

Pearsall Independent School District

District Improvement Plan

2023-2024



Board Approval Date: October 18, 2023

Mission Statement

In partnership with families and community, our purpose is to have a learning environment that is safe, nurturing, and student centered where everyone is accountable and all students are empowered to succeed.

En colaboración con las familias y la comunidad, nuestro propósito es tener un ambiente de aprendizaje seguro y educativo, centrado en el estudiante y donde todo el mundo es responsable y todos los estudiantes tienen el poder para tener éxito.

Vision

Leading the way, we will be recognized leaders in preparing students for life, college, and careers.

District Goals, Priorities and Core Values

District Goals/Metas del Distrito

Improve Achievement for all students

Ensure Efficient and effective operations

Ensure Effective Communication

District Priorities/Prioridades del Distrito

- Students will be proficient in both reading and math at every grade level. / Los estudiantes serán competentes en lectura y matemáticas en todos los grados.
- Teachers will successfully incorporate engaging activities which integrates technology, fine arts, & college and career readiness standards into the curriculum. / Los maestros incorporarán con éxito actividades interesantes que integra la tecnología, bellas artes, y la universidad y del grado de preparación de carrera en el plan de estudios.
 - Student, Parent, & Community Engagement Rate will increase. / Estudiantes, Padres, y Comunidad de compromiso tasa aumentará.
- District Personnel Retention Rate will increase. / Personal del Distrito tasa de retención se incrementará. • Ongoing support, to include professional development and training, for District personnel will be provided. / Apoyo constante, a fin de incluir el desarrollo y la formación profesional, para el Distrito serán proporcionados al personal.

Core Values

- A student is the most important person in any school.
- A student is not an interruption of our work- he or she is the purpose of our work.
- A student is not just a statistic. He or she is a flesh- and -blood human being with feelings and emotions like ourselves
 - A student is one who comes to us with needs and/or wants. It is our job to fill them.
 - A student is deserving of the most courteous and attentive treatment that we can provide.
- A student is the lifeblood of this and every other district. Without him or her, we would have to close our doors.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pearsall ISD is located near the center of Frio County in Pearsall, Texas. The demographics of our community have remained constant over the past 10 years. Many of our neighborhoods are older established neighborhoods. Majority of our campuses are over 20 years old.

According to the Texas Academic Performance Report 2021-2022, Pearsall ISD ethnic distribution is as follows: 94% Hispanic, 5% White, .4% African American, and .3% Asia. Roughly 86% of our student population is Economically disadvantaged. Furthermore, 7.3% are English learners (EL), 58.% are At-Risk. The 20-21 Annual Dropout Rate is .6% (grades 9-12). The district has a total enrollment of 2,166 students. Pearsall ISD has seen a steady decline of student enrollment over the past 5 year. Our student mobility rate is 13.3%

Student participation by instructional program is as follows: Bilingual/ESL- 5.4%, Career and Technical Education- 26%, Career and Technical Education (9-12 grades)- 65%, Gifted and Talented- 3.4%, and Special Education- 13%

The class average sizes for Pearsall ISD are: 16.2- Kindergarten, 18.1- 1st grade, 17.2- 2nd grade, 15.4- 3rd grade, 18.9- 4th grade, 18.9- 5th grade, 14.1 6th grade. At the secondary schools the class averages are 16-ELA, 16-Mathematics, 16- Science, and 14- Social Studies.

The district comprises 1 high school, 1 junior high, 1 intermediate campus (3rd-5th grades), and 1 elementary (PreK-2nd grades). In 2020-2021 the district employed approximately 140 teachers, 16 professional staff, 10 campus administrators, 6.5 central administrators, 40.8 educational Aides, and 97.6 auxiliary staff for a total of 311.3 employees. The teacher turnover rate is 27.6%.

Demographics Strengths

Over the past five school years, the graduation rate has increased to 95%. Pearsall ISD is a district of innovation which has helped to attract teachers to our district. It has also helped to reduce the class sizes.

Student Learning

Student Learning Summary

22-23 STAAR Results are as follows:

Table	Intermediate	Approaches	Meets	Masters
	3rd Math	61%	26%	10%
	3rd Reading	68%	40%	9 %
	4th Math	56%	22%	7%
	4th Reading	62%	34 %	10%
	5th Math	56%	22%	7%
	5th Reading	63%	27%	11%
	5th Science	40%	16%	1%

Junior High	Approaches	Meets	Masters
6th Math	50%	8%	3%
6th Reading	54%	28%	4%
7th Math	42%	18%	1%
7th Reading	58%	29%	5%
8th Math	54 %	19%	7%
8th Reading	67%	35%	12%
8th Science	51%	25%	8%
8th Social Studies	24%	8%	3%

High School	Approaches	Meets	Masters
English I	51%	33%	4%
English II	58%	30%	7%

Algebra I	67%	22%	7%
Biology	81%	31%	8%
US History	94%	59%	20%

According to the Texas Academic Performance Report 2021-2022, 86% of our student population is Economically disadvantaged. Furthermore, 7.3% are English learners (EL), 58.% are At-Risk. The 20-21 Annual Dropout Rate is .6% (grades 9-12) with a mobility rate of 13.3%. Chronic absenteeism is at 15% which is the same as the state average. This is an increase from the previous year of 9.5%. Roughly 80% of students (122) graduated with a Foundations HS Program (DLA) and 20% (31) with A Foundation HS Program (No Endorsement).

Students at Pearsall ISD show growth on various assessments although not all students are performing at 100%.

Student Learning Strengths

Students needing additional support in academics are supported through tiered instruction at the elementary campus and intervention at the Intermediate, Junior high, and high school campuses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: No all demographic/subpopulations have achieved their full academic potential.

Problem Statement 2: Less than 100% of students made adequate progress as measured by STAAR. **Root Cause:** Students have entered school with different levels preparedness which has been complicated with the pandemic in which students did not receive instruction in a systematic and intentional way.

District Processes & Programs

District Processes & Programs Summary

Since the pandemic Pearsall ISD has seen a decline in overall state assessment scores and teacher and administrative leadership changes/turn over.

Early childhood enrollment in our PreK program had dipped during the pandemic, but we are starting to see a steady increase.

Processes and procedures for CTE and CCMR documentation have historically been maintained by one member at the campus level.

With the recent events surrounding the incident in Uvalde (roughly 45 minutes west of Pearsall), safety has become a primary concern for the district.

Parent and Family engagement continues to be stronger at the elementary level than the secondary level and most engagement is non-academic supporting. However, Pearsall ISD is committed to expanding the involvement of parents, families and the community in our students' education. The district continues to build relationships with parents and families based on open dialogue and meaningful involvement through various programs such as: Title I, McKinney-Vento, 504, GT and additional special populations including students receiving special education services and English Language learners. There are also campus and district advisory committees, parent-teacher conferences, and parent surveys, and parent and family engagement meeting hosted by the community liaison that allows opportunities for engagement.

Pearsall ISD also collaborates with community health groups including, but not limited to MHMR, ST Rural Health Services, and Frio Regional Hospital. As well as continued partnerships with local businesses including HEB , Wal-Mart, Public Library, TMC, Headstart, City of Pearsall, Local Churches, Frio County, Medina Electric, and Gemini.

Additionally, the weekly schedule implemented at each campus allows time for teacher collaboration and student enrichment/intervention regularly. Teachers have opportunities for embedded professional development and professional instructional coaching.

District Processes & Programs Strengths

The district utilizes the TEKS Resource System for its curriculum, as well as state adopted instructional materials, and ancillary instructional resources chosen at the campus level. A district developed Closing the Gaps template is used for lesson planning.

In 22-23, the district employed an instructional coach at each campus who provides whole group, small group, and individualized professional development in a wide range of instructional support areas. The Instructional Coach also provides on-going mentoring to developing teachers.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Processes and programs need to continue to promote a positive school culture and meet the needs of all students to achieve academic success. **Root Cause:** Available resources have not been fully implemented or utilized to address the diverse needs of all students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Goal 1: Pearsall ISD will improve achievement for all students.

Performance Objective 1: By the end of the 2023-2024 school year students performance will increase for all students achieving STAAR passing rates and students achieving post secondary readiness standards to 48% approaches, 24% meets, and 5% masters.

High Priority

Evaluation Data Sources: 2024 STAAR data & 23-24 School year Unit assessments
El logro academico a traves de las areas de contenido curriculum.





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure and Monitor for effective instruction using the TEKS Resource System Curriculum Framework.</p> <p>Monitorear el ritmo del marco curricular Sistema de Recursos TEKS mediante la realizacion de visitas de tutorial de aulas y la comprobacion de los datos. Monitorear el Sistema de Recursos TEKS para asegurar</p> <p>Strategy's Expected Result/Impact: By conducting walkthrough visits of the classroom and checking data there will be improved academic achievement across the curriculum content areas.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coaches.</p> <p>Results Driven Accountability</p> <p>Funding Sources: TEKS Resource System (TCMPC) - 199 General Fund - PIC 13</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor, Adjust, & Evaluate the implementation of the curriculum framework including pacing of curriculum and lesson plan reviews</p> <p>Monitor, Ajuste, y evaluar la aplicacion del Marco Curricular; incluyendo la estimulacion de Curriculo y la revision plan de la leccion.</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction Director, Principals, Special Programs, Assistant Principals, Instructional Coaches Director de Plan de estudios / Instruccion, directores, programas especiales, subdirectores, y entrenador instructivo.</p> <p>Funding Sources: TEKS Resource System - 199 General Fund - PIC 13</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor, adjust, & Evaluate interventions used for struggling students by analyzing teacher data and lesson plans. Monitor, ajustar, y evaluar las intervenciones utilizadas para estudiantes con dificultades mediante el analisis de los datos maestros y planes de lecciones</p> <p>Strategy's Expected Result/Impact: Analyzing teacher data and lesson plans will increase academic achievement for struggling students .</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Special Programs, Assistant Principals, Instructional Coaches. Plan de estudios / Instruccion, directores, programas especiales, subdirectores y entrenador instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor effective student progress using the closing the gaps template. Supervisar efectivamente el progreso de los estudiantes utilizando la plantilla para cerrar las brechas</p> <p>Strategy's Expected Result/Impact: By tracking student progress on data tracking progress sheets, teachers will be able to provide students with targeted support.</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction Director, Principals, Special Programs, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, programas especiales, subdirectores y entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Analyze Unit Tests, Performance Assessments, Benchmark results, as well as, state assessments to align/ evaluate instruction. Analizar las pruebas unitarias, rendimiento valoraciones, resultados de referencia, asi como, las evaluaciones del estado de alinear / evaluan la instruccion.</p> <p>Strategy's Expected Result/Impact: Q1: 40% Approaches/15% Meets/2% Masters Q2: 42% Approaches/18% Meets/3% Masters Q3: 44% Approaches/20% Meets/4% Masters Q1: 48% Approaches/24% Meets/5% Masters</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p>Strategy 6: Analyze reading proficiency levels for all students to provide appropriate instructional support.</p> <p>Analizar los niveles de competencia de lectura para todos los estudiantes para proporcionar apoyo a la instruccion apropiada.</p> <p>Strategy's Expected Result/Impact: Improve overall academic performance by targeted instructional programs within the computer lab to include computer chrome licenses.</p> <p>Staff Responsible for Monitoring: Computer lab aides; Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p> <p>Results Driven Accountability</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Coordinate and effectively implement PD for Pearsall ISD Staff and Tree Of Life Learning Academy, that enhances a deep understanding of the TEKS, classroom management strategies, EL strategies, TELPAS data, differentiation, strategies for GT students, basic foundational knowledge of reading skills and building relationships, phonics training, TEKS Resource System training, Leadership coaching/support.</p> <p>Coordinar y ejecutar con eficacia PD para Pearsall personal ISD y arbol de la vida Learning Academy, que mejora un profundo conocimiento de los TEKS, las estrategias de gestion del aula, estrategias de EL, datos TELPAS, diferenciacion, estrategias para estudiantes GT, conocimiento fundamental basico de las habilidades de lectura y creacion relaciones, formacion fonetica, formacion Sistema de recursos TEKS, aprendizaje basado en proyectos (PBL), Liderazgo entrenador de formacion / apoyo.</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p> <p>Funding Sources: - 255 Title II, Part A, TPTR - \$5,074</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Create Common Planning times and hold PD for teachers and Student data analysis meetings.</p> <p>Crear tiempos de planificacion comun y PD de retencion para los maestros y reuniones de analisis de datos estudiantiles.</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: Utilize and evaluate Instructional Coaches to assist teachers with strategies and resources.</p> <p>Utilizar y evaluar el papel y la efectividad de entrenadores de instruccion para ayudar a los maestros con estrategias y recursos.</p> <p>Strategy's Expected Result/Impact: Increase teacher capacity and improve student achievement.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals Directores, subdirectores, entrenadores instructivos.</p> <p>Funding Sources: Instructional Coaches - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$217,800</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide ongoing staff training on Aware and data analysis tools needed by each campus.</p> <p>Proporcionar capacitacion continua del personal en las herramientas Aware y analisis de datos que necesita cada campus.</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
<p>Strategy 11: Ensure more Administrative leadership visibility within campuses and classroom</p> <p>Asegurar la visibilidad de liderazgo mas Administrativo dentro de los campus y aulas</p> <p>Staff Responsible for Monitoring: Superintendent, Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
<p>Strategy 12: Evaluate and support the effectiveness of teachers utilizing T-TESS and Student Achievement Data</p> <p>Evaluar y apoyar la efectividad de los maestros que utilizan T-TESS y Datos de Rendimiento Estudiantil</p> <p>Staff Responsible for Monitoring: Curriculum/Instruction, Principals, Assistant Principals, and Instructional Coaches. Director del plan de estudios / Instruccion, directores, subdirectores, entrenadores instructivos.</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 13 Details	Reviews			
<p>Strategy 13: Assist At-Risk students with school supplies.</p> <p>Ayudar a los estudiantes identificados como en riesgo con utiles escolares.</p> <p>Staff Responsible for Monitoring: Federal Programs Director Director de programas federales</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 14 Details	Reviews			
<p>Strategy 14: Implementation of supplemental reading programs for students at all campuses.</p> <p>Implementacion de lectura suplementaria para los estudiantes en todas las escuelas.</p> <p>Strategy's Expected Result/Impact: Improved reading outcomes for students to help meet grade-level expectations.</p> <p>Staff Responsible for Monitoring: Principals, and Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 15 Details	Reviews			
<p>Strategy 15: Audit instructional resources using Learning List.</p> <p>Auditar los recursos de instruccion usando Learning List.</p> <p>Strategy's Expected Result/Impact: Instructional resources that are utilized are aligned to the TEKS.</p> <p>Staff Responsible for Monitoring: Director of Curriculum and Instruction, Principals, and Instructional Coaches</p> <p>Funding Sources: TexGuide - 255 Title II, Part A, TPTR - \$6,186</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 16 Details	Reviews			
<p>Strategy 16: Implement an Afterschool Program at all campuses</p> <p>Implementar programa despues de clases As de Texas</p> <p>Strategy's Expected Result/Impact: Increased student achievement on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Funding Sources: Staff for afterschool program - 211 Title I, Part A - \$228,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 17 Details	Reviews			
<p>Strategy 17: To address any disparities that result in low-income students and minority students being taught at higher rated than other students by ineffective, inexperienced, or out-of-field teachers, Pearsall ISD will provide tuition/scholarship assistance for paraprofessionals and staff to effectively implement Grow-your-Own initiative, create formal partnership with junior colleges and universities for continuing education</p> <p>Equity Plan</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 18 Details	Reviews			
<p>Strategy 18: Provide summer school program for struggling students.</p> <p>Strategy's Expected Result/Impact: Increase student academic achievement and reduce summer learning loss.</p> <p>Staff Responsible for Monitoring: Principals and Assistant Principals.</p> <p>Results Driven Accountability</p> <p>Funding Sources: Summer school staffing, curriculum and supplies - 211 Title I, Part A - \$200,000</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 19 Details	Reviews			
<p>Strategy 19: Provide student intervention during the instructional day.</p> <p>Strategy's Expected Result/Impact: Increased academic achievement on Unit and STAAR assessments.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Funding Sources: Teachers - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$306,500</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Pearsall ISD will improve achievement for all students.

Performance Objective 2: By the end of the 2023-2024 school year student performance will increase for all students in Special Programs achieving STAAR passing rates and students achieving post secondary readiness standards to 40% approaches, 19% meets, and 3% masters.

Evaluation Data Sources: 2023 STAAR data & Unit assessments
El logro academico a traves de las areas de contenido curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate Special Education, Migrant and Bilingual services for students who have failed state assessments by analyzing teacher data, instruction to meet students' needs.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement for students in special programs. Q1: 33% Approaches/10% Meets/1% Masters Q1: 35% Approaches/15% Meets/2% Masters Q1: 38% Approaches/27% Meets/3% Masters Q1: 40% Approaches/19% Meets/3% Masters</p> <p>Staff Responsible for Monitoring: Special Ed. Director, C&I Director, Federal Programs Director, Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze progress of Special Education students receiving additional instructional support from Paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Improve academic achievement for students in special education.</p> <p>Staff Responsible for Monitoring: Special Ed. Director, Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Effectively implement an RTI program that meets the needs of identified students.</p> <p>Strategy's Expected Result/Impact: Support and improve student achievement by providing targeted instruction.</p> <p>Staff Responsible for Monitoring: Principals, Curriculum & Instruction Director</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure Optional Flexible School Day and DAEP Program to meet the needs of District Expectations for at-risk students.</p> <p>Staff Responsible for Monitoring: Principals, Instructional and Administrative Services Director, C&I Director, Federal Programs Director.</p> <p>Funding Sources: - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Attend trainings, identify and provide services for McKinney Vento, Foster Care, and Migrant students.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for Migrant students.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p> <p>Funding Sources: - 206 TEXSHEP, McKinney-Vento Homeless</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct and attend Bilingual/ESL Program trainings, site visits, and campus support.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for emergent bilingual students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Federal Programs Director.</p> <p>Funding Sources: - 255 Title II, Part A, TPTR</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide instructional support and training for Secondary ESL Teachers.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for ESL students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Federal Programs Director.</p> <p>Funding Sources: - 263 Title III - LEP</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
<p>Strategy 8: Provide Migrant Tutoring Support & College Awareness.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement for migrant students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Federal Programs Director</p> <p>Funding Sources: - 212 Title I, Part C - Migrant</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide summer school for K-2 students, in the areas of reading, math, and bilingual education.</p> <p>Strategy's Expected Result/Impact: Maintain student achievement and avoid any further regression due to loss of asynchronous learning due to the pandemic.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: Staff, summer curriculum supplementals, teaching supplies and materials, facilities. - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide summer school for all 3-5th grade students in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Maintain student achievement and avoid any further regression due to loss of asynchronous learning due to the pandemic.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: Teachers, summer curriculum supplementals teaching supplies and materials. - 211 Title I, Part A</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Pearsall ISD will improve achievement for all students.

Performance Objective 3: By the end of the 2023-2024 school year, 100% of students will be informed of college and career opportunities.

HB3 Goal

Evaluation Data Sources: Campus surveys; campus CCMR events, event sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Implement college day Monday's Strategy's Expected Result/Impact: Students will be exposed to various college through students and staff wearing college day shirts. Staff Responsible for Monitoring: District Improvement Plan, Students and staff wearing college shirts.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide more opportunity for CTE personnel (teachers, counselors, and administrators) to attend statewide conferences. Strategy's Expected Result/Impact: CTE personnel will become more informed of CTE programs. Staff Responsible for Monitoring: HS Principal, Federal Programs Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Purchase supplies and equipment for CTE programs. Strategy's Expected Result/Impact: Create an educational environment that is conducive to learning and connecting the CTE academic content to real life. Staff Responsible for Monitoring: HS Principal, Federal Programs Director.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Increase CTE certifications. Strategy's Expected Result/Impact: Increase certifications for students enrolled in CTE courses. Staff Responsible for Monitoring: Counselor, HS Principal, Federal Programs Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Establish and convene an advisory committee for CTE program and monitoring for JH and PHS. Staff Responsible for Monitoring: HS & JH Principals, Federal Programs Director.	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Pearsall ISD will improve achievement for all students.

Performance Objective 4: By the end of the 23-24 school year, 74% of graduating seniors will be considered college and/or career ready (CCMR).

HB3 Goal

Evaluation Data Sources: Texas Education Agency Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Dual Credit opportunities for students when entering 9th grade.</p> <p>Strategy's Expected Result/Impact: Increase the number of students enrolled in dual credit to be considered college/career ready.</p> <p>Staff Responsible for Monitoring: HS Principal, C & I Director, Federal Programs Director,</p> <p>Funding Sources: - 289- Title IV, Part A-SSAEP</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase CTE certifications.</p> <p>Strategy's Expected Result/Impact: Increase certifications for students enrolled in CTE courses.</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 2: Pearsall ISD will ensure efficient and effective operations.

Performance Objective 1: By the end of 2023-2024 school year, 80% of Campus & District Staff will see that the Campus & District's programs and processes are effective for students academically

Evaluation Data Sources: District and campus surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Police Department personnel by providing a safe environment and assisting in recovering (absent, truant) students.</p> <p>Strategy's Expected Result/Impact: Improve student attendance.</p> <p>Staff Responsible for Monitoring: Instructional and Administrative Services Director, Truant Officer, Chief of Police.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor ISS & OSS placements and ensure students receive/complete school assignments.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct an annual survey on all programs/departments & culture and climate (campus and district).</p> <p>Strategy's Expected Result/Impact: Improve all programs/departments and the overall culture and climate (campus and district).</p> <p>Staff Responsible for Monitoring: Directors of their specific programs/departments.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide various incentives for teachers within their campuses (ex: blue jean passes, teacher celebrations, etc.)</p> <p>Strategy's Expected Result/Impact: Improve the culture and climate at each campus.</p> <p>Staff Responsible for Monitoring: Principals</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate all aspects of the Bilingual Education/ESL programs (report to school board).</p> <p>Strategy's Expected Result/Impact: Improve the Bilingual/ESL programs.</p> <p>Staff Responsible for Monitoring: Federal Programs Director</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Monitor and evaluate PEIMS coding process for all programs (Special Populations). Strategy's Expected Result/Impact: Ensure proper identification and services of students in special programs. Staff Responsible for Monitoring: PEIMS Coordinator, Principals, C & I Director, Federal Programs Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Use the Raptor system and TDPS criminal background checks to review visitors and volunteers on campus. Strategy's Expected Result/Impact: Maintain student and staff safety. Staff Responsible for Monitoring: Technology Director, Chief of Police, Instructional and Administrative Services Director, Principals and Assistant Principals.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: Monitor and evaluate the Mentor Program for teachers. Strategy's Expected Result/Impact: Increase teacher capacity and increase student achievement. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: Hold monthly faculty and staff meetings. Staff Responsible for Monitoring: Principals.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 10 Details	Reviews			
Strategy 10: Update handbooks for all programs/departments to align to district needs annually. Strategy's Expected Result/Impact: Alignment to district needs. Staff Responsible for Monitoring: Principals, Program Directors	Formative			Summative
	Oct	Jan	Mar	May
Strategy 11 Details	Reviews			
Strategy 11: Develop and implement local Administrator procedures regarding district curriculum updates and revisions. Strategy's Expected Result/Impact: Build staff capacity and increase student achievement. Staff Responsible for Monitoring: Campus Administrators.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 12 Details	Reviews			
Strategy 12: Convene SHAC meetings Staff Responsible for Monitoring: Wellness Coordinator	Formative			Summative
	Oct	Jan	Mar	May

Strategy 13 Details	Reviews			
Strategy 13: Utilize a truant officer across the district to monitor and improve student attendance Strategy's Expected Result/Impact: Increase daily student attendance and academic achievement. Staff Responsible for Monitoring: Campus principals	Formative			Summative
	Oct	Jan	Mar	May
Strategy 14 Details	Reviews			
Strategy 14: Attend Federal Program meetings to ensure compliance with Federal Guidelines. Strategy's Expected Result/Impact: Ensure compliance with Federal Guidelines and build capacity in staff directly related to federal programs. Staff Responsible for Monitoring: Instructional and Administrative Services Director, Federal Programs Director	Formative			Summative
	Oct	Jan	Mar	May
Strategy 15 Details	Reviews			
Strategy 15: Involve stakeholders in CEIC & DEIC meetings. Staff Responsible for Monitoring: Campus Principals and Federal Programs Director	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Goal 3: Pearsall ISD will ensure effective communication.

Performance Objective 1: During the 2023-2024 school year, we will have 100 parent involvement and engagement events across the district.

High Priority

Evaluation Data Sources: Academic nights; Parent involvement nights; Sign-in sheets;

- 1st Quarter- 25
- 2nd Quarter- 50
- 3rd Quarter- 75
- 4th Quarter- 100

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase opportunities for Parental involvement and family engagement at district and campus levels</p> <p>Strategy's Expected Result/Impact: Increase family engagement and parental involvement in various events/ activities: Meet the teachers, open house, homecoming activities, report card nights, academic celebrations, academic nights, etc.</p> <p>Staff Responsible for Monitoring: Campus Principals and Program Directors</p> <p>Funding Sources: Materials and resources for parent and family engagement activites. - 211 Title I, Part A - \$9,397</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Ensure and Monitor for effective instruction using the TEKS Resource System Curriculum Framework. Monitorear el ritmo del marco curricular Sistema de Recursos TEKS mediante la realizacion de visitas de tutorial de aulas y la comprobacion de los datos. Monitorear el Sistema de Recursos TEKS para asegurar
1	1	6	Analyze reading proficiency levels for all students to provide appropriate instructional support. Analizar los niveles de competencia de lectura para todos los estudiantes para proporcionar apoyo a la instruccion apropiada.
1	1	18	Provide summer school program for struggling students.

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

SCE funds are used for programs and services that supplement the regular education program for students who are at risk of dropping out of school or who are not performing satisfactorily on end-of-course assessments.

Plan Notes

District Funding Summary

199-PIC 30 State Comp Ed, Title IA, Schoolwide Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Instructional Coaches		\$217,800.00
1	1	19	Teachers		\$306,500.00
Sub-Total					\$524,300.00
Budgeted Fund Source Amount					\$1,491,901.00
+/- Difference					\$967,601.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Staff for afterschool program		\$228,000.00
1	1	18	Summer school staffing, curriculum and supplies		\$200,000.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	9	Staff, summer curriculum supplementals, teaching supplies and materials, facilities.		\$0.00
1	2	10	Teachers, summer curriculum supplementals teaching supplies and materials.		\$0.00
3	1	1	Materials and resources for parent and family engagement activites.		\$9,397.00
Sub-Total					\$437,397.00
Budgeted Fund Source Amount					\$939,694.00
+/- Difference					\$502,297.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$5,074.00
1	1	15	TexGuide		\$6,186.00
1	2	6			\$0.00
Sub-Total					\$11,260.00
Budgeted Fund Source Amount					\$120,699.00
+/- Difference					\$109,439.00

289- Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$71,596.00
+/- Difference					\$71,596.00
199-PIC 25 Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$46,940.00
+/- Difference					\$46,940.00
Grand Total Budgeted					\$2,670,830.00
Grand Total Spent					\$972,957.00
+/- Difference					\$1,697,873.00

Policy Documents & Addendums

Pearsall Independent School District



DATING VIOLENCE AWARENESS POLICY

Definition	Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship (Family Code, Section 71.0021). Teen dating violence is a pattern of coercive behavior that one partner exerts over the other for the purpose of establishing and maintaining power and control.
Safety Plan	The Student Safety Plan is for school personnel only. It shall be developed by the administrator who is investigating an allegation. The plan serves as a form of communication and documentation to all teachers, counselors and staff that are involved in the student's schedule. Its purpose is to make school staff aware of an allegation that has been made as an additional measure to keep the targeted student safe. Parents shall be informed that the safety plan is in place.
Enforcement of Protective Orders	If a protective order made under this chapter prohibits a respondent from going to or near a child-care facility or school, the clerk of the court shall send a copy of the order to the child-care facility or school. [Texas Family Code. Chapter 85. Issuance of Protective Order. Subchapter C.]
Alternatives to Protective Orders	'Supportive measures' means nondisciplinary, nonpunitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including

	<p>measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.</p> <p>Supportive measures may include counseling, extensions of deadlines, or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or district-provided housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, or other similar measures. [See policy FFH(LEGAL).]</p>
Training staff	Administrators and faculty members receive annual awareness training during in-service days in August
Awareness Education	Students in grades 7-12 receive age- appropriate dating and sexual violence education.
Reporting Procedures	<p>Any student who believes that he or she has experienced dating violence, discrimination, harassment, or retaliation should immediately report the problem to a teacher, school counselor, principal, or other district employee. The report may be made by the student’s parents. [See policy FFH(LOCAL) and (EXHIBIT) for other appropriate district officials to whom to make a report.]</p> <p>Upon receiving a report, the district will determine whether the allegations, if proven, constitute prohibited conduct as defined by policy FFH. If not, the district will refer to policy FFI to determine whether the allegations, if proven, constitute bullying, as defined by law and policy FFI. If the alleged prohibited conduct also meets the statutory and policy definitions for bullying, an investigation of bullying will also be conducted. [See Bullying]</p> <p>The district will promptly notify the parent of any student alleged to have experienced prohibited conduct involving an adult associated with the district. In the event alleged prohibited conduct involves another student, the district will notify the parent of the student alleged to have experienced the prohibited conduct when the allegations, if proven, would constitute a violation as defined by policy FFH.</p>

**Priority for Service (PFS) Action Plan
for Migrant Students**

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

Completed By: ESC-20 MEP Team, SSA Member Representatives
Date: 08/23/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

Goal(s): Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	Objective(s): 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child’s COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

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

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>B. Other -- MEP Family Surveys LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>



Family Engagement Plan

In adherence with the Texas Education Agency's

House Bill (HB3) – Components of a High-Quality Prekindergarten Program (HQPK)

The mission of Pearsall ISD is “In partnerships with families and community, our purpose is to have a learning environment that is safe, nurturing, and student-centered where everyone is accountable and all students are empowered to succeed.”

In accordance with the Commissioner's Rule 102.1003 (f), Pearsall ISD will establish the following family engagement strategies that are based on best practices research to support student learning, achievement and family well-being. These practices are proven to demonstrate positive short-term and long-term outcomes for early childhood education. This document highlights the various examples of the multitude of strategies that our campus may select to participate in, based on the individual needs of the students and parents of that campus, which will include the six family engagement plan components. Some activities will meet more than one component and could be applicable to both.

- 1. Facilitate family-to-family support**
- 2. Establishing a network of community resources**
- 3. Increase family participation in decision-making**
- 4. Equipping families with tools to enhance and extend learning**
- 5. Developing staff skills in evidence-based practices that support families**
- 6. Evaluate family engagement efforts and use evaluations for continuous improvement**

The following provides an overview of the Pearsall Independent School District Pre-Kindergarten Family Engagement Plan surrounding the six components listed above.

	Meet the Teacher
	Family Literacy Night
	Parent Volunteer Opportunities
	Weekly Parent Activity Calendar

<p>1. Facilitate family-to-family support</p>	<p>Parent/Teacher Conferencing</p> <p>Parent Teacher Organization</p> <p>Fall Festival</p> <p>Christmas Program</p> <p>Career Day</p> <p>Communication Assistance(Translation)</p>
<p>2. Establishing a network of community resources</p>	<p>Camino Real</p> <p>SA Food Bank</p> <p>Region 20</p> <p>Small Group Counseling</p> <p>Communities in Schools-San Antonio</p>
<p>3. Increase family participation in decision-making</p>	<p>Campus Education Improvement Committee (CEIC)</p> <p>District Education Improvement Committee (DEIC)</p> <p>Parent Teacher Organization</p>
<p>4. Equipping families with tools to enhance and extend learning</p>	<p>Reading Night</p> <p>Math Night</p> <p>School Field Trip</p> <p>School-Recommended Family Field Trips</p> <p>Age of Learning Home Practice</p>
<p>5. Developing staff skills in evidence-based practices that support families</p>	<p>Response to Intervention</p> <p>PISD Campus Goals</p> <p>Region 20 Support (PD's)</p> <p>Parent Conferencing</p> <p>Professional Learning Communities</p>

6. Evaluate family engagement efforts and use evaluations for continuous improvement

Feedback Forms

CIRCLE Results

Age of Learning Results

Sign-In Sheets

Evaluate times set for events