

Pearsall Independent School District

District Improvement Plan

2024-2025



Board Approval Date: October 16, 2024

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

Needs Assessment Overview

Needs Assessment Overview Summary

	2021-2022	2022-2023	Needs
Student Enrollment	2042	2026	<p>TFE: More students increase to 525 students for the 2024-25 school year, more resources are needed: supplies, teacher aides, staff, more transportation</p> <p>INT: More staff, classrooms, more resources, more supplies</p> <p>JH: Decline in enrollment</p> <p>HS: 581-2024-25 enrollment-less staff less money for resources; Over capacity classroom sizes, discipline incidents increase, more parents to call, more grades and homework</p>
%Hispanic	94.3%	94.3%	<p>TFE: More bilingual teachers, teachers need support or help to get certified, cultural training, diversity training for parents and staff</p> <p>INT: Language barriers, Spanish, bilingual, cultural diversity training for teachers/staff, events that celebrate cultures, more classroom supplies for Spanish speakers</p> <p>JH: ESL, provide resources to understand English, support for parents not from US, cultural needs, training to work with diverse populations</p> <p>HS: Language needs, cultural diversity and awareness teachers and students, cultural celebrations, report card night Hispanic heritage event, ESL certification</p>
%African American	0.4%	0.4%	
%White	4.8%	4.9%	
%Asian	0.3%	0.2%	
%Pacific Islander	0.0%	0.0%	
%Other	0.0%	0.1%	

	2021-2022	2022-2023	Needs
%Economically Disadvantaged	85.7%	84.5%	<p>TFE: Homework support, afterschool program support for students and teachers who stay afterschool should get a stipend for extra work, educate parents to utilize available resources within the school and community, students need glasses, more support to help parents access glasses and other resources for their child, conduct school fairs, human health services visits, inform parents with trainings and information to help their child and available support services, communications: social media and other methods, community liaison to outreach to parents</p> <p>INT: Tutoring, extra enrichment programs, extra resources and classroom supplies, free breakfast, basics from home, clothing, shelter, clothing drives for jackets, backpacks, food bank, transportation, paraprofessionals, teachers aides, technology, wifi for homes, internet, summer school/programs</p> <p>JH: Tutoring support, afterschool activities, parent engagement, free/reduced lunch program, Fridays food support for students, transportation, clothing, hygiene</p> <p>HS: Tutoring, logistical support (basic needs), parent engagement, community liaison campus-level will be helpful, field trips, college and career readiness, access to dual credit courses, intervention classes</p>
%English Learners	7.2%	6.4%	<p>TFE: Communication with parents in language they can understand, community resources to help parents and remove barriers for their child's success, point of contact/staff from the school to communicate and outreach in Spanish, help parents feel included and welcome at the school, designate staff that parents will feel comfortable with, communicate clearly with parents, translation, interpreter</p> <p>INT: Bilingual teacher, paraprofessionals, materials, opportunities for parents to learn to assist their child, technology and wifi, translate, build English language skills, technology programs to prepare for TELPAS, tutoring, summer school/programs</p> <p>JH: ESL, training to support ELs, curriculum, ESL certifications for teachers, tutoring, interventions, online programs, summer support, technology, internet/wifi hotspots</p> <p>HS: ESL certifications across all contents, content-based ESL, resources, tutoring, interventions, ESL aide, paraprofessional, training for staff, SIOP, ELPS strategies, parent engagement activities</p>

	2021-2022	2022-2023	Needs
%At-Risk	57.8%	64.8%	<p>TFE: Counselor, extra support for the counselor to provide support for the increase of at-risk students, social worker support, training for teachers and parents to support the needs of at-risk students, classroom lessons on social and emotional learning, hotline of support, afterschool support, mentoring and peer mentoring, interventions and tutoring support</p> <p>INT: Tutoring, extra enrichment programs, extra resources and classroom supplies, free breakfast, basics from home, clothing, shelter, clothing drives for jackets, backpacks, food bank, transportation, paraprofessionals, teachers aides, technology, wifi for homes, internet, summer school/programs, counseling, mentoring, social worker, truancy officer, community liaison, partner with CIS and South Texas Rural Health</p> <p>JH: Tutoring, afterschool program, counselor, education for parents, outreach to parents, mental health, first aid for teachers, training for teachers, social emotional learning, character education</p> <p>HS: Counseling, mentoring, intervention periods, truancy officer, Communities in Schools</p>
%Homeless	3.1%	4.6%	<p>TFE: School supplies, hygiene, transportation, tutoring</p> <p>INT: Tutoring, extra enrichment programs, extra resources and classroom supplies, free breakfast, basics from home, clothing, shelter, clothing drives for jackets, backpacks, food bank, transportation, paraprofessionals, teachers aides, technology, wifi for homes, internet, summer school/programs, counseling, mentoring, social worker, truancy officer, community liaison, partner with CIS and South Texas Rural Health</p> <p>JH: Clothing, hygiene, school supplies, social worker, shelter, medical needs: eye glasses, mentoring program</p> <p>HS: School supplies, college exam fees/application fees</p>
%Immigrant	0.9%	0.3%	
%Foster Care	0.5%	0.3%	TFE: Transportation, school supplies, tutoring, clothing, personal needs, counseling support to transition into school

	2021-2022	2022-2023	Needs
Special Education	13.5%	14.2%	TFE: Need staff and support, training, inclusion position vacancy, filling vacant positions, teachers need support with SPED students, early child find, training for parents to understand eligibility for health services autism, speech, more communication with early child find, contracted services for student support, COVID babies without social skills, social emotional support for regular and SPED students INT: Classroom materials, training for all staff and parents, communication markers, additional staff, inclusion support, specialized teachers, PT and OT therapists, speech, lot of dyslexia JH: Professional development, early intervention for over identification, Rtl, MTSS, sensory resources, inclusion, training for teachers, new teachers, parents, relatives, community members HS: Staffing, more formal facility, additional personnel, inclusion teachers, training for staff to address needs of students, curriculum program, summer program, tutoring, contracted services
# of Students with Intellectual Disabilities	167	189	
# of Students with Physical Disabilities	30	25	TFE: SPED cohort, more adaptive devices, more training for autism, scheduling services INT: Transportation, additional staff
# Student Behavioral Disabilities	39	33	JH: Counseling, teacher training, physical therapy,
# Autism	23	23	INT: Sensory room, transition support, more staff for increase, technology devices variety for students' needs
Student Mobility	13.3%	11.9%	INT: Counseling and tutoring, students leave for Mexico and return and they are behind, parent training JH: Educational continuity, students removed from school and return due to behavior HS: Counseling support to transition students with the right courses
Student Attrition	10.4%	10.6%	

Attendance/Drop-out

	2021-2022	2022-2023	Needs
Attendance	95.1%	90.4%	TFE: Currently 92%, truancy officer, parent training, incentives, pay for HEB food, pizza party, second truancy officer, teacher phone calls, incentive for teachers to outreach for truancy, parents attend Saturday school sessions with students INT: 92% student incentives, attendance clerk and truancy officer, consistent truancy officer, campus-based truancy officer, enforcement of attendance, parent training on attendance-90% rule JH: Highest attendance last year, new clerk, staff position, rewards, parent calls HS: 92% current-24-25, incentives, truancy officer, community liaison, weekly attendance meetings, review roles and responsibilities of each staff

	2021-2022	2022-2023	Needs
Chronic Absenteeism	15.0%	34.6%	
PEIMS Discipline-record count	1046	918	<p>TFE: More Champs training for classroom management, differentiate between right up, PBIS, more teacher training, Maverick store</p> <p>INT: Assistant principal, training, PBIS, behavior, classroom management, incentives for following directions, need more treasure box</p> <p>JH: Cut count in half, making positive phone calls, built relationships with students, meet greet students, consistency in administration</p> <p>HS: 15/15 rule, eliminates fights in hall, small class size help, balanced classes improve management, parent phone calls and contacts, discipline procedures review at the beginning of year, student/parent conference, administration present during conference, School Resource Officer</p>

Staff Profile

	2021-2022	2022-2023	Needs
Total Staff	311.3	317.1	<p>TFE: Teacher aides, overtime for staff extra duties, some teachers are not certified, provide testing support and tutoring for teachers to pass exams</p> <p>INT: Decrease in student enrollment, loss of positions</p> <p>JH: Increased to 53 staff this year</p> <p>HS: Short staff in teachers Math and Science, Electives, Social Studies, teachers in DOI getting certified, financial support who are trying to get certified, draw up a contract with district for a number of years</p>
Teachers	140.4	127.0	
Paraprofessionals	40.8	39.9	<p>TFE: Pay is too low for positions and is demanding, increase pay for subs and paras, no competing salary/wages</p> <p>INT: More paras needed</p> <p>HS: Need more paraprofessionals to provide inclusion support</p>
Campus Administration	10.1	10.2	<p>INT: More campus administration needed, counselor, special education support for administration, ARD facilitator</p> <p>HS: More needed, training for administrators to support teachers and students</p>
%Hispanic	70.3%	77.4%	All schools: Human Resources continue with equitable staffing
%White	26.3%	21.0%	
%African American	3.3%	1.6%	
%Pacific Islander	0.0%	0.0%	
%Asian	0.0%	0.0%	
%Native American	0.0%	0.0%	
Teachers	2021-2022	2022-2023	
No Degree	0.7%	0.8%	HS: 4 staff members without certification

	2021-2022	2022-2023	Needs
Bachelor's Degree	84.6%	88.9%	INT: Tuition reimbursement, incentive, pay for paras to school to become teachers (Grow Your Own) JH: Grow Your Own Program, para bachelor's degree HS: More teachers in-house, more master's degree for college/university, grow your own, visit from A&M to meet with teachers, partnership with university for advance training
Master's Degree	13.9%	9.5%	TFE: Grant funds need to support teachers to get master's and/or certifications JH: Alternative certified, training on certification exams, programs for study for certification exams, providing opportunities in the classroom for certified, partnerships for certifications
Doctorate	0.7%	0.8%	

Teachers	2021-2022	2022-2023	Needs
Beginning Teachers	16.6%	2.4%	
1-5 Years	36.8%	51.7%	TFE: New teachers completing first year meet with counselors, training, guest speaker, incentivize to stay, retain teachers, new teacher mentoring INT: Mentorship program, teachers traveling from out of town, more housing for teachers, higher pay, Instructional Coach, training, professional development, PLC, pay for exams for certifications, test prep, classroom supplies, teacher aide, second teacher in the classroom JH: Housing, support from the community to welcome and include, most teachers travel an hour away, gas card for travel, instructional coaches, mentor program, supplies for new teachers, community and businesses provided more for teachers, need for staff to continue outreach to the community for ongoing support, data coaching, Professional Learning Communities HS: Mentoring, training, supplies, classroom management, Instructional Coach, PLC, content based memberships
6-10 Years	11.4%	15.3%	
11-20 Years	17.8%	15.8%	
21-30 Years	15.3%	12.5%	TFE: Mentoring and training support for instructional technology INT: Training on technology, retention incentives JH: Instructional technology training HS: Instructional technology training and support
Over 30 Years	2.1%	2.4%	
Teacher Salaries	\$53,630	\$54,999	All schools: Needs to increase

Teachers	2021-2022	2022-2023	Needs
Teacher Turnover Rate-District Avg	18.9%	25.8%	TFE: Salary, training, housing assistance, behavior support INT: Additional administrative support at the district level, administrator training, mentor for administrators, mental health check-ups JH: Housing, incentives HS: Incentives, retention pay, housing for teachers, pay for gas, stipend for teachers who live far away, 4 day work day calendar

State Assessment Performance

All Grade Levels- Approaches	2021-2022	2022-2023	Needs
Reading	58%	60%	INT: Tutoring, paid tutoring, Friday game day incentives, supplies for incentives, additional resources/programs, instructional programs that differentiates learning to address needs, updated programs, training on programs, Instructional Coach, planning day-need more, district planning JH: Online programs, Rtl, embedded intervention during the school day, ten day blitz prior to testing and revisit teaching with interactive notebooks, pair teaching HS: Lesson plan warm-up, STAAR based questions, unit tests item type questions, writing every day, reading plus, Lowman, Sirius workbooks, tutoring, interventions, using TEKS frequency distribution charts, assessment, curriculum, history-reading/writing/critical thinking, professional development
Math	43%	57%	INT: Retained math teachers, maintain consistency in math, cohesive team, planned together, collaboration, team group work, small group, interventions, need math interventionist JH: Online programs, Rtl, tutoring, ACE program, parent engagement, afterschool program, STAAR testing schedule has been effective, word problems, AR, small group, fluency checks, words/minute, building confident readers, professional development opportunities provided
Science	50%	59%	JH: Curriculum, instructional materials, on-grade level programs
Social Studies	60%	61%	

All Grade Levels- Meets	2021-2022	2022-2023	Needs
Reading	33%	33%	
Math	16%	23%	
Science	16%	26%	
Social Studies	37%	35%	

Elementary

Parent needs: TFE: more transparency with scores that show developmentally, where the district is; help is needed with literacy and partnership with parents

Technology-TFE: STEM- science scores show more focus and STEM engagement is needed

Intermediate

Safety and Security: need additional officers, additional traffic control or crossing guards, modern security resources and equipment, more walkie talkies, radios, required student identification badges, playground, shade structures, awnings for dismissal, gym floor, mulch, benches

Professional Development needs: substitutes, bring PD in house, send to training

Parent needs: parent engagement nights, communication, community liaison to outreach and promote parent attendance

Technology: all of the above

Junior High School

Safety and Security: met state requirements, SRO-making connections (buddy system, fostering relationships) badge system, mental health/first aid, relationship building,

Transitioning needs social emotional learning, vertical alignment with staff and admin, drop-out rate addressed and reduced, CTE programs, visit high school, fifth graders visit school to be comfortable, teacher retention helpful, counselor gives options, microwave

Parent needs: Need come to math/science nights, PTO started, events for students and parents, more members of PTO

Technology: Chromebooks stay in room, charging stations, training, more technology staff, one on each campus is better than the district

High School

Safety and Security: Realistic training for staff and students, CPR, first aid, stop the bleed, campus security projects and keys

Professional Development needs: first five years content-based training in science department, during school year professional development opportunities, PD embedded in the schedule to provide content area support, school business days to attend professional development

Parent needs: more participation, feeling of belonging, communication, call-outs, text messages, parent student portal, parent engagement portal, Report Card Nights

Technology: Chromebooks cart, class set to secure devices, cases for devices, only campus one-to-one, five to ten checked out to the teacher additional

Reported data is based on the data referenced in the school's 2022-2023 Texas Academic Performance Report and PEIMS Discipline Report.

Goals

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

Performance Objective 1: By the end of the 2024-2025 school year students performance will increase for all students achieving STAAR passing rates and students achieving post secondary readiness standards to 58% approaches, 34% meets, and 8% masters.

Para finales del ano escolar 2024-2025, el rendimiento de los estudiantes aumentara para todos los estudiantes que alcancen tasas de aprobacion de STAAR y los estudiantes que alcancen los estandares de preparacion postsecundaria hasta un 58% de aproximacion, un 34% de cumplimiento y un 8% de maestria.

High Priority

Evaluation Data Sources: Unit assessments and 2025 STAAR Data.

Evaluaciones de unidades y datos STAAR de 2025.

Strategy 1 Details
<p>Strategy 1: Implement and evaluate the district's curriculum framework to ensure that it is aligned to the state content standards to include pacing of curriculum and lesson plan reviews.</p> <p>Implementar y evaluar el marco curricular incluido el ritmo del plan de estudios y las revisiones del plan de lecciones.</p> <p>Strategy's Expected Result/Impact: Improved academic achievement across the curriculum content areas.</p> <p>Mejor rendimiento academico en todas las areas de contenido del plan de estudios.</p> <p>Staff Responsible for Monitoring: Campus Principals, Director of C&I</p> <p>Funding Sources: Instructional curriculum resources - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$9,000</p>

Strategy 2 Details

Strategy 2: Provide and evaluate student intervention during the instructional day.

Proporcionar intervencion estudiantil durante el dia de instruccion.

Strategy's Expected Result/Impact: Increase reading and math scores on local and state assessments. Increase student achievement across all content areas.

Aumentar los puntajes de lectura y matematicas en las evaluaciones locales y estatales. Aumentar el rendimiento estudiantil en todas las areas de contenido.

Staff Responsible for Monitoring: SCE Teachers

Funding Sources: program staff for intervention - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$760,648

Strategy 3 Details

Strategy 3: Utilize Instructional Coaches to assist Teachers with monitoring at-risk student progress by modeling and coaching Teachers on curriculum, instruction, and assessment best practices.

Utilizar entrenadores de instruccion para ayudar a los maestros a monitorear el progreso de los estudiantes modelando y entrenando a los maestros sobre las mejores practicas de curriculo, instruccion y evaluacion.

Strategy's Expected Result/Impact: By tracking student progress on data tracking progress sheets, teachers will be able to provide students with targeted support.

Al realizar un seguimiento del progreso de los estudiantes en hojas de progreso de seguimiento de datos, los maestros podran brindarles a los estudiantes apoyo especifico.

Staff Responsible for Monitoring: Curriculum and Instruction Director, Principals

Funding Sources: Instructional Coaching staff and professional development for ICs. - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$315,891

Strategy 4 Details

Strategy 4: 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.

Strategy's Expected Result/Impact: Improve overall academic performance by targeted instructional programs within the computer lab to include computer chrome licenses.

Mejorar el rendimiento academico general mediante programas de instruccion especificos dentro del laboratorio de computacion para incluir licencias de Chrome para computadoras.

Staff Responsible for Monitoring: Instructional Coaches

Funding Sources: Instructional porgrams for reading - 211 Title I, Part A - \$25,000

Strategy 5 Details

Strategy 5: Provide professional development opportunities for staff to increase knowledge and skills and data analysis.

Proporcionar oportunidades de desarrollo profesional para que el personal aumente sus conocimientos y habilidades.

Strategy's Expected Result/Impact: Increase student achievement in reading, math, and science.

Aumentar el rendimiento estudiantil en lectura, matematicas y ciencias.

Staff Responsible for Monitoring: Principals

Funding Sources: Professional Development - 211 Title I, Part A - \$5,000, Professional Development - 255 Title II, Part A, TPTR - \$6,100, Professional Development - 270-Rural Low Income - \$23,030, Professional Development - 289- Title IV, Part A-SSAEP - \$22,000, Professional Development - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$25,000

Strategy 6 Details

Strategy 6: Assist At-Risk students with supplemental resources and school supplies.

Ayudar a los estudiantes en riesgo con recursos suplementarios y utiles escolares.

Strategy's Expected Result/Impact: Increase student attendance and reduce the drop out rate.

Incrementar la asistencia de los estudiantes y reducir la tasa de desercion.

Staff Responsible for Monitoring: Principals, Federal Programs Director

Funding Sources: Supplies - 211 Title I, Part A - \$1,200, Supplemental resources - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$57,505

Strategy 7 Details

Strategy 7: Implement and evaluate the use of supplemental instructional programs for students at all campuses.

Implementar y evaluar el uso de programas de instruccion suplementarios para los estudiantes en todos los campus.

Strategy's Expected Result/Impact: Improved reading outcomes for students to help meet grade-level expectations.

Staff Responsible for Monitoring: Principals and Instructional Coaches

Funding Sources: Computer programs, staff - 211 Title I, Part A - \$379,907

Strategy 8 Details

Strategy 8: Implement after school tutoring across the district.

Implementar tutoria despues de la escuela en todo el distrito.

Strategy's Expected Result/Impact: Increased student achievement on STAAR and across all content areas.

Staff Responsible for Monitoring: Campus Administration

Funding Sources: Teachers - 211 Title I, Part A - \$155,664

Strategy 9 Details

Strategy 9: Provide and evaluate the effectiveness of the summer school program for struggling students.

Proporcionar un programa de escuela de verano para estudiantes con dificultades.

Strategy's Expected Result/Impact: Increase student academic achievement and reduce summer learning loss.

Staff Responsible for Monitoring: Principals and Assistant Principals

Funding Sources: Teachers - 211 Title I, Part A - \$32,000

Strategy 10 Details

Strategy 10: To address any disparity that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, Pearsall ISD will provide sign-on bonuses for fully certified staff.

Para abordar cualquier disparidad que resulte en que los estudiantes de bajos ingresos y de minorías reciban enseñanza a un ritmo mas alto que otros estudiantes por parte de maestros ineficaces, sin experiencia o fuera del campo, Pearsall ISD proporcionara bonificaciones de inicio de sesion para el personal totalmente certificado.

Strategy's Expected Result/Impact: Increase student academic achievement .

Staff Responsible for Monitoring: Human Resources and Campus Principals

Funding Sources: Certified staff - 255 Title II, Part A, TPTR - \$25,000

Strategy 11 Details

Strategy 11: Implement and evaluate the RTI program to ensure that it meets the needs of identified students.

Implementar un programa RTI que satisfaga las necesidades de los estudiantes identificados.

Strategy's Expected Result/Impact: Support and improve student achievement by providing targeted instruction.

Apoyar y mejorar el rendimiento estudiantil proporcionando instruccion especifica.

Staff Responsible for Monitoring: Principals.

Funding Sources: Staff and resources - 211 Title I, Part A - \$175,000

Strategy 12 Details

Strategy 12: Provide stipends to secondary Math and Science Teachers

Proporcionar estipendios a profesores de matematicas y ciencias de secundaria.

Strategy's Expected Result/Impact: Improve student outcomes in the area of Math and Science.

Mejorar los resultados de los estudiantes en el area de Matematicas y Ciencias.

Staff Responsible for Monitoring: Principals

Funding Sources: Staff - 255 Title II, Part A, TPTR - \$69,000

Strategy 13 Details

Strategy 13: Support effective instruction by providing instructional resources for staff that focuses on high performance of all students.

Apoyar la instruccion eficaz proporcionando recursos educativos para el personal que se centren en el alto rendimiento de todos los estudiantes.

Strategy's Expected Result/Impact: Increase student achievement across all content areas.

Aumentar el rendimiento estudiantil en todas las areas de contenido.

Staff Responsible for Monitoring: Principals

Funding Sources: Instructional supplies - 255 Title II, Part A, TPTR - \$10,302, Instructional Supplies - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$35,000, Instructional Supplies - 270-Rural Low Income - \$11,516

Strategy 14 Details

Strategy 14: Implement counseling programs that maintain the well-being of students.

Implementar programas de consejeria que mantengan el bienestar de los estudiantes.

Strategy's Expected Result/Impact: Safe and healthy students

Estudiantes seguros y saludables

Staff Responsible for Monitoring: Counselors

Funding Sources: Counseling programs - 289- Title IV, Part A-SSAEP - \$21,000

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

Performance Objective 2: By the end of the 2024-2025 school year student performance will increase for all students in Special Programs achieving STAAR passing rates and students achieving post secondary readiness standards to 45% approaches, 20% meets, and 4% masters.

Para finales del año escolar 2024-2025, el rendimiento estudiantil aumentara para todos los estudiantes en Programas Especiales que logren indices de aprobacion de STAAR y los estudiantes que alcancen los estandares de preparacion postsecundaria a un 45 % se aproxima, un 20 % cumple y un 4 % domina.

High Priority

Evaluation Data Sources: Unit assessments and 2025 STAAR Data.

Evaluaciones de unidades y datos STAAR de 2025.

Strategy 1 Details

Strategy 1: Implement and evaluate services for Special Education, Migrant and Bilingual students.

Implementar servicios para estudiantes de Educacion Especial, Migrantes y Bilingues

Strategy's Expected Result/Impact: Increase academic achievement for students in special programs.

Incrementar el rendimiento academico de los estudiantes en programas especiales.

Staff Responsible for Monitoring: Principals

Funding Sources: Staff - 270-Rural Low Income - \$29,805, Staff - 289- Title IV, Part A-SSAEP - \$20,000

Strategy 2 Details

Strategy 2: Ensure Optional Flexible School Day and DAEP Program for at-risk students.

Garantizar un dia escolar flexible opcional y un programa DAEP para estudiantes en riesgo.

Strategy's Expected Result/Impact: Support and improve student achievement by providing targeted support for at-risk students.

Apoyar y mejorar el rendimiento estudiantil brindando apoyo especifico a los estudiantes en riesgo.

Staff Responsible for Monitoring: Principals and counselors

Funding Sources: Staff - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$259,239

Strategy 3 Details

Strategy 3: Provide professional development opportunities for staff to increase knowledge and skills and data analysis for students in special programs.

Strategy's Expected Result/Impact: Improved academic achievement for students in special programs.

Staff Responsible for Monitoring: Directors and Principals

Funding Sources: Staff and staff training - 199-PIC 25 Bilingual Education Allotment - \$19,850

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

Performance Objective 3: By the end of the 2024-2025 school year, 100% of students will be informed of college and career opportunities.

Para finales del año escolar 2024-2025, el 100% de los estudiantes estarán informados sobre las oportunidades universitarias y profesionales.

HB3 Goal

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

Encuestas en el campus; eventos CCMR del campus, hojas de registro de eventos

Strategy 1 Details
<p>Strategy 1: Implement college day Mondays.</p> <p>Implementar los lunes del día universitario.</p> <p>Strategy's Expected Result/Impact: Students will be informed of college and career opportunities.</p> <p>Los estudiantes serán informados sobre las oportunidades universitarias y profesionales.</p> <p>Staff Responsible for Monitoring: Principals</p>
Strategy 2 Details
<p>Strategy 2: Implement college and career fairs district wide.</p> <p>Implement college and career fairs district wide.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of college and career opportunities.</p> <p>Mayor conciencia de los estudiantes sobre las oportunidades universitarias y profesionales.</p> <p>Staff Responsible for Monitoring: Principals and District staff</p>

Strategy 3 Details

Strategy 3: Implement the use of a data tracking system to disaggregate student data.

Implementar el uso de un sistema de seguimiento de datos para desagregar los datos de los estudiantes.

Strategy's Expected Result/Impact: Increase the number of students graduating college, career, or military ready.

Aumentar el numero de estudiantes que se graduan preparados para la universidad, una carrera o el servicio militar.

Staff Responsible for Monitoring: Principal

Funding Sources: Computer program - 270-Rural Low Income - \$5,000

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

Performance Objective 4: By the end of the 2024-2025 school year, 74% of graduating seniors will be considered college and/or career ready (CCMR).

Para finales del año escolar 2024-2025, el 74% de los estudiantes del último año que se gradúen serán considerados preparados para la universidad y/o una carrera (CCMR).

HB3 Goal

Evaluation Data Sources: Campus data tracking, end of year PGP reports- PEIMs, # of students who receive CTE certifications, # of students in dual credit classes, students who enlist in the military.

Seguimiento de datos del campus, informes PGP de fin de año: PEIM, número de estudiantes que reciben certificaciones CTE, número de estudiantes en clases de crédito dual, estudiantes que se alistaron en el ejército.

Strategy 1 Details

Strategy 1: Provide opportunities for CTE personnel (teachers, counselors, and administrators) to attend professional development and statewide conferences.

Proporcionar oportunidades para que el personal de CTE (maestros, consejeros y administradores) asista a conferencias estatales.

Strategy's Expected Result/Impact: CTE personnel will become more informed of CTE programs and practices.

El personal de CTE estará más informado sobre los programas y prácticas de CTE.

Staff Responsible for Monitoring: HS Principal

Funding Sources: - 244 Perkins Career & Technical Ed (CTE) - \$7,659

Strategy 2 Details

Strategy 2: Purchase supplies and equipment for CTE programs.

Compra de suministros y equipos para programas CTE.

Strategy's Expected Result/Impact: Create an educational environment that is conducive to learning and connecting the CTE academic content to real life.

Crear un ambiente educativo que sea propicio para el aprendizaje y conectar el contenido académico de CTE con la vida real.

Staff Responsible for Monitoring: HS Principal

Funding Sources: - 244 Perkins Career & Technical Ed (CTE) - \$23,500

Strategy 3 Details

Strategy 3: Establish and convene an advisory committee for CTE program and monitoring for JH and PHS.

Establecer y convocar un comite asesor para el programa CTE y el seguimiento de JH y PHS.

Strategy's Expected Result/Impact: Increased awareness of CTE programs for students.

Mayor conocimiento de los programas CTE para los estudiantes.

Staff Responsible for Monitoring: HS & JH Principals

Strategy 4 Details

Strategy 4: Provide dual credit opportunities for students when entering 9th grade.

Proporcionar oportunidades de credito dual para los estudiantes que ingresan al noveno grado.

Strategy's Expected Result/Impact: Increase the number of students enrolled in dual credit to be considered college/career or military ready.

Aumentar el numero de estudiantes matriculados en credito dual para que se les considere preparados para la universidad/carrera o el servicio militar.

Staff Responsible for Monitoring: Principals and Counselors

Funding Sources: dual credit classes, textbooks - 289- Title IV, Part A-SSAEP - \$6,746

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

Performance Objective 1: By the end of 2024-2025 school year, 85% of Campus & District Staff will see that the Campus & District's programs and processes are effective for students academically.

Para finales del año escolar 2024-2025, el 85 % del personal del campus y del distrito se asegurara de que los programas y procesos del campus y del distrito sean efectivos académicamente para los estudiantes.

Evaluation Data Sources: District and campus surveys
Encuestas de distrito y campus

Strategy 1 Details

Strategy 1: Utilize Police Department personnel by providing a safe school environment.

Utilizar personal del Departamento de Policía proporcionando un ambiente escolar seguro.

Strategy's Expected Result/Impact: Improve student attendance.
Mejorar la asistencia de los estudiantes.

Staff Responsible for Monitoring: PISD Chief of Police

Strategy 2 Details

Strategy 2: Monitor ISS & OSS placements and ensure students receive/complete school assignments.

Supervisar las colocaciones de ISS y OSS y garantizar que los estudiantes reciban o completen las tareas escolares.

Strategy's Expected Result/Impact: Improve student achievement.
Mejorar el rendimiento de los estudiantes.

Staff Responsible for Monitoring: Principals
Directores

Funding Sources: Staff - 211 Title I, Part A - \$25,000

Strategy 3 Details

Strategy 3: Conduct an annual survey on all programs/departments & culture and climate (campus and district).

Realizar una encuesta anual sobre todos los programas/departamentos, cultura y clima (campus y distrito).

Strategy's Expected Result/Impact: Improve all programs/departments and the overall culture and climate (campus and district).
Mejorar todos los programas/departamentos y la cultura y el clima general (campus y distrito).

Staff Responsible for Monitoring: Human Resources
Recursos humanos

Strategy 4 Details

Strategy 4: Evaluate all aspects of the Bilingual Education/ESL programs.

Evaluar todos los aspectos de los programas de Educacion Bilingue/ESL.

Strategy's Expected Result/Impact: Increase academic progress for emergent bilingual student students.
Incrementar el progreso academico de los estudiantes bilingues emergentes.

Staff Responsible for Monitoring: Federal Programs Director and Campus program administrators
Director de programas federales y administradores de programas del campus

Strategy 5 Details

Strategy 5: Monitor and evaluate PEIMS coding process for all programs.

Monitorear y evaluar el proceso de codificacion PEIMS para todos los programas.

Strategy's Expected Result/Impact: Ensure proper identification and services of students in special programs.
Garantizar la identificacion y los servicios adecuados de los estudiantes en programas especiales.

Staff Responsible for Monitoring: Principals and Program Directors.
Directores y Directores de Programa.

Strategy 6 Details

Strategy 6: Use the Raptor system and TDPS criminal background checks to review visitors and volunteers on campus.

Utilice el sistema Raptor y las verificaciones de antecedentes penales de TDPS para revisar a los visitantes y voluntarios en el campus.

Strategy's Expected Result/Impact: Maintain student and staff safety.
Mantener la seguridad de los estudiantes y el personal.

Staff Responsible for Monitoring: Technology Director, Chief of Police, Principals and Assistant Principals.
Director de Tecnologia, Jefe de Policia, Directores y Asistente Directores.

Strategy 7 Details

Strategy 7: Monitor and evaluate the Mentor Program for teachers.

Monitorear y evaluar el Programa de Mentores para docentes.

Strategy's Expected Result/Impact: Increase teacher capacity and increase teacher retention rates. Increase student achievement.
Aumentar la capacidad docente y aumentar las tasas de retencion docente. Incrementar el rendimiento estudiantil.

Staff Responsible for Monitoring: Curriculum and Instruction Director
Director de Curriculo e Instruccion

Strategy 8 Details

Strategy 8: Develop, implement, and monitor Drop out Recovery Plan while utilizing the truancy officer.

Desarrollar, implementar y controlar gota a cabo el Plan de recuperacion mientras se utiliza el oficial de asistencia.

Strategy's Expected Result/Impact: Increase daily student attendance and academic achievement.
Incrementar la asistencia diaria de los estudiantes y el rendimiento academico.

Staff Responsible for Monitoring: Campus Principals and Truant Officer
Directores, inspector especial

Funding Sources: staff - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$36,414

Strategy 9 Details

Strategy 9: Provide professional development to effectively implement, manage, monitor, and evaluate programs across the district.

Proporcionar desarrollo profesional para implementar, gestionar, monitorear y evaluar programas de manera efectiva en todo el distrito.

Strategy's Expected Result/Impact: Increase staff effectiveness for managing academic programs.
Incrementar la efectividad del personal para la gestion de programas academicos.

Staff Responsible for Monitoring: Administrators

Funding Sources: Title I Program staff, conferences, meeting updates - 211 Title I, Part A - \$150,000

Strategy 10 Details

Strategy 10: Involve stakeholders in CEIC & DEIC meetings.

Involucrar a los grupos de interes en las reuniones del CEIC y DEIC.

Strategy's Expected Result/Impact: Stakeholder input regarding campus and district goals, objectives.
Aportes de las partes interesadas con respecto a las metas, objetivos.

Staff Responsible for Monitoring: Campus Principals and Federal Programs Director
Directores de campus y director de programas federales

Strategy 11 Details

Strategy 11: Support efforts to reduce the overuse of discipline practices that remove students from the classroom by implementing research based positive behavior strategies and programs.

Apoyar los esfuerzos para reducir el uso excesivo de practicas disciplinarias que sacan a los estudiantes del aula mediante la implementacion de estrategias y programas de comportamiento positivo basados en investigaciones.

Strategy's Expected Result/Impact: Reduce student discipline referrals and student drop out rate.

Reducir las referencias disciplinarias de los estudiantes y la tasa de desercion estudiantil.

Staff Responsible for Monitoring: Campus Administrators

Administradores del campus

Strategy 12 Details

Strategy 12: Implement evidence based counseling programs.

Implementar programas de asesamiento basados en evidencia.

Strategy's Expected Result/Impact: Increase student achievement and attendance while reducing student discipline and the student drop-out rate.

Aumentar el rendimiento y la asistencia de los estudiantes y al mismo tiempo reducir la disciplina estudiantil y la tasa de desercion estudiantil.

Staff Responsible for Monitoring: Administration

Administradores del campus

Funding Sources: - 211 Title I, Part A

Goal 3: Pearsall ISD will ensure effective communications among school, family, and community

Performance Objective 1: By the end of the 2024-2025 school year, parent and community involvement and engagement will be at 45% for events and social media.

Para finales del año escolar 2024-2025, la participación y el compromiso de los padres y la comunidad serán del 45 % en eventos y redes sociales.

Evaluation Data Sources: Events hosted by Campus Principals and Directors

Eventos organizados por directores y directores de campus

Strategy 1 Details

Strategy 1: Increase Parental Involvement at District and Campus levels such as: Meet the Teacher and Open House events, report card nights, Homecoming activities, Academic Celebrations.

Aumentar la participación de los padres a nivel de distrito y de la escuela, tales como: conocer a la maestra y la jornada de puertas abiertas eventos, noches de boleta de calificaciones, actividades de Fiesta, celebraciones académicas.

Strategy's Expected Result/Impact: Increase student achievement through increase parental involvement.

Staff Responsible for Monitoring: Principals and Directors

Funding Sources: Resources for parent involvement and engagement - 211 Title I, Part A - \$10,258

Strategy 2 Details

Strategy 2: Send communication home to parents in both English and Spanish and other languages as appropriate.

Enviar a casa a los padres de comunicación en Inglés y Español y otros idiomas como sea apropiado.

Strategy's Expected Result/Impact: Increase student achievement through parent communication.

Staff Responsible for Monitoring: Principals and Directors

Goal 3: Pearsall ISD will ensure effective communications among school, family, and community

Performance Objective 2: By the end of the 2024-2025 school year, 45% PISD parents will see that parent and community involvement and engagement opportunities were meaningful toward their child's education.

By the end of the 2024-2025 school year, 45% PISD parents will see that parent and community involvement and engagement opportunities were meaningful toward their child's education.

High Priority

Evaluation Data Sources: Parent Surveys

Encuestas para padres

Strategy 1 Details
<p>Strategy 1: Increase Parent involvement and engagement activities across the district.</p> <p>Aumentar la participacion y el compromiso de los padres en todo el distrito.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement to increase student achievement.</p> <p>Aumentar la participacion de los padres para aumentar el rendimiento estudiantil.</p> <p>Staff Responsible for Monitoring: Campus Principals and Directors.</p> <p>Funding Sources: Supplies - 199-PIC 30 State Comp Ed, Title IA, Schoolwide Act - \$5,000</p>

District Funding Summary

199-PIC 30 State Comp Ed, Title IA, Schoolwide Act					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional curriculum resources		\$9,000.00
1	1	2	program staff for intervention		\$760,648.00
1	1	3	Instructional Coaching staff and professional development for ICs.		\$315,891.00
1	1	5	Professional Development		\$25,000.00
1	1	6	Supplemental resources		\$57,505.00
1	1	13	Instructional Supplies		\$35,000.00
1	2	2	Staff		\$259,239.00
2	1	8	staff		\$36,414.00
3	2	1	Supplies		\$5,000.00
Sub-Total					\$1,503,697.00
Budgeted Fund Source Amount					\$1,503,697.00
+/- Difference					\$0.00
211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional porgrams for reading		\$25,000.00
1	1	5	Professional Development		\$5,000.00
1	1	6	Supplies		\$1,200.00
1	1	7	Computer programs, staff		\$379,907.00
1	1	8	Teachers		\$155,664.00
1	1	9	Teachers		\$32,000.00
1	1	11	Staff and resources		\$175,000.00
2	1	2	Staff		\$25,000.00
2	1	9	Title I Program staff, conferences, meeting updates		\$150,000.00
2	1	12			\$0.00
3	1	1	Resources for parent involvement and engagement		\$10,258.00
Sub-Total					\$959,029.00

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$959,029.00
+/- Difference					\$0.00
244 Perkins Career & Technical Ed (CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$7,659.00
1	4	2			\$23,500.00
Sub-Total					\$31,159.00
Budgeted Fund Source Amount					\$31,159.00
+/- Difference					\$0.00
255 Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Professional Development		\$6,100.00
1	1	10	Certified staff		\$25,000.00
1	1	12	Staff		\$69,000.00
1	1	13	Instructional supplies		\$10,302.00
Sub-Total					\$110,402.00
Budgeted Fund Source Amount					\$110,402.00
+/- Difference					\$0.00
289- Title IV, Part A-SSAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Professional Development		\$22,000.00
1	1	14	Counseling programs		\$21,000.00
1	2	1	Staff		\$20,000.00
1	4	4	dual credit classes, textbooks		\$6,746.00
Sub-Total					\$69,746.00
Budgeted Fund Source Amount					\$69,746.00
+/- Difference					\$0.00
199-PIC 25 Bilingual Education Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Staff and staff training		\$19,850.00

199-PIC 25 Bilingual Education Allotment

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$19,850.00
Budgeted Fund Source Amount					\$72,213.00
+/- Difference					\$52,363.00

270-Rural Low Income

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Professional Development		\$23,030.00
1	1	13	Instructional Supplies		\$11,516.00
1	2	1	Staff		\$29,805.00
1	3	3	Computer program		\$5,000.00
Sub-Total					\$69,351.00
Budgeted Fund Source Amount					\$69,351.00
+/- Difference					\$0.00
Grand Total Budgeted					\$2,815,597.00
Grand Total Spent					\$2,763,234.00
+/- Difference					\$52,363.00

Addendums

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</u> <u>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> <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/ECOEes 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/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. <u>Review of COEs/ECOE.</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.</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. <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.</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. <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.</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. <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.</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. <u>Network with agencies that serve migrant families.</u> 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. <u>Other</u>		
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 Program Manager/Consultants	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	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	TIMELINE By Aug 30

<p>incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</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>



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*.

Region:	District Number:	Priority for Service (PFS) Action Plan		Completed By:
20	082-903			ESC-20 MEP Team, SSA Member Representatives
District Name: Pearsall Independent School District		School Year	Date:	
		2024-2025	08/23/2024	

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

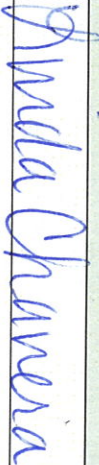
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately 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	9/26/2024	Date Review Complete	08/23/2024

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20	9/26/24	Pearsall Independent School District	

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:	
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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

School Year:	2024-2025	PFS Action Plan	
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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</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"> 			

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PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
<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 Consultant/Program Manager 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 Consultant/Program Manager 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 determine what federal, state, or local programs serve PFS students. 	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> 			

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 the school year.
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>

