

# Pleasant Grove Independent School District

## Pleasant Grove Independent School District Improvement Plan 2023/2024

*The mission of Pleasant Grove Independent School District is to ensure high levels of learning for all students.*



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## **Mission and Vision**

**The mission of the Pleasant Grove Independent School District is to ensure high levels of learning for all students.**

- **The vision of the Pleasant Grove Independent School District is to align policies, programs, and practices to reflect the commitment to ensuring high levels of learning for all students.**

# Shared Beliefs

1. What do our students need to know and be able to do?
2. How will we know they learn it?
3. How will we respond when some students do not learn it?
4. How can we extend & enrich the learning for students who have demonstrated proficiency?

# District Education Improvement Committee

| Name             | Position   |
|------------------|--|
| Burks, LaMoya    | Parent   |
| Reeves, Natalie  | Professional Non Teaching                        |
| Riddell, Shane   | Teacher  |
| Shepherd, Renee  | Parent   |
| Fry, Amber       | Teacher  |
| Cochran, Stella  | Teacher  |
| Rumsey, Joy      | Teacher  |
| Carroll, Sarah   | Teacher  |
| Sams, Leah       | Professional Non Teaching                        |
| Dupree, Carla    | District Level Non Teaching Professional         |
| Avery, Kevin     | Appointed Business Member                        |
| Peeples, Lane    | Appointed Business Member                        |
| Tuttlebee, Andy  | Community  |
| Bramlett, J.W.   | Community  |
| Freeman, Summer  | Teacher  |
| Smith, Blair     | Paraprofessional                                 |
| Pace, Cathy      | Elected Representative MFDES - Special Education |
| Francis, Ashli   | Teacher  |
| Sexton, Courtney | Teacher  |
| Murphy, Beth     | Teacher  |
| Hunter, Amy      | Teacher  |
| Baker, Kristen   | Paraprofessional                                 |
| Sutton, Jay      | Teacher  |
| Brisco, Nicole   | Teacher  |
| Walker, Voscia   | CTE Special Education Instructor                 |
| Beall, Brooke    | Professional Non-Teaching                        |
| Barker, Ashley   | Professional Non-Teaching                        |

# District Education Improvement Committee

| Name              | Position                        |
|-------------------|---------------------------------|
| Bradshaw, Breanne | Local Government Representative |

# Pleasant Grove ISD Resources

| Resource                  | Source  | Amount      |
|---------------------------|---------|-------------|
| IDEA B Preschool Funds    | Federal | \$6,028     |
| IDEA-B Special Education  | Federal | \$411,960   |
| Title I, Part A           | Federal | \$226,338   |
| Title II, Part A          | Federal | \$56,228    |
| Title III Bilingual / ESL | Federal |             |
| Title IV                  | Federal | \$17,365    |
| Bilingual/ESL             | State   | \$22,805    |
| Career and Tech           | State   | \$1,366,592 |
| CCMR Outcome Bonus        | State   | \$89,000    |
| Dyslexia Allotment        | State   | \$136,752   |
| Early Education Allotment | State   | \$145,784   |
| School Safety Allotment   | State   | \$82,360    |
| Special Education         | State   | \$943,101   |
| State Compensatory        | State   | \$685,900   |
| State Compensatory FTEs   | State   | 12          |

## **Comprehensive Needs Assessment 2023-2024**

Pleasant Grove Independent School District is committed to ongoing review and reflection of district practices and procedures to better serve our students, staff, and community. The District Education Improvement Committee met in July, 2023 to review student and district data to conduct a comprehensive needs assessment. At that time, student performance data for the 2023 STAAR and EOCs had not been released. The committee reviewed other data sources, including parent, student, and staff survey results; mClass; Map; Renaissance; other sources of demographic and perceptual data. The DEIC will meet again in the fall to finalize the CNA and DIP and will meet two times in the spring semester to review progress and to plan for next school year.

### **Focus Areas**

The mission of Pleasant Grove Independent School District is to ensure high levels of learning for all students.

### **Demographics**

#### Demographics Summary

According to PEIMS state reporting, the 2022-2023 student enrollment for Pleasant Grove Independent School District on fall snapshot date was:

- All students: 2310
- Female: 1,134 (49.09%)
- Male: 1,176 (50.91%)
- African American: 325 (14.07%)
- Hispanic: 177 (7.66%)
- White: 1594 (69%)
- American Indian: 8 (0.35%)
- Asian: 63 (2.73%)
- Pacific Islander: 2 (0.09%)
- Two or More Races: 141 (8.10%)
- Gifted and Talented: 238 (10.30%)
- ESL: 88 (3.81%)
- Economically Disadvantaged: 858 (37.14%)
- Special Education: 251 (10.87%)
- Transfer In: 473 (20.48%)

#### Demographics Strengths

Identified strengths include:

- Stable enrollment
- Recognition and appreciation of student diversity
- District attendance

After an increase in enrollment during the 2020-2021 school year, PGISD has remained stable at the higher enrollment level of over 2300 students. Diversity of the student body is reflective of the Pleasant Grove community. District attendance improved during the 2022-2023 school year from 93.8 in the 2021-2022 school year to 95.5 in the 2022-2023 school year. The percentage of students identified for the gifted and talented program increased from 216 (9.31%) in 2021-2022 to 238 (10.30%) in 2022-2023.

#### Demographic Needs

- Transfer students into the district may not have the same educational background as students who have been educated in the district for several years.
- Monitor and improve student achievement for all student populations based on analysis of local and state assessment data.
- Ensure progress for each student to achieve Advanced Academic Performance in Student Achievement, Student Progress, Closing Performance Gaps and Post-secondary Readiness among each demographic group.

A review of student demographics indicates a slight decrease in the number of students who transferred into PGISD from 488 in 2021-2022 to 473 in 2022-2023. There was an increase in the number of students who were identified with dyslexia. In 2021-2022, 131 students were either receiving direct standard protocol dyslexia instruction or were on monitor status. In the 2022-2023 school year, that number had increased to 177. Students identified with disabilities and receiving special education services increase slightly during the same timeframe, from 234 to 251. The percentage of students who qualify for free or reduced meals increased from 32.66% in the 2021-2022 school year to 37.14% in the 2022-2023 school year.

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## Student Achievement

### Student Achievement Summary

State accountability ratings were canceled for the 2021 test administration due to a declared state of disaster. Local student achievement and growth assessments were also used to determine student achievement as much as possible. The data is analyzed at the campus and district levels to guide and plan instruction that includes interventions and enrichments.

### Student Achievement Strengths

Accountability ratings are delayed for the 2023 STAAR and EOC assessments. Based on the 2022 administration, Pleasant Grove ISD received an A rating with an overall score of 94. All campuses Met Standard. Domain scores were:

- Student Achievement: A with score of 96
- School Progress: A with score of 93



→ Closing the Gaps: B with score of 88

Pleasant Grove High School College, Career, and Military Readiness Score was 95 out of 100 in 2023.

In 2022, Campus Distinctions included:

- Pleasant Grove High School
  - Academic Achievement in English Language Arts/Reading
  - Academic Achievement in Science
  - Academic Achievement Social Studies
  - Postsecondary Readiness
  - Top 25: Comparative Closing the Gap
  - Graduation Rate: 100%
- Pleasant Grove Middle School:
  - Academic Achievement in English Language Arts
  - Academic Achievement in Math
- Pleasant Grove Intermediate:
  - Academic Achievement in English Language Arts/Reading
  - Academic Achievement in Math
  - Academic Achievement in Science
  - Top 25: Comparative Growth
  - Top 25: Comparative Closing the Gap
  - Postsecondary Readiness

The percentage of students who received scores of approaches or above on 2023 STAAR and EOC achievement data for all grades is summarized below:

|                       | District | African American | Hispanic | White | Asian | 2 or more races | Current Special Ed | Current ESL | Economic Disadvan |
|-----------------------|----------|------------------|----------|-------|-------|-----------------|--------------------|-------------|-------------------|
| <b>ELA/Reading</b>    | 92       | 79               | 90       | 95    | 95    | 94              | 60                 | 88          | 86                |
| <b>Math</b>           | 89       | 75               | 86       | 92    | 89    | 87              | 58                 | 83          | 84                |
| <b>Science</b>        | 88       | 74               | 94       | 91    | 100   | 93              | 63                 | 76          | 80                |
| <b>Social Studies</b> | 75       | 65               | 83       | 78    | 80    | 64              | 28                 | 80          | 60                |

The percentage of students who received scores of approaches or above on 2023 EOC compared to the state percentage for all student groups is summarized below:

|                   | State | District | African American | Hispanic | White | Asian | 2 or more races | Current Special Ed | Current ESL | Economic Disadvan |
|-------------------|-------|----------|------------------|----------|-------|-------|-----------------|--------------------|-------------|-------------------|
| <b>Algebra I</b>  | 78    | 94       | 88               | 100      | 95    | --    | 92              | 67                 | 100         | 96                |
| <b>Biology</b>    | 89    | 98       | 90               | 100      | 99    | 100   | 100             | 85                 | 100         | 93                |
| <b>US History</b> | 95    | 98       | 93               | 100      | 99    | 100   | 100             | 100                | 100         | 95                |
| <b>English I</b>  | 71    | 90       | 68               | 86       | 94    | 100   | 100             | 43                 | 91          | 82                |
| <b>English II</b> | 74    | 90       | 71               | 75       | 95    | 75    | 100             | 67                 | 71          | 77                |

#### Student Achievement Needs

- Ensure all students are reading on grade level by end-of-year.
- Provide targeted instructional support to eliminate achievement gaps completely and ensure high levels of learning for all students.
- Improve STAAR performance for Special Education.
- Increase female students completing non-traditional CTE courses.
- Improve ACT/SAT, and Advanced Placement scores.

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#### Culture & Climate

##### Culture & Climate Summary

Pleasant Grove Independent School District is a welcoming district where students, parents and staff are treated respectfully and embrace the small community environment. Survey results show parents and families feel they are respected, supported, and comfortable interacting with campus staff. Secondary students indicate they are learning in their classrooms and describe their teachers as caring, honest, and respectful.

Regular recognitions and celebrations of students and staff through our Feed the Staff plan contributes to a culture of respect and trust.

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## **Staff Quality, Recruitment and Retention**

### Staff Quality, Recruitment and Retention Summary:

2022-2023 FTE counts include 177 teachers, 23.4 professional support staff and 16 administrative staff, 25 educational aides, and 30 auxiliary staff, for a total of 216 professional staff. The district employs a total of 271 staff members. A review of staff demographics shows that 83% of teachers are female; 92% are white; 4% are two or more races; 2% are African-American; and 1% are Hispanic. Pleasant Grove ISD has an experienced teaching staff with 51% of the teachers having between 6 and 20 years experience.

### Staff Quality, Recruitment and Retention Strengths

- Professional Learning Community
- Grade Level/Content/Course Collaborative Team Meetings
- Instructional Leadership Collaborative Team Meetings
- Leadership and Master's Degree stipends
- Campus-Based Professional Learning Based on Campus Needs

### Staff Quality, Recruitment and Retention Needs

- Mentor/Mentee program
  - More staff diversity
- 

## **Curriculum and Instruction**

### Curriculum and Instruction Summary

Pleasant Grove Independent School District uses TEKS Resources to provide a curriculum framework for K-12 grade core classes. PreKindergarten uses TEA PreKindergarten Guidelines to provide a curriculum framework. All core content areas meet daily to collaboratively answer the four critical questions of a professional learning community:

- What do we want students to learn?
- How will we know if they learn it?
- What will we do if they do not learn it?
- How can we enrich those who already know it?

This collaborative time provides high quality, ongoing professional learning experiences that are aligned with the district's guaranteed and viable curriculum to help students meet the challenging state academic standards. The district uses Eduphoria to disaggregate and analyze student data by

standard to determine student learning. This information is used to help determine groups for intervention, which is provided during the school day. The daily schedule at each campus includes a dedicated intervention period.

#### Curriculum and Instruction Strengths

Through the PLC process, teachers collaboratively identify the priority standards, unwrap the standards to identify learning targets, design common formative assessments, analyze data, and plan for additional student support. Secondary students have opportunities and options that allow them to choose from a wide variety of electives and core curriculum courses. Pleasant Grove High school offers Advanced Placement and Dual Credit courses as well as CTE courses through Texarkana College.

The district is in the second year of a three year contract with Leach Literacy to provide professional learning and support the implementation of a balanced approach to literacy instruction. All four campuses are receiving individualized training to ensure all students are reading on grade level by June 2025.

#### Curriculum and Instruction Needs

Pleasant Grove Independent School District needs to continue to build capacity and provide resources needed to ensure high levels of learning for all students. The next step in the PLC process is providing training and support for non-core content areas to ensure teachers have the ongoing professional development and support needed to ensure high levels of learning for all students.

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### **Family and Community Involvement**

#### Family and Community Involvement Summary

Although most Pleasant Grove students have supportive family involvement, the district continues to strive for increased familial involvement and support. The district utilizes technology tools for communication at the classroom, campus and district levels. Parent and stakeholder input is solicited through campus and district planning meetings. All campuses offer parent events focused on curriculum, such as reading, math, and art, that are well attended. PGHS also has college planning events to provide information and to assist parents and students in preparing for college.

#### Family and Community Involvement Strengths

- Highly attended Meet the Teacher nights and other special campus/district events
- PG Education Foundation
- PG Connection
- PG Booster Clubs
- Texarkana College Partnership

## Family and Community Involvement Needs

- Additional partnerships with community, business, families and students
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## School Organization

### School Organization Summary

Central Service staff members strive to provide the resources and support needed by each campus. Instructional supports, facilities and classroom resource needs are provided to meet campus, classroom and student needs. District federal funding sources will be integrated with state and local funds to meet the needs of all students. This program will consolidate funds in the following way: federal, state, and local. Calendars and schedules are designed to foster learning and student achievement. Pleasant Grove ISD has a culture of learning and high expectations for students and staff. In 2023, Pleasant Grove ISD was recognized by Solution Tree as a Model PLC District, one of only five in Texas.

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## Technology

### Technology Summary

Classrooms across the district have updated document cameras, teacher laptops, and 3 out of 4 campuses have updated data projectors/interactive monitors. PreK-1st have 1:2 access to iPads and 2nd graders have 1:2 access to Chromebooks. Grades 3-8 have one-to-one Chromebook access at school and grades 9-12 will have 1:1 access to Chromebooks that will include home use.

### Technology Strengths

- District and campus administrators are proponents of using technology in the classroom as an instructional resource to improve student learning.
- District embraces technology tools for communication within the district and as a tool for parent/stakeholder communication.
- All students and staff have access to the G Suite for K-12 Education tools. Leadership and teachers are encouraged to seek Google certifications to increase their ability to utilize technology to improve student achievement.
- Instructional staff have access to TEKS Resources for curriculum management, DMAC for Data Analysis and Eduphoria for Professional Learning management.
- Digital safety and responsible use is a focus across the district.

### Technology Needs

- Continue to build capacity in teachers to enable them to utilize digital tools to enhance student learning, increase student achievement, and foster 21st century communication, collaboration, and problem solving.
- Update data projectors/interactive monitors at PGHS.
- Continue to build capacity in campus and district leadership to provide support and expectations for high quality use of digital resources.

# Pleasant Grove Independent School District

- Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.
- Objective 1.** The percentage of students in the district who score Meets or higher on district assessments or STAAR/EOC Reading/English Language Arts will increase a minimum of 13% points to 84% for the 2023 accountability cycle.
  - Objective 2.** The percentage of students in the district who score Meets or higher on district assessment/STAAR Math will increase a minimum of 10% from 62% to 72% for the 2024 accountability cycle.
  - Objective 3.** The percentage of students who meet the college and career readiness indicator will increase a minimum of 5% from 95% to 100% during the SY 2024 accountability cycle.
  - Objective 4.** All student populations will meet growth targets for Reading and Math for the 2023-2024 accountability cycle.
  - Objective 5.** A variety of educational programs will be provided that meet the needs of diverse learners with differing backgrounds, interests, experiences, skill sets, and abilities, including federal, state, and local programs.
  - Objective 6.** District will proactively attract, train, and retain appropriately certified and highly effective personnel.
- Goal 2.** Pleasant Grove ISD will continue to foster and build parental and community relationships to increase stakeholder engagement in the district educational program.
- Objective 1.** Seventy-five percent of PGISD parents/families will be meaningfully engaged in their children's learning.
  - Objective 2.** Pleasant Grove ISD will increase partnerships by 10% with businesses and community organizations as stakeholders in the district's educational program.
- Goal 3.** Pleasant Grove ISD will promote and foster safe, innovative, and productive learning environments.
- Objective 1.** Pleasant Grove ISD will have an emergency operation plan in place.
  - Objective 2.** Pleasant Grove ISD will provide a safe and secure 21st century digital learning environment where students practice good digital citizenship and learn online safety strategies.
  - Objective 3.** Pleasant Grove ISD will implement consistent guidelines and practices regarding the health, safety and security of all district students, staff, and facilities. Pleasant Grove Independent School District does not tolerate dating violence.

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 1.** The percentage of students in the district who score Meets or higher on district assessments or STAAR/EOC Reading/English Language Arts will increase a minimum of 13% points to 84% for the 2023 accountability cycle.

| Activity/Strategy  | Person(s) Responsible  | Timeline           | Resources   | Evaluation   |
|--|--|--------------------|---|--|
| 1. A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student reading performance, school culture and climate, staff quality, curriculum and instruction effectiveness, family and community involvement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 2)                 | Director of Learning Services,<br>Director of Special Programs | Annually           | (L)Local Funds  | Criteria: Completed CNA Summary<br><br>09/01/23 - Significant Progress             |
| 2. RLA teachers will engage in the collaborative team planning process to identify and unwrap priority standards to create learning targets, create common formative assessments, and develop unit pacing guides to ensure a guaranteed and viable ELAR curriculum. (Target Group: All) (Strategic Priorities: 2)  | Director of Learning Services,<br>Principal                    | Semester           | (L)Local Funds  | Criteria: Formative - priority standards change based on need                      |
| 3. Campus Learning Coordinators will provide ongoing, job-embedded assessment and data analysis training for all core teachers. Teachers will collaboratively analyze common assessments using the district data analysis protocol. Additional instruction and student support will be provided as needed based on the data. (Target Group: All) (Strategic Priorities: 1,2) | Principal  | Quarterly          | (S)State Compensatory - \$124,216, (S)State Compensatory FTEs - 2 | Criteria: Star Renaissance, mClass, STAAR/EOC data<br><br>10/06/23 - Some Progress |
| 4. Campuses will develop a systematic RTI program for Tier 1, Tier 2, and Tier 3 instruction to ensure high levels of learning for all students. (Target Group: All) (Strategic Priorities: 2)   | Principal  | Twice annually     | (L)Local Funds  | Criteria: Campus master schedules, RTI Scheduler reports and/or RTI class lists    |
| 5. Core content teachers will utilize TEKS Resource System to provide an aligned, equitable, and high quality curriculum and instruction program that will ensure all students meet the challenging state academic standards. (Target Group: All) (Strategic   | Director of Learning Services,<br>Principal                    | Two times per year | (L)Local Funds  | Criteria: Unit plans   |



# Pleasant Grove Independent School District

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**Objective 1.** The percentage of students in the district who score Meets or higher on district assessments or STAAR/EOC Reading/English Language Arts will increase a minimum of 13% points to 84% for the 2023 accountability cycle.

| Activity/Strategy  | Person(s) Responsible                                    | Timeline      | Resources   | Evaluation   |
|--|--|---------------|---|--|
| Priorities: 2)   |  |               |   |  |
| 6. The district will provide job-embedded, ongoing professional learning and support for ELAR, including the integration of technology in instructional programs. In addition to the Professional Learning Community training, the district will implement multi-year district literacy program facilitated by the District Literacy Coordinator to design, implement, and facilitate a district reading program that is aligned and will ensure all students read on grade level by June 2025 (Target Group: All) (Strategic Priorities: 1,2) | Director of Learning Services, Principal, Superintendent | Quarterly     | (L)Local Funds  | Criteria: ELAR data analysis<br>10/06/23 - Some Progress                                       |
| 7. The district will utilize progress monitoring tools to assist with identifying student reading levels throughout the year and will provide students who are not making adequate progress with appropriate interventions. (Target Group: All) (Strategic Priorities: 2)  | Director of Learning Services, Principal                 | BOY, MOY, EOY | (L)Local Funds  | Criteria: Review of Star Renaissance data<br>09/29/23 - Some Progress                          |
| 8. The district will provide an effective school library program to provide students the opportunity to develop 21st century digital literacy skills, including online research skills, digital products aligned with TEKS requirements, and digital communication skills. (Target Group: All) (Strategic Priorities: 2)   | Director of Learning Services                            | Semester      | (L)Local Funds  | Criteria: Library checkout reports, teacher collaborative meetings                             |
| 9. Reading intervention will be provided during the school day to students who are identified who are at-risk and/or not reading on grade level as measured by district and/or standardized assessments. (Target Group: AtRisk) (Strategic Priorities: 2)  | Principal  | Quarterly     | (S)State Compensatory - \$196,020, (S)State Compensatory FTEs - 3 | Criteria: Reading intervention class list, student assessment data<br>10/06/23 - Some Progress |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 2.** The percentage of students in the district who score Meets or higher on district assessment/STAAR Math will increase a minimum of 10% from 62% to 72% for the 2024 accountability cycle.

| Activity/Strategy  | Person(s) Responsible  | Timeline      | Resources   | Evaluation   |
|--|--|---------------|---|--|
| 1. A comprehensive needs assessment will be conducted to identify educational strengths and weaknesses in student math performance, school culture and climate, staff quality, curriculum and instruction effectiveness, family and community involvement, school context and organization, and technology. (Target Group: All) (Strategic Priorities: 2)                  | Director of Learning Services,<br>Director of Special Programs | Annually      | (L)Local Funds  | Criteria: Annual - Campus Improvement Plan<br><br>09/01/23 - Significant Progress  |
| 2. Math teachers will engage in the collaborative team planning process to identify and unwrap priority standards to create learning targets, create common formative assessments, and develop unit pacing guides to ensure a guaranteed and viable Math curriculum. (Target Group: All) (Strategic Priorities: 2)   | Principal  | Quarterly     | (L)Local Funds  | Criteria: Formative - priority standards change based on need<br><br>10/06/23 - Some Progress                              |
| 3. Campus Learning Coordinators will provide ongoing, job-embedded assessment and data analysis training for all core teachers. Teachers will collaboratively analyze common assessments using the district data analysis protocol. Additional instruction and student support will be provided as needed based on the data. (Target Group: All) (Strategic Priorities: 2) | Principal  | Quarterly     | (S)State Compensatory - \$124,216, (S)State Compensatory FTEs - 2 | Criteria: District progress monitoring tools, common formative assessments, STAAR/EOC data<br><br>10/06/23 - Some Progress |
| 4. Core content teachers will utilize TEKS Resource System to provide an aligned, equitable, and high quality curriculum and instruction program that will ensure all students meet the challenging state academic standards. (Target Group: All) (Strategic Priorities: 2)  | Director of Learning Services,<br>Principal                    | Semester      | (L)Local Funds  | Criteria: Unit plans   |
| 5. The district will utilize progress monitoring tools to identify student learning needs and provide supplemental support based on individual student need. (Target Group: All)   | Director of Learning Services,<br>Principal, Superintendent    | BOY, MOY, EOY | (L)Local Funds  | Criteria: Assessment Data<br><br>09/29/23 - Some Progress  |

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**Objective 2.** The percentage of students in the district who score Meets or higher on district assessment/STAAR Math will increase a minimum of 10% from 62% to 72% for the 2024 accountability cycle.

| Activity/Strategy  | Person(s) Responsible                    | Timeline      | Resources              | Evaluation   |
|--|--|---------------|------------------------|--|
| (Strategic Priorities: 2)  |  |               |                        |  |
| 6. Students who are identified as at-risk and who are not making adequate academic progress will be offered additional instruction/tutoring during scheduled Tier 2 instructional time. (Target Group: AtRisk) (Strategic Priorities: 2)   | Director of Learning Services, Principal | Quarterly     | (L)Local Funds         | Criteria: Campus schedules, intervention class rosters<br>10/06/23 - Some Progress |
| 7. K-12 math teachers will received targeted, ongoing training in research-based strategies to teach math and how to use manipulatives appropriately, including the integration of technology resources, to ensure high levels of learning. (Target Group: All) (Strategic Priorities: 2)                            | Director of Learning Services, Principal | Quarterly     | (L)Local Funds         | Criteria: Formative assessments<br>10/06/23 - Some Progress                        |
| 8. The district will utilize a universal math assessment (NWEA Map) to identify student learning and provide enrichment or advanced instruction for students who are identified at grade level or above based on individual student results. (Target Group: All,GT) (Target Group: All,GT) (Strategic Priorities: 2) | Director of Learning Services            | BOY, MOY, EOY | (F)Title IV - \$17,365 | Criteria: Map reports<br>09/29/23 - Some Progress                                  |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 3.** The percentage of students who meet the college and career readiness indicator will increase a minimum of 5% from 95% to 100% during the SY 2024 accountability cycle.

| Activity/Strategy   | Person(s) Responsible                                       | Timeline        | Resources          | Evaluation   |
|---|---|-----------------|--------------------|--|
| 1. Through principal, campus counselors, and Coordinator of CTE collaboration - maintain state-provided CCMR spreadsheet and make a plan for students not meeting CCMR indicators by the end of grade 10. (Target Group: 9th,10th) (Strategic Priorities: 3)  | Coordinator of CTE, Counselor(s), Principal                 | Semester        | (L)Local Funds     | Criteria: CCMR                                       |
| 2. To facilitate effective transition for students from middle school to high school, Pleasant Grove Middle School will host evening college, career, and military readiness event during second semester to ensure parents/guardians and students understand the importance of advanced academics, industry-based certifications, and college and career readiness and the importance of making informed curriculum choices to be prepared for success beyond high school. (Target Group: 8th) (Strategic Priorities: 3) | Counselor(s), Principal                                     | Spring Semester | (L)Local Funds     | Criteria: Sign-in sheets, programs and presentations |
| 3. PGHS will improve community communication to increase participation and improve performance on college entrance exams providing increasing access to ACT prep materials and through in-district administration of the ACT exam for all junior students. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)   | Counselor(s), Principal                                     | 24 Months       | (L)Local Funds     | Criteria: Student participation in examination       |
| 4. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)   | Counselor(s), Principal                                     | Yearly          | (L)Local Funds     | Criteria: Class rosters, enrollment records          |
| 5. To facilitate effective transitions for students from high school to postsecondary education and careers; the district will partner with local   | Coordinator of CTE, Counselor(s), Principal, Superintendent | Semester        | (S)Career and Tech | Criteria: CCMR data, student schedules               |

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**Objective 3.** The percentage of students who meet the college and career readiness indicator will increase a minimum of 5% from 95% to 100% during the SY 2024 accountability cycle.

| Activity/Strategy  | Person(s) Responsible                                       | Timeline        | Resources                                 | Evaluation  |
|--|---|-----------------|---|---|
| employers for student experiential learning and the Career and Technical program (CTE) will be maintained and expanded when possible, and offerings in CTE will include at least four offerings of higher level technology courses. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)   |   |                 |   |   |
| 6. To incorporate experiential learning opportunities (such as health care opportunities and classroom experiences for future teachers) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College and other workforce programs that provide students in-depth interaction with industry professionals will be offered for academic credit. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) | Coordinator of CTE, Counselor(s), Principal, Superintendent | Semester        | (S)Career and Tech, (S)CCMR Outcome Bonus | Criteria: CCMR data, class schedules  |
| 7. To facilitate effective transitions for students from high school to the military, courses to support military careers will be offered and information on recruitment options, ASVAB testing, and military enlistment requirements will be made to students. The counselor will monitor students' completion of enlistment paperwork. (Target Group: 11th,12th) (Strategic Priorities: 3)   | Counselor(s), Principal                                     | Spring semester | (L)Career and Tech(L), (L)Local Funds     | Criteria: Class enrollment, Career Fair, Recruitment Officer, Military enlistment documentation |
| 8. To facilitate effective transitions for students from high school to postsecondary education, the district host community nights to communicate opportunities and options available to students. School personnel will explain the importance of making informed curriculum choices to be prepared for success beyond high school. School personnel will explain the FAFSA process and will assist  | Principal   | Twice Annually  | (L)Local Funds                            | Criteria: Attendance, sign in sheets from events  |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 3.** The percentage of students who meet the college and career readiness indicator will increase a minimum of 5% from 95% to 100% during the SY 2024 accountability cycle.

| Activity/Strategy   | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| families with completion as needed by answering questions and providing allowable guidance. Sources of information on higher education admissions and financial aid will be provided (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3) |                       |          |           |            |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 4.** All student populations will meet growth targets for Reading and Math for the 2023-2024 accountability cycle.

| Activity/Strategy  | Person(s) Responsible | Timeline  | Resources   | Evaluation  |
|--|-----------------------|-----------|---|---|
| <p>1. Campus learning coordinator, teachers and interventionists will utilize frequent and effective formative assessment practices along with data analysis tools to monitor student proficiency and adjust instruction to meet the needs of all students. Assessments will be created collaboratively and instructors will define/refine proficiency as a collaborative team prior to administering the assessment. (Target Group: All) (Strategic Priorities: 2)</p>  | Principal, Teacher(s) | Quarterly | (F)Title I, (S)State Compensatory, (S)State Compensatory FTEs | <p>Criteria: Benchmarks, STAAR/EOC assessments</p> <p>10/06/23 - On Track</p> |
| <p>2. To strengthen academic programs and improve school conditions for student learning, principals will provide job-embedded professional learning opportunities that support research-based instructional practices and content specific support. Special focus and emphasis will be given to instructional practices to improve outcomes for student groups who are not achieving their full potential, including students with disabilities, students with dyslexia, and students in historically underperforming groups. (Target Group: All) (Strategic Priorities: 1)</p> | Principal             | Semester  | (L)Local Funds  | <p>Criteria: Walk-throughs, STAAR assessments</p>                             |
| <p>3. Administrators, campus learning coordinators, and teachers will meet every 3 weeks to evaluate student progress of all student groups, discuss student needs, determine the appropriate academic assessments, and collaboratively identify research-based instructional practices that will enable all students to meet the challenging state academic standards. (Target Group: All) (Strategic Priorities: 2)</p>  | Principal, Teacher(s) | Quarterly | (L)Local Funds  | <p>Criteria: Meeting agendas</p> <p>09/08/23 - Some Progress</p>              |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 5.** A variety of educational programs will be provided that meet the needs of diverse learners with differing backgrounds, interests, experiences, skill sets, and abilities, including federal, state, and local programs.

| Activity/Strategy   | Person(s) Responsible                                   | Timeline      | Resources   | Evaluation  |
|---|---|---------------|---|---|
| 1. Students with disabilities who have not performed successfully on state assessments will receive an intensive program of instruction designed to meet their individual academic needs. When designing the program, greater emphasis will be placed on General Abilities Index profile. (Target Group: SPED) (Strategic Priorities: 2)                            | Director of Special Programs, Principal                 | Semester      | (F)IDEA-B Special Education, (S)Special Education | Criteria: ARD paperwork and documentation   |
| 2. The district will update and publish District Gifted/Talented Guidelines that are aligned with the new state Gifted/Talented Plan and communicate assessment instruments, timelines, and professional learning expectations (PD provided through Region 8 professional contract). (Target Group: All,GT)   | Counselor(s), Director of Learning Services, Teacher(s) | Semester      | (L)Local Funds, (O)ESC 8                          | Criteria: Professional Development Records<br>District Program Guidelines               |
| 3. To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full day 4 year old PreK program for qualifying students taught by certified teachers who will integrate early learning experiences to ensure the students meet academic standards for elementary school. (Target Group: PRE K) (Strategic Priorities: 2) | Principal, Superintendent                               | Annually      | (S)Early Education Allotment                      | Criteria: TPRI data   |
| 4. Campuses will provide additional support for ESL to ensure they have the foundational skills needed to meet challenging academic standards and learn grade level curriculum. (Target Group: ESL) (Strategic Priorities: 2)   | Director of Special Programs, Principal                 | BOY, MOY, EOY | (L)Bilingual/ESL(L), (S)Bilingual/ESL             | Criteria: mClass/Renaissance/Map/STAA R/EOC data<br><br>10/31/23 - Significant Progress |
| 5. PG High School will increase the number of students taking advanced courses by creating Advanced Academic Guidelines with information regarding AP, Dual Credit, Honors, financial assistance for dual credit classes and AP exams. (Target Group: 9th,10th,11th,12th) (Strategic Priorities: 3)   | Counselor(s), Director of Learning Services, Principal  | May           | (L)Local Funds                                    | Criteria: Advanced Academic Handbook; CCMR data   |
| 6. The district will provide homeless children  | Director of Special Programs,                           | Monthly       | (F)Title I, Part A, (L)Local Funds                | Criteria: Residency questionnaire;  |



# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 5.** A variety of educational programs will be provided that meet the needs of diverse learners with differing backgrounds, interests, experiences, skill sets, and abilities, including federal, state, and local programs.

| Activity/Strategy   | Person(s) Responsible     | Timeline  | Resources   | Evaluation   |
|---|---------------------------|-----------|---|--|
| and youths with counseling services, housing information, personal toiletry items, and tutoring services as needed to support their enrollment, attendance, and success. (Target Group: All)  | Principal                 |           |   | homeless services log<br><br>10/30/23 - Some Progress<br>09/29/23 - Some Progress<br>09/01/23 - Some Progress          |
| 7. To provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs offered during the during the school day and in extra-curricular activities will be afforded to all students. A separate music teacher in elementary and intermediate campus, band teachers in both middle and high school, and theater arts teachers at both middle school and high school will be provided by the district. (Target Group: All) | Principal, Superintendent | Quarterly | (L)Local Funds  | Criteria: Formative - class rosters, student enrollments<br>Summative - student achievement<br><br>10/31/23 - On Track |
| 8. Students at risk of dropping out will be provided with the opportunity for credit recovery utilizing online software. (Target Group: AtRisk) (Strategic Priorities: 2)   | Principal                 | Quarterly | (S)State Compensatory - \$41,912, (S)State Compensatory FTEs - 0.75 | Criteria: Course enrollment, Student graduation completion<br><br>10/06/23 - Some Progress                             |
| 9. Students who are identified as at-risk and who are not making adequate academic progress will be offered Tier 2 and Tier 3 support during the instructional day through the RTI process. (Target Group: AtRisk)  | Principal                 | Quarterly | (S)State Compensatory - \$144,870, (S)State Compensatory FTEs - 3   | Criteria: Student performance data<br><br>10/06/23 - Some Progress   |

# Pleasant Grove Independent School District

**Goal 1.** Pleasant Grove ISD will provide a high quality, well-rounded program of instruction to ensure high levels of learning for all students.

**Objective 6.** District will proactively attract, train, and retain appropriately certified and highly effective personnel.

| Activity/Strategy   | Person(s) Responsible                    | Timeline      | Resources      | Evaluation  |
|---|--|---------------|----------------|---|
| 1. District will actively recruit appropriately certified, competent applicants, including minority applicants, by participating in job fairs and posting in multiple sites including local university bulletin boards, Electronic Application System, School Website, and participating in TAMU-T Teacher Preparation Program. (Target Group: All) (Strategic Priorities: 1)   | Director of Human Resources              | April - July  | (L)Local Funds | Criteria: 100% certified staff  |
| 2. Teachers will have opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially At-Risk and economically disadvantaged students, through professional development in all academic areas. Services are provided through contracted providers and job embedded professional learning through the PLC process (Target Group: All) (Strategic Priorities: 1) | Director of Learning Services, Principal | Each semester | (L)Local Funds | Criteria: Professional development documentation  |
| 3. As employees of Pleasant Grove ISD, staff will engage in the ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to increase learning for every student. (Target Group: All) (Strategic Priorities: 1,2)   | Principal, Superintendent                | Annually      | (L)Local Funds | Criteria: Teacher evaluation scores, state assessment scores, master schedules, CTM agendas |

# Pleasant Grove Independent School District

**Goal 2.** Pleasant Grove ISD will continue to foster and build parental and community relationships to increase stakeholder engagement in the district educational program.

**Objective 1.** Seventy-five percent of PGISD parents/families will be meaningfully engaged in their children's learning.

| Activity/Strategy   | Person(s) Responsible  | Timeline  | Resources      | Evaluation   |
|---|--|-----------|----------------|--|
| 1. Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. PGISD will develop campus guidelines for parent/family communication expectations. (Target Group: All) | Director of Learning Services, Director of Marketing and Communications, Principal | Annually  | (L)Local Funds | Criteria: Communication artifacts  |
| 2. PGISD will continue to promote/market campus and district events and activities to increase parental/family involvement and engagement district meetings, events, workshops, and showcases. (Target Group: All)  | Director of Marketing and Communications, Principal                                | Quarterly | (L)Local Funds | Criteria: Attendance at parent events, communication artifacts<br><br>10/06/23 - Some Progress |
| 3. Realizing the important role that parents play in their children's education and recognizing parental input as an important component of school improvement, parents, guardians, and students' family members will serve on the district education improvement committee, the School Health Advisory Committee and other applicable committees. (Target Group: All)  | Principal, Superintendent  | Annually  | (L)Local Funds | Criteria: Sign-in sheets   |
| 4. Campus activities, Curriculum Nights, special events, parent nights, and presentations will be facilitated to increase opportunity for parent/family participation; presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information will be posted on the school website for students, parents, and staff;   | Principal  | Semester  | (L)Local Funds | Criteria: Publication artifacts, sign-in sheets  |

# Pleasant Grove Independent School District

**Goal 2.** Pleasant Grove ISD will continue to foster and build parental and community relationships to increase stakeholder engagement in the district educational program.

**Objective 1.** Seventy-five percent of PGISD parents/families will be meaningfully engaged in their children's learning.

| Activity/Strategy   | Person(s) Responsible                         | Timeline      | Resources      | Evaluation  |
|---|---|---------------|----------------|---|
| included will be information concerning higher education financial aid opportunities and admission requirements. (Target Group: All)<br>(Strategic Priorities: 3)   |   |               |                |   |
| 5. The district will establish a system to communicate to parents/families the recommendations of the District Education Improvement Committee. (Target Group: All)   | Director of Learning Services, Superintendent | BOY, MOY, EOY | (L)Local Funds | Criteria: Communication artifacts<br>10/06/23 - Some Progress |
| 6. Pleasant Grove ISD will administer a parent/family survey in May of 2024. Results will be used to provide feedback with district/campus strategies. (Target Group: All)  | Director of Learning Services                 | Annually      | (L)Local Funds | Criteria: Survey results                                      |
| 7. Pleasant Grove ISD campuses will host curriculum nights to share what parents/guardinas can expect their child to learn and how they can support that learning at home. (Target Group: All)                                      | Principal                                     | Semester      | (L)Local Funds | Criteria: Sign-ins, meeting artifacts                         |
| 8. District-wide attendance monitoring will be in place, including calling parents when students are absent and providing credit recovery options to reduce dropout rates and increase attendance rates. (Target Group: All,AtRisk) | Principal, Superintendent                     | Quarterly     | (L)Local Funds | Criteria: Attendance data<br>10/06/23 - Some Progress         |

# Pleasant Grove Independent School District

**Goal 2.** Pleasant Grove ISD will continue to foster and build parental and community relationships to increase stakeholder engagement in the district educational program.

**Objective 2.** Pleasant Grove ISD will increase partnerships by 10% with businesses and community organizations as stakeholders in the district's educational program.

| Activity/Strategy  | Person(s) Responsible  | Timeline | Resources      | Evaluation  |
|--|--|----------|----------------|---|
| 1. The district will continue to develop/maintain relationships with Texarkana College and Texas A&M University to provide support/resources to enhance community partnerships. (Target Group: All) (Strategic Priorities: 3)  | Director of Learning Services, Director of Marketing and Communications, Principal | Semester | (L)Local Funds | Criteria: Meeting and collaboration artifacts               |
| 2. Pleasant Grove ISD will identify existing community partnerships at the campus and district levels and explore existing opportunities of non-represented stakeholders to increase community engagement. (Target Group: All) | Director of Marketing and Communications   | Annually | (L)Local Funds | Criteria: List of community partners and stakeholder groups |
| 3. Pleasant Grove ISD campuses will continue to partner with community stakeholders to provide educational and learning opportunities and to increase stakeholder engagement. (Target Group: All)                              | Principal  | Semester | (L)Local Funds | Criteria: Partnership involvement in events                 |

# Pleasant Grove Independent School District

**Goal 3.** Pleasant Grove ISD will promote and foster safe, innovative, and productive learning environments.

**Objective 1.** Pleasant Grove ISD will have an emergency operation plan in place.

| Activity/Strategy  | Person(s) Responsible  | Timeline  | Resources  | Evaluation  |
|--|--|-----------|--|---|
| 1. Pleasant Grove Independent School District will increase the in-district Police Department to ensure one police officer per campus. (Target Group: All)     | Superintendent   | Annually  | (L)Local Funds   | Criteria: Employment records  |
| 2. Pleasant Grove ISD will continue to annually update the District-wide Emergency Management Plan, including training for district staff. (Target Group: All) | Director of Transportation and Safety                                    | Annually  | (O)Emergency Management Plan                                     | Criteria: Training artifacts, Emergency Management Plan<br><br>Updated Emergency Management Plan<br>Schoolwires |
| 3. Campuses will post the emergency drills and procedures in all rooms on each campus. (Target Group: All)   | Director of Transportation and Safety, Principal                         | Annually  | (O)Emergency Drills and Procedures                               | Criteria: Evidence of procedures posted<br><br>Walkthroughs   |
| 4. The District and Campus Emergency management plan (tornado, fire, lockdown) will be implemented on a routine basis. (Target Group: All)                     | Assistant Principal(s), Director of Transportation and Safety, Principal | Quarterly | (O)Emergency Drills and Procedures, (O)Emergency Management Plan | Criteria: Documentation of drills<br><br>10/06/23 - Significant Progress  |

# Pleasant Grove Independent School District

**Goal 3.** Pleasant Grove ISD will promote and foster safe, innovative, and productive learning environments.

**Objective 2.** Pleasant Grove ISD will provide a safe and secure 21st century digital learning environment where students practice good digital citizenship and learn online safety strategies.

| Activity/Strategy  | Person(s) Responsible                  | Timeline  | Resources      | Evaluation   |
|--|--|-----------|----------------|--|
| 1. Pleasant Grove ISD will utilize technology solutions, including visitor check-in software, to enhance safety and security for all students and staff. (Target Group: All) | Director of Technology, Superintendent | Quarterly | (L)Local Funds | Criteria: Documentation of Systems in use<br><br>10/06/23 - Significant Progress |
| 2. 100% teachers will receive training for digital citizenship and internet safety to ensure they facilitate online learning using best practices. (Target Group: All)       | Digital Learning Department, Principal | Annually  | (L)Local Funds | Criteria: Training certificates  |
| 3. Campuses will utilize digital device management software to monitor student usage and provide access to appropriate digital learning tools. (Target Group: All)           | Director of Technology                 | Semester  | (L)Local Funds | Criteria: Use of system  |
| 4. Campuses will provide age-appropriate internet safety and digital citizenship training for all students. (Target Group: All)  | Principal, Teacher(s)                  | Semester  | (L)Local Funds | Criteria: Lesson plans   |
| 5. Pleasant Grove ISD will maintain firewalls and content filtering software to ensure student safety and district digital security. (Target Group: All)                     | Director of Technology                 | Semester  | (L)Local Funds | Criteria: Evidence of firewall and software installation                         |

# Pleasant Grove Independent School District

**Goal 3.** Pleasant Grove ISD will promote and foster safe, innovative, and productive learning environments.

**Objective 3.** Pleasant Grove ISD will implement consistent guidelines and practices regarding the health, safety and security of all district students, staff, and facilities. Pleasant Grove Independent School District does not tolerate dating violence.

| Activity/Strategy  | Person(s) Responsible   | Timeline         | Resources           | Evaluation   |
|--|---|------------------|---------------------|--|
| 1. A comprehensive school counseling program with a developmental guidance plan that will include guidelines for students who are victims, will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide. (Target Group: All) (Target Group: All) | Director of Learning Services, Principal  | Annually         | (L)Local Funds      | Criteria: Guidance plan  |
| 2. All staff will complete the annual training annually to ensure the use of consistent safety and security practices. (Target Group: All)   | Director of Human Resources, Director of Learning Services, Director of Transportation and Safety | Annually         | (L)Local Funds      | Criteria: Training records   |
| 3. The School Health Advisory Council will maintain a PGISD School Wellness Policy to promote healthy lifestyles for all students and staff and how this plan should be rolled out. (Target Group: All)  | Director of Human Resources   | 3 times per year | (L)Local Funds      | Criteria: School Health Plan<br>10/17/23 - On Track                          |
| 4. The Coordinated School Health Program CATCH will be used during the 2023-2024 school year in K-8 to prevent obesity, cardiovascular disease, and Type 2 diabetes in elementary, intermediate, and middle school. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th)   | Director of Human Resources, Director of Learning Services, Principal                             | Semester         | (L)Local Funds      | Criteria: Curriculum documents/lesson plans                                  |
| 5. To reduce the overuse of discipline practices that remove students from the classroom, the district will provide research based, ongoing training and coaching to utilize prevention based interventions such as awards for good behavior and redirection and de-escalation techniques. (Target Group: All)   | Assistant Principal(s), Principal   | Quarterly        | (F)Title II, Part A | Criteria: Training artifacts, discipline reports<br>10/06/23 - Some Progress |
| 6. District policy addresses reporting requirements, including notifying a parent if a report identifies a student as a victim or  | Counselor(s), Principal, Superintendent   | BOY              | (L)Local Funds      | Criteria: Policy adoption<br>10/06/23 - Completed                            |



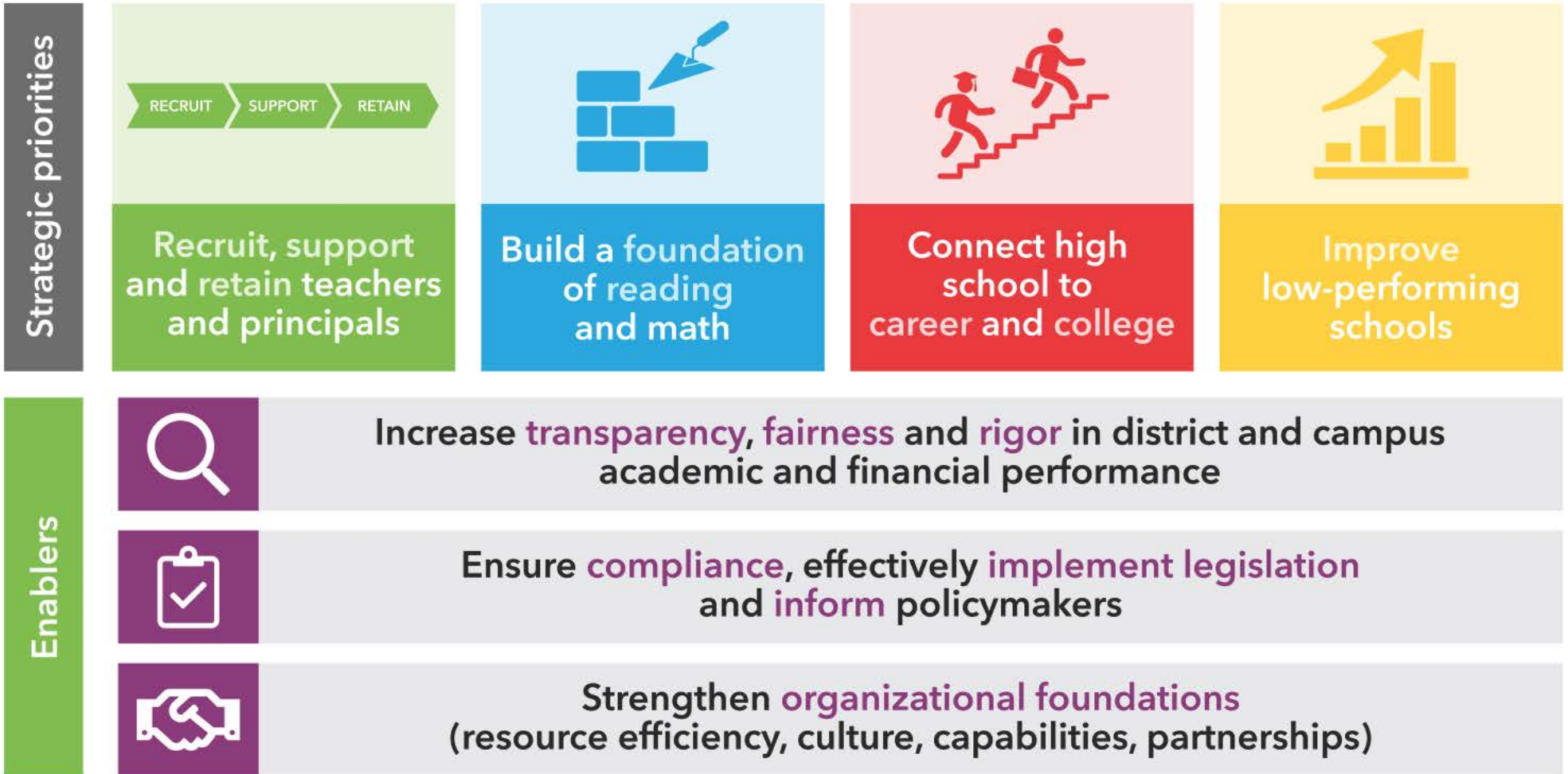
# Pleasant Grove Independent School District

**Goal 3.** Pleasant Grove ISD will promote and foster safe, innovative, and productive learning environments.

**Objective 3.** Pleasant Grove ISD will implement consistent guidelines and practices regarding the health, safety and security of all district students, staff, and facilities. Pleasant Grove Independent School District does not tolerate dating violence.

| Activity/Strategy  | Person(s) Responsible                                  | Timeline  | Resources   | Evaluation   |
|--|--|-----------|---|--|
| perpetrator, and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan (Target Group: All)                              |  |           |   |  |
| 7. To ensure the safety of all students and staff, security equipment will be installed and maintained on all district facilities. (Target Group: All)   | Director of Transportation and Safety                  | Annually  | (S)School Safety Allotment  | Criteria: Documentation of installation                                      |
| 8. In accordance with the district's trauma-informed policy, positive behavior interventions and support, including those that integrate best practices on grief-informed and trauma-informed care, will be utilized. Campus teams will be trained annually in techniques and research-based practices for providing trauma-informed care. (Target Group: All) | Director of Special Programs, Principal, School Nurse  | Annually  | (L)Local Funds  | Criteria: Training documentation<br>Summative - student surveys              |
| 9. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for PreK4-12th grades will be maintained. (Target Group: All)   | Counselor(s), Director of Learning Services, Principal | Semester  | (O)Local Districts  | Criteria: Lunch menus, master schedules, counseling records, fitness reports |
| 10. The district DAEP program will provide behavior intervention through restorative discipline and academic improvement program with certified teachers. (Target Group: AtRisk)   | Principal  | Quarterly | (S)State Compensatory - \$54,666, (S)State Compensatory FTEs - 1.25 | Criteria: DAEP enrollment roster, attendance<br><br>10/06/23 - Some Progress |
| 11. PGISD will provide Pregnancy Related Services support services during the pregnancy prenatal and postpartum periods to any student who qualifies. (Target Group: AtRisk)   | Director of Special Programs                           | Semester  | (L)Local Funds  | Criteria: Roster of students and services provided                           |

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**Pleasant Grove Independent School District  
Parent-Family Engagement Policy  
2023-2024**

|   |   |
|---|---|
| <p><b>What is it?</b></p>                 | <p>Pleasant Grove Independent School District is committed to our mission to ensure high-levels of learning for all students. We do this by aligning our policies, programs and practices to reflect the commitment to ensuring high levels of learning for all students. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the <u>Texas Education Agency and the United States Department of Education</u>.</p>  |
| <p><b>Expectations and Objectives</b></p> | <p>Parents and families are a child's first teacher. They imitate you from the moment they are born. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <ul style="list-style-type: none"> <li>● Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.</li> </ul> <p>We believe:</p> <ul style="list-style-type: none"> <li>● If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption.</li> <li>● Learning together leads to better school and home life.</li> <li>● Being a life-long learner can prevent some health issues that often occur later in life.</li> </ul> |
| <p><b>PGISD will:</b></p>                 | <p>To engage more parents in our school community, PGISD will:</p> <ul style="list-style-type: none"> <li>● Include parents in the development of our Parent Family Engagement Plan through campus meetings and parent surveys..</li> <li>● Distribute the PFE Policy, this document, to parents and the communities by: <ul style="list-style-type: none"> <li>○ Posting it on our district website, and keeping it up to date</li> <li>○ Distributing printed copies to local businesses</li> <li>○ Distributing printed copies and QR codes to the electronic version at all the school's annual meetings</li> <li>○ Have a district representative at every school's annual Title I meeting</li> <li>○ Have a district representative at every school PFE event</li> <li>○ Per request, provide the qualifications of a child's teacher</li> <li>○ Conduct evaluations of every PFE event at each school,</li> </ul> </li> </ul>  |

|                       |  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>○ collect that data and review that information with the school</li> <li>○ Assist schools in the evaluation and revision of their PFE policy and school-parent</li> <li>○ Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed</li> <li>○ Provide training to every district employee on the most effective PFE strategies</li> </ul>   |
| <b>Parent Events:</b> | <p>To assist parents in navigating the school system, the following parent training opportunities will be provided:</p> <ul style="list-style-type: none"> <li>● Meet and Greet on every campus</li> <li>● Campus Literacy Events</li> <li>● Campus Math Events</li> <li>● High School FAFSA information</li> <li>● Secondary School course selection</li> <li>● Campus Art Nights with exhibits</li> <li>● Parent-Teacher Conferences</li> <li>● Title I meetings on Title I campuses (MFDES and PGIS)</li> </ul> |

2023-2024  
**Pleasant Grove ISD**  
Professional  
Development  
Plan



The mission of  
Pleasant Grove  
Independent School  
District is to ensure  
high levels of  
learning for all  
students.

In Spring, 2023, Pleasant Grove ISD was named a model PLC district by Solution Tree. We believe that teachers learn best when working in teams to address the four critical questions:

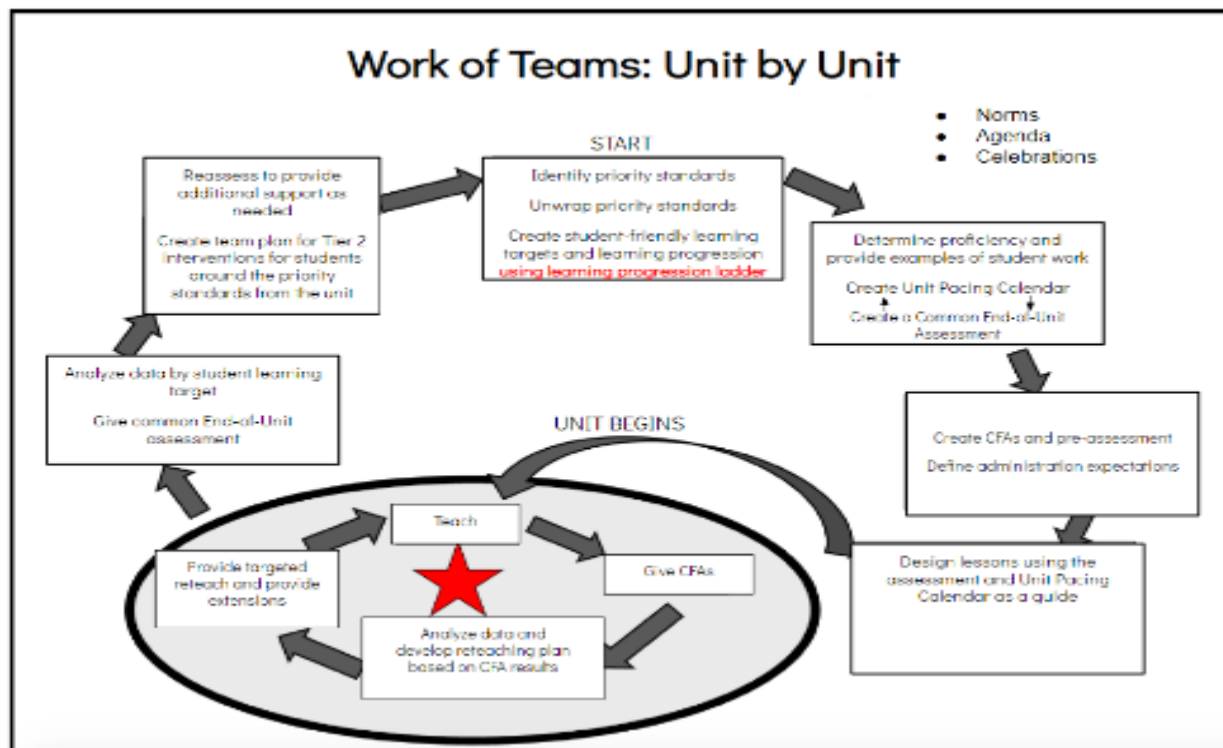
1. What do we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn?
4. How will we extend the learning for students who have demonstrated proficiency?

These four questions are the basis for our district learning plan.

## Professional Development Plan

### Professional Learning Communities

- All teacher given the opportunity to attend PLC Institute
  - Oklahoma City, OK
  - June 2023
  - Exchange days at the end of each quarter offered to attendees
- District provided professional development on the PLC process for non-attendees
  - October 9
  - January 2
  - March 18
  - May 28
- Core teachers meet daily in Collaborative Team Meetings with Campus Learning Coordinators to address the four critical questions and to continue the work of teams





### **Literacy Model Training - Year 3**

- Leach Literacy, LLC will provide professional development in balanced literacy for all English Language Arts teachers.
  - Specific days are scheduled throughout the year and vary by campus and grade level.
- District Literacy Coordinator and Assistant District Literacy Coordinator provide job embedded literacy training for all English Language Arts teachers throughout the school year.
  - Training focuses on priority standards, literacy planning, best instructional practices
  - This training is provided through:
    - Observation and coaching and feedback
    - Collaborative Team Meetings
    - Team meeting days two times per year

### **State mandated and job specific training**

- The district will utilize EduHero to provide state mandated trainings for staff
- These courses will be assigned by the Assistant Superintendent and Director of Learning Services working with Digital Learning Services.
- An exchange day will be offered to staff who complete assigned courses prior to July 31.
- Completion of required professional development will be monitored by Assistant Superintendent and Director of Learning Services.

Prior to the first day of instruction, staff will be provided with 7 contracted days to prepare for the school year and to provide professional learning. The schedule for those days is:

|                        | Monday, July 31, 2023                                 | Tuesday, August 1, 2023   | Wednesday, August 2, 2023   | Thursday, August 3, 2023  | Friday, August 4, 2023  | Monday, August 7, 2023       | Tuesday, August 8, 2023   |
|------------------------|---|---|---|---|---|------------------------------|---|
| District - all Staff   | Ed/Hen Professional Development (Exchange Day in May) | 7:30 Breakfast PGHS<br>8:15 Connection PGHS<br>10:00-3:45 Campus Meetings |   |   |   | Meet the Teacher Home Campus |   |
| Literacy               |   |   | Prek-LIT all day - w/Melissa of ES Conference Room or Prek Pod  | K-2 LIT 1/2 Day AM - w/DLC of ES Library<br>3-5 LIT 1/2 Day PM - w/DLC of IS Library<br>6-8 LIT all day (2 hrs per team) - w/Melissa of MS CTM Room                               | 9-12 LIT all day (2 hrs per team) - w/Melissa of HS CTM Room - *Will be finished by 2:00  |                              |   |
| SPED                   |   |   | 3-5: 1/2 Day Co-teaching (AM) at IS Library Room<br>6-2: 1/2 Day Co-teaching (PM) at HS Library                     | SPED Dept. Meeting 1/2 Day (AM) at Central  |   |                              |   |
| TECH                   |   |   | PGHS (all staff), MPDES electives, 1/2 Day Tech (AM) at MS Coleridge<br>MPDES, 1/2 Day Tech (PM) at ES Library      | PGHS, 1/2 Day Tech (AM) at IS Library<br>PGHS, 1/2 Day Tech (PM) at HS Library  |   |                              |   |
| Electives              |   |   | PGHS Electives 1/2 Day (AM) - w/DLCs at HS Library<br>MPDES/PGHS/PGHS Electives 1/2 Day (PM) - w/DLCs at IS Library | Electives work on Vertical Alignment with Collaborative Teams   | Electives work on Vertical Alignment with Collaborative Teams                             |                              |   |
| Core Subjects          |   |   |   | PGHS Math, GRK, JFDs, Priority Summary Charts, Assessments - w/DLC of IS CTM Room (PM)<br>PGHS Math Sci/SS, GRK, JFDs, Priority Summary Charts, Assessments - w/DLC of MS Library | PGHS SS, Sci, Math, GRK, JFDs, Priority Summary Charts, Assessments - w/DLC of HS Library |                              |   |
| Untrouced Planning Day |   |   |   | Peak Planning<br>PGHS Planning  | MPDES Planning<br>PGHS Planning<br>PGHS Planning  |                              | MPDES Planning<br>PGHS Planning<br>PGHS Planning<br>PGHS Planning |
| Other                  |   |   |   |   | *UDCA team of nurse and coaches - not a core teacher                                      |                              |   |

# State Compensatory Education Plan

Pleasant Grove Independent School District

2023-2024



**PLEASANT GROVE**  
**INDEPENDENT SCHOOL DISTRICT**

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## **Section 1: Program Overview**

TEC Section 29.081; TEC Section 42.152 (B); 77(R) SB 702

### **Purpose**

State Compensatory Education (SCE) funds may be used to provide a compensatory, intensive, or accelerated program that enables the students to be performing at grade level at the conclusion of the next regular school term. Pleasant Grove Independent School District (PGISD) will provide compensatory education that is designed to supplement the regular education program to directly increase the academic achievement of students identified as at risk of dropping out of school or educationally disadvantaged.

The SCE program planning and decision-making for the district will include the superintendent, principal(s), and the site-based decision-making committee.

Districts receiving SCE funds are required to have local policies and procedures in place to identify:

- Students who are at-risk of dropping out of school under TEC Section 29.081 criteria;
- Students who are at-risk of dropping out of school under local criteria and document compliance with the 10% cap in TEC Section 29.081;
- How students are entered into the SCE program;
- How students are exited from the SCE program;
- The methodology involving calculation of the 110% satisfactory performance on all assessment instruments; and
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

### **Goal**

The goal of all PGISD State Compensatory Education services is to provide a challenging and meaningful instructional program and, at the same time, reduce any disparity in **performance** on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of **high school completion** between students at risk of dropping out of school and/or economically disadvantaged students and all other district students [see TEC 48.104(k)].

### **General Use of Funds**

Funding allocated for compensatory education is based on the number of educationally disadvantaged students in the district. Students at PGISD who meet any of the at-risk criteria are to be reported through the TSDS/PEIMS in the fall of each school year and updated in the student information system as students are identified as meeting the at-risk criteria.

PGISD will use state compensatory education funds to provide support programs and/or services that **supplement** (meaning not used for services benefiting all students) the regular education program (foundation curriculum) so that students at risk of dropping out of school can succeed. Any program activity, program personnel, or program materials required by federal law, state law or State Board of Education rules may not be funded with SCE funds. The SCE services must be part of the delivery of academic instruction, which are supplemental to the regular program, and be reflected in the comprehensive needs assessment.

PGISD will ensure that positions funded with SCE:

- Provide direct **foundation curriculum instruction** and services to identified at-risk students and educationally disadvantaged students;
- Are supplemental to the basic instructional program
- Meet a need identified in the Comprehensive Needs Assessment (CNA), and;
- Are identified in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP).

#### **Use of Funds on Title I, Part A Campus(es)**

As appropriate and necessary, SCE funds will be used to support one or more of the three Title I, Part A Schoolwide Elements at PGISD Title I campus(es). The district ensures that all campuses will continue to receive their fair share of the State and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE program will be met.

#### **Section II: Student Eligibility Criteria**

TEC Section 29.081; TEC Section 28.0217; SB 702

PGISD has adopted the TEC Section 29.081 fifteen criteria in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at-risk of dropping out of school includes each student who is under 26 years of age and who:

1. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester (**exited when student finishes a school year with all final grades passing**);
2. Has not advanced from one grade to the next for one or more school years. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level as a result of the request of the student's parents (**stays at-risk until graduation**);
3. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year

subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument **(exited when student passes at the 110% level on the next STAAR test in the same area)**;

4. Is in pre-kindergarten, kindergarten, or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year **(exited at end of the school year)**;
5. Is pregnant or is a parent **(remains at-risk until graduation, if parent)**;
6. Has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year **(exited at end of school year following placement year)**;
7. Has been expelled in accordance with §37.007 during the preceding or current school year **(exited at end of school year following expulsion)**;
8. Is currently on parole, probation, deferred prosecution, or other conditional release **(exited at the end of the school year)**;
9. Was previously reported through the Public Education Management System (TSDS/PEIMS) to have dropped out of school **(stays at-risk until graduation)**;
10. Is a student of limited English proficiency (LEP), as defined by §29.052 **(exited when no longer consider LEP)**;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official **(exited at the end of the school year)**;
12. Is homeless, as defined by 42 U.S.C. §11302 and its subsequent amendments **(exited at the end of the school year)**;
13. Resided, in the preceding school year, or who resides, in the current school year, (can even be an overnight stay) in a residential placement facility within the district (SCE FAQ #6 says that “the location of the facility does not affect a student’s at-risk status), including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home **(exited two years after the date of the student’s release from the facility – need documentation from facility of admission and release dates)**;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code. **(stays at-risk until graduation)**.
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

**Local Criteria:**

TEC Section 29.081

The district may choose to adopt a board-approved, local criteria if determined necessary through the comprehensive needs assessment process. The district is limited to serving 10% of the previous year's total identified at-risk students using local criteria. These students are **not** reported in PEIMS as at-risk.

- PGISD has elected **not** to identify or serve students under locally defined criteria.
- PGISD has elected to serve students under locally defined criteria of reading below grade level as indicated by locally administered assessment.

**Students with Disabilities:**

TEC Section 29.081

Any student with a disability must still meet one of the 15 state criteria to be identified as at-risk.

**Section III: Student Identification Procedures**

TEC Section 29.081

**District At-Risk Coordinator**

PGISD Superintendent will identify a District At-Risk Coordinator. The District At-Risk Coordinator will establish uniform procedures for identifying a district-wide adopted document/system for identifying and monitoring the status of students according to the criteria outlined by the State. The responsibilities of the District At-Risk Coordinator are, but not limited to, the following:

- Train administration and campus level staff in identifying at-risk students and coding them in TSDS/PEIMS
- Monitoring SCE expenditures and supplemental positions
- Evaluating the effectiveness of programs and services designed to address the needs of at-risk students and educationally disadvantaged students
- Professional development for identification, interventions, and response to interventions for at-risk students

**Campus At-Risk Contact**

The District Superintendent, in consultation with each campus principal, will appoint a Campus At-Risk Contact for each campus. The following is a list of responsibilities for the Campus At-Risk Contact which include, but are not limited to, the following:

- Manage and oversee the process for identification of students based on the 15 criteria and locally identified criteria, if applicable
- Maintain a list of identified at-risk students with the qualifying criteria listed
- Collaborate with campus administration and staff to ensure appropriate interventions are available to identified at-risk students



- Manage the formative evaluation process for district-determined monitoring of student progress to determine the need for continued interventions/services and/or continued eligibility
- Collaborate with the District At-Risk Coordinator and principal to provide appropriate and timely staff development sessions for proper identification and interventions/services
- Ensure that TSDS/PEIMS at-risk data is updated and review reports for errors
- Compare at-risk numbers with prior years to observe for trends and variances
- Plan and conduct, in coordination with the District At-Risk Coordinator, **an annual formative evaluation of the program effectiveness at the campus level.**

The Campus At-Risk Contact, in consultation with the District At-Risk Coordinator, will establish a procedure to conduct quarterly reviews, to identify additional students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed will include, but may not be limited to, the following:

- For Pre-K to 3<sup>rd</sup> grade students only: student performance on a readiness test or assessment instrument administered during the current school year
- For students in grades 7<sup>th</sup> to 12<sup>th</sup> only: student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year, or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as a student in an at-risk situation)
- Retention rates
- Performance on state assessments
- Parental or pregnancy status
- Alternative education program placement or expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, deferred prosecution, or other conditional releases
- Previous dropout information
- LEP status
- Homeless status or Foster Care
- Residential facility placement data (current or preceding school year)

**Section XI: At-Risk Student Profile  
PGISD AT-RISK STUDENT PROFILE**

| PEIMS ID# | Student ID# | Last Name | First Name | MI | DOB | Grade | School Year | Current YR Enroll Date |
|-----------|-------------|-----------|------------|----|-----|-------|-------------|------------------------|
|-----------|-------------|-----------|------------|----|-----|-------|-------------|------------------------|

**STUDENT PERFORMANCE/IDENTIFICATION CRITERIA**

|  |   |  |  |
|--|---|--|--|
| <b>PK-3 Criteria</b>                           | <b>20</b> <b>State Assessment Score</b> | <b>Core Subject Grades (7-12 only)</b><br><b>Previous Semester</b> | <b>Core Subjects Grades (7-12 only)</b><br><b>Current Semester</b> |
| Readiness on TPRI Score: _____<br>(PK-3 only)  | State Assessment- Rdg _____             | MATH _____   | MATH _____   |
| Readiness TPRI Test (PK-3 only)<br>Date: _____ | State Assessment- Math _____            | SCIENCE _____  | SCIENCE _____  |
|  | State Assessment- Write _____           | ELA _____  | ELA _____  |
|  | State Assessment- Sci _____             | Social Studies _____   | Social Studies _____   |

| <b>AT RISK CRITERIA</b><br>Place a "Y" in the box for each question answered, "Yes". A "Yes" to any question qualifies the student "At-Risk".   | <b>DOCUMENTATION</b><br>Check all that apply. Documentation for each applicable item must be kept in student's At-Risk folder.   |
|---|--|
| 1. Was not advanced from one grade to the next for one or more school years? (Exception-PK or K not advanced as result of parent request)   | Grade Record or failure list   |
| 2. Failed 2 or more core subjects during a semester in preceding or current school year or is not maintaining a 70 in 2 or more subjects in the current semester? (Grades 7-12)   | Grade Record or failure list   |
| 3. Did not perform on state assessment? Or has failed State Assessment in prior year, and currently has passed, however, has not passed by the 110% rule? (Please circle)   | Copy of State Assessment or EOC reports  |
| 4. Did not perform satisfactorily on Readiness Test? (PK-3 only – TPRI)   | Copy of Readiness Test (PK-3)  |
| 5. Is pregnant or is a parent?  | Copy of Doctor's report confirming pregnancy or records proving parenthood   |
| 6. Is/Was in AEP (preceding or current year)? Section 37.006  | Copy of hearing record indicating placement in AEP due to appropriate cause  |
| 7. Is/Was expelled in preceding or current school year? Section 37.007  | Copy of expulsion records indicating cause of expulsion  |
| 8. Is currently on parole, probation, deferred prosecution, or other conditional release?   | Copy of legal document confirming parole, probation, deferred prosecution, or other conditional release  |
| 9. Was previously reported to PEIMS as a dropout?   | Copy of PEIMS report classifying student as a dropout  |
| 10. Is a LEP student?   | Copy of LPAC profile indicating LEP status   |
| 11. Is in custody or care of Dept. of Protective & Regulatory Services or has in current school year been referred to DPRS by school official, officer of juvenile court, or officer of the law?                              | Copy of DPRS documentation confirming custody or referral  |
| 12. Is homeless, as defined by 42 U.S.C. §11302 and its amendments?   | Copy of records indicating homeless status   |
| 13. Resided in preceding or current year in a residential placement facility in the district, including a foster group home? (Note: At-Risk status is valid for 2 years after release date of overnight stay at the facility) | Copy of documentation indicating residential placement in detention or substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home with admission/release dates |
| 14. Has been incarcerated or has a parent/guardian who has been incarcerated...   | Copy of documentation confirming incarceration   |

Student is At-Risk (Please Circle) Yes No \_\_\_\_\_

Person Completing Form \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Date \_\_\_\_\_

**MONITORING RECORD**

| Date | Monitored By | Service Provided | Data Reviewed | Recommendation to Exit |    | Recommendation to Modify Services (Explain) | Campus At-Risk Contact Initials |
|------|--------------|------------------|---------------|------------------------|----|---|---------------------------------|
|      |              |                  |               | Yes                    | No |   |                                 |
|      |              |                  |               |                        |    |   |                                 |
|      |              |                  |               |                        |    |   |                                 |
|      |              |                  |               |                        |    |   |                                 |
|      |              |                  |               |                        |    |   |                                 |
|      |              |                  |               |                        |    |   |                                 |

Date Exited from SCE Services: \_\_\_\_\_

Reason for Exiting Student: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Exit Review Conducted By: \_\_\_\_\_  
\_\_\_\_\_

## **Section IV: Provision of Services**

TEC Section 29.081; TEC Section 28.0217; House Bill 5, 83<sup>rd</sup> Legislative Session

### **Services**

PGISD DIP and CIP(s) are the primary records supporting SCE services and expenditures. The program/services will be described in the DIP if the program is implemented district-wide, or in the CIP(s) if implemented at the campus level. As based on Texas Education Agency's guidelines, the DIP/CIP will include the following:

- Comprehensive Needs Assessment (CNA)- is conducted to identify the strengths and weaknesses of existing programs, activities, practices, procedures and activities, and also ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of SCE funds allocated for resources and staff [include in both DIP and CIP(s)]
- Identified strategies- specific strategies aligned with the CNA
- Supplemental Full-Time Equivalents (FTEs) for SCE
- Measurable performance objectives based on needs assessment data
- Timelines for monitoring strategies and reaching goals
- Formative evaluation and summative evaluation criteria

Upon identification of students, the Campus At-Risk Contact, in collaboration with appropriate campus staff, will ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments \*See HB5 requirement
- Extended learning opportunities (e.g. before, during and/or after-school tutoring sessions)
- Basic course extensions (e.g. Algebra labs, extended writing labs, content mastery, and like services)
- Peer, teacher, community-member mentoring sessions
- Teen parenting sessions

- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting sessions
- Class-size reduction measures (Note: Ensure class size reduction is having the intended impact on student achievement)
- Professional development related to identification, interventions and response to intervention for at-risk students

\* House Bill 5, 83<sup>rd</sup> Legislative Session added the requirement that each school district provide accelerated instruction in the applicable subject area each time a student fails to perform satisfactorily on end-of-course (EOC) assessment instrument that measures the knowledge and skills in that course and is required for graduation.

**Mentoring Programs for At-Risk Students:**

TEC Section 29.089

Each district may provide mentoring service programs to students at-risk of dropping out of school. The district will obtain the consent of a student’s parent or guardian before allowing the student to participate in the program. The board of trustees may arrange for any public or nonprofit community-based organization to come to the district’s campus(es) and implement the program.

- PGISD does **not** use SCE funds for these programs.
- PGISD does use SCE funds for providing mentoring program(s): \_\_\_\_\_

(District will provide description of program.)

## **Monitoring**

### Campus At-Risk Contact:

The Campus At-Risk Contact, in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include, but are not limited to, the following:

- Periodic interviews with service providers
- Ongoing monitoring of changes in status or situations with students
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure and/or three-week progress reports
- To the extent possible, quarterly and/or other timely consultations with law enforcement agents and representatives from DFPS
- As appropriate, review impact of counseling services offered to identified students

## **Continued Monitoring**

### District At-Risk Coordinator:

Annually, the District At-Risk Coordinator will review the campus use of SCE funds to ensure that the use of funds is targeting students who are at-risk or educationally disadvantaged. Supplemental salaries (FTEs) being paid through SCE will also be reviewed to ensure that the identified strategies in the CNA, CIP or DIP have the intended impact on student achievement.

## **Section V. Exit Procedures**

TEC Section 29.081

Since some criteria may only temporarily qualify students for SCE services (e.g. performance in subject area curriculum, on readiness tests, on State assessments, expulsion timeframe, LEP status, residential placement timeframes), the Campus At -Risk Contact, in

consultation with the principal and/or appropriate staff, will determine through periodic review of student data, the student's continued eligibility and need for continued services.

All decisions for exiting a student from the SCE program will be based upon the review of student performance data and may include, but not limited to, the following:

- 110% level of satisfactory performance on State assessments
- Promotion records
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP /EL status

The following at-risk criteria are automatically exited at the end of each school year or last day of the regular school calendar. Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date.

- PK to 3<sup>rd</sup> grade Readiness Assessment
- On parole, probation, or deferred prosecution
- In the custody or care of Department of Family Protective Services (DFPS)
- Identified homeless under the McKinney-Vento Homeless Assistance Act
- Identified as Foster Care

Students are never exited from the SCE program when they have been identified as at-risk under the following criteria:

- Not advanced from one grade level to the next (Exception: PK or K not advancing as result of parent request)
- Was previously reported through TSDS/PEIMS to have dropped out of school; has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.
- is a parent

## Methodology for Calculation of the 110% Satisfactory Performance on Assessment Instruments:

TEC Subchapter B, Chapter 39; TEC Section 28.0217

TEA does not maintain the 110% calculation for any public school. It is the district's responsibility to complete the 110% calculation.

- PGISD uses the DMAC 110% calculation report.
- PGISD using this methodology:

Using an Excel spreadsheet, data from the following are entered:

- The STAAR Raw Score Conversion chart for math, reading, writing, English, social studies, science, Algebra I, Biology, and U.S. History
  - Grade:
    - Math- Grade level 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> , and Algebra I
    - Reading- Grade level 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>
    - Writing- Grade level 4<sup>th</sup> and 7<sup>th</sup>
    - English- English I and English II
    - Social Studies- Grade level 8<sup>th</sup> and U.S. History
    - Science- Grade level 5<sup>th</sup> and 8<sup>th</sup>, and Biology
  - Standard- Approaches
  - Total Test Items for each foundation curriculum subject
  - Raw Score Cut (test items required for Approaches)
  - Percentage of Total Test Items (Raw Score Cut divided by Total Test Items)
  - 110% Average (Percentage of Total Test Items multiplied by 1.1)
  - 110% Raw Score (110% Average multiplied by Total Test Item rounded to nearest integer)
  - 110% Scale Score



### **Continued Monitoring:**

#### Campus At-Risk Contact:

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the Campus At-Risk Contact will establish periodic reviews of student performance for those students who have been exited from the SCE program.

At a minimum, the review of student performance should consist of review of grading reports, attendance reports, and review of any assessments taken in the current school year.

### **Section VI: Program Evaluation**

TEC 29.081; TEC Section 11.253

#### **Required Overall Program Evaluation:**

District coordinator, with campus contacts, conducts an annual program evaluation to assess the impact of SCE services/programs on increasing student achievement and reducing disparity in performance on the state assessment and rates of high school completion between students at-risk of dropping out of school and all other district students.

The evaluation will examine, but is not limited to, the following data and will determine the need to maintain the program, modify the program, or discontinue the program or strategy:

- At-risk student identification process
- Effectiveness of identified strategies
- Expenditures
- Supplement FTEs
- At-risk student exit process

The evaluation findings will be examined and will summarize how the SCE direct cost funds were used for the supplemental services and programs, as described in the CNA, DIP and CIP and expenditures. The evaluation does not address the expenditures of indirect cost SCE allocations, which are designed to defray administrative costs associated with the program. The evaluation findings will

describe the characteristics of the at-risk student population and will examine how their state assessment performance, graduation rate, and dropout rate compares to their not at-risk peers.

**Additional Evaluation Measures:**

Other evaluation measures, both formative and summative, may be included in the review of evaluation data arising from specific services provided at each campus(es). This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided.

**Annual SCE Evaluation: Previous School Year 2022-2023 at Pleasant Grove Independent School District**

| <b>SCE Program Evaluation for School Year 2022-2023</b>   |                              |   |   |   |
|---|------------------------------|---|---|---|
| <b>Service &amp; Evaluation Strategy</b>  | <b>Person(s) Responsible</b> | <b>Final Evaluation Conducted By</b>                | <b>Findings</b>   | <b>Program Modification</b>   |
| The district will utilize progress monitoring tools to assist with identifying student reading levels throughout the year and will provide students who are not making adequate progress with appropriate interventions.  | Principal,<br>Superintendent | District Site Based<br>Decision Making<br>Committee | From 2022 to 2023 the gap between at-risk and not at-risk students districtwide increased by 3 points for literacy and 1.5 points for math. In 2023 the STAAR was redesigned to include open response items | Provide teacher training in writing instruction to include teaching students how to respond to open-response items. |
| Students who are identified as at-risk or who are not reading on grade level as measured by district and/or standardized assessments will be provided with reading intervention during the school day.  | Campus Principals            | District Site Based<br>Decision Making<br>Committee | From 2022 to 2023 the gap between at-risk and not at-risk students districtwide increased by 3 points for literacy and 1.5 points for math. In 2023 the STAAR was redesigned to include open response items | Provide students with opportunity to practice open-response writing   |
| Campus learning coordinator, teachers and interventionists will utilize frequent and effective formative assessment practices along with data analysis tools to monitor student proficiency and adjust instruction to meet the needs of all students. Assessments will be created | Principal                    | District Site Based<br>Decision Making<br>Committee | From 2022 to 2023 the gap between at-risk and not at-risk students districtwide increased by 3 points for literacy and 1.5 points for math. In 2023 the STAAR was redesigned to include open response items | Incorporate open-response items in common formative assessments   |

|   |                               |   |  |      |
|---|-------------------------------|---|--|------|
| collaboratively and instructors will define/refine proficiency as a collaborative team prior to administering the assessment.   |                               |   |  |      |
| To ensure a smooth transition from early childhood programs to kindergarten, the district will provide full day 4 year old PreK program for qualifying students taught by certified teachers who will integrate early learning experiences to ensure the students meet academic standards for elementary school | Principal ,<br>Superintendent | District Site Based<br>Decision Making<br>Committee | The gap between at-risk and not at-risk preschool students decreased by 2 points as measured by district determined assessments from 2022 to 2023  | None |
| Students at risk of dropping out will be provided with the opportunity for credit recovery utilizing online software  | Principal                     | District Site Based<br>Decision Making<br>Committee | From 2022 to 2023 the gap between at-risk and not at-risk students districtwide increased by 3 points for literacy and 1.5 points for math. In 2023 the STAAR was redesigned to include open response items<br>No high school students dropped out of school during the 2022-2023 school year. 8 students received course credit through credit recovery | None |

|   |                  |  |  |  |
|---|------------------|--|--|--|
| <p>Students who are identified as at-risk and who are not making adequate academic progress will be offered additional instruction/tutoring before or after school.</p> | <p>Principal</p> | <p>District Site Based Decision Making Committee</p> | <p>From 2022 to 2023 the gap between at-risk and not at-risk students districtwide increased by 3 points for literacy and 1.5 points for math. In 2023 the STAAR was redesigned to include open response items</p> | <p>None</p>  |
| <p>The district DAEP program will provide behavior intervention through restorative discipline and academic improvement program with certified teachers.</p>            | <p>Principal</p> | <p>District Site Based Decision Making Committee</p> | <p>During the 2022-2023 school year, 10 students were assigned to DAEP, 3 of them were assigned more than one time</p>   | <p>Consider providing access to credit recovery software to students in DAEP</p> |

## **Section VII: State Compensatory Education (SCE) Expenditures**

TEC Section 29.081; TEC Section 42.152; TEC Section 28.0211; FASRG Module 9; FAR Module 1

PGISD ensures all costs recorded under SCE are **supplemental** to the regular education program and aligned with the CNA, DIP and CIP(s).

State Compensatory Education (SCE) funds must be used to provide compensatory, intensive, or accelerated instruction to qualifying SCE students. The purpose of the program is to increase the academic achievement and reduce the dropout rate of these students. SCE is a state mandated program, and SCE funds may only supplement the regular education program for qualifying students. **SCE funds cannot be used to pay for services and materials that students must have as a part of their basic educational program.**

Possible uses of funds (must be supplemental and instructional):

- Tutoring
- Class size reduction
- Specialized staff development addressing the needs of at-risk students
- State Assessment remediation
- Accelerated instruction
- Individualized instruction
- Specialized reading and mathematics programs
- Computer assisted instruction
- Extension of the instructional school day, week, or year
- Extended day sessions for Pre-Kindergarten
- Small group instruction
- Teacher assistants

### **Payroll/Personnel:**

The district may fund Full-Time Equivalent (FTEs) with SCE funds. Payroll costs related to SCE must be shown as **number of FTEs in the DIP and/or CIP(s)**. In addition, personnel paid with SCE funds must maintain payroll documentation.

Documentation will include job description, class schedule including number of students and number of minutes, and time and effort forms, if required. The job description of the SCE funded position must:

- Be updated when applicable
- Be signed by the employee annually\*
- Clearly identify the activities performed by the employee
- Be maintained in the employee's personnel file

\*Federal regulations only require a new job description if job duties change.

Records of employee class schedule and time and effort records are available from the district administration office.

## **Accounting Codes**

### FASRG, 9.3

The district will follow financial accounting codes and general guidelines and ensure that direct costs of the compensatory education program supplement expenditures of the regular education program. The majority of SCE program expenditures are accounted for in the General Fund (Fund Code 199). Expenditures are further specified using the established accounting code structure.

Expenditures attributable to compensatory education program are recorded in financial accounting records under program intent codes (PIC):

- PIC 24 Accelerated Education
- PIC 26 Non disciplinary Alternative Education Program- AEP Basic Services
- PIC 28 Disciplinary Alternative Program- DAEP Basic Services
- PIC 29 Disciplinary Alternative Education Program – DAEP SCE Supplemental Costs
- PIC 30 Title I, Part A Schoolwide Activities Related to SCE Costs on Campuses with 40% or More Educationally Disadvantaged Students
- PIC 34 Pre-Kindergarten SCE Costs

All costs recorded under SCE PICs must be supplemental to the regular education program and aligned with the DIP, CIP and CNA. Use of the accounting codes implies that the district is in compliance with the appropriation of SCE funds to supplement programs that provide services for qualifying SCE students.

## District and Campus Level SCE Expenditures

### SCE 2023-2024 District Level Funding and Budget

|  |             |
|--|-------------|
| PGISD: SCE Allocation Amount Received:                 | \$1,247,092 |
| Required Direct Cost (At least 55% of received amount) | \$685,900   |

#### Expenditures by Object Code:

|                           |           |
|---------------------------|-----------|
| <b>6100</b> Payroll Costs | \$640,304 |
|---------------------------|-----------|

List the number of supplemental position(s) fully or partially funded with SCE at the district-level:

|                                      |                |      |
|--------------------------------------|----------------|------|
| Campus Learning Coordinator          | Number of FTEs | 4    |
| Interventionist                      | Number of FTEs | 3    |
| Teacher - DAEP, Credit Recovery      | Number of FTEs | 2.25 |
| Preschool Teacher for full-day Pre-K | Number of FTEs | 2    |
| Before and after school tutoring     | Number of FTEs | 10   |

|  |     |
|--|-----|
| <b>6200</b> Professional & Contracted Services | \$0 |
|--|-----|

List the contracts to be SCE funded;

|  |  |          |
|--|--|----------|
|  |  | \$ _____ |
|  |  | \$ _____ |

|                                  |         |
|----------------------------------|---------|
| <b>6300</b> Supplies & Materials | \$45600 |
|----------------------------------|---------|

List the supplies and materials to be SCE funded:

|                            |  |         |
|----------------------------|--|---------|
| Materials for Intervention |  | \$3600  |
| Lexia                      |  | \$42000 |

|                                   |     |
|-----------------------------------|-----|
| <b>6400</b> Other Operating Costs | \$0 |
|-----------------------------------|-----|

List other operating costs to be SCE funded:

|  |  |          |
|--|--|----------|
|  |  | \$ _____ |
|--|--|----------|

#### Expenditures by Program Intent Code (PIC):



PIC codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- Title I, Part A School-wide above 40% educationally disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the amount to be allocated to each PIC code:

|                                 |           |
|---------------------------------|-----------|
| PIC 24- Accelerated Education   | \$416195  |
| PIC 30- Title I, Schoolwide 40% | \$269,705 |

**Campus Level Funding and Budget: (Repeat this section for each campus)**

***Margaret Fischer Davis Elementary School:***

SCE Allocation Amount Received                      \$138,712

**Expenditures by Object Code:**

**6100** Payroll Costs    \$127,812

List the number of supplemental position(s) funded with SCE at the campus:

Campus Learning Coordinator    Number of FTEs 1

Interventionist    Number of FTEs 1

**6200** Professional & Contracted Services      \$ 700

List the contracts to be SCE funded;

Professional Learning    \$700

\_\_\_\_\_ \$ \_\_\_\_\_

|                                  |           |
|----------------------------------|-----------|
| <b>6300</b> Supplies & Materials | \$ 10,000 |
|----------------------------------|-----------|

List the supplies and materials to be SCE funded:

|       |          |
|-------|----------|
| Lexia | \$10,000 |
|-------|----------|

|                                   |        |
|-----------------------------------|--------|
| <b>6400</b> Other Operating Costs | \$ 200 |
|-----------------------------------|--------|

List other operating costs to be SCE funded:

|               |       |
|---------------|-------|
| Miscellaneous | \$200 |
|---------------|-------|

**Expenditures by Program Intent Code (PIC):**

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:

|                                  |           |
|----------------------------------|-----------|
| PIC 24- Accelerated Education    | \$10,900  |
| PIC 30- Title I, School-wide 40% | \$127,812 |

***Pleasant Grove Intermediate School:***

|                                |           |
|--------------------------------|-----------|
| SCE Allocation Amount Received | \$142,591 |
|--------------------------------|-----------|

**Expenditures by Object Code:**

|                           |           |
|---------------------------|-----------|
| <b>6100</b> Payroll Costs | \$131,391 |
|---------------------------|-----------|

List the number of supplemental position(s) funded with SCE at the campus:

|                             |                  |
|-----------------------------|------------------|
| Campus Learning Coordinator | Number of FTEs 1 |
|-----------------------------|------------------|

|                 |                  |
|-----------------|------------------|
| Interventionist | Number of FTEs 1 |
|-----------------|------------------|

**6200 Professional & Contracted Services \$1000**

List the contracts to be SCE funded;

|                       |        |
|-----------------------|--------|
| Professional Learning | \$1000 |
|-----------------------|--------|

|       |          |
|-------|----------|
| _____ | \$ _____ |
|-------|----------|

**6300 Supplies & Materials \$10,000**

List the supplies and materials to be SCE funded:

|       |          |
|-------|----------|
| Lexia | \$10,000 |
|-------|----------|

**6400 Other Operating Costs \$200**

List other operating costs to be SCE funded:

|               |       |
|---------------|-------|
| Miscellaneous | \$200 |
|---------------|-------|

**Expenditures by Program Intent Code (PIC):**

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program

- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:

|                                  |           |
|----------------------------------|-----------|
| PIC 24- Accelerated Education    | \$11,200  |
| PIC 30- Title I, School-wide 40% | \$131,391 |

***Pleasant Grove Middle School:***

SCE Allocation Amount Received                      \$147692

**Expenditures by Object Code:**

|  |                                   |
|--|-----------------------------------|
| <b>6100</b> Payroll Costs  | \$136,442                         |
| List the number of supplemental position(s) funded with SCE at the campus: |                                   |
| Campus Learning Coordinator  | Number of FTEs 1                  |
| Interventionist  | Number of FTEs 1                  |
| Afterschool Tutors   | Number of FTEs 6 partially funded |

|  |          |
|--|----------|
| <b>6200</b> Professional & Contracted Services | \$1000   |
| List the contracts to be SCE funded;           |          |
| Professional Learning                          | \$1000   |
| _____  | \$ _____ |

|   |          |
|---|----------|
| <b>6300</b> Supplies & Materials                  | \$10,000 |
| List the supplies and materials to be SCE funded: |          |
| Lexia   | \$10,000 |

|  |          |
|--|----------|
| <b>6400</b> Other Operating Costs            | \$250    |
| List other operating costs to be SCE funded: |          |
| Miscellaneous                                | \$ _____ |

**Expenditures by Program Intent Code (PIC):**

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

List the expenditure amount to be allocated to each PIC code:

|                                  |          |
|----------------------------------|----------|
| PIC 24- Accelerated Education    | \$147692 |
| PIC 30- Title I, School-wide 40% | \$0      |
| Other PIC Code _____             | \$ _____ |

***Pleasant Grove High School:***

SCE Allocation Amount Received                      \$256905

**Expenditures by Object Code:**

|  |                                   |
|--|-----------------------------------|
| <b>6100</b> Payroll Costs  | \$246255                          |
| List the number of supplemental position(s) funded with SCE at the campus: |                                   |
| Campus Learning Coordinator  | Number of FTEs 1                  |
| Interventionist  | Number of FTEs 1                  |
| After School Tutors  | Number of FTEs 5 partially funded |
| DAEP Teacher   | Number of FTEs 1                  |
| Credit Recovery Teacher  | Number of FTEs .75                |

|  |       |
|--|-------|
| <b>6200</b> Professional & Contracted Services | \$600 |
| List the contracts to be SCE funded;           |       |
| Professional Learning                          | \$600 |

|  |          |
|--|----------|
|  | \$ _____ |
|--|----------|

|   |          |
|---|----------|
| <b>6300</b> Supplies & Materials                  | \$10,000 |
| List the supplies and materials to be SCE funded: |          |
| Lexia   | \$10,000 |

|  |      |
|--|------|
| <b>6400</b> Other Operating Costs            | \$50 |
| List other operating costs to be SCE funded: |      |
| Miscellaneous Costs                          | \$50 |

**Expenditures by Program Intent Code (PIC):**

PIC codes are used to designate the intent of a program provided to students. PIC codes identify cost directed toward a particular need of a specific set of students.

- PIC 24- Accelerated Education
- PIC 30- For use if the campus is Title I, School-wide above 40% economically disadvantaged
- PIC 26- Non-disciplinary Alternative Education Program
- PIC 28- Disciplinary Alternative Education Program- Basic Services
- PIC 29- Disciplinary Alternative Education Program- SCE Supplemental Costs
- PIC 34- Pre-Kindergarten

|   |          |
|---|----------|
| List the expenditure amount to be allocated to each PIC code: |          |
| PIC 24- Accelerated Education                                 | \$256905 |
| PIC 30- Title I, School-wide 40%                              | \$0      |

**(Note: This section could be expanded and might also be put into table format or included as bulleted items with additional funds listed. Because evaluation is crucial in all programs, district-level efforts for evaluation should be defined as well)**

The district may draw on other fund sources for support services that address the needs of qualifying SCE students. Other local and special grants and other special state and federal funds may support additional initiatives designed to support all students, especially those in greatest need.

**Section IX: Cost Comparison:**

TEC Section 42.152

The district lists the cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio in the Supplement Not Supplant methodology.

|  |
|--|
| District per student expenditure: \$9143 (Function 11 total/student enrollment #)<br>SCE Program per student expenditure: \$1204 (SCE direct cost total/# of SCE students) |
|--|

The district must determine if additional SCE funding is effective in supporting qualifying SCE students.