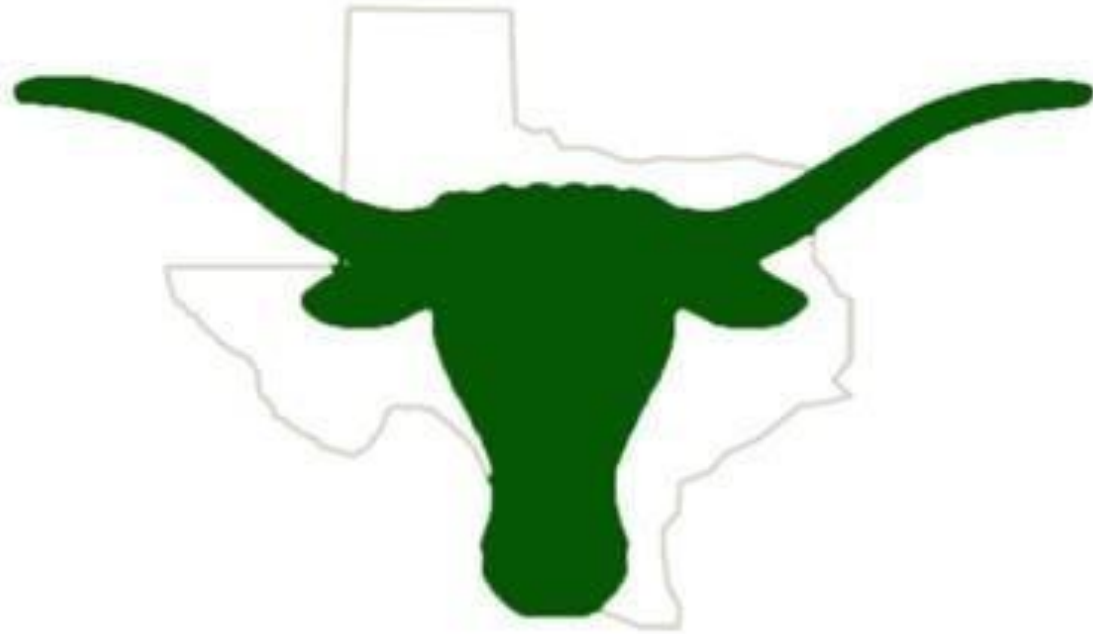


# Pearsall Independent School District



## 2018-2019 District Improvement Plan Summative/Formative Evaluation

Smart Goal = Percent is set to which students will Meet Grade Level									
	Approaches Grade Level = likely to succeed in the next grade or course with targeted academic intervention								
	Meets Grade Level = high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention								
	Masters Grade Level = expected to succeed in the next grade or course with little or no academic intervention								
Quarterly Goals = These are set to track the progress of students academically for obtaining the Smart Goal Academic Percentage. (1st Quarter = August-October, 2nd Quarter = November-January, 3rd Quarter = February-March, 4th Quarter = April-June)									
Problem Statement = Explains what struggle is the District is experiencing.									
Root Cause = Explains what has caused the struggle (problem statement) for the District.									
Objective = Main focus area for the District									
Quatitative Baseline Data = Data that helps determine the quarterly goals that lead to the annual SMART goal.									
District Priorities = The District has established four priorities to focus on. One priority is aligned with each SMART Goal.									
TEA Strategy = The Commissioner of Educaiton has established five priorities for districts to focus on. Each SMART Goal is aligned to a TEA Strategy.									
3-5 Year Goal = This is where the District wants to be, if not higher academically and for accountability.									

# District Vision

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

# District Mission Statement

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

# District Goals

- Improve Achievement for All Student

- Develop and support effective instruction that focuses on high performance of all students.

- Ensure a safe environment in which all students and staff are accountable.

- Prepare all students to be college and career ready.

- Ensure Efficient and Effective Operations

- All departments will conduct a system analysis of operational process.

- Develop an accountability, monitoring, & reporting structure for all departments and schools.

- Ensure Effective Communications

- Develop and implement a district-wide plan to maximize two-way communication among school, family, & community.

# District Priorities

- a. Students will be proficient in both reading and math at every grade level.
- b. Teachers will successfully incorporate engaging activities which integrates technology, fine arts, & college and career readiness standards into the curriculum.
- c. Student, Parent, & Community Engagement Rate will increase.
- d. District Personnel Retention Rate will increase.
- e. Ongoing support, to include professional development and training, for District personnel will be provided.

# Core Values

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

# 2018-2019 District Planning Committee

Name	Committee Role
Dr. Nobert Rodriguez	Superintendent (non-voting)
Sonya Martinez	Administrator (non-voting)
Brandi Feldhousen	Administrator
Jesse Hinojosa	Administrator
Linda Chavera	Administrator
Gilbert Cantu	Administrator
Devon Zamzow	Administrator
Sharon Neumann	Administrator
Marsha Swilley	Teacher
Brandon Callis	Teacher
Col. Glenn Larson	Teacher
LeeAnn Elizondo	Teacher
Miranda Gutierrez	Teacher
Laura Berrelez	Teacher
Carolyn Hastings	Para Professional
Terri Bledsoe	Teacher
Jayne Keck	Teacher
Senaída Garcia	Teacher
Erica-Cavazos Flood	Para Professional
Jordan Harvey	Teacher
Jesus Beltran	Teacher
Gina Garcia	Teacher
Norma Rivera	Teacher
Nina Neal	Parent
Amy Dugosh	Parent
Juanita Rendon	Business Member (Represents Hospital)

Carla Muennick	Business Member (Represents Security State Bank)
Bea Nieto	Community Member
Brian Blackburn	Community Member

**Comprehensive Needs Assessment**

<b>Component</b>	<b>TEA Strategic Priorities</b>	<b>Summary</b>	<b>Strengths</b>	<b>Needs</b>	<b>Data Source</b>
Demographics	Improve Low-performing Schools	2,288 Students 94.76% Hispanic 76.57% Economically Disadvantaged 3.37% Bilingual 2.14% ESL 10.14% Special Education 5.42% Gifted and Talented	Diverse Cultures, Enrollment has stayed relatively similar, Gifted & Talented Processes are in aligned between the campuses, Student/Teacher Ratio is 13.4/1 which gives students smaller class sizes, CTE Program has grown	Bilingual Program has grown with student numbers and more certified ESL teachers are needed as well as continued support for our English Language Learners. Gifted and Talented Program has decreased in numbers slightly. At Risk students are struggling to pass the STAAR test and continue to require intervention. Close performance gaps in STAAR scores between ethnicities and economically disadvantaged population. There has been an increase in McKinney Vento, Foster, and Migrant students which are needing more assistance either with academics, or just basic needs or clothing. Special Education has increased in numbers and students are struggling academically. Migrant students continue to struggle academically and interventions will continue to be evaluated and provided. Our Economically Disadvantaged population has decreased some.	TAPR, PEIMS, Accountability Reports for Campus, Climate & Program Surveys, PBMAS report

Student Achievement	Improve Low-performing Schools	<p>There has been improvement amongst all students. We know literacy is fundamental to success. Students Kinder - 8th grade are being pushed to improve their basic reading skills, reading comprehension, vocabulary, and fluency which has helped all content areas to improve. Data sources are showing consistent progress. Growth in data disaggregation has improved to better differentiate instruction to the students and teach with more depth.</p>	<p>Data is assessed Kinder - 8th grade for comprehension, fluency in reading and math to provide teachers a snapshot of where students are at that time. Tracking growth of data on students in Special programs every six weeks now. Students identified within the tier 3 model are given multiple opportunities to participate in additional intervention course at different times during the day. Special Populations of English Learners and Migrant data indicates there is growth. English Learner have had growth overall using STAAR/EOC, 3-5% growth. All students are making progress. Interventions are in place at all levels. The intervention programs are helping increase achievement. Math data has increased longitudinally. 50% of our students are at the meet and exceeds progress. 60% are at the Met and Exceeds in Math.</p>	<p>Minimal growth has occurred with student in Special Education, but their data is staying consistent and not decreasing. ELAR is a district-wide struggle and has presented wide gaps in our students ELAR learning. The reading data is showing for our students to still be above 50% for met and exceeds, but not by much. Need foundational or differentiated math and reading online program to assist in student achievement. More students to take ACT/SAT.</p>	<p>TAPR, STAAR reports-data, PBMAS report, longitudinal data, Accountability reports</p>
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<p>Culture and Climate</p>	<p>Recruit/Support/Retain Teachers or Principals</p>	<p>Majority of staff feel we have a safe learning environment, we care for students, strong relationships are built, they are treated fairly. 73% of staff and students feel safe at school. 85% of staff say they look forward to coming to work everyday.</p>	<p>We have higher attendance rate, more parental support with activities, more pride and unity among everyone, and improved community support. 70% of the students feel safe at school. All students are given the opportunity to participate in all extracurricular activities/clubs and other areas. We are building capacity by a grow your own initiative, leadership chances for staff, teachers are given the opportunity to present Professional Development, and there are choices for Professional Development based upon teacher feedback.</p>	<p>63% of staff agrees that staff has strong relationships with each other and feel they are treated respectfully and professionally. This is a decrease from last year, so more building in this area is needed. 31% of teachers state they spend too much time disciplining students. Only 33% of staff feel discipline is enforced consistently and 37% of staff feel that school administrators are aware of what is going on in the classrooms; this is a decrease from the first of the school year. Discipline continues to still be a factor to be addressed consistently across campuses. There was a slight decrease in the feel of safety among students and staff while at school. 61% of staff feel the school environment is clean and in good condition which was a slight decline from the prior school year. 57% of teachers feel they have all the resources needed.</p>	<p>Campus and Climate survey's, TAPR, PEIMS</p>
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<p>Staff Quality, Recruitment, and Retention</p>	<p>Recruit/Support/Retain Teachers or Principals</p>	<p>Past 3 years more consistent for retention of staff. It was 79%, 76%, &amp; 74%. 51% of teachers had 0-5 years teaching experience which is less from year before at 61%. All teachers grades PK-12th were certified in their areas, degreed or college hours- (Paraprofessionals). Job fairs are attended, postings on websites, communicate through professional learning communities for positions that are open.</p>	<p>Teacher pay scale compared to other districts in the area. We offer some teacher housing. Professional Learning communities are offered every week or biweekly depending on the campus. Coaching, Region 20 trainings, walkthrough support is offered to teachers. Local days are rolled over to next school year. Consistency with keeping our scope and sequence. Vast amounts of technology is provided to students. Structured Mentor program including observations, professional development, and feedback. Teachers feel supported through the mentor program. Monthly CEIC meetings, professional development, data meetings are held at campuses to keep everyone informed well.</p>	<p>Continue to improve the consistency across the District with the mentor program. Continue professional development for district/staff needs. Continue support to teachers with more Administrator visibility in classroom and training and guidance with TTESS. Staff needs more time to implement strategies learned from professional developments they attend. Must continue consistency amongst Federal Programs and State programs with requirements. Continue to work to decrease the turnover rate of 26%.</p>	<p>Campus and Climate survey's, TAPR, District Pay Scale, PD survey, Walkthrough data</p>
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Curriculum, Instruction, Assessment	Improve Low-performing Schools	<p>Curriculum Framework has pieces in place. Pacing Calendar, Scope and Sequence, Year at a Glance, Curriculum Based Assessments and lesson plans are all being done. Data tracking is now being used to track our Special pops. Data is driving the instruction in most content areas at the campuses.</p>	<p>The District provides evidence that it has a system for management and quality control of the Curriculum. Specific RtI is implemented at different campuses. Students are placed in Intervention dependent on data results for each campus. Growth has been seen overtime. TEKS that have been taught are tested along with TEKS from previous units being spiraled into the tests. Data is being evaluated for effectiveness and alignment. Student growth has been evident some through CBA's, Benchmarks, and STAAR/EOC.</p>	<p>Need a focus on process and structure of lesson planning to ensure that student output is aligned with the level of TEKS rigor. Need a design protocol for conferencing with teachers about their lesson plans that zero in on student output. Need consistent technology integration and technology across campuses. Need a curriculum management system that addresses State Standards that are constantly being updated in accordance with State Curriculum Guidelines. Need a Professional Development plan based on Administrator voice, teacher voice, and student data. A focus on Academic rigor using instructional resources that are rigorous is needed. All campuses need to have consistency on CBA's for validity of our accountability. Data tracking across campuses needs consistency. It is in place but more is needed. While there is some 21st Century Learning skills being utilized in the classrooms, more is needing to be implemented. Continue to evaluate Interventions and adjust so the programs are effective for all the students in them. More writing curriculum alignment needed through out all grade levels. Differentiating with instruction is still a struggle for many teachers. Still need RtI Teachers for low achieving students and instructional coaches to helping instruction with the teachers in the classroom. Teachers need to continue to have common planning periods for collaboration and PLCs.</p>	<p>TAPR, Walkthroughs, Accountability reports, Survey's, Curriculum Audit</p>
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Family, Community Involvement	Build Foundation in Reading & Math	<p>Family/Community involvement has increased but needs improvement. Activities are provided but there is a lack of participation as students move up to the High School level campus. Same parents attend everything. There are programs to support students in all services such as: 504, Dyslexia, Bilingual, Migrant, McKinney Vento, G/T, Special Education, RtI, Free Lunch for all and more. The district has many partnerships with community groups. (MHMR, ST Rural Health Services, HEB, Wal-mart, Public Library, TMC, Headstart, City of Pearsall, Local Churches, Frio Regional Hospital, Frio County, Oaks Theater, Medina Electric, Gemini)</p>	<ul style="list-style-type: none"> <li>• GT showcase</li> <li>• Mail outs in Spanish/English</li> <li>• School App</li> <li>• School Messenger</li> <li>• Increased number of activities for parents/community</li> <li>• Graduation for Kinder/12th grade</li> <li>• Report card conferences &amp; pick up nights</li> <li>• Art fair/ Spanish Fair (JH &amp; HS)</li> <li>• Science fair</li> <li>• Fall Festival</li> <li>• Theatre Arts Productions</li> <li>• Field Day Events</li> <li>• Powder Puff</li> <li>• Book Fairs</li> <li>• Hispanic Heritage Celebration</li> <li>• Lunch with Loved Ones</li> <li>• Cinco de Mayo Celebration</li> <li>• Read Across America</li> <li>• Reading Connection</li> <li>• Music programs</li> <li>• Back to School Bash</li> </ul>	<p>Continue to improve Parent Involvement by finding ways to get Parents involved, Continue District Wide parent/Community events to build on the reading and math foundation in our students. Continue Truancy implementation. Bring in motivational speakers that will connect with the students, and the parents. Counseling services with with Community and Schools, or outside local agencies to help our students that may be at risk for emotional or other issues. Find ways to connect with the community out in the community.</p>	<p>Campus, Climate &amp; Program Surveys, Sign in Sheets, PEIMS</p>
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<p>School Context Organization</p>	<p>Recruit/Support/Retain Teachers or Principals</p>	<p>Barriers are still present with some areas. Teachers and staff have opportunities to voice what is needed. Several organizations are implemented at the campuses. For example, JH has Base Committee, Student Council, HS has Taffy Club, and others. Intermediate and TFE have PTO as well as others. There is support to teachers and staff through weekly newsletters and grade level/department level meetings weekly or bi-weekly. Most campuses have 1 Principal and 2 Assistant Principals. Some campuses have Instructional Coaches and have either 1-2 counselors.</p>	<p>Improvement growth was evident with administrative support, curriculum support, mentoring and coaching to new and returning teachers. Teachers do have input in department head meetings, Year at a glance developing, formative assessments led by the teachers. When students perform poorly, campuses schedule interventions and tutorials during the school day and after school tutorials, blitzes, based on the student needs. The staff seem competent and work hard to meet the needs of the students. Teachers have opportunity to give their voice on decisions at the campus and PD for the district.</p>	<p>Continue high expectations for teachers and all staff across the district. Continue with Instructional specialist/assistant principal (academic dean). Continue with campus and district level committees for the purpose of making data driven decision and evaluating programs as well as communicating with students, parents and staff all decisions. Continue with consistency of PGP plans for secondary students. PBIS and/or CHAMPS is needed for classroom management consistency. Implement CCR curriculum in HS Course Catalog and increase CTE certifications. Provide school travel opportunities for Migrant students to other agencies outside the state and within the state. Need for change for staff being resistant to change. Need to continue to work at scheduling options for optimal performance for students and teacher/class size ratio. Continue to work on policy, regulation, compliances, and discipline procedures to be kept consistently. Continue support for interventions.</p>	<p>Campus and climate surveys, CBA's, other Formative assessments, STAAR data</p>
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Technology	Improve Low-performing Schools	<p>Teachers, staff and students have decent proficiency skills with technology and more so when training is given. More technology training has been provided this school year on tracking sheets for student achievement, Higher Order Thinking Skills, common assessments and data review, AWARE and building assessments, Lead4ward, differentiation, Google Classroom, creating teacher webpages. Some students are using the digital tools to gather, evaluate, and use information and they are using critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions. Technology is utilized in most classrooms, however some of the technology has not been kept up to date or properly maintained to working condition at some campuses. Trying to increase the inventory of our technology to have more on hand for our students to use for their learning.</p>	<p>Different forms of technology are being used in all content areas during the day/week. Increasing funding to purchase more technology (chromecarts for reaching the 1:1) for our students. Classroom computers and chromebooks are used on a weekly/daily basis. Smart boards and stand alone touch panels are used in the classroom. Touch promethean boards are in the special needs classrooms. These types of technology devices helps to keep the students actively learning and engaged. By engaging the students we are giving them the opportunity to control some of their education, as well as the opportunity to use the technology to help another student who may not completely understand the information. Technology is felt to be very helpful amongst the staff while teaching students. Many of our students are very proficient at the different forms of technology.</p>	<p>Continue to focus on professional development to bring in blended learning, flipped classrooms, google classroom set ups for teachers to continue to increase student engagement for their learning. Bring in particular PLC's for technology needs. Some sites that teachers utilize are block or supplies not available. Have technology PD offered earlier in the year and continue to set more funds aside to have an exact 1:1. Continue to set aside funds to update outdated or broken technology.</p>	<p>Training Evaluations, surveys, Techonology Committee meetings (Agenda's with minutes), Campus Needs Assessments for Technology from the CEIC's</p>
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### Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2018-2019 school year student performance rates will increase for all students achieving STAAR passing and students achieving post secondary readiness standards from 58% approaches to 68%, and 26% meets to 36% or higher.									
Quarterly Goals (1-4)	58/26	60/29	63/33	68/36	<b>Critical Success Factors (CSF)</b>					
Problem Statement	As of the end of the 2017-2018 academic year, 58% of the students demonstrated approaches grade level in STAAR /EOC tested areas.				1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>				
Root Cause	PISD has faced challenges with developing a consistent and long-term plan for curriculum.				2 - Increase Use of Quality Data	2 - Met and Exceeds				
Objective 1	Academic Achievement across the curriculum content areas				3 - Increase Leadership Effectiveness	1 - Met				
Quantitative Baseline Data	2018 STAAR data & Curriculum Framework evidence				4 - Increase Family/Community	0.5 - In progress				
District Priority	b. Teachers will successfully incorporate engaging activities which integrates technology-fine arts-college and career readiness standards into the curriculum.				5 - Increase Learning Time	0 - Did Not Meet				
TEA Strategy	Improve Low-performing Schools				6 - Improve School Climate					
Accountability Domains	Student Achievement				7 - Increase Teacher Quality					
3-5 Year Goal					70%					

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Ensure and Monitor for effective instruction	Curriculum/Instruction, Principals, Special Programs, Assistant Principals	Curriculum Framework components, Walkthrough Data and form	August 15, 2018	May 31, 2019	Curriculum - Instruction - Assessment			1		
Monitor pacing of TEKS Resource System curriculum framework by conducting walkthrough visits of classrooms and checking data.	Curriculum/Instruction, Principals, Special Programs, Assistant Principals	Curriculum Framework components, Walkthrough Data and form	August 15, 2018	May 31, 2019	Curriculum - Instruction - Assessment			1		
Monitor, Adjust, & Evaluate the implementation of Curriculum Framework including Pacing of Curriculum, Lesson Plans review	Curriculum/Instruction, Principals, Special Programs, Assistant Principals	Lesson Plans, Framework Components, AWARE data, Data Binders	August 15, 2018	May 31, 2019	Curriculum - Instruction - Assessment			1		
Monitor, adjust, & Evaluate interventions used for struggling students by analyzing teacher data and lesson plans	Curriculum/Instruction, Principals, Special Programs, Assistant Principals	Lesson Plans, Framework Components, AWARE data, Data Binders	August 15, 2018	May 31, 2019	Curriculum - Instruction - Assessment			1		

Monitor Effective Student Progress through Data tracking progress sheets	Curriculum/Instruction, Principals, Special Programs, Assistant Principals	Student Data Tracking Forms, Data Binders	August 15, 2018	May 31, 2019	Student Achievement				2	
Analyze Unit Tests, Performance Assessments, Benchmark results, as well as, state assessments to align/evaluate instruction	Curriculum/Instruction, Principals, Assistant Principals	Meeting Agenda, Sign in Sheets - Assessment Campus Teams, Lead4ward Blueprints	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				2	
Analyze reading/lexile proficiency levels for all students to provide appropriate instructional support.	Curriculum/Instruction, Principals, Assistant Principals	Data Binders, Data from Aware	August 15, 2018	May 31, 2019	Student Achievement				2	
Align writing instruction and its content curriculum across all grade levels.	Curriculum/Instruction, Principals, Assistant Principals	Scope and Sequence for Writing on all grade levels	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				1	
Evaluate role and effectiveness of Interventionists by comparing and tracking student data	Curriculum/Instruction, Principals, Assistant Principals	Student Data reports, Lesson Plans, Walkthrough Data	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				7	
Coordinate and effectively implement PD for Pearsall ISD Staff and Tree Of Life Learning Academy, that enhances a deep understanding of the TEKS, classroom management strategies, EL strategies, TELPAS data, differentiation, strategies for GT students, basic foundational knowledge of reading skills and building relationships, phonics training, TEKS Resource System training, Project Based Learning (PBL), Leadership coaching training/support	Special Programs Director, Asst. Superintendent, Principals	Contracts, Sign in sheets, Agendas, PD Schedules, Lesson Plans	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention				7	



Create Common Planning times and hold PD for teachers and Student data analysis meetings.	Special Programs Director, Principals	Agendas, Sign in Sheets, Data Binders, ?	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				6	
Utilize Instructional Coaches to assist teachers with strategies and resources.	Special Programs Director, Asst. Superintendent, Principals	Job Descriptions, meeting agendas (PLC's)	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				3	
Provide ongoing staff training on Aware and data analysis tools needed by each campus.	Principals, Special Programs Director	Training Agendas, sign in sheets,	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention				7	
Ensure more Administrative leadership visibility within campuses and classroom	Principals, Central Office Administrators	Walkthroughs	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention				3	
Evaluate and support the effectiveness of teachers utilizing T-TESS and Student Achievement Data	Special Programs Director, Asst. Superintendent, Principals, Asst. Principals	Eduphoria - Observations and Walkthroughs, Aware	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention				7	
Assist Migrant, McKinney Vento & Foster Care students with school supplies and uniform shirts	Special Programs Director, Migrant Liaison, Migrant Director	Sign off from Parents for getting items	August 15, 2018	May 31, 2019	Demographics				1	
Evaluate role and effectiveness of Instructional Coaches	Special Programs Director, Asst. Superintendent, Principals	Job Descriptions, meeting agendas (PLC's)	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				1	
Implementation of supplemental reading for students at all campuses.	Special Programs Director, Asst. Superintendent, Principals	myON, Reading Plus data	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				1	
Audit all instructional resources	Special Programs Director, Asst. Superintendent, Principals	Learning list. com	August 15, 2018	May 31, 2019	Curriculum-Instruction - Assessment				1	

### Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2018-2019 school year student performance rates will increase 10% for all students in Special Programs achieving STAAR passing and students achieving post secondary readiness standards.									
Quarterly Goals (1-4)	38/20	41/23	45/26	48/30	<b>Critical Success Factors (CSF)</b>					
Problem Statement	At the end of the academic 2017-2018 38 % of students in special programs are demonstrating "approaches" in STAAR/EOC.				1 - Improve Academic Performance		<b>Formative and Summative Evaluation</b>			
Root Cause	The District lacked consistency in program (curriculum & instruction) delivery among the campuses.				2 - Increase Use of Quality Data		2 - Met and Exceeds			
Objective 2	Academic Achievement for students in all programs				3 - Increase Leadership Effectiveness		1 - Met			
Quantitative Baseline Data	2017-2018 STAAR/EOC Data				4 - Increase Family/Community		0.5 - In progress			
District Priority	a. Students will be proficient in both reading and math at every grade level.				5 - Increase Learning Time		0 - Did Not Meet			
TEA Strategy	Build Foundation in Reading & Math				6 - Improve School Climate					
Accountability Domains	Closing the Gaps				7 - Increase Teacher Quality					
3-5 Year Goal					60%					

Activities	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Evaluate Special Education, Migrant and Bilingual services for students who have failed state assessments by analyzing teacher data, instruction to meet students' needs.	Special Ed. Director, Special Programs Director, Principals	ARD meetings, Data Forms & Binders, IEP's	August 15, 2018	May 31, 2019	Demographics			1		
Analyze progress of Special Education students receiving additional instructional support from Paraprofessionals	Special Ed. Director, Principals	ARD meetings, Schedules	August 15, 2018	May 31, 2019	Demographics			1		
Effectively implement an RTI program that meets the needs of identified students.	Special Programs Director, Principals	Rtl Framework, Schedules	August 15, 2018	May 31, 2019	Curriculum-Instruction-Assessment			1		
Monitor and evaluate system for developing and maintaining PGP's	Peims Coordinator, HS and JH Principal, HS & JH Counselors	PGPs, Meeting agendas and sign-ins	August 15, 2018	May 31, 2019	School Context Organization			3		
Ensure Classroom/behavior Management programs are being utilized at campuses for Positive Reinforcement.	Special Programs Director, Principals	Trainings, Agendas, sign in sheets, walkthroughs	August 15, 2018	May 31, 2019	School Context Organization			5		



### Formative & Summative Evaluation Analysis

SMART Goal 1 (Performance Measure)	By the end of the 2018-2019 school year, 100% of students will be engaged in college and career opportunities and will have 90% of graduating seniors to be considered college and/or career ready (CCMR).			
Quarterly Goals (1-4)	60	70	80	90
Problem Statement	PISD had only 8% of students graduate with an industry certification and only 33% graduated with CCMR in 2017.			
Root Cause	The District lacked clear processes, procedures, and monitoring of CTE program.			
Objective 3	Prepare all students to be college and career ready.			
Quantitative Baseline Data	End of Year PGP reports - PEIMs			
District Priority	b. Teachers will successfully incorporate Project Based Learning (PBL) which integrates technology-fine arts-college and career readiness standards into the curriculum.			
TEA Strategy	Connect High School to Career and College			
Accountability Domains	Student Achievement			
3-5 Year Goal	75% of students at the end of 3-5 years will have a plan for college and career opportunities.			

<b>Critical Success Factors (CSF)</b>	
1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>
2 - Increase Use of Quality Data	2 - Met and Exceeds
3 - Increase Leadership Effectiveness	1 - Met
4 - Increase Family/Community	0.5 - In progress
5 - Increase Learning Time	0 - Did Not Meet
6 - Improve School Climate	
7 - Increase Teacher Quality	

Activities	Person(s) Responsible	Resource(s) / Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Develop and implement a CCR curriculum (this includes a course catalog)	CTE Coordinator, HS Principal, Technology Director	Course Catalog	August 15, 2018	May 31, 2019	School Context Organization			1		
Establish and convene an advisory committee for CTE Program and monitoring for JH and HS.	CTE Coordinator, HS & JH Principal, Technology Director	Sign In sheets, Agendas	August 15, 2018	May 31, 2019	School Context Organization			3		
Increase CTE certifications.	CTE Coordinator, HS & JH Principal, Technology Director	CTE Certification Exams & 244 PER	August 15, 2018	May 31, 2019	School Context Organization			6		
Provide College and Career Days	CTE Coordinator, HS Principal, Technology Director	Flyers or agendas	August 15, 2018	May 31, 2019	Culture and Climate			6		
College Day Monday's	CTE Coordinator, Principals, Technology Director	District Improvement Plan, people actually wearing the shirts	August 15, 2018	May 31, 2019	Culture and Climate			6		



### Formative & Summative Evaluation Analysis

SMART Goal 2 (Performance Measure)	By the end of 2018-2019 school year, 90% of District Staff will see that the District's programs and processes are effective for students academically.									
Quarterly Goals (1-4)	63%	71%	82%	90%	<b>Critical Success Factors (CSF)</b>					
Problem Statement	PISD has faced challenges with maintaining consistent and long-term processes for campuses and programs over the past 5-10 years.				1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>				
Root Cause	The District lacked clear processes, procedures, and monitoring of programs and campuses.				2 - Increase Use of Quality Data	2 - Met and Exceeds				
Objective 1	Maintain efficient, effective accountability for all departments and schools.				3 - Increase Leadership Effectiveness	1 - Met				
Quantitative Baseline Data	Evaluations of Programs annually - 2015-2018				4 - Increase Family/Community	0.5 - In progress				
District Priority	d. District Personnel Retention Rate will increase.				5 - Increase Learning Time	0 - Did Not Meet				
TEA Strategy	Recruit/Support/Retain Teachers or Principals				6 - Improve School Climate					
Accountability Domains	Student Progress				7 - Increase Teacher Quality					
3-5 Year Goal					100%					

Activities	Person(s) Responsible	Resource(s) / Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Utilize Police Department Personnel by providing a safe environment, fingerprinting, supplies, security, maintenance/repairs, police car, and assisting in recovering (absent, truant) students.	Asst. Superintendent, Truancy Officer, Chief of Police	Incident reports, discipline reports, attendance reports	August 15, 2018	May 31, 2019	Culture and Climate	SCE / 289	\$151,370 / \$100,145	6		
Implementation of student drug testing and Drug Dog Vet costs and supplies.	Athletic Director	Drug Testing company	August 15, 2018	May 31, 2019	School Context Organization	289, 199 (SCE)	\$20,000 / \$12,300	6		
Monitor ISS & OSS placements and ensure students receive/complete school assignments.	Principals	Discipline reports	August 15, 2018	May 31, 2019	Culture and Climate			1		
Develop, implement, and monitor Drop out Recovery Plan while utilizing the truancy officer.	Principals, Truancy Officer	Graduation reports, dropout reports, OFSDP enrollment reports	August 15, 2018	May 31, 2019	Student Achievement			1		
Conduct an annual survey on all programs/ departments & Culture and Climate (campus and district)	All Directors of their Specific Programs	Survey's & their data	August 15, 2018	May 31, 2019	School Context Organization			6		

Provide various incentives for teachers within their campuses (ex: blue jean passes, teacher celebrations, etc...)	Principals	Principals monthly board reports	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			6		
Evaluate BE/ESL program all aspects (report to School Board)	Special Programs Director	Report	August 15, 2018	May 31, 2019	School Context Organization			2		
Monitor and evaluate PEIMS coding process for all programs (Special Populations)	Peims Coordinator, Special Programs, Principals	Reports that are signed off on before submissions	August 15, 2018	May 31, 2019	School Context Organization			1		
Use Raptor system and TxDPS criminal background checks to review visitors and volunteers on campuses.	Technology Director, Asst. Superintendent	Raptor system/data from system	August 15, 2018	May 31, 2019	School Context Organization	199	\$2,040	3		
Monitor and evaluate Mentor Program for teachers.	Asst. Superintendent, Principals	Feedback from Teachers, Walkthroughs, Schedule for mentoring	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			7		
Hold Monthly Faculty and Staff Meetings.	Principals	Agenda's, Sign in sheets	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			6		
Update annually handbooks for all programs/ departments to align to district needs	Asst. Superintendent, Principals, Special Programs Director, CTE	Manuals	August 15, 2018	May 31, 2019	School Context Organization			3		
Review, revise, & implement local Administrator procedures regarding district curriculum updates and revisions.	Special Programs Director, Asst. Superintendent	Administrative Procedures, ???	August 15, 2018	May 31, 2019	School Context Organization			2		
Maintain staff Retention Plan including teacher certification testing.	Asst. Superintendent, Principals	Retention/turnover data, certification data	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			7		
Provide nurses with up to date training and supplies	Asst. Superintendent	Training agendas, RN consultant data	August 15, 2018	May 31, 2019	School Context Organization			3		
Convene SHAC meetings	Wellness Coordinator	Meeting agendas and sign-in sheets	August 15, 2018	May 31, 2019	School Context Organization			6		

Implement, monitor, and Adjust Curriculum Guides that include all course descriptions at the High School Level.	Special Programs Director, Technology Director, and HS Principal	HS Course Catalog	August 15, 2018	May 31, 2019	Curriculum-Instruction-Assessment			1		
Utilize a truant officer across the District to monitor and improve attendance	Campus Principals	Attendance Handbook, Attendance Data/Reports	August 15, 2018	May 31, 2019	Student Achievement			1		
Monitor and Evaluate District Dress Code Policy	Campus Principals	Dress Code Policy	August 15, 2018	May 31, 2019	Curriculum-Instruction-Assessment			1		
Attend Federal Program meetings to ensure compliance with Federal Guidelines.	Asst. Superintendent, Special Programs Director	Certificates of Attendance	August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			3		
Support paraprofessionals in obtaining college degrees and teacher certification through the Grow Your Own Initiative/grant	Asst. Superintendent		August 15, 2018	May 31, 2019	Staff Quality-Recruitment-Retention			3		



### Formative & Summative Evaluation Analysis

SMART Goal 3 (Performance Measure)	By the end of 2017-2018 school year, parent and community involvement will be at 62% for events and social media.									
Quarterly Goals (1-4)	53%	55%	59%	62%	<b>Critical Success Factors (CSF)</b>					
Problem Statement	PISD averaged about 53% parental involvement at activities hosted across the District for the 2017-18 school year.				1 - Improve Academic Performance	<b>Formative and Summative Evaluation</b>				
Root Cause	The District struggles with engaging parents in their children's education.				2 - Increase Use of Quality Data	2 - Met and Exceeds				
Objective 1	Ensure Effective Communications among school, family, and community.				3 - Increase Leadership Effectiveness	1 - Met				
Quantitative Baseline Data	Sign in sheets for Parent Events				4 - Increase Family/Community	0.5 - In progress				
District Priority	c. Student-Parent-Community Engagement Rate will increase.				5 - Increase Learning Time	0 - Did Not Meet				
TEA Strategy	Improve Low-performing Schools				6 - Improve School Climate					
Accountability Domains	Student Achievement				7 - Increase Teacher Quality					
3-5 Year Goal					65%					

Activities	Person(s) Responsible	Resource(s) / Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
Continue and increase access for parents, students, employees, community members to District App, social media, and parent portal	Asst. Superintendent, Principals, Special Programs Director, Technology Director	communication with district app, parent portal sign ins,	August 15, 2018	May 31, 2019	Technology			4		
Ensure that administrators effectively utilize School Messenger	Asst. Superintendent, Principals, Special Programs Director, Technology Director	Data tracking of messages through the system	August 15, 2018	May 31, 2019	Technology			4		
Ensure campuses and departments update websites in a timely manner	Asst. Superintendent, Principals, Special Programs Director, Technology Director	Websites	August 15, 2018	May 31, 2019	Technology			4		



## State Compensatory Education, Career & Tech, Title I & II, & Rural/Low Income Summary

Campus	Fund/Account	Account Title	Teachers/Pds	Total Budgeted Amount
<b>District Level</b>				
SCE	6100 Payroll Costs	Salaries/Wages - Police	3	\$151, 370
		Salaries/Wages - Security	2	
	<b>6200 Professional Dev/Contracted Services</b>			\$22,900.00
	6300 Supplies and Services			\$19,040.00
	6400 Travel/Misc. Expenses			\$32,300.00
<b>(212) Migrant</b>				
	6100 Payroll Costs	Salaries/Wages - Professional Staff	1	\$57,150.00
		Summer School Salaries	1	
	6200 PD/Contracted Services			\$2,000.00
	6300Supplies and Services	Instructional/Summer School		\$7,500.00
	6400 Travel/Misc. Expenses	Includes Summer		\$15,000.00
<b>(211) Title I</b>				
	6300Supplies and Services			\$3,745.00
	6400 Travel/Misc. Expenses			\$3,745.00
<b>289</b>				
	6100 Payroll Costs	Salaries/Wages - Police	1	\$40,345.00
	6200 PD/Contracted Services			\$20,000.00

**2018-2019 Migrant Education Program Pearsall ISD Identification and Recruitment Action Plan**

<p><b>Goal:</b></p>	<p>Identify and recruit migrant families residing in the Pearsall Independent School District to ensure that migrant students are provided with appropriate educational services, and to ensure that they have the opportunity to meet the same challenging state, content, and student performance standards that all children are expected to meet.</p>						
<p><b>Objective:</b></p>	<p>Ensure all eligible migrant families residing in the district are properly identified, recruited, and served in order to provide the supplemental services needed to ensure student success in school by zero errors on Certificate of Eligibility (COE).</p>						
<p><b>Evidence of Need</b></p>	<p><b>Required Activity</b></p>	<p><b>Staff Responsible</b></p>	<p><b>Resource</b></p>	<p><b>Evaluation of Program &amp; Impact</b></p>	<p><b>Timeline</b></p>	<p><b>MOY Evaluation</b></p>	<p><b>EOY Evaluation</b></p>
<p><b>Required Training</b></p>	<p>Participate and complete Annual Identification &amp; Recruitment (ID&amp;R) Training and New Generation System (NGS) Training offered by the Texas Education Agency (TEA)</p>	<p>All District MEP Staff</p>	<p>Online state trainings NGS website ID&amp;R &amp; NGS Manuals.</p>	<p>Certificates</p>	<p>August or dates the online state training is released</p>	<p>Certificates</p>	<p>Certificates</p>

	Attend Migrant Annual conference in Texas.	All District MEP staff	State conference		November	Certificates	N/A
	Participate in Identification & Recruitment (ID&R) and New Generation System (NGS) series days offered by ESC.	District MEP Staff	Online state trainings NGS website ID&R & NGS Manuals and updated resources from TEA.	Certificates	August thru May	Certificates	Certificates
	New employees attend MSIX training offered by ESC 20	All District MEP Staff	TEA materials MSIX website	Certificates	Year round	Certificates when applicable	Certificates when applicable
<b>Identification &amp; Recruitment</b>	Brainstorm and plan recruitment strategies for Pearsall ISD and review roles & responsibilities of MEP staff.	MEP staff	ID&R Manual new guidelines Procedures Handbook	Increased identification of migrant students	Year round	Monthly reports LEA MEP meetings	Monthly Reports LEA MEP meetings

<b>Identification &amp; Recruitment</b>	Finalize all forms, documents and logs that will be utilized. Disseminate and train on all forms, documents, and logs, etc.			Forms that meet Title I Part C Migrant Compliance Report	By September 30, and as needed	Reports from Title I part C, and Meeting Agenda minutes and sign in sheet	Reports from Title I part C, and Meeting Agenda minutes and sign in sheet
<b>Identification &amp; Recruitment</b>	Contact potential/current eligible migrant families: using conducting family surveys, during school registration & target both enrollees & non-enrollees. Contact is needed to determine if new qualifying moves have occurred. Complete COEs as needed. If current determine if new qualifying move occurred.	Recruiters / SEA / Reviewers	Family Surveys Growers Community agencies District personnel COEs	Recruiter logs and certified letters sent to parents after three attempts to contact the family; completed COEs, videos	Year round & July 1-October 1	Family Surveys, COE's, SDF's, PAC meeting Sign ins, Documentation for Clothing, supplies, computers	Family Surveys, COE's, SDF's, PAC meeting Sign ins, Documentation for Clothing, supplies, computers
<b>Identification &amp; Recruitment</b>	Follow-up and review on family survey for potential eligible students. Follow procedures as outlined in MEP procedural manual.	Recruiters/ District Contacts	Family Surveys/NGS Reports, procedural manual	Recruiter logs, complete COEs for qualifying family surveys	Year round, August - October 31 for beginning of the year family surveys	Completed COE's for qualifying family survey's	Completed COE's for qualifying family survey's
<b>Identification &amp; Recruitment</b>	Conduct community outreach and contact other federal agencies that serve migrant families.	Recruiters	Community Agencies listings from leads or websites	Recruiter Logs, Agency Resource List	Year round	Agency resource list, Information Distribution List	Agency resource list, Information Distribution List
<b>Identification &amp; Recruitment</b>	Visit Local Growers.	Recruiters including OSY Recruiters	ID&R Manual suggested websites and other leads	Recruiter Logs, increase in Local Growers List	Year round	Agency resource list, Information Distribution List	Agency resource list, Information Distribution List

<b>Identification &amp; Recruitment</b>	Locate out of school youth including preschool aged children.	Recruiters including OSY Recruiter	ID&R Manual, Procedure Manual, NGS, & PEIMS.	Recruiter Logs, increase in OSY	Year round	Campus visits Sign in Sheets	Campus visits Sign in Sheets
<b>Identification &amp; Recruitment</b>	Recruiter will complete COEs and Supplemental Documentation Form (SDF) for all families with a new Qualifying Arrival Data (QAD) and submit to Eligibility Reviewer.	Recruiters / SEA / Reviewers	ID&R Manual COE, SDF, SSA Procedures Handbook	Completed COE and SDF for all families having a new QAD	Year round, submit to reviewer within 3 working days from parent signature	Completed COE & SDF for all families having a new QAD	Completed COE & SDF for all families having a new QAD
<b>Identification &amp; Recruitment</b>	SEA Reviewers review COEs and SDF for all families with a new QAD. Return COE and SDF to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed for entry in NGS.	Recruiters, SEA Reviewer, System Specialist	COE, SDF; ID&R Manual; NGS Guidelines, SSA Procedures Handbook; COE Log	Monthly Unique Reports for each SSA district.	September-August reviewer submit to terminal site within 5 days of parent signature, refer to current NGS Manual for entry procedures and timeline	Monthly Unique reports	Monthly Unique reports
	Conduct Residency Verification to verify continued residency for all currently eligible children who have not made a new qualifying move during the current reporting period.	Recruiters, System Specialist	NGS Guidelines, ID&R Manual, NGS Reports, PEIMS, & NGS.	Monthly Residency Verification Report.	Sept. 1 - Nov. 1 or for 2 year olds turning 3: on or after 3rd birthday & OSY	Monthly Residency Verification report	Monthly Residency Verification Report

<b>Interagency Coordination</b>	Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff.	MEP District Staff/ Recruiter	ID&R Manual / SSA Procedures Handbook	Increase in services provided to migrant families by community organizations	year round	Agency resource list, Information Distribution List	Agency resource list, Information Distribution List
<b>Evaluation</b>	Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes in subsequent ID&R plan for continuous improvement.	MEP Staff	Parent Advisory Council (PAC); Parent Survey; Student Survey;	Identified strengths and weaknesses to redesign the services provided by District MEP.	Nov. 14, Feb. 13, May 1 All meetings will start at 6:00 to 7:30 P.M.	Parent Survey through PAC	Parent Advisory Council (PAC); Parent Survey; Student Survey;



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

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

<b>School District: Pearsall ISD</b>
<b>Region: 20</b>

## Priority for Service (PFS) Action Plan

<b>Filled Out By: Leslie Chandler</b>
<b>Date: 9/25/2018</b>

**School Year: 2018 - 2019**

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

<p><b>Goal(s):</b>  The Title I. Coordinator, MEP staff, and migrant school staff will make home and/or community calls to update parents on the academic progress of their children.</p> <p>The Title I Migrant Coordinator will use “Priority for Services Reports” to give priority placement to highly mobile migrant students in Migrant Education Program activities.</p> <p>Inform parents of PFS students of available community social services.</p> <ul style="list-style-type: none"> <li>• Train and educate campus staff on available community support services for families.</li> <li>• Determine the needs of PFS students and coordinate assistance with local community services.</li> </ul> <p>Utilize federal, state, and local programs to ensure that Priority for Service students meet the state’s academic content standards and student achievement standards.</p>	<p><b>Objective(s):</b>  <b>Students will be given priority access to supplemental instructional opportunities.</b>  <b>Students will be given priority access to community social and health services.</b>  <b>Students will be given instructional support from other local, state, and federal programs.</b></p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	25 <sup>th</sup> of every month	Migrant Recruiter	Reports-NGS data
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly</li> </ul>	August, 2018	Migrant Director	PFS plan

articulate criteria for defining student success, including timelines for achieving stated goals and objectives.			
Additional Activities			
▪			
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Monthly reports, BOY Program training, Oct./Nov. Campus Staff meeting	Migrant Recruiter, Migrant Director	PFS reports (NGS), Training presentations, sign in sheets, agendas
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Monthly Calls if new PFS students are identified, PAC meetings	Migrant Recruiter, Migrant Director	Meeting notes, agendas, PFS reports, weekly schedule, LEA Migrant meeting notes
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Monthly as need is identified according to PFS report from NGS	Migrant Recruiter, Migrant Director	Meeting notes, agendas, PFS reports, weekly schedule, LEA Migrant meeting notes
Additional Activities			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Monthly as need is identified according to PFS report from NGS	Migrant Recruiter, Migrant Director	PFS reports, attendance for program activities-sign in sheets

<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Monthly as need is identified according to PFS report from NGS	Migrant Recruiter, Migrant Director	Meeting notes, agendas, PFS reports, weekly schedule, LEA Migrant meeting notes
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Monthly as need is identified according to PFS report from NGS	Migrant Recruiter, Migrant Director	Meeting notes, agendas, PFS reports, weekly schedule, LEA Migrant meeting notes
Additional Activities			
<ul style="list-style-type: none"> <li>21st. Century Grant will help pay for our core subject tutorials before and after school.</li> </ul>	Monday thru Friday	Migrant Recruiter, Migrant Director	Report cards and bench mark

                  *Leslie Chandler*                                  9-25-2018            
\_\_\_\_\_  
**LEA Signature**                      **Date Completed**

\_\_\_\_\_  
**ESC Signature**                      **Date Received**

# **Pearsall Independent School District**



## **2018-2019 District Technology Plan**

# District Vision

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

# District Mission Statement

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

# District Goals

- Improve Achievement for All Student
- Create and Implement a comprehensive curricular framework in all core subject areas for all students.
- Develop and support effective instruction that focuses on high performance of all students.
- Ensure a safe environment in which all students and staff are accountable.
- Prepare all students to be college and career ready.
  
- Ensure Efficient and Effective Operations
- All departments will conduct a system analysis of operational process.
- Develop an accountability, monitoring, & reporting structure for all departments and schools.
  
- Ensure Effective Communications
- Develop and implement a district-wide plan to maximize two-way communication among school, family, & community.

# District Priorities

Students will be proficient in both reading and math at every grade level.

Teachers will successfully incorporate engaging activities which integrates technology, fine arts, & college and career readiness standards into the curriculum.

Student, Parent, & Community Engagement Rate will increase.

District Personnel Retention Rate will increase.

Ongoing support, to include professional development and training, for District personnel will be provided.

# Core Values

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

## **Executive Summary**

To improve the performance of our school district, the staff and students of the Pearsall Independent School District must learn to use technology effectively. Successful integration of technology into the curriculum will help the school district prepare all students to meet the challenges of our 21st century society. The financial commitment made towards technology by the school board must be used effectively. Implementing state of the art technology is expensive, so the district technology plan must be the instrument that drives the growth and development in our technology program. The administration and the district technology committee are the vehicles that will assess, and evaluate the successful implementation of the technology plan. The main theme of the plan is to lay a foundation of leadership and direction to support and strengthen learning environments by working with state agencies, educators, parents, communities, and members of business to promote effective use of technology for teaching and learning.



# 2017-2018 District Technology Committee

Name	Committee Member
Jesse Hinojosa	Administrator
Brandi Feldhousen	Administrator
Varghese Panachakunnil	Administrator
Gilbert Cantu	Administrator
Melissa Bass	Instructional Coach
Becky Enriquez	Teacher
Jared Kircher	Teacher
Daniel Gonzalez	Teacher
Rebecca Raymond	Teacher
Jeremy Ellis	Teacher
Brendon Flood	Teacher
Victoriana Perez	Teacher
Oscar Vasquez	IT Support Specialist
Ray Ramon	IT Support Specialist
Joseph Yanez	IT Support Specialist
Joshua Maldonado	IT Support Specialist Assistant

### Goals, Objectives, and Strategies

<b>Goal 1</b>	Develop, utilize and review procedures that standardize implementation and maintenance of technologies.									
LRPT categories	Teaching and Learning	Educator Preparation and Development	Leadership, Administration and Instructional Support	Infrastructure for Technology	<b>Critical Success Factors (CSF)</b>					
Objective 1.1	Develop, utilize and review procedures that standardize implementation and maintenance of technologies.				1 - Improve Academic Performance		<b>Formative and Summative Evaluation</b>			
Objective 1.2	All administrators will identify and evaluate teacher implementation of technology integration.				2 - Increase Use of Quality Data		2 - Met and Exceeds			
1 Year Goal					3 - Increase Leadership Effectiveness		1 - Met			
LRPT category	Leadership, Administration, and Support.				4 - Increase Family/Community		0.5 - In progress			
					5 - Increase Learning Time		0 - Did Not Meet			
					6 - Improve School Climate					
					7 - Increase Teacher Quality					
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Resource(s) /Evidence</b>	<b>Start Date</b>	<b>End Date</b>	<b>Evidence from CNA</b>	<b>Funding Source</b>	<b>Funding Amounts</b>	<b>C S F</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
<b>1.1.1</b> Technology Committee meets to develop, review and recommend technology related procedures.	Curriculum Coordinator, Technology Director, IT Support Specialist, & Principals	Policies, & procedures, & Sign-in Sheets.	August, 2018	June, 2019		N/A	N/A		TF-1 INT-1 JH -1 HS-1 CO-1	
<b>1.1.2</b> Ensure that district policies and regulations include a policy of Internet safety/Digital citizenship that includes measures to block or filter content per CIPA regulations.	Curriculum Coordinator, Technology Director, IT Support Specialist, & Principals	Policies, & procedures, & Sign-in Sheets.	August, 2018	June, 2019		N/A	N/A		TF-1 INT-1 JH-5 HS-1 CO-1	
<b>1.2.1</b> Evaluate Technology Integration during classroom observation and walkthroughs to coach as appropriate.	Curriculum Coordinator, & Principals	Evaluations	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-1 JH-0 HS-.5 CO -.5	

<b>1.2.2</b> Ensure technology integration and teacher technology standards are components of the educator appraiser system.	Curriculum Coordinator, HR Director, & Principals	Appraiser System Standards & Forms	August, 2018	June, 2019		N/A	N/A	TF-.5 INT-0 JH-.5 HS-0 CO-.5	
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<b>Goal 2</b>	Increase the use of programs and applications to enhance best practices across all content areas.				<b>Critical Success Factors (CSF)</b>  1 - Improve Academic Performance 2 - Increase Use of Quality Data 3 - Increase Leadership Effectiveness 4 - Increase Family/Community 5 - Increase Learning Time 6 - Improve School Climate 7 - Increase Teacher Quality  <b>Formative and Summative Evaluation</b> 2 - Met and Exceeds 1 - Met 0.5 - In progress 0 - Did Not Meet
<b>LRPT categories</b>	Teaching and Learning	Educator Preparation and Development	Leadership, Administration and Instructional Support	Infrastructure for Technology	
<b>Objective 2.1</b>	All K-8 students will develop, enhance and increase their technology literacy each year of the plan as measured by the 5th and 8th grade technology assessment.				
<b>Objective 2.2</b>	Use technology to increase students' STAAR scores through integrated core content instruction or Integrate technology with core content instruction.				
<b>Objective 2.3</b>	Students will improve their knowledge and skills through the use of specialized programs and courses.				
<b>Objective 2.4</b>	Implement the use of specialized software and online services.				
<b>LRPT category</b>	Teaching and Learning				
<b>1 Year Goal</b>					

Strategies	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	C S F	Formative Evaluation	Summative Evaluation
<b>2.1.1</b> K-8 students will develop and or enhance keyboarding skills and apply their knowledge of desktop publishing applications as required by the state technology application TEKS.	Curriculum Coordinator, Principals, & Teachers	Lesson Plans, application reports, & Teacher observation.	August, 2018	June, 2019		N/A	N/A		TF-0 INT-0 JH-.5 HS-N/A CO-.5	
<b>2.1.2</b> Administer a performance based instrument to assess fifth & eighth grade students' progress on Technology Applications TEKS.  Comments: Assessment instrument = Tech Assessment by Learning.com	Curriculum Coordinator, Principals, & Teachers.	Assessment instrument reports, Lesson Plans, & Instructional Application usage reports	August, 2018	June, 2019		N/A	N/A		TF-N/A INT-0 JH-0 HS-N/A CO-.5	

<b>2.1.3</b> Use EasyTech curriculum, enhance core content learning through the development of K-8 essential computer and	Curriculum Coordinator, Principals, & Teachers.	Application reports	August, 2018	June, 2019		N/A	N/A	TF-0 INT-0 JH -0 HS-N/A	
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technology skills									CO-.5
<b>2.2.1</b> Guided by district K-8 technology benchmarks, all elementary and middle school students will use technology to enhance the development of content knowledge.	Curriculum Coordinator, Principals, Teachers	Budget Reports, POs, inventory reports.	August, 2018	June, 2019		N/A	N/A		TF-0 INT-0 JH-0 HS-N/A CO-.5
<b>2.2.2</b> Students will participate in targeted technology activities	Campus Instructional Coach, & IT Support Specialist.	Activity Product	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-2 JH-.5 HS-1 CO-.5
<b>2.2.3</b> Using technology devices, Pre-K – 12 teachers will administer online assessments.	Curriculum Coordinator, Principals, Instructional Coach, & Teachers	Application reports & assessment.	August, 2018	June, 2019		N/A	N/A		TF-2 INT-1 JH-0 HS-1 CO-.5
<b>2.2.4</b> Instructional Coaches & Leaders will lead in the integration of technology in the core curriculum instruction.	Curriculum Coordinator, Principals, Instructional Coach, & Teachers	Lesson plans, & Student produced products.	August, 2018	June, 2019		N/A	N/A		TF-0 INT-.5 JH-0 HS-0 CO-.5
<b>2.2.5</b> Continue to purchase and provide specialized assistive devices and software based on individual education plans (IEPs). SpED Pop	Director of SpED, Curriculum Coordinator, Principals, Instructional Coach, & Teachers	Inventory reports, IEP documentation.	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-.5 JH-.5 HS-.5 CO-.5
<b>2.3.1</b> Implement relevant endorsements/majors to prepare students for high skill industry demands.	Curriculum Coordinator, Principals, Counselors, CTE coordinator, Business	Student course enrollment, PEIMS coding of CTE students	August, 2018	June, 2019		N/A	N/A		TF-0 INT-N/A JH-.5 HS.5

	Partnerships, CTE Teachers.							CO-.5	
<b>2.3.2</b> Use electronic software program to create and monitor each student's 4 year plan	Curriculum Coordinator, Principals, Counselors, CTE Coordinator, Business Partnerships, CTE Teachers.	Students' 4 year plans	August, 2018	June, 2019		N/A	N/A	TF-N/A INT-N/A JH-1 HS-.5 CO -1	
<b>2.3.3</b> Work cooperatively with local colleges and industry to provide the secondary campuses with relevant courses	Superintendent, Curriculum Coordinator, Counselors, & Principals.	Master Schedules, student registrations, Statement of Work.	August, 2018	June, 2019		N/A	N/A	TF-N/A INT-N/A JH-1 HS-1 CO -1	
<b>2.3.4</b> Offer computer assisted instruction to students in need of credit recovery or alternative scheduling.	Curriculum Coordinator, Principals, Instructional Coach, DAEP administrator, & Counselors.	Class rosters, Student records	August, 2018	June, 2019		N/A	N/A	TF- N/A INT-N/A JH-1 HS-1 CO -1	
<b>2.3.5</b> Offer Tier II and Tier III intervention programs to all students in need of intervention.	Curriculum Coordinator, Principals, Instructional Coach, DAEP administrator, & Counselors.	Student data, progress reports.	August, 2018	June, 2019		N/A	N/A	TF-.5 INT-1 JH-.5 HS-.5 CO -.5	
<b>2.4.1</b> Continue to use online curriculum scoring services to analyze data, manage and monitor student academic progress and develop district benchmark assessments	Curriculum Coordinator, Principals, Instructional Coach, DAEP administrator, Counselors, & Teachers	Inventory reports, & online services.	August, 2018	June 7, 2019		N/A	N/A	TF-2 INT-1 JH-.5 HS-1 CO -	
<b>2.4.2</b> Renew Subscriptions to online services.	Curriculum Coordinator, Business Manager, Principals, & DAEP administrator	Quotes, Purchase orders, & Online services.	August, 2018	June 7, 2019		N/A	N/A	TF-2 INT-1 JH-1 HS-1	





<b>Goal 3</b>	Provide staff development for all personnel to strengthen teaching and learning.				<b>Critical Success Factors (CSF)</b>  <b>Formative and Summative Evaluation</b>  <b>3 - Improve Academic Performance</b> <b>4 - Increase Use of Quality Data</b> <b>3 - Increase Leadership Effectiveness</b> <b>4 - Increase Family/Community</b> <b>5 - Increase Learning Time</b> <b>6 - Improve School Climate</b> <b>7 - Increase Teacher Quality</b>  <b>2 - Met and Exceeds</b> <b>1 - Met</b> <b>0.5 - In progress</b> <b>0 - Did Not Meet</b>
<b>LRPT categories</b>	Teaching and Learning	Educator Preparation and Development	Leadership, Administration and Instructional Support	Infrastructure for Technology	
<b>Objective 3.1</b>	Throughout the implementation of the plan, 100% of the professional staff will meet ISTE- standards.				
<b>Objective 3.2</b>	Teachers and administrators will utilize technology to efficiently assess, and evaluate classroom performance.				
<b>Objective 3.3</b>	All professional staff will utilize electronic programs and reference databases				
<b>Objective 3.4</b>	Increase the number of teachers with updated websites meeting district standards				
<b>Objective 3.5</b>	All professional staff will utilize ethical practice to make informed decisions about current technologies and their applications.				
<b>Objective 3.6</b>	Appropriate professional staff will be provided training and opportunities related to courses and programs.				
<b>LRPT - Category</b>	Educator Preparation and Development.				
<b>1 Year Goal</b>					

Strategies	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
<b>3.1.1</b> Develop & begin providing professional development for secondary classrooms specific to course or program requirements, to include tech apps endorsements	Curriculum Coordinator, Technology Director, Principals, CTE coordinator, & Teachers	PD calendars, agendas, sign-in sheets.	August, 2018	June, 2019		N/A	N/A		TF-N/A INT-N/A JH-0 HS-.5 CO-.5	
<b>3.1.2</b> Throughout the implementation of the plan, the district will make supplemental online resources available to help Teachers continue their education.	Curriculum Coordinator, Technology Director, Principals, CTE coordinator, & Teachers	Online resources.	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-.5 JH-1 HS-0 CO -	
<b>3.1.3</b> Instructional Technology Staff and selected teachers and Administrators will attend technology conferences	Curriculum Coordinator, Technology Director, Principals, CTE coordinator, & Teachers	Travel Request forms, & Attendance reports	August, 2018	June, 2019		N/A	N/A		TF-1 INT-.5 JH-.5 HS-.5 CO-.5	

<b>3.1.4</b> Teachers will develop a professional portfolio that will be evaluated using a rubric based on the ISTE standards.	Curriculum Coordinator, Technology Director, Principals, & Teachers	Teacher Portfolios	August, 2018	June, 2019		N/A	N/A	TF-0 INT-0 JH-0 HS-0 CO-0	
<b>3.2.1</b> Provide opportunity for training and/or updates to staff members using mobile devices to assess classroom performance.	Curriculum Coordinator, Technology Director, Principals, & Teachers	Attendance rosters, observational data, generated reports	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-.5 HS-0 CO-.5	
<b>3.2.2</b> Train teachers to utilize mobile devices for student learning and instruction.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist.	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-0 HS-.5 CO-0	
<b>3.3.1</b> Conduct staff development sessions for all instructional staff.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist.	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-2 INT-1 JH-.5 HS-1 CO-.5	
<b>3.3.2</b> Increase the number of instructional staff using task appropriate tools such as Educational Resource Coop from Educational Service Center.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist.	Usage reports, subscription logs	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-.5 HS-.5 CO-.5	
<b>3.3.3</b> Provide opportunity for training and update training to staff and new staff members on online programs, specialized Software.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-2 INT-.5 JH-.5 HS-.5 CO.5	

	Specialist.								
<b>3.3.4</b> Provide ongoing training to support the use of interactive boards in the classroom.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist.	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-.5 HS-0 CO-.5	
<b>3.3.5</b> Teachers will be trained to establish clear expectations and consequences for actions based on the AUP and Student Code of Conduct.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist.	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-0 HS-.5 CO-.5	
<b>3.4.1</b> Continue to offer staff development sessions and online study guides to assist teachers in the development and/or maintenance of their online website	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-2 INT-1 JH-.5 HS-1 CO-.5	
<b>3.4.2</b> Continue to provide assistance via How To guides and FAQ help resources on the district website.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist	Instructional Resource webpage.	August, 2018	June, 2019		N/A	N/A	TF-0 INT-.5 JH-.5 HS-0 CO-.5	
<b>3.5.1</b> Provide training opportunities for staff for ethical training such as copyright laws, ethical acquisition, proper etiquette, impact on society, and AUP Compliance.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist	PD Calendars, PD Agendas, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-.5 INT-.5 JH-.5 HS-.5 CO-.5	

<b>3.6.1</b> Inform teachers of the opportunity to participate in the Master Technology Teacher program.	Curriculum Coordinator, Technology Director, Principals, Instructional Coach, & IT Support Specialist	Emails, flyers, & announcements.	August, 2018	June, 2019				TF-0 INT-0 JH-0 HS-0 CO-0	
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<b>Goal 4</b>	Promote family and community involvement through technology.				
<b>LRPT categories</b>	Teaching and Learning	Educator Preparation and Development	Leadership, Administration and Instructional Support	Infrastructure for Technology	<b>Critical Success Factors (CSF)</b>
<b>Objective 4.1</b>	Provide family and community access to information and educational opportunities.				<b>Formative and Summative Evaluation</b> 5 - Improve Academic Performance 6 - Increase Use of Quality Data 3 - Increase Leadership Effectiveness 4 - Increase Family/Community 5 - Increase Learning Time 6 - Improve School Climate 7 - Increase Teacher Quality 2 - Met and Exceeds 1 - Met 0.5 - In progress 0 - Did Not Meet
<b>LRPT - Category</b>	Leadership, Administration and Support				
<b>1 Year Goal</b>					

Strategies	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	CSF	Formative Evaluation	Summative Evaluation
<b>4.1.1</b> Inform and communicate events via district and campus websites, District app, social media pages, and automated telephone exchange system.  Comments: Typical items of interest include required postings, calendars, campus improvement plans, district and school activities and events, Current news, academic meetings, updates etc...	Curriculum Coordinator, Technology Director, Principals, & IT support specialist.	Websites content, & application reports.	August, 2018	June, 2019		N/A	N/A		TF-2 INT-2 JH-5 HS-2 CO-1	
<b>4.1.2</b> Provide technology classes for family and community members.	Curriculum Coordinator, Technology Director, Principals, & IT Support specialist.	Calendars, Agendas, & sign-in sheets	August, 2018	June, 2019		N/A	N/A		TF-0 INT-0 JH-0 HS-0 CO-0	
<b>4.1.3</b> Provide parents with access to secure student information and grades via Parent Portal.	Curriculum Coordinator, Technology Director, Principals, Counselors, & IT support Specialist.	Parent portal letters, & application reports.	August, 2018	June, 2019		N/A	N/A		TF-2 INT-2 JH-2 HS-1 CO-2	

<b>4.1.5</b> Continue to utilize software to communicate attendance, school information to parents/guardians.	PEIMS Coordinator, Campus PEIMs Clerk, Principals, & Truant officer.	Application reports.	August, 2018	June, 2019		N/A	N/A	TF-2 INT-2 JH-2 HS-.5 CO-2	
<b>4.1.6</b> Conduct CIPA aligned Internet Safety and Digital Citizenship presentations for students, parents, and community at the campus level and district level.	Curriculum Coordinator, Technology Director, Principals, Counselors, & IT support specialist.	Calendar, Agenda, & sign-in sheets.	August, 2018	June, 2019		N/A	N/A	TF-0 INT-0 JH-0 HS-0 CO-.5	

<b>Goal 5</b>	Improve, maintain, and support a technology and telecommunication infrastructure that ensures, equitable instructional and administrative access.				<b>Critical Success Factors (CSF)</b>  7 - Improve Academic Performance 8 - Increase Use of Quality Data 3 - Increase Leadership Effectiveness 4 - Increase Family/Community 5 - Increase Learning Time 6 - Improve School Climate 7 - Increase Teacher Quality  <b>Formative and Summative Evaluation</b> 2 - Met and Exceeds 1 - Met 0.5 - In progress 0 - Did Not Meet
<b>LRPT categories</b>	Teaching and Learning	Educator Preparation and Development	Leadership, Administration and Instructional Support	Infrastructure for Technology	
<b>Objective 5.1</b>	Develop an up to date obsolescence plan with supporting funding.				
<b>Objective 5.2</b>	Maintain, increase and enhance telecommunication devices and services.				
<b>Objective 5.3</b>	Increase the use of wireless transmission of data and video.				
<b>Objective 5.4</b>	Conduct, update, and maintain a multimedia device inventory				
<b>Objective 5.5</b>	Continue to employ specialized personnel for district technology department.				
<b>LRPT - Category</b>	Infrastructure for Technology				
<b>1 Year Goal</b>					

Strategies	Person(s) Responsible	Resource(s) /Evidence	Start Date	End Date	Evidence from CNA	Funding Source	Funding Amounts	C S F	Formative Evaluation	Summative Evaluation
<b>5.1.1</b> Implement a five year plan to increase the number of computers to achieve a 1:1 ratio or 1 cart per classroom.	Superintendent, Technology Director, & Principals.	Inventory reports.	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-.5 JH-.5 HS-.5 CO-.5	
<b>5.1.2</b> Continue to purchase new technology devices as per the 5 year plan, and replace obsolete equipment.	Superintendent, Curriculum Coordinator, Technology Director, & Principals.	5 year plan, inventory reports, Purchase orders.	August, 2018	June, 2019		N/A	N/A		TF-.5 INT-.5 JH-.5 HS-.5 CO-.5	
<b>5.1.3</b> Continue to purchase software and web based services, and upgrade accordingly.	Superintendent, Curriculum Coordinator, Technology Director, & Principals.	Inventory reports, & Purchase orders.	August, 2018	June, 2019		N/A	N/A		TF-1 INT-.5 JH-.5 HS-1 CO-.5	
<b>5.1.4</b> Continue to support and maintain the integration of digital projectors in the classroom (including the replacement of digital devices)	Technology Director, Principals, & IT support Specialist.	Inventory reports, work-order reports, & Purchase orders.	August, 2018	June, 2019		N/A	N/A		TF-1 INT-.5 JH-.5 HS-.5	

<b>5.1.5</b> Increase the number of interactive board/touch panels.	Curriculum Coordinator, Technology Director, Principals, & IT support Specialist.	Inventory reports, & Purchase orders.	August, 2018	June, 2019		N/A	N/A	TF-.5 INT-.5 JH-0 HS-0 CO-.5	
<b>5.2.1</b> Meet annual service costs for Internet access, Internet filtering service, antivirus service and telecommunication services to provide CIPA-compliant, secure, manageable, consistent, anytime access to the Internet for all students, staff, and community members	Business Manager, Operations Director, & Technology Director.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-1 JH-1 HS-1 CO-1	
<b>5.2.2</b> Sustain data and telephony maintenance and service on switches and PBX systems.	Business Manager, Operations Director, & Technology Director.		August, 2018	June, 2019		N/A	N/A	TF-.5 INT-.5 JH.5 HS-1 CO-.5	
<b>5.2.3</b> Replace end of life equipment, switches and upgrade power supplies.	Business Manager, Operations Director, Technology Director, & IT support specialist.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-1 JH-1 HS-1 CO-1	
<b>5.2.4</b> Maintain network bandwidth.	Business Manager, Operations Director, Technology Director, & IT support specialist.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-1 JH-1 HS-1 CO-1	
<b>5.2.5</b> Continue to support video conferences and virtual field trips in the classroom. Replace obsolete video conference units with new	Business Manager, Operations Director, Technology Director, & IT		August, 2018	June, 2019		N/A	N/A	TF-0 INT-1 JH-0 HS-0	



Units.	Support specialist.							CO-.5	
<b>5.3.1</b> Increase the capacity and coverage of wireless access points for students, staff, parents, and guests for the transmission of data and information	Business Manager, Operations Director, Technology Director, & IT support Specialist.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-1 JH-1 HS-1 CO-1	
<b>5.4.1</b> Implement and maintain new inventory program to track and update district technology equipment.	Business Manager, Operations Director, Technology Director, & IT support Specialist.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-1 JH-1 HS-2 CO-1	
<b>5.4.2</b> Develop a process of new equipment and software review to meet district standards.	Business Manager, Operations Director, Technology Director, & IT support Specialist.		August, 2018	June, 2019		N/A	N/A	TF-.5 INT-.5 JH-.5 HS-.5 CO-.5	
<b>5.5.1</b> Continue to employ district technical staff that installs and maintains computing devices and associated infrastructure.	Business Manager, Operations Director, Technology Director, & IT support Specialist.		August, 2018	June, 2019		N/A	N/A	TF-1 INT-2 JH-1 HS-.5 CO-1	