

Pleasanton Independent School District

District Improvement Plan

2025-2026



Mission Statement

Pleasanton ISD provides a safe, supportive, and encouraging learning environment. We partner with community, families, and students to promote individual growth and address the needs of the whole person. Our array of engaging learning opportunities inspires creativity, leadership, and preparation for the future.

Vision

Pleasanton ISD inspires learning, nurtures well-being, and empowers all students for individual success.

Value Statement

We believe:

In providing a safe environment so every student has the opportunity to learn and be successful.

Families, staff, students, and community all contribute to preparing students for their future.

In empowering every student and staff member.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

[2023-2024 TAPR Report](#)

Demographics Strengths

- PISD averages 14.0 students per teacher which is below the state count.
- Highest degree earned by teachers at PISD are in direct alignment with the state.
- PISD average pay (regular duties) for teachers beyond 1 year of experience is greater than the state average.
- Average salaries for teacher, professional support, and campus administration is greater than the state average.
- Dropout rate is below state average and graduation rate is above state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Pleasanton ISD is experiencing poor student attendance, which correlates with population growth and shifting demographics. These changes have contributed to a shift from a traditionally close-knit, highly involved community to a more disengaged approach to educational participation.

Root Cause: Increases in student enrollment over time. Higher percentages of economically disadvantaged students. Growth in the number of students enrolled in special programs (e.g., EB, Section 504, SpEd, McKinney-Vento). Limited parent understanding of the academic impact of attendance. Lack of supervision and support due to working families and limited resources.

Problem Statement 2: Students receiving Special Education services consistently demonstrate lower performance on state assessments compared to their non-Special Education peers across all grade levels.

Root Cause: The district has not sufficiently fostered an inclusive educational environment, resulting in a reliance on modified curricula for many students. Limited staff training on research-based best practices for teaching students with disabilities. Inadequate understanding and implementation of IEPs. Absence of comprehensive guidelines and clearly defined procedures.

Student Learning

Student Learning Summary

[2024-2025 Accountability Report](#)

Student Learning Strengths

- Pleasanton ISD grew in Math in Approaches (+2), Meets (+2), and Masters (+5) from 2024 to 2025
- Pleasanton ISD Science Masters performance increased 3% from 2024 to 2025
- Pleasanton Elem increased in RLA Meets (+6) from 2024-2025
- Pleasanton Elem increased in Math Approaches (+11), Meets (+11), and Masters (+7) from 2024-2025
- Pleasanton Elem increased in Science Approaches (+10), Meets (+6), and Masters (+1) from 2024-2025
- Pleasanton High School increased in Math Masters (+5), Science (+3), and Social Studies (+3) from 2024-2025
- Pleasanton ISD growth (all subjects) on STAAR by demographics from 2024 to 2025:
 - African American: Meets +5, Masters +4
 - White: Approaches +2, Meets +1, Masters +3
- Pleasanton ISD growth with Economically Disadvantaged students from 2024-2025:
 - Math: Meets +6
 - Science: Approaches +3, Meets +2, Masters +3
- Pleasanton ISD growth of Special Education students from 2024-2025:
 - Science: Approaches +2, Meets +1, Masters +1

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percentage of students receiving a score of 0 on the extended constructed response section of the Reading Language Arts/English STAAR assessments increased from 30% in 2023 to 41% in 2024.

Root Cause: Students lack consistent, explicit instruction and practice in responding to extended constructed response (ECR) prompts, including insufficient development of written composition skills and writing opportunities.

District Processes & Programs

District Processes & Programs Summary

- [2025-2026 Professional Development](#)
- PISD Organizational Chart
- DEIC and SHAC
- UIL Academics, Athletics, FFA, Band, Dance, JROTC, Yearbook, Student Organizations
- Master Schedules
- CCMR Tracker
- Junior High/High School Course Catalog
- Advanced Academics Handbook
- Added instructional coaches to the primary, elementary, and junior high campuses

District Processes & Programs Strengths

- Implemented badge access across all district buildings
- Increased camera locations throughout the district
- All campuses received 100% on the TEA Safety Audits
- PISD Police Department
- PISD Safety Coordinator
- Technology Replacement Plan
- Technology resources available to all students and staff
- District will begin the planning year for Early College High School
- Implementation of new curriculum for RLA and Math

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Pleasanton High School's Advanced/Dual Credit Course completion rates are consistently below state and regional averages. While state and regional rates have shown a steady upward trend from 2021 to 2023, Pleasanton High School's completion rate has remained notably lower, with only a marginal increase from 28.5% in 2021 to 29.6% in 2023.

Root Cause: Limited Student Awareness/Interest Eligibility/Enrollment Barriers (TSIA2, prerequisites, etc.) Scheduling Conflicts

Perceptions

Perceptions Summary

- Staff survey data
- Student survey data
- Parent engagement survey data
- Conducted parent engagement events
 - Movie Night
 - On-site student registrations throughout the community
 - Tail-Gating at Football Game

Perceptions Strengths

- Community Assistance Programs: eye glasses assistance, food bank, immunizations, health checks, clothing distribution
- Increased number of teachers that utilized the district's communication system (Rooms)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of SPED removals has increased since 2022. In 2022, 176 removals, 2023, 192 removals, and 2024, 219 removals. From 2022 to 2023 there were 16 more students removed and from 2023 to 2024 there were 27 more students removed.

Root Cause: 2021 - an increase of vape usage at the Jr. High, and students were sent to DAEP for possession of a vape. 2022 - A process was developed to assign students to ISS the first time they were found in possession of a vape, and they were only assigned to DAEP if they were found in possession for two or more times. 2023-24, laws were enacted that made vaping a mandatory placement at DAEP.

Priority Problem Statements

Problem Statement 1: Pleasanton ISD is experiencing poor student attendance, which correlates with population growth and shifting demographics. These changes have contributed to a shift from a traditionally close-knit, highly involved community to a more disengaged approach to educational participation.

Root Cause 1: Increases in student enrollment over time. Higher percentages of economically disadvantaged students. Growth in the number of students enrolled in special programs (e.g., EB, Section 504, SpEd, McKinney-Vento). Limited parent understanding of the academic impact of attendance. Lack of supervision and support due to working families and limited resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of students receiving a score of 0 on the extended constructed response section of the Reading Language Arts/English STAAR assessments increased from 30% in 2023 to 41% in 2024.

Root Cause 2: Students lack consistent, explicit instruction and practice in responding to extended constructed response (ECR) prompts, including insufficient development of written composition skills and writing opportunities.

Problem Statement 2 Areas: Student Learning

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals





Goal 1: By May 2026, 100% of Pleasanton ISD educators will provide highly-effective, data-driven instruction to all students.

Performance Objective 1: Strengthen instructional leadership and teaching practices across all campuses.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the Texas Instructional Leadership (TIL) framework to build leadership and teacher capacity by implementing regular coaching cycles.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Campus Administration, CCISs/Academic Dean</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - 211- ESEA Title I, Part A - 211-13-6239-02-925-6-30-E00 - \$43,750</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the Texas Instructional Leadership (TIL) framework to build leadership through the materials internalization and alignment process (MIA).</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Campus Administration, CCISs/Academic Dean</p> <p>Funding Sources: - 211-Effective Schools Framework Grant - \$43,750</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To support equitable and rigorous Tier 1 instruction, the district will require all campuses to implement district-approved, TEKS-aligned high-quality instructional materials (HQIM). These materials are grounded in research-based instructional strategies and designed to support lesson internalization, student engagement, and strong content delivery.</p> <p>Strategy's Expected Result/Impact: Aligned curriculum and enhanced instructional effectiveness</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Continue to train staff, including campus administrators, on the components and schedule of the Professional Learning Community process.</p> <p>Strategy's Expected Result/Impact: Led to more effective collaboration, data-driven instruction, and improved student achievement</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: TEKS Resource System will be available for teachers to support the development of the instructional units.</p> <p>Strategy's Expected Result/Impact: Developed a deeper understanding of the TEKS within their instructional units</p> <p>Staff Responsible for Monitoring: Department of Curriculum & Instruction, Campus Administration, CCISs/Academic Dean</p> <p>Funding Sources: - 199- General Fund SCE - 199-11-6239-00-999-630000 - \$26,307</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Ensure that all PISD campuses have a master schedule that allows for teachers to have a common planning time.</p> <p>Strategy's Expected Result/Impact: Ensured teachers' time to collaborate using district PLC practices</p> <p>Staff Responsible for Monitoring: Superintendent, Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Students not meeting grade level expectations on screeners, diagnostics, benchmarks, and/or state assessments will receive interventions.</p> <p>Strategy's Expected Result/Impact: Increased student outcome performance on screeners, diagnostics, benchmarks, and/or state assessments</p> <p>Staff Responsible for Monitoring: Campus Administration, CCISs/Academic Dean</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: PISD will progress monitor student performance a minimum of three times per year in reading language arts and math.</p> <p>Strategy's Expected Result/Impact: Increased number of students performing on grade level</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Campus Administration, CCISs/Academic Dean</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Students in special programs receiving services for Bilingual/ESL, Special Education, GT, and/or Dyslexia will be provided with specialized instruction to support their individual learning goals.</p> <p>Strategy's Expected Result/Impact: Increased performance for students in special programs</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Administration, Director of Special Education</p> <p>Results Driven Accountability</p> <p>Funding Sources: - 263- ESEA Title III, EB - 263-11-6399-00-925-625000 - \$16,666, - 289-Title IV 21st Century Schools - 289-11-6399-00-925-624000 - \$17,987, - 289-Title IV 21st Century Schools - 289-11-6412-00-103-624-000 - \$1,995, - 289-Title IV 21st Century Schools - 289-13-6239-00-925-6246000 - \$8,200, - 224-IDEA B Formula - 224-11-611900870623000 - \$189,000, - 224-IDEA B Formula - 22431611900870623000 - \$387,665, - 224-IDEA B Formula - 22411629900870623000 - \$51,984</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: The district will purchase and provide software systems, such as Eduphoria, to store and disaggregate data.</p> <p>Strategy's Expected Result/Impact: Enhanced ability to research, review, and analyze data</p> <p>Staff Responsible for Monitoring: Department of Curriculum & Instruction</p> <p>Funding Sources: - 199- General Fund SCE - 19911633900925630C00 - \$15,716.80</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: The district will provide resources and training to teachers at Our Lady of Grace Catholic School, the private non-profit (K-5) school, within the the boundaries of PISD.</p> <p>Strategy's Expected Result/Impact: Increased alignment of instructional practices as students transition from private school to PISD.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: The percentage of students receiving a score of 0 on the extended constructed response section of the Reading Language Arts/English STAAR assessments increased from 30% in 2023 to 41% in 2024. Root Cause: Students lack consistent, explicit instruction and practice in responding to extended constructed response (ECR) prompts, including insufficient development of written composition skills and writing opportunities.</p>





Goal 1: By May 2026, 100% of Pleasanton ISD educators will provide highly-effective, data-driven instruction to all students.

Performance Objective 2: Increase attendance rates across all campuses.

High Priority

Evaluation Data Sources: PEIMS reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement and update the attendance handbook to align practices across all campuses. Strategy's Expected Result/Impact: Aligned processes and procedures Staff Responsible for Monitoring: Director of Special Programs, District PEIMS Clerk Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide on-going training to social workers and attendance clerks. Strategy's Expected Result/Impact: Increased accuracy of attendance records and rates Staff Responsible for Monitoring: Director of Special Programs, District PEIMS Clerk Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Social Workers will work with the Student Support Teams (SST) and campus attendance teams to monitor intervention strategies and implement truancy prevention for students with excessive absences. Strategy's Expected Result/Impact: Increased attendance rates Staff Responsible for Monitoring: Director of Special Programs, Social Workers Problem Statements: Demographics 1 Funding Sources: - 211- ESEA Title I, Part A - 21132611900105630000 - \$73,287, - 289-Title IV 21st Century Schools - 28932611900103630000 - \$72,337, - 199- General Fund SCE - 19932611900041630100 - \$66,623</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Promote the importance of daily attendance through social media, newsletters, campus events, and community partnerships by the use of student-friendly messaging, highlighting incentives, and sharing attendance data.</p> <p>Strategy's Expected Result/Impact: Increased overall district attendance</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Social Workers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure transparent communication of attendance data by regularly monitoring trends and sharing progress with campuses and stakeholders. Campuses will submit monthly attendance reports with goals to support interventions and highlight progress.</p> <p>Strategy's Expected Result/Impact: Increased overall district attendance</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Social Workers, Superintendent</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: District and Campus Administrators and Social Workers will conduct home visits for students with low attendance rates.</p> <p>Strategy's Expected Result/Impact: Increased student attendance rates</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Administration, Social Workers</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - 211- ESEA Title I, Part A - 21132611900105630000 - \$73,287, - 289-Title IV 21st Century Schools - 28932611900103630000 - \$72,337, - 199- General Fund SCE - 19932611900041630I00 - \$66,623</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Pleasanton ISD is experiencing poor student attendance, which correlates with population growth and shifting demographics. These changes have contributed to a shift from a traditionally close-knit, highly involved community to a more disengaged approach to educational participation. Root Cause: Increases in student enrollment over time. Higher percentages of economically disadvantaged students. Growth in the number of students enrolled in special programs (e.g., EB, Section 504, SpEd, McKinney-Vento). Limited parent understanding of the academic impact of attendance. Lack of supervision and support due to working families and limited resources.</p>

Goal 1: By May 2026, 100% of Pleasanton ISD educators will provide highly-effective, data-driven instruction to all students.

Performance Objective 3: The district will improve student performance on the extended constructed response (ECR) section of the Reading Language Arts/English STAAR assessments by increasing the number of students scoring above a 0 through targeted writing instruction.

High Priority

Evaluation Data Sources: Campus Assessments, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Align the use of the RACE writing strategy across all grade levels to support students in developing structured, text-based responses. Implement grade-appropriate graphic organizers to promote consistency and build writing proficiency.</p> <p>Strategy's Expected Result/Impact: Improved student ability to construct complete, organized, evidence-based written responses</p> <p>Staff Responsible for Monitoring: Campus Administration, Assistant Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate the STAAR RLA extended constructed response (ECR) rubric to guide instruction, support student self-assessment, and calibrate expectations for writing quality across campuses.</p> <p>Strategy's Expected Result/Impact: Improve students' ability to construct complete, organized, and evidence-based written responses through targeted writing instruction and integration of writing across content areas.</p> <p>Staff Responsible for Monitoring: Campus Administration, Assistant Superintendent of Curriculum & Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze trends or common errors in ECR (Extended Constructed Response) essays from the previous year's STAAR.</p> <p>Strategy's Expected Result/Impact: Increased ECR scores</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Student Learning





Problem Statement 1: The percentage of students receiving a score of 0 on the extended constructed response section of the Reading Language Arts/English STAAR assessments increased from 30% in 2023 to 41% in 2024. **Root Cause:** Students lack consistent, explicit instruction and practice in responding to extended constructed response (ECR) prompts, including insufficient development of written composition skills and writing opportunities.

Goal 2: By May 2026, at least 89% of Pleasanton ISD students will be equipped to pursue their post-secondary goals.

Performance Objective 1: Use a student tracking system to monitor district-wide progress and ensure students are prepared for their chosen college, career, or military pathway.





Evaluation Data Sources: Student tracking system

Strategy 1 Details	Reviews			
Strategy 1: Update the CCMR calendar of events to share with staff, students, and families. Strategy's Expected Result/Impact: Increased number of students participating in CCMR events Staff Responsible for Monitoring: Campus Administration, Director of Special Programs, CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Counselors will create and facilitate vertically aligned career exploration lessons. Strategy's Expected Result/Impact: Increased awareness of post-secondary options Staff Responsible for Monitoring: Director of Special Programs	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parents of students in grades 5-8 will be provided with information sessions regarding post-secondary planning. Strategy's Expected Result/Impact: Greater knowledge of academic and career skill development options Staff Responsible for Monitoring: Director of Special Programs, Campus Administration, Counselors	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Research and coordinate on- and off-campus post-secondary opportunities. Strategy's Expected Result/Impact: Increased opportunities to explore post-secondary options Staff Responsible for Monitoring: Campus Administration, CTE Coordinator Funding Sources: - 199-CTE - 19911641200001622100 - \$2,298	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Determine needs and growth for CTE programs and electives based on current labor markets and opportunities. Strategy's Expected Result/Impact: Increased CTE programs aligned with labor market data, IBC opportunities, and campus needs Staff Responsible for Monitoring: Campus Administration, Counselors, CTE Coordinator	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Campus personnel, at the appropriate campuses, will facilitate student registration and provide preparation for college and career readiness exams.</p> <p>Strategy's Expected Result/Impact: Increased number of students meeting college readiness indicators</p> <p>Staff Responsible for Monitoring: Director of Special Programs, Campus Administration, Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Implement planning year for Early College High School (ECHS) including Institution of Higher Education (IHE) partnerships, academic foundations, recruitment, and community support.</p> <p>Strategy's Expected Result/Impact: Increased number of students attaining an associate's degree</p> <p>Staff Responsible for Monitoring: Director of Special Programs, High School Principal, Counselors</p> <p>Funding Sources: - 427-Lasso Grant - 42721611900870699000 - \$23,190, - 427-Lasso Grant - 42711639900001611000 - \$45,871, - 427-Lasso Grant - 42711649900001611000 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: By May 2026, 100% of Pleasanton ISD will be highly-qualified, highly-effective, and fully supported staff.

Performance Objective 1: Implement the district-wide system to retain, develop, and recruit a highly-qualified, effective staff.

Strategy 1 Details	Reviews			
Strategy 1: Conduct a comprehensive survey that analyzes the retention of staff at PISD. Strategy's Expected Result/Impact: Increased teacher retention Staff Responsible for Monitoring: Assistant Superintendent of Personnel & Student Services, Strategic Staffing Committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue the district retention plan that reflects the changes needed for the upcoming school year according to the data from the comprehensive staff survey. Strategy's Expected Result/Impact: Increased staff retention Staff Responsible for Monitoring: Assistant Superintendent of Personnel & Student Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Review teacher mentor program to support new Pleasanton ISD teachers. Strategy's Expected Result/Impact: Increased teacher retention Staff Responsible for Monitoring: Assistant Superintendent of Personnel & Student Services	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: By May 2026, 60% of families and community will be engaged with Pleasanton ISD.

Performance Objective 1: Increase parent and community engagement.

High Priority

Evaluation Data Sources: Analytics, Surveys, Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain and update district electronic communications and website platform.</p> <p>Strategy's Expected Result/Impact: Streamlined communication provided by the district and campuses</p> <p>Staff Responsible for Monitoring: Communications Coordinator</p> <p>Funding Sources: - 211- ESEA Title I, Part A - 21161632900105630c00 - \$5,745.08, - 211- ESEA Title I, Part A - 21161632900103630c00 - \$5,745.08, - 211- ESEA Title I, Part A - 21161632900041630c00 - \$5,745.08, - 211- ESEA Title I, Part A - 21161632900001630c00 - \$5,745.08, - 199- General Fund SCE - 19961632900105630c00 - \$2,702.33, - 199- General Fund SCE - 19961632900103630c00 - \$2,702.33, - 199- General Fund SCE - 19961632900041630c00 - \$2,702.33, - 199- General Fund SCE - 19961632900001630c00 - \$2,702.34</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review current family and community engagement policies to create the needs assessment for the district.</p> <p>Strategy's Expected Result/Impact: Compliance with Title I, Head Start, and family and community engagement requirements</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Administration, Social Workers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Host family engagement activities district-wide, gather data, and review effectiveness of the activities.</p> <p>Strategy's Expected Result/Impact: Increased parent participation and involvement in family engagement activities</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Administration, Social Workers, Director of Special Programs</p> <p>Funding Sources: - 211- ESEA Title I, Part A - 21161639900999630000 - \$2,954, - 211- ESEA Title I, Part A - 21161649900999630001 - \$222, - 199- General Fund SCE - 19961639900999699 - \$2,922</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Administer annual needs assessment survey to families and community regarding family and community engagement activities and analyze results.</p> <p>Strategy's Expected Result/Impact: Ensured that relevant family and community engagement activities met the needs of PISD families</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Administration, Social Workers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Based on the needs assessment, plan and schedule family and community engagement events for the following school year.</p> <p>Strategy's Expected Result/Impact: Increased family and community engagement</p> <p>Staff Responsible for Monitoring: Federal Programs Coordinator, Campus Administration, Social Workers, Director of Special Programs</p> <p>Funding Sources: - 289-Title IV 21st Century Schools - 28913623900925624c00 - \$6,950</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Social Workers will identify, coordinate services, and supply resources to applicable students.</p> <p>Strategy's Expected Result/Impact: Provided services, supplies, and resources to applicable students</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Curriculum & Instruction, Director of Special Programs, Social Workers</p> <p>Funding Sources: - 211- ESEA Title I, Part A - 21132611900105630000 - \$73,287, - 289-Title IV 21st Century Schools - 28932611900103630000 - \$72,337, - 199- General Fund SCE - 19932611900041630I00 - \$66,623</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: By May 2026, 100% of PISD campuses will utilize programs to appropriately address the social and behavioral needs of PISD students.

Performance Objective 1: Continue to implement an MTSS program that supports a campus-wide and classroom positive behavior management system which will allow a diverse student population to perform successfully and will reduce classroom discipline issues.

Evaluation Data Sources: Discipline Referrals, ISS & DAEP Placements
Campus PBIS Handbooks
District MTSS Handbook





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide on-going training to campus staff to improve campus management, bully and violence prevention, suicide prevention and other trainings such as PBIS to address safety needs.</p> <p>Strategy's Expected Result/Impact: Improved student performance</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campuses will utilize social-emotional curriculum resources.</p> <p>Strategy's Expected Result/Impact: Decreased discipline or behavior issues</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, Curriculum & Instruction Department</p> <p>Funding Sources: - 289-Title IV 21st Century Schools - 289316399001699c00 - \$3,727, - 289-Title IV 21st Century Schools - 289316399041699c00 - \$3,727, - 289-Title IV 21st Century Schools - 289316399103699c00 - \$3,727, - 289-Title IV 21st Century Schools - 289316399105699c00 - \$3,727, - 199- General Fund SCE - 199316399999699c00 - \$6,089</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implement P.R.O.M.I.S.E. program to decrease the recurrence of students attending DAEP.</p> <p>Strategy's Expected Result/Impact: Decreased recidivism with PISD students</p> <p>Staff Responsible for Monitoring: Assistant Principals, DAEP Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct monthly discipline meetings with campus PBIS team to discuss trends in discipline and to monitor data impacting district RDA report.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals</p> <p>Staff Responsible for Monitoring: Campus PBIS team</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure that the needs of students identified with emotional/behavioral/social needs are met through the use of a multi-level intervention program including counseling groups, PRIDE group, Behavior and Academic Support Environment (BASE), etc.</p> <p>Strategy's Expected Result/Impact: Decreased discipline referrals, ISS placements, DAEP Placements</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 199- General Fund SCE - 19911611900001623000 - \$84,708, - 199- General Fund SCE - 19911612900001623000 - \$25,308</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Continue to implement the MOU with TCHAT, which is a school-based telemedicine program that offers free behavioral services for students.</p> <p>Strategy's Expected Result/Impact: Provided Tier 3 students with needed counseling services</p> <p>Staff Responsible for Monitoring: Counselors, Social Workers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: By May 2026, 100% of PISD campuses will utilize programs to appropriately address the social and behavioral needs of PISD students.

Performance Objective 2: Ensure a safe and secure learning environment for all students and staff by implementing consistent safety protocols, conducting regular emergency drills, and maintaining compliance with all district and state safety guidelines.

Evaluation Data Sources: Safety audit reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain district resources that provide for the safety and security of PISD staff and students.</p> <p>Strategy's Expected Result/Impact: Decreased response time for emergency response protocols</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Personnel & Student Services, PISD Chief of Police, Safety Coordinator</p> <p>Funding Sources: - 199-Safety and Security - 19952639948909699f01 - \$11,808</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

Student progress through MAP data, benchmarks, and STAAR data. MTSS meetings and student placement in enrichment classes.

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

Student attendance reports, grade reporting, MTSS meetings

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

Students are placed in enrichment or intervention classes based on individual need.

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

Updated Math and RLA curriculum in order to meet students' instructional needs.

Descriptor 2: Teacher Quality

Goal 1

Performance Objective 1

Strategy 1, 3 & 9

Descriptor 3: School Improvement and Support Activities

Goal 1

Performance Objective 1

Strategy 1, 3, & 9

Descriptor 4: Measure of Poverty

District and Campus-wide Title I

Descriptor 5: Nature of Programs

Not applicable

Descriptor 6: Services to Homeless Children and Youth

Transportation services, clothing/hygiene supplies, extra-curricular and academic fees

Descriptor 7: Parent and Family Engagement Strategy

Goal 4

Performance Objective 1

Descriptor 8: Early Childhood Education Programs and Transition Plans

Not applicable

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Not applicable

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

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

Sign-in sheets from the parent nights held at the junior high and high school campuses.

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

Early College High School documentation, Advanced Academic program guide, course catalog

Descriptor 11: Discipline Disproportionality

Promise program, LEAD, PRIDE, and parent lessons

Descriptor 12: Coordination and Integration

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

Goal 2

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

Goal 2

Descriptor 13: Other Proposed Uses of Funds

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

Campuses offer a year-round testing opportunity and professional development for teachers to identify students.

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

Quarterly librarian meetings, librarian handbook

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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

District Funding Summary

199- General Fund SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5		199-11-6239-00-999-630000	\$26,307.00
1	1	10		19911633900925630C00	\$15,716.80
1	2	3		19932611900041630I00	\$66,623.00
1	2	6		19932611900041630I00	\$66,623.00
4	1	1		19961632900105630c00	\$2,702.33
4	1	1		19961632900001630c00	\$2,702.34
4	1	1		19961632900103630c00	\$2,702.33
4	1	1		19961632900041630c00	\$2,702.33
4	1	3		19961639900999699	\$2,922.00
4	1	6		19932611900041630I00	\$66,623.00
5	1	2		199316399999699c00	\$6,089.00
5	1	5		19911612900001623000	\$25,308.00
5	1	5		19911611900001623000	\$84,708.00
Sub-Total					\$371,729.13
211- ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		211-13-6239-02-925-6-30-E00	\$43,750.00
1	2	3		21132611900105630000	\$73,287.00
1	2	6		21132611900105630000	\$73,287.00
4	1	1		21161632900103630c00	\$5,745.08
4	1	1		21161632900041630c00	\$5,745.08
4	1	1		21161632900105630c00	\$5,745.08
4	1	1		21161632900001630c00	\$5,745.08
4	1	3		21161649900999630001	\$222.00
4	1	3		21161639900999630000	\$2,954.00
4	1	6		21132611900105630000	\$73,287.00

211- ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$289,767.32
263- ESEA Title III, EB					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		263-11-6399-00-925-625000	\$16,666.00
Sub-Total					\$16,666.00
199-CTE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4		19911641200001622100	\$2,298.00
Sub-Total					\$2,298.00
289-Title IV 21st Century Schools					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		289-11-6412-00-103-624-000	\$1,995.00
1	1	9		289-13-6239-00-925-6246000	\$8,200.00
1	1	9		289-11-6399-00-925-624000	\$17,987.00
1	2	3		28932611900103630000	\$72,337.00
1	2	6		28932611900103630000	\$72,337.00
4	1	5		28913623900925624c00	\$6,950.00
4	1	6		28932611900103630000	\$72,337.00
5	1	2		289316399105699c00	\$3,727.00
5	1	2		289316399041699c00	\$3,727.00
5	1	2		289316399103699c00	\$3,727.00
5	1	2		289316399001699c00	\$3,727.00
Sub-Total					\$267,051.00
199-Safety and Security					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1		19952639948909699f01	\$11,808.00
Sub-Total					\$11,808.00
211-Effective Schools Framework Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$43,750.00

211-Effective Schools Framework Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$43,750.00
224-IDEA B Formula					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9		22411629900870623000	\$51,984.00
1	1	9		224-11-611900870623000	\$189,000.00
1	1	9		22431611900870623000	\$387,665.00
Sub-Total					\$628,649.00
427-Lasso Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	7		42721611900870699000	\$23,190.00
2	1	7		42711649900001611000	\$1,000.00
2	1	7		42711639900001611000	\$45,871.00
Sub-Total					\$70,061.00

Addendums

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20	007-905		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date:
Pleasanton ISD		2024-2025	08/23/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)


- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- 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., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determining needs of eligible migratory students who are PFS.
- Providing services to eligible migratory students who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance	ESC Assurance
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
LEA Staff Signature	ESC Reviewer Signature
	ESC Region 20
Date	Date Review Complete
8/21/2024	08/23/2024



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory 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 (PFS) 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 style="text-align: center;">AND</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 style="text-align: center;">AND</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; <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 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 **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20	007-905	Pleasanton ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(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.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20	007-905	Pleasanton ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory 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. 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. 	<p>Monthly by the end of the month</p> <p>Annually by September 30</p>	<p>Systems Specialists</p> <p>Coordinator Consultant/Program Manager</p>	<p>TX-NGS Monthly Reports</p> <p>Priority for Service Action Plan</p>
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	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

2024-2025		PFS Action Plan	
School Year:		District Number:	District Name:
20	007-905	Pleasanton ISD	

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
<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. 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. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	<p>Monthly</p> <p>Annually PAC Meetings</p> <p>Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings</p>	<p>Consultant Program Manager Systems Specialists District Designee</p> <p>Consultant Program Manager Recruiters</p> <p>Consultant/Program Manager Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)</p>	<p>Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets</p> <p>PAC Sign-In Sheets Recruiter Logs/Google Contact Log</p> <p>Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets</p>
Additional Activities			
<ul style="list-style-type: none"> 			

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
20	007-905	Pleasanton ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<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. 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. 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	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> 			

2024-2025 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		
<p>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/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA</p>
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
<p>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.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>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.</p>	<p>Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>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.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p>D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: 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/ECOEes as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.</p>	<p>Staff: MEP recruiters</p>	<p>By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p>E. <u>Complete COEs/ECOEes.</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.</p>	<p>Staff: MEP recruiters</p>	<p>Within 5 working days of parent signature</p>

<p>F. Review of COEs/ECOE. 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.</p> <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. 	<p>Staff: Designated SEA Reviewers Systems Specialists</p>	<p>Within 7 working days of parent signature.</p>
<p>G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<p>H. <u>Other</u></p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact area growers within the district boundaries (ongoing)</p>
<p>B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.</p>	<p>Staff: MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA</p>	<p>Update on ongoing basis throughout the year</p>
<p>C. <u>Other</u></p>		
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)</p>

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.	By August 29
B. <u>Eligibility review, Forward COEs/ECOE</u>	Eligibility review. Follow protocol for COEs/ECOE that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	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.	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u>	Maintain updated active and inactive records. File COEs/ECOE 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.	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.	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)	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to	By Aug 30

<p>incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>		<p>September 1 -- 1st deadline, then ongoing</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>	

Pleasanton ISD Suicide/Outcry Risk and Response Protocol

After reviewing the ASCA Gathering Information Tool determine your course of action by proceeding to the color of the last "YES."

Some Risk: No immediate plan, does not want to die, but wants things to change, hopeful.

By the end of day:

- Assessment
- Call guardian
- Notify campus administration
- Follow up interventions as needed
- Document

Moderate Risk: Ambivalent about dying, pessimistic, no specific plans but thought of wanting to die, sometimes feels like life isn't worth living.

By the end of the day:

- Assessment (Do not leave student alone / monitor)
- Notify PISD law enforcement by phone
- Notify campus administration
- Call guardian
 - Discuss mental health services or new referral with guardian
- **Develop Support Plan with student, guardian, and outside providers**
- If needed, provide community resources
- Document

High Risk: Clear threats, wants to die, previous attempts, self-harm, hopeless, sees the future as meaningless, detailed plan, access to lethal means.

Immediately:

- **DO NOT LEAVE STUDENT ALONE**
- Assessment
- Notify PISD law enforcement by phone (PISD law enforcement will remain present until the resolution of the crisis)
- Notify campus administration
- Contact guardian and collaboratively determine which of the following courses of action:
 - Guardian will take student to receive services or call MCOT (830)-266-5500 or 1-800-543-5750
- If no guardian response, home visits will be made by PISD law enforcement and campus staff to guardians and emergency contacts
- MCOT will make arrangements for beds and transportation / PISD staff will obtain information
- Document
- **Follow Up:**
 - Obtain release information signed for therapist, doctor, etc.
 - Develop Support Plan with student, guardian, and outside providers
 - Document Support Plan
 - Share plan with relevant staff (Determined by campus administration and guardian)

