5.0 | | | | |
| LEP | | | | | | |
| At-Risk | | | | | | |

Focus Area: Parent and Community Engagement

The Parent and Community Engagement Focus Area will be measured by the following measurements at the Campus Level:

1. Parent and Community Members Participation in School Functions

- Meet the teacher night
- Family Night
- Open House
- Health Fairs
- Reading Night
- Graduations
- Veteran's Day Program
- Blood Drive
- Red Ribbon Week
- Banquets
- Sport Activities
- Relay for Life
- Award Assemblies
- Community Fund Raisers
- PTO
- Parent/Teacher Conferences
- District/Community Meetings
- Parent/Community serving on district/campus committees