

**Pecos-Barstow-Toyah Independent School District**  
**District Improvement Plan**  
**2018-2020**

# Mission Statement

The mission of the Pecos-Barstow-Toyah ISD is to provide excellence in education. The district will be committed to high standards of achievement, which will foster a positive, creative atmosphere that empowers students with critical thinking, problem solving and decision making skills.

## Vision

Students and staff at PBT-ISD will be provided a positive environment with high standards of excellence and strong parent and community involvement to achieve exemplary status. Intrinsic motivation for our children at PBT-ISD will be nurtured as we prepare students to achieve high personal goals and to be successful in all aspects of life.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Texas Education Agency rated Pecos-Barstow-Toyah ISD and four of its campuses as “met standard” with one campus designated as "improvement required." Even campuses earning the "met standard" label were significantly lower than desired and had earned grades of "F" in some areas. Student enrollment has increased significantly for the 2018-2019 school year and is projected to continue to increase over the next several years. PBTISD has identified the following needs:

1. Improving student academic performance - While there are pockets of excellence in the district's STAAR/EOC scores, the mere fact that they are in such a variety of subjects and grade levels exposes a lack of vertical alignment, disparities in student access to highly engaging and rigorous lessons, and inconsistencies in the use of data to inform curriculum, instruction and remediation.
2. Increasing student attendance rate - Despite the continued focus on the low average daily attendance rate, the percentage of students present each day has not risen to the desired goal. Engaging students, their families and the community is a priority for PBTISD.
3. Ensuring the post secondary success of graduates - Along with improving academic performance, PBTISD needs to ensure its students and the broader Pecos community that it is dedicated to the life-long learning and success of its graduates. Purposeful procedures and processes must be established to afford all students a smooth and successful transition from high school to post secondary opportunities in college, career, and military.
4. Improving the learning environment - PBTISD needs to provide facilities and cultivate a climate that will lead to safe, well maintained and disciplined environments that are conducive to student learning.
5. Recruiting, developing, retaining, and recognizing an exceptional, highly motivated staff dedicated to optimizing student engagement and learning remains a priority of PBTISD, and innovative solutions are needed to address and overcome a variety of barriers.

# Demographics

## Demographics Summary

Pecos-Barstow-Toyah ISD's staff of approximately 400 serves a population of just over 2800 students from early childhood through grade 12. PBTISD consists of five campuses: a PK-Kindergarten campus, two elementary schools, a middle school, and a high school with a separate DAEP. Additionally, the district operates its own daycare, Discovery School. Our student population is 0.6% African-American, 1% Asian, 6.4% Anglo and 91.6% Hispanic. English Language Learners comprise 10.9% of the population with 8.5% identified as special ed. Additionally, 63.5% of the students are identified as economically disadvantaged, and 45.3% are identified as At-Risk.

One significant change to note in the area of Demographics is the growth rate. Due to the current economic boom in West Texas, our enrollment has grown 12% in the first quarter of this school year after experiencing similar growth last school year. Many of these students contribute to our mobility rate as they will transfer with their families depending on job availability. This rapid growth has necessitated the use of portable buildings and the hiring of additional staff.

Our average daily attendance rate for 2015-2016 school year was 94.6%.

PBTISD instructional staff population is 56% Hispanic, 0.6% American Indian, 5%Asian, 1.1% African American and 37.3% Anglo.

## Demographics Strengths

PBTISD is a community school with a rich tradition of community involvement. Many of our students are second and third generation Eagles. The community supports the school system and is invested in its success.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The rapid growth rate of student enrollment has necessitated the use of portable buildings at some campuses and the hiring of additional staff. **Root Cause:** PBTISD was unable to predict the size and scope of the economic boom in the region.

# Student Academic Achievement

## Student Academic Achievement Summary

In the latest Accountability Ratings from the Texas Education Agency, Pecos-Barstow-Toyah ISD received a scaled score of a 67, a "D". Austin Elementary, Pecos Kindergarten, and Crockett Middle School each earned a 70 and have "Met Standard," Pecos High School earned a 66 and has "Met Standard," and Bessie Haynes Elementary earned a 54 and is "Improvement Required."

The percentage of students in the district that scored Approaching Grade Level or higher on the STAAR/EOC are:

Reading 63% as compared to the state 74% and region 63%

Writing 46% as compared to the state 66% and region 54%

Mathematics 71% as compared to the state 81% and region 71%

Science 67% as compared to the state 80% and region 71%

Social Studies 58% as compared to the state 78% and region 66%

The district graduation rates are as follows:

4-Year Graduation Rate (Gr 9-12): Class of 2017 - 92.6%

5-Year Extended Graduation Rate (Gr 9-12): Class of 2016 - 96.4%

6-Year Extended Graduation Rate (Gr 9-12): Class of 2015 - 95.5%

52.7% of the class of 2016 took the SAT/ACT test. The average district ACT test score was 20.3 (matching that of the state) and 1229 for the SAT (state was 1375).

## **Student Academic Achievement Strengths**

PBTISD's academic strengths:

Graduation Rate

Pockets of Excellence in Third Grade Math and Reading STAAR, Fifth Grade Science STAAR, Eighth Grade Math STAAR, and US History EOC scores

24% of graduates have earned credit for at least three hours in ELA or Mathematics or nine hours in any subject through Dual Credit Courses

## **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The district's STAAR scores are not consistent within a discipline from grade level to grade level. **Root Cause:** Core subjects are not vertically aligned building from one grade level to the next.

**Problem Statement 2:** The scores for the district's sub-populations continue to remain below the "all students" scores. **Root Cause:** Academic reading and writing skills including academic vocabulary are not properly addressed.

**Problem Statement 3:** The attendance rate for all students in PBTISD remains below the goal of 96%. **Root Cause:** School is not engaging all students.

**Problem Statement 4:** Recruiting and retaining staff is difficult in the current West Texas economic climate. **Root Cause:** The availability of housing and the competition of high-paying jobs negatively impacts the district's ability to recruit.

# District Processes & Programs

## District Processes & Programs Summary

Inspired by the Texas Higher Education Coordinating Board's 60x30TX Higher Education Plan, PBTISD believes that it can also develop processes and programs geared toward the development of an educated, well-trained workforce. In order to achieve such lofty goals as the 60x30 Plan, the District strives to develop processes and programs that are purposeful, sustainable, and informed. The District engages all stakeholders, including higher education partners and industry leaders, in the development of programs that will prepare our students for careers of the future. The District strives to develop critical-thinking problem solvers among its students.

For a district its size, PBTISD offers a wide array of programs to engage its diverse student needs and interests. Several programs within PBTISD are of note, including a large dual-credit program with Odessa College, the Robotics Program at all levels of PBTISD, STEAM program partnerships with numerous universities and companies, expanded Career and Technical Education offerings, the Mighty Eagle Band, the Suzuki program at the elementary level, chess clubs, and the Gifted and Talented Program.

The District processes and efforts have been implemented for the following:

- TEKS Resource System to provide instructional guides aligned to the state standards
- Development of Unit Assessments that align to the rigor of the TEKS
- Aligned and sufficient instructional and assessment materials
- Data disaggregation to make instructional decisions targeting to the specific needs of the student and teacher
- The development of professional learning communities at all campuses and departments

While these efforts have been established, obstacles in implementation still exist due to time constraints that hinder opportunities for training, common planning, monitoring, and feedback.

## District Processes & Programs Strengths

- Award-winning students at various levels of Robotics program
- Large percentage of high school students taking dual-credit courses through Odessa College
- Regional, area, and statewide recognition of Mighty Eagle Band program
- Many endorsements in the CTE area
- Technology-rich district, with virtually 1:1 campuses at all levels



## **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** Processes and procedures across PBTISD are not written down. **Root Cause:** Turnover in key positions and a lack of attention created a void in written policies.

**Problem Statement 2:** An unevenness of success exists between grade levels, extracurriculars, and subjects. **Root Cause:** Groups work independently instead of collaborating on and aligning strategies.

**Problem Statement 3:** The District created endorsements in the CTE but currently does not have students sit for TEA-recognized certification tests. **Root Cause:** CTE staff was not properly trained in the requirements.

# Perceptions

## Perceptions Summary

PBTISD promotes a college-going culture among its students. Every Monday is dedicated as college t-shirt day, an opportunity for students and staff to support their favorite college team. In 2017-2018, Pecos High School began a major push to have students visit many more college campuses before they make their college decisions as seniors. Nearly one-third of PHS students participate in dual-credit programs. Across the district, the curriculum embeds college and career exploration, and students engage with various college programs (for example, a BHP Billiton-Baylor partnership focused on STEM at the elementary level).

A major push has begun within the District to encourage all stakeholders to be lifelong learners. No matter the role played at PBTISD, education and training help each staff member perform their job better. This culture within the staff will then permeate the student body and the community as a whole.

The District utilizes many media outlets to distribute information to parents, businesses and the community. Partnering with the local radio station, employing websites, marquees, and social media, information is communicated in a timely and effective manner.

Parents and community members are actively recruited for participation in PTOs, Booster Clubs, and family/parent activities. Additionally, there is active participation of staff in local organizations and community events.

## Perceptions Strengths

PBTISD is an active part of the greater Pecos community. The District seeks involvement and support from a variety of sources as well as remains involved and supportive of community endeavors.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** While professional learning communities have long existed at the District, they have not been a priority. **Root Cause:** Teachers and administrators lack the proper professional development to lead these communities well.

**Problem Statement 2:** In-District training for certain parts of Business and Support Services has been lacking. **Root Cause:** Not enough care and attention is placed in this area when the focus is solely on finding someone to fill vacancies.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

## Goal 1: Excel



### Excel in Academics and Ensure Equal Access


**Performance Objective 1:** PBTISD will offer all students a challenging, high quality, interdisciplinary curriculum and will provide an effective delivery system to ensure that all students demonstrate growth on the math reading, writing, science and social studies sections of the STAAR/EOC administration and meet the requirements for grade level promotion or graduation.





**Evaluation Data Source(s) 1:** PBMAS

State Report Card  
STAAR / EOC Scores

**Summative Evaluation 1:**

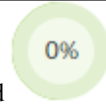
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Implement a challenging, rigorous curriculum that addresses the state standards, assessments, Domains I, II, III, graduation requirements and college, career, and military readiness.</p>	Assistant Superintendent for C&I, Principals, Teachers	100% of all students and student groups will meet the standards on state assessments and grade level promotion/graduation requirements.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Support the campus level utilization of the TEKS Resource System with a focus on Readiness Standards to engage students and promote critical thinking.</p>	Assistant Superintendent for C&I, Principals, Teachers, Instructional Technology Specialists	Increased vertical alignment of subjects and grade levels leading to student success on state assessments.			
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Address Academic Reading, Writing, and Vocabulary needs through research based intervention programs, including software, and highly engaging cross-curricular lessons including hands-on activities.</p>	Superintendent, Assistant Superintendent for C&I, Director of Special Education, Principals, Teachers	State assessment scores will increase.			
<p><b>Funding Sources:</b> 211 Title I, Part A - 200000.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) Provide resources and support to enable teachers to utilize research-based practices in all content areas to improve student performance such as: building academic vocabulary, writing across the curriculum, planning and teaching of critical and creative thinking, and engaging students in the learning through hands-on activities.</p>	<p>Assistant Superintendent for C&amp;I, Principals, Department Heads</p>	<p>Increase student achievement on state assessments</p>			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Align all special programs with the general education program to increase student performance.</p>	<p>Sped. Director, Special Programs Director(s), Curriculum Director, Principals</p>	<p>All students will increase performance on state assessments.</p>			
<p><b>Funding Sources:</b> 199-PIC 23, 33 State Special Education - 2393227.00</p>					
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Identify and enroll all LEP students in a bilingual (K-5) or ESL (6-12) program. Purchase supplementary instructional materials and equipment as well as offer tutorials.</p>	<p>Director of Special Programs, Principals, Teachers</p>	<p>100% of all Bilingual / ESL students will meet the standards on the appropriate state assessment.</p>			
<p><b>Funding Sources:</b> 199-PIC 25, 35 State Bilingual/ESL - 0.00</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Meet all PBMAS compliance indicators by conforming to federal and state requirements for all academic and special programs.</p>	<p>Superintendent, Assist. Supt., Principals, Special Ed. Director</p>	<p>PBMAS indicators will have no "Required Improvement" scores.</p>			
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Continue to ensure that each Title I campus carries out activities that will address each of the ten components of a school-wide program</p>	<p>Teachers, Principals, Assistant Superintendent, Superintendent</p>	<p>All students will have rigorous lessons that will lead to success on state assessments.</p>			
<p><b>Funding Sources:</b> 211 Title I, Part A - 400000.00</p>					
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Identify struggling students through periodic assessment, develop an intervention plan to meet their needs, and monitor using data.</p>	<p>Assistant Superintendent of C&amp;I, Principals, Department Chairs, General Ed Teachers, Special Ed Teachers, Dyslexia Specialists, Bilingual/ESL Teachers</p>	<p>All at-risk and special programs students will meet the STAAR / EOC standards.</p>			
<p><b>Funding Sources:</b> 211 Title I, Part A - 15000.00</p>					

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) Encourage and promote membership and participation in academic competitions.</p>	Principals, Department Heads, Sponsors	Students will be college and career ready upon graduation.			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) Offer G/T sections / Honors courses / Dual Credit to all eligible students and increase the number of students enrolled in CTE courses and in rigorous/dual credit courses through Odessa College.</p>	Assistant Superintendents, G/T Director, G/T Teacher, Principals, Teachers	Students will be college and career ready upon graduation.			
<b>Funding Sources:</b> 199-PIC 21 State Gifted and Talented (G/T) - 250000.00					
<p align="center"><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Offer a Title I funded summer school program to K-high school students who have failed at least two core subjects and/or failed a state assessment.</p>	Core Subject Teachers, Director of Special Programs, Director/Administrator, Parental Involvement Aide, Principal(s), Teacher(s)	100% of all students and student groups will meet the standards on state assessment.			
<b>Funding Sources:</b> 211 Title I, Part A - 50000.00					
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Provide school-aged mothers with day care services as long as day care services are available.</p>	PEP Teacher, Daycare Director, Principals, Teachers	Completion rate will increase and school-aged mothers will meet the standards on the appropriate state assessment.			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>14) Provide training opportunities for administrators and teachers to prepare for TEA Accountability System that addresses Domains I, II, and III.</p>	Superintendent, Assistant Superintendent for C&I, Principals	Demonstrated growth of all students on STAAR/EOC assessments.			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>15) Send campus teams to visit model schools with like demographics to research methods of improvement.</p>	Superintendent, Assistant Superintendent of C&I	Increased scores on state assessments and improved ratings from TEA			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) Explore the addition of a three-year old program and expanding Pre-K from half to full day at Pecos Kindergarten.</p>	Superintendent, Assistant Superintendent for C&I, Assistant Superintendent for B&SS, Principal	Improve academic performance of students			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) Offer a summer enrichment program for all students.</p>	Superintendent, Assistant Superintendent for C&I, Principals, Teachers	Increased scores on state assessments and improved ratings from TEA			



= Accomplished



= No Progress



= Discontinue



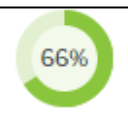

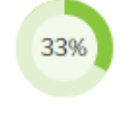
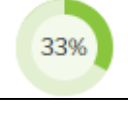

**Goal 1: Excel**



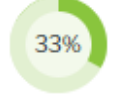



Excel in Academics and Ensure Equal Access

**Performance Objective 2:** PBTISD will use formative and summative data to adjust curriculum, instruction, and remediation. This will allow students access to highly engaging and rigorous lessons within the classroom.

**Evaluation Data Source(s) 2:** STAAR / EOC Results  
Quarterly Assessments

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Analyze individual STAAR results by objective and student expectation. Provide demographic breakdown of data to appropriate teachers.</p>	Assistant Superintendent for C&I, Principals, Department Heads, Core Teachers	Students will understand STAAR results and know their weak areas in order to improve the following year.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Create and administer quarterly assessments to measure the effectiveness of the scope and sequence for all core subject areas.</p>	Assistant Superintendent for C&I, Principals, Core Teachers	Students will pass quarterly assessments at 70% or higher.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Analyze quarterly assessments in PLCs to determine remediation required for each student.</p>	Assistant Superintendent for C&I, Principals, Department Heads, Core Teachers	Students will retest and score a higher grade after remediation.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Offer teacher directed tutorials for all students in need of remediation.</p>	Principals, Teachers	Students will master material before leaving grade level.			
<b>Funding Sources:</b> 211 Title I, Part A - 50000.00					
<p><b>Comprehensive Support Strategy</b></p> <p>5) Provide RTI at all campuses to support at-risk students.</p>	Principals, Teachers	All students will increase performance on state assessments.			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Provide and monitor a comprehensive program of accelerated instruction to serve students who fail to perform satisfactorily on EOC assessments. Evaluate and adjust program to meet changing student needs.</p>	<p>Assistant Superintendent for C&amp;I, High School Principal, Department Heads, Teachers</p>	<p>Increased passage rates on EOC and increased graduation rates</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>7) Provide campus administration and teams with updated STAAR trainings and STAAR/EOC Assessment Updates (Lead4Ward, TEA).</p>	<p>Assistant Superintendent for C&amp;I, District Testing Coordinator, Director of Special Ed, Campus Administrators</p>	<p>Increased student achievement on state assessments and reduced testing irregularities</p>			
<p>8) Utilize Eduphoria Aware to analyze, monitor and assess students and to enable teachers and campus staff to generate reports for data analysis in an effort to address student academic needs.</p>	<p>Assistant Superintendent for C&amp;I, Principals, Department Heads, Teachers</p>	<p>Increased student achievement on state and local assessments</p>			
<p align="center">  = Accomplished       = No Progress       = Discontinue </p>					

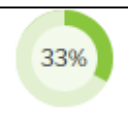
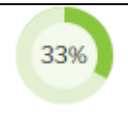
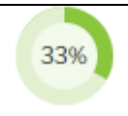
**Goal 1: Excel**




Excel in Academics and Ensure Equal Access






**Performance Objective 3:** PBTISD will supplement the instructional programs to meet the special needs of all special populations in order to close the achievement gaps.

**Evaluation Data Source(s) 3:** STAAR/EOC Assessments  
TEA Accountability System

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Provide staff development on and resources for the state mandated English Language Proficiency Standards (ELPS), Sheltered Instruction, Writing Across the Curriculum, and Academic Vocabulary.</p>	Assistant Superintendent for C&I, Principals	Increased scores on state assessments for LEP students to close the gap			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Provide newcomer students with resources and staff to support their academic development and English language acquisition.</p>	Principals, Teachers	Increased academic success and scores on state assessments for LEP students			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Monitor the academic progress of all ELL students and parent denials and provide appropriate interventions.</p>	Principals, Teachers	Increased academic success and scores on state assessments for LEP students			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Provide staff development and resources to address the needs of special education students including differentiation and intervention.</p>	Director of Special Education, Assistant Superintendent of C&I, Principals, Special Education Teachers	Increased scores on state assessments for special education students to close the gaps			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Monitor the academic and behavioral progress of Special Education students and provide appropriate interventions.</p>	Director of Special Education, Principals, Special Education Teachers	Increased academic success and scores on state assessments for SE students			

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>6) Provide staff development and resources to ensure the proper implementation of the Response to Intervention framework including Tiers 1, 2, and 3 for both behavior and academic interventions.</p>	Assistant Superintendent for C&I, Director of Special Education, Principals, Teachers	Increased academic success and decreased behavioral problems			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) Monitor the academic and behavioral progress of At-Risk students and provide appropriate interventions including Summer School, Saturday Tutorials, and before and after school tutorials to address Accelerated Instruction, Credit/Attendance Recovery, and Credit Acceleration.</p>	Principals, Teachers	Increased academic success and decreased behavioral problems			
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Identify and provide services to address the needs of pregnant or parenting teens to reduce the number of drop-outs, increase graduation rates, and enhance parenting skills.</p>	Principals, Counselors, Director	Increase graduation rate and reduce drop out rate			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>9) Monitor the performance data for students assigned to the DAEP to include student demographics, attendance rates, pre- and post-assessment results, dropout rates, graduation rates, and recidivism rates and provide programs and services to address any issues.</p>	DAEP Administrator, Teachers, Assistant Superintendent for C&I	Decreased recidivism and increased completion rates			
<p><b>Critical Success Factors</b> CSF 1</p> <p>10) Utilize Fast ForWord to address reading deficiencies for ELL, Special Ed, At-Risk and low performing students and provide training for teachers who will be working with the program.</p>	Assistant Superintendent for C&I, Director of Special Ed, Principals, Teachers	Increased success on reading assessments for special population students to close the gaps			
<p><b>Critical Success Factors</b> CSF 1</p> <p>11) Explore the possibility of designing and developing an Alternate Education Program (AEP) with the goal of providing opportunities for credit recovery and STAAR remediation, reducing the drop-out rate, and allowing for early graduation for students with unusual circumstances.</p>	Assistant Superintendents, High School Principal, Director of Intervention Services, PIP Director	Decrease the drop out rate and increase the graduation rate			

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>12) Provide drop-out prevention services through Communities in Schools of the Permian Basin, Inc. that targets at-risk students and provides services to include the six components of the CIS model: Supportive Guidance; Health and Human Services; Parent and Family Engagement; Enrichment Activities; College and Career Readiness; and Academic Support.</p>		<p>Reduced drop-out rates Increased graduation rates</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>13) Ensure all McKinney-Vento (homeless)/Foster Care students are identified, coded, provided with the necessary services, and are registered without any interference/obstacles. Provide training for staff on McKinney-Vento and Foster Care students.</p>	<p>Homeless and Foster Care Liaison, Assistant Superintendent for B&amp;SS, Director of Special Ed, Director of Federal Programs</p>	<p>Increased attendance rate, improved student achievement</p>			
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**Goal 1: Excel**

Excel in Academics and Ensure Equal Access

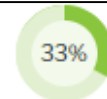


**Performance Objective 4:** Staff will use technology to increase student 21st Century knowledge and skills.






**Evaluation Data Source(s) 4:** Teacher Technology Survey

STAAR/EOC passing rates

Completion rates

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Utilize state TEKS to guide all grades in technology curriculum and assess by the appropriate faculty at each campus. K-8 will use state adopted Technology Application software, EasyTech, to meet TEKS requirements. Grades 9-12 will use state TEKS to guide the technology application curriculum.</p>	Director of Technology, Principals, Instructional Technology Specialists, Teachers	Students will use technology for subject specific projects that will be measured and assessed.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Utilize Instructional Technology Specialists to train teachers in the use technology applications to enhance classroom instruction.</p>	Director of Special Programs, Technology Department, Instructional Technology Specialists	Increase in the incorporation of technology into daily lessons			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Provide students in all grades access to an electronic device to allow for electronic textbooks, lessons and more opportunities for research-based learning.</p>	Teachers, Principals, Technology Department, Instructional Technology Specialists	Students will be ready for 21st Century learning.			
<p><b>Critical Success Factors</b> CSF 4</p> <p>4) Allow access to PBTISD Internet service by all PBTISD staff and make it available for student, and community use, with signed Acceptable Use Policy (AUP).</p>	Technology Department, Librarian, Librarian Aide, Principals	Use of internet services will increase.			

<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>5) House distance learning equipment on each campus to allow teachers better access to staff development via distance learning.</p>	<p>Director of Special Programs, Director of Technology, Principals</p>	<p>Teachers will receive high quality professional development, this will help all students meet standards on state assessment.</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) Maintain/update PBT Wide Area Network (WAN) electronics and end-user equipment on all PBT campuses/locations.</p>	<p>Business Manager, Technology Department, Superintendent, Assistant Superintendent of B&amp;SS</p>	<p>Students will use technology for subject specific projects that will be measured and assessed.</p>			
<p align="center">  = Accomplished       = No Progress       = Discontinue </p>					

# Goal 2: Engage

## Engage All Stakeholders in a Culture of Life-Long Learning

**Performance Objective 1:** PBTISD will have clear and concise information concerning policy, administrative guidelines, and pertinent issues from administration to school, home, and community.

**Evaluation Data Source(s) 1:** Parent, family, and community engagement

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Disseminate district information to all stakeholders using a variety of media platforms.</p>	Superintendent, Assistant Superintendent for B&SS, Technology Department, Principals, Athletic Director, Fine Arts Director, Transportation Director	Increase in parent, family, and community involvement			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Utilize effective communication to keep all stakeholders informed on federal/state requirements, district policies, goals, and new initiatives.</p>	Superintendent, Assistant Superintendent for B&SS, Technology Department, Principals, Athletic Director, Fine Arts Director, Transportation Director	Increase in understanding by parents, families, community, and district personnel			
<p>3) Provide all departments and members with appropriate inservices, manuals, and certification trainings.</p>	Assistant Superintendent for B&SS, HR Staff, Department Directors	Increase in understanding of and compliance with federal, state, and local policies and requirements			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Make participation and competition results readily available to administrative staff, parents, and community.</p>	Athletic Director, Fine Arts Director, Club and Activity Sponsors, UIL Sponsors	Increase in parent, family, and community involvement. Improved school climate.			
<p>5) Provide updated information to district/campus staff on Title I Part A, ESSA Family Engagement.</p>	Director of Federal Programs, Assistant Superintendent of B&SS, Business Manager, Principals, Parental Involvement Personnel	Increase in understanding of and compliance with policies, guidelines, and requirements			





= Accomplished



= No Progress



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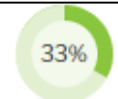
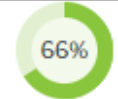
**Goal 2: Engage**




Engage All Stakeholders in a Culture of Life-Long Learning

**Performance Objective 2:** PBTISD will utilize effective means of communication to develop full partnerships with parents in the education of their children.

**Evaluation Data Source(s) 2:** Number of parents utilizing the various methods of communication.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Increase the enrollment of parents and students in the web-based grade book system.</p>	Technology Department, Principals	Increased number of parents monitoring student grades			
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Utilize School Messenger, district and school websites, marquees, newsletters, and social media to communicate with parents and community members. Ensure all required postings are current.</p>	Superintendent, Principals, Technology Department	Better communication between stakeholders			
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Assign Parental Involvement Personnel to each campus to assist with parent contacts.</p>	Superintendent, Principals, PIP	Increased parental involvement and student attendance			
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Offer Parent Education through annual parenting courses, family nights, college nights, etc. to increase awareness and understanding of state assessments, attendance, health care, study skills, higher education, social services, etc.</p>	PIP, Principals, Counselors	Increased parental involvement			
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Implement the Parent, Family, and Community Engagement Framework.</p>	Pre-K Principal and Staff	Increased parental involvement from Pre-K parents			

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) Translate relevant documents and information into home language to ensure communication with all parents.</p>	<p>Central Administration, Principals, Directors</p>	<p>Increased parental involvement</p>			
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Implement a strong Parental Involvement Program to meet Federal/State Requirements and Compliance and provide updated information to parents and families on Title I Part A, ESSA Family Engagement.</p>	<p>Director of Federal Programs, Assistant Superintendent of B&amp;SS, Business Manager, Principals, Parental Involvement Personnel</p>	<p>Increase in understanding of and compliance with policies, guidelines, and requirements</p>			
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## Goal 2: Engage

Engage All Stakeholders in a Culture of Life-Long Learning



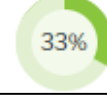


**Performance Objective 3:** PBT ISD will maintain:





- 1) a dropout rate of less than 1% for students of all populations at Crockett Middle School
- 2) a completion rate of at or above regional and state rates at Pecos High School
- 3) an attendance rate of 97% or higher district wide.

**Evaluation Data Source(s) 3:** Attendance Rate

Drop out rate

### Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monitor student enrollment and daily attendance as per TEC.</p>	Assistant Principal(s), Parental Involvement Aide, Principal(s), Teacher(s), Truancy Officer	Increased graduation and attendance rate			
<b>Funding Sources:</b> 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 146000.00					
2) Partner with local and state agencies to help enforce attendance requirements.	Assistant Principal(s), Parental Involvement Aide, Principal(s), Truancy Officer	Increased graduation and attendance rate			
<p><b>Critical Success Factors</b> CSF 4</p> <p>3) Offer Saturday school to students in grades PK-12 who have not met the 90% attendance criteria.</p>	Principals, Parental Involvement Personnel, Truancy Officer	Increased promotion, graduation and attendance rates			
<b>Funding Sources:</b> 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 10000.00					
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Explore and offer a variety of attendance incentives for students.</p>	Principals	Increased attendance rate			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>5) Offer 0 and 9th period to high school students and to all DAEP students who have not met the 90% attendance criteria.</p>	Principal, PIP, Teachers	Increased promotion, graduation, and attendance rates			

<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Provide each campus with a vehicle to be used to pick up students and bring them to school when they are absent without reason.</p>	<p>Principals, PIP</p>	<p>Increased promotion, graduation, and attendance rates</p>			
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# Goal 3: Connect

## Connect High School to College, Career, and Military

**Performance Objective 1:** Establish and Support a College, Career, and Military Readiness culture

**Evaluation Data Source(s) 1:** School Report Card





College Acceptance Rates

SAT/ACT/TSI/PSAT/ASVAB Participation Rates and Scores

Military Enlistments

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Expand, enhance, and support CTE course offerings and certifications that align with TEA's CCMR standards, fulfill graduation requirements, and address community needs as outlined in the Carl D. Perkins Act.</p>	CTE Coordinator, HS Principal, Assistant Superintendent.	Expanded course offerings allowing more students to graduate college and career ready			
<p><b>Funding Sources:</b> 199-PIC 22 State Career &amp; Technical - 500000.00, 244 Perkins Career &amp; Technical Education - 23390.00</p>					
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Prepare students for multiple opportunities to achieve industry licenses/certifications in courses that are innovative and target industry and job market trends as identified in TEA's Industry-Based Certifications/Licenses list and address TEA's identified high skill, high wage, or high demand occupations in current or emerging professions.</p>	CTE Director, CTE Teachers	Increased numbers of students achieving TEA recognized licenses and certificates			
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide students with strong experiences to increase their understanding of all the aspects of an industry.</p>	CTE Director, CTE Teachers, Counselors	Increased number of students meeting the CCMR requirements			
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Ensure all students take required certification/licensing exams. If needed, provide transportation, cover fees, etc.</p>	CTE Director, Principal, Counselors, CTE Teachers	Increased number of students earning licenses and certificates			

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>5) Offer Business Professionals of America Chapter at CMS.</p>	<p>Principal, CTE Director, BPA Advisors</p>	<p>Increase student interest in CTE fields</p>			
<p align="center">  = Accomplished      = No Progress      = Discontinue </p>					

**Goal 3: Connect**

Connect High School to College, Career, and Military

**Performance Objective 2:** Students, parents, and staff will be educated in the coherent sequence of courses that leads to the creation of a personal graduation plan that builds a career pathway including post-secondary job, military and higher education readiness.

**Evaluation Data Source(s) 2:** School Report Card

Completed Graduation Plans


Sign-in Sheets

College Acceptance Rates


SAT/ACT/TSI/PSAT/ASVAB Participation and Scores

Military Enlistments

**Summative Evaluation 2:**

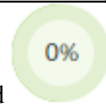
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>1) Provide students and parents with information and assistance in higher education admission requirements and financial aid utilizing the following methods: *Higher Education PSAT, SAT *Tests at Pecos High School * Pre College Senior Assembly *Senior/Parent Conference *College Day (Ft. Stockton) *College Preview Day (Sul Ross, UTPB, Midland College) *College Letters (COIN Program) *Computer Software (OSCAR/COIN) *Testing Bulletins (TASP, SAT, SAT II, PSAT, ACT) *Career Center (College Catalogs, Common Application, College Videos) *Texas Grant Financial Aid *Financial Senior Assembly *Financial Aid Night (Parent/Senior) *Texas Grant Information *Complete Financial Aid applications and process through internet *Call colleges for financial information *Provide information on Stafford Loan (Unsubsidized/Subsidized) *ASVAB Testing *Monthly Military Moments *Semester Senior Assemblies *FAFSA Fiesta Night</p>	Counselors, Principals, Teachers	Increase in Pecos High School students seeking further education beyond high school	 33%		



<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5</p> <p>2) Develop broad career options through flexible individual personal graduation plans based on selected career pathways and coherent sequences of courses with eighth grade students and parents.</p>	Counselors, Principals, CCR Teachers	All 8th grade students will develop graduation plans based on selected career pathways and coherent sequences.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) Provide students and parents with the opportunity to reevaluate and revise their graduation plans based on the students developing interests and aptitudes as per state standards.</p>	Counselors, Principals	Increased number of students visiting counselors or other advisors to discuss/amend personal graduation plans			
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Assist students in selecting Career and Technical Education pathways and developing personal graduation plans as required by HB5.</p>	Counselors, CTE Director, Principals, Teachers	Increased number of students who earn licenses			
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Offer and provide test preparation for the following opportunities for higher education requirements: The TSI will be offered to all (to include 8th graders). Freshmen will take the PSAT 8/9. Sophomores take the PSAT 10, Juniors will take the PSAT, NMSQT. Seniors will take the ASVAB. SAT/ACT test dates will also be offered.</p>	Counselors, Principals	Increase in Pecos High School students seeking further education beyond high school.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Provide CTE staff, counselors, and administrators with training in the requirements and procedures for students earning TEA recognized certifications and licenses.</p>	Assistant Superintendent for C&I, CTE Director	Increased numbers of students seeking and earning TEA recognized certifications and licenses			
<p><b>Critical Success Factors</b> CSF 1</p> <p>7) Increase the number of students attempting and mastering the Texas Success Initiative (TSI) assessment.</p>	Principals, Counselors, Teachers	Increased number of students eligible for Dual Credit courses			
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Explore the possibility of providing test preparation programs to students such as the Princeton Review.</p>	High School Principal, Counselors, Assistant Superintendent for B&SS, Assistant Superintendent for C&I	Increased scores on PSAT, SAT, and ACT			



= Accomplished



= No Progress



= Discontinue

# Goal 4: Secure

## Secure a Safe, Sustainable, Innovative Learning Environment





**Performance Objective 1:** District will refresh and renew facilities conducive to 21st century learning and careers of the future.

**Evaluation Data Source(s) 1:** -bond project completion

-maintenance logs

-Technology purchases and logs

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Create a long-term strategic plan for the renewal and re-purposing of facilities. Include the possibility of new construction.</p>	Superintendent, Assistant Superintendent for B&SS, Maintenance Director, Technology Department, Principals, CTE Director	Expanded course offerings in CTE, state-of-the-art facilities and technology for all courses			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Follow through on all bond projects and scheduled maintenance.</p>	Superintendent, Assistant Superintendent for B&SS, Maintenance Director, Technology Department, Principals, CTE Director	Expanded course offerings in CTE, state-of-the-art facilities and technology for all courses			
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Plan for a new bond election in order to build new facilities.</p>	Superintendent, Assistant Superintendent for B&SS, Maintenance Directors, Principals	Expanded course offerings, state-of-the-art facilities and technology for all courses			
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**Goal 4: Secure**

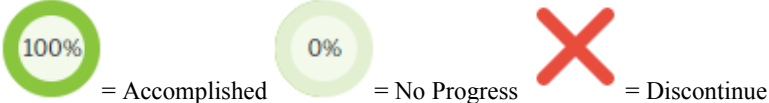
Secure a Safe, Sustainable, Innovative Learning Environment

**Performance Objective 2:** PBTISD will map out its processes and procedures across the District in order to create sustainable success across programs, subjects, campuses, and the District.

**Evaluation Data Source(s) 2:** -manuals, handbooks, processes, and procedures

- Eduphoria
- usage of TEKS resource system
- STAAR results
- Accountability results

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Develop and update manuals and handbooks that document and summarize expectations per programs and departments.</p>	<p>Assistant Superintendent of B&amp;SS, Program Directors and Coordinators</p>	<p>Increase in understanding of and compliance with policies, guidelines, and requirements</p>			
					

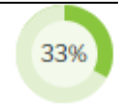
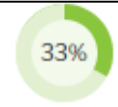
**Goal 4: Secure**

Secure a Safe, Sustainable, Innovative Learning Environment





**Performance Objective 3:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**Evaluation Data Source(s) 3:** Number of Safety Drills  
Number of Discipline referrals

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Provide staff and student safety training and drills. Collaborate with community partners to develop emergency plans and trainings.</p>	Campus Administrators, School Resource Officers	Students and staff will be prepared in the event of an emergency.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Enforce campus and district wide, equitable rules and consequences per the PBTISD Code of Conduct to ensure fair and consistent implementation of school wide discipline management, Edu Code 11.252A, Family Code 71.0021.</p>	Campus Administrators, School Resource Officers	Discipline referrals will decrease.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Implement behavior interventions and character education.</p>	Campus Administrators, Counselors, School Resource Officers	Discipline referrals will decrease.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Provide programs &amp; procedures to reduce drugs, violence, etc. on campuses and in community.</p>	Dare Officer, Police/Sheriff Department, Superintendent, Campus Administrators, School Resource Officers	Discipline referrals will decrease.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Conduct School Health Advisory Council meetings to address staff/student wellness/other pertinent issues.</p>	SHAC committee	Staff and Student wellness will increase.			

<p><b>Critical Success Factors</b> CSF 6</p> <p>6) Provide students transitioning from one campus to another with a visit to the upcoming campus prior to the beginning of school.</p>	Campus Administrators, Counselors	Student transitions will be seamless at beginning of school year.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>7) Utilize random drug testing for students in grades 7-12 who participate in extracurricular activities and/or drive a vehicle to campus.</p>	Campus Administrators, Coaches, Sponsors	Reduced number of drug and alcohol discipline referrals.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>8) Place security cameras on campuses to ensure a safe and wholesome environment for staff and students.</p>	Principals, Technology Director, Maintenance Director	All students and staff will be provided a safe, wholesome environment.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Provide students and parents with a Student Handbook and Code of Conduct (digital or hard copy, if needed) and require a signature to indicate receipt.</p>	Assistant Superintendent for B&SS, Principals, Teachers	Decreased disciplinary issues			
<b>Funding Sources:</b> 211 Title I, Part A - 2000.00					
<p><b>Critical Success Factors</b> CSF 6</p> <p>10) Provide School Resource Officers for all campuses.</p>	Superintendent, Assistant Superintendent for B&SS	Decrease in disciplinary issues			
<p><b>Critical Success Factors</b> CSF 6</p> <p>11) Continue implementation of secured entrance projects district wide and ensure that all campuses have software programs to screen all visitors to campuses.</p>	Superintendent, Assistant Superintendent for B&SS, Maintenance Director, Technology Department, Principals	Safe, secure schools			
<p><b>Critical Success Factors</b> CSF 6</p> <p>12) Provide online safety awareness training to students to comply with Erate's requirement of the Children's Internet Protection Act (CIPA). Update training as needed.</p>	Technology Department, Principals, Technology Teachers	All students and staff will be provided a safe, learning environment.			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>13) Provide breakfast for all students in PBTISD.</p>	Food Services Director, Principals	Improved attendance and academic performance			
<p><b>Critical Success Factors</b> CSF 6</p> <p>14) Identify any district facilities that are not compliant with the Americans with Disabilities Act (ADA). Create a plan to address non-compliant facilities.</p>	Principals, Maintenance Directors	Meet ADA compliance			

<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>15) Plan and create a PBTISD Police Department.</p>	<p>Superintendent, Assistant Superintendent for B&amp;SS</p>	<p>Increase overall safety of students and staff.</p>			
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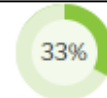
**Goal 4: Secure**

Secure a Safe, Sustainable, Innovative Learning Environment




**Performance Objective 4:** PBTISD will use data to decrease behavior incidents with research based strategies

**Evaluation Data Source(s) 4:** Number of Discipline Referrals

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Offer Annual Informative Parenting sessions to all parents for dating violence, harassment and bullying awareness.</p>	Counselors, Principals, Teachers, PIP	Bullying, dating violence and harassment incidents will decrease and victim safety will be enhanced.			
<b>Funding Sources:</b> 211 Title I, Part A - 1000.00					
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Develop and implement a Safety Plan along with requisite forms for reported instances of dating violence, unwanted physical or verbal aggression, and bullying (mandated by SB179) that will include a Stay Away agreement to promote a safe learning environment.</p>	Assistant Principals, Counselors, Principals,	Bullying and dating violence incidents will decrease and victim safety will be enhanced.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Incorporate dating and sexual violence education that is age-appropriate into curriculum for students in grades 7-12.</p>	Assistant Principals, Counselors, Principals, Teachers, SHAC	Bullying and dating violence incidents will decrease and victim safety will be enhanced.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Provide students in ISS and at the DAEP with guidance and counseling specifically addressing Anger Management, Conflict Resolution, and Social Skills.</p>	Counselors, DAEP Administrator, DAEP teachers, Principals, Teachers	Recidivism will decrease.			
<b>Funding Sources:</b> 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - 5000.00					
<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Use the Texas Behavior Support Initiative (TBSI) as well as other programs to focus on a behavior support system for all students.</p>	Director of Special Education, Principals, Assistant Principals, Counselors, Teachers	Discipline incidents will decrease and school safety will be enhanced.			



<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>6) Offer guidance instruction to students that will address topics such as suicide prevention, conflict resolution, drug awareness, character education, divorce, violence, self esteem, unwanted physical and verbal aggression, sexual harassment, academics, and higher education.</p>	Counselors, Principals	All students will be aware of counseling services available and utilize them as needed.			
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>7) Provide staff development and training to increase awareness of sexual abuse, sex trafficking, and other maltreatment of children.</p>	Counselors, Principals, Human Resources	Increased awareness and knowledge of reporting responsibilities			
<p align="center">  = Accomplished       = No Progress       = Discontinue </p>					



# Goal 5: Cultivate

## Cultivate a Well-Trained Staff Dedicated to Continuous Improvement

**Performance Objective 1:** Reduce the staff turnover rate and attract staff to PBTISD

**Evaluation Data Source(s) 1:** staff turnover rate  
staff vacancies

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Comprehensive Support Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Provide teachers and staff with competitive salaries and benefits, offer stipends in high needs areas, and offer attendance incentives.</p>	Superintendent, Business Manager	All positions will be staffed by the start of the school year.			
<p><b>Comprehensive Support Strategy</b> <b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) Conduct and participate in recruitment activities to ensure highly qualified personnel in all positions.</p>	Principals, Assistant Superintendent for B&SS, Human Resources	All positions will be staffed by the start of the school year.			
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>3) Continue to provide and explore the opportunities to expand housing opportunities for faculty to attract teachers and administrators to the Pecos community.</p>	Superintendent, Assistant Superintendent for B&SS, Maintenance Director, Business Manager	All positions will be staffed by the start of the school year.			
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>4) Explore the possibilities to reimburse teachers for certification exams in high need areas.</p>	Superintendent, Assistant Superintendent for B&SS, Business Manager	All positions will be staffed by the start of the school year.			

<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>5) Develop a data collection procedure when employees leave that could include surveys, exit interviews, etc.</p>	<p>Assistant Superintendent for B&amp;SS, Human Resources</p>	<p>Collect data concerning reasons for resignations to allow for concerns to be addressed</p>			
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= Accomplished



= No Progress



= Discontinue

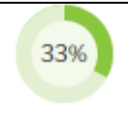
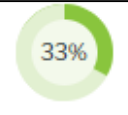
**Goal 5: Cultivate**




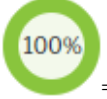


Cultivate a Well-Trained Staff Dedicated to Continuous Improvement

**Performance Objective 2:** Support and strengthen instructional and non-instructional staff through ongoing, high quality professional development

**Evaluation Data Source(s) 2:** Numbers and types of trainings attended  
Improved instruction leading to increased academic achievement

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Oct	Feb	Aug
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Provide professional development opportunities which relate to teaching fields and interests as well as address instructional needs of students.</p>	Principals, Assistant Superintendent for C&I, Region 18 Service Center	Improved instruction			
<b>Funding Sources:</b> 211 Title I, Part A - 50000.00					
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) Allow for all teachers, including special population teachers, to attend local, regional and state workshops and/or conferences, focusing on state standards.</p>	Superintendent, Assistant Superintendents, Director of Special Programs, Principals, Teachers	Improved aligned instruction resulting in increased student achievement			
<b>Funding Sources:</b> 211 Title I, Part A - 5000.00, 199-PIC 22 State Career & Technical - 5000.00, 224 IDEA B, Formula SpEd - 5000.00, 255 Title II, Part A, TPTR - 5000.00, 225 IDEA B, Preschool SpEd - 1000.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>3) Provide staff development/training in the Texas Behavior Support Initiative (TBSI) through ESC Region 18.</p>	Director of Special Education, Principals, Teachers	Decreased disciplinary issues and increased student achievement			
<b>Funding Sources:</b> 211 Title I, Part A - 1000.00					
<p><b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>4) Provide staff development and training in failure intervention instructional strategies &amp; training for RTI and 504 processes.</p>	Director of Special Education, Principals, Teachers	100% of students and student groups will meet the standards on the appropriate state assessment.			
<b>Funding Sources:</b> 224 IDEA B, Formula SpEd - 2000.00					
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Provide ongoing staff development on transition planning.</p>	Director of Special Education, Special Education Teachers	100% of students and student groups will meet the standards on the appropriate state assessment.			
<b>Funding Sources:</b> 224 IDEA B, Formula SpEd - 2000.00					

<p><b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7</p> <p>6) Provide staff development as required for dating violence, drug awareness/prevention, harassment, unwanted verbal and physical aggression, sexual abuse, sex trafficking, other maltreatment of children, and bullying awareness and prevention.</p>	<p>Assistant Superintendent of B&amp;SS, Human Resources, Counselors, Principals, Teachers</p>	<p>Number of incidences will decrease.</p>			
<p><b>Equity Plan Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>7) Continue implementation and support of district and campus level mentor programs by providing appropriate training to mentors and resources for mentors and mentees.</p>	<p>Assistant Superintendent for C&amp;I, Principals, Mentors</p>	<p>Increased effectiveness and retention of teachers</p>			
<p><b>Critical Success Factors</b> CSF 6</p> <p>8) Provide relevant training to business and support services staff in an effort to increase efficiency.</p>	<p>Assistant Superintendent for B&amp;SS, Business Manager, Human Resources</p>	<p>Increased efficiency</p>			
<p><b>Critical Success Factors</b> CSF 6</p> <p>9) Provide ongoing, high quality training to campus para-professionals that is relevant to their assignment.</p>	<p>Principals, Program Directors, Human Resources, Assistant Superintendents</p>	<p>Increased efficiency and effectiveness of personnel</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# District Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	Belia Flores	Business Member
District-level Professional	Wendi Russell	Assistant Superintendent
District-level Professional	Jonathan Fuentes	Assistant Superintendent
District-level Professional	Cynthia Fields	District Testing Director
Administrator	LeeAnn McGraw	Kindergarten Principal
Administrator	Alicia Mitchell	Austin Elem. Principal
Administrator	Omar Salgado	Bessie Haynes Principal
Parent	Lisa Zermeno	Parent
Community Representative	Wendy Smith	Austin Elem.
Parent	Lisa Corralez	Parent
Parent	Analisa McKinney	Parent
District-level Professional	Donna Davis	Sped. Director
Classroom Teacher	Leticia Rodriguez	PHS Teacher
Business Representative	Iris Galindo	Business Member
Business Representative	Carly Aguilar	Business Member
District-level Professional	Jose Cervantes	Superintendent
Administrator	Monte Howell	Crockett MS Principal
Administrator	La Tanya Sadler	Pecos HS Principal
Parent	Amanda Kington	Parent
Classroom Teacher	Jennifer Barragan	Pecos Kindergarten Teacher
Classroom Teacher	Edith Loya	Pecos Kindergarten Teacher
Classroom Teacher	Karen Oglesby	BHE Teacher
Classroom Teacher	Frank Morin	BHE Teacher
Classroom Teacher	Isabelle Lewis	AE Teacher
Classroom Teacher	Becky Patterson	AE Teacher

Classroom Teacher	Diane Varela	CMS Teacher
Classroom Teacher	Stacey Leonard	CMS Teacher
Classroom Teacher	Jessica Minjarez	PHS Teacher



# Campus Funding Summary

199-PIC 21 State Gifted and Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11			\$250,000.00
<b>Sub-Total</b>					\$250,000.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					<b>-\$150,000.00</b>
199-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$500,000.00
5	2	2			\$5,000.00
<b>Sub-Total</b>					\$505,000.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					<b>-\$405,000.00</b>
199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$146,000.00
2	3	3			\$10,000.00
4	4	4			\$5,000.00
<b>Sub-Total</b>					\$161,000.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00
<b>+/- Difference</b>					<b>-\$61,000.00</b>
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$100,000.00

					<b>+/- Difference</b>	<b>\$100,000.00</b>
<b>211 Title I, Part A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	3			\$200,000.00	
1	1	8			\$400,000.00	
1	1	9			\$15,000.00	
1	1	12			\$50,000.00	
1	2	4			\$50,000.00	
4	3	9			\$2,000.00	
4	4	1			\$1,000.00	
5	2	1			\$50,000.00	
5	2	2			\$5,000.00	
5	2	3			\$1,000.00	
					<b>Sub-Total</b>	\$774,000.00
					<b>Budgeted Fund Source Amount</b>	\$200,000.00
					<b>+/- Difference</b>	<b>\$-574,000.00</b>
<b>224 IDEA B, Formula SpEd</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
5	2	2			\$5,000.00	
5	2	4			\$2,000.00	
5	2	5			\$2,000.00	
					<b>Sub-Total</b>	\$9,000.00
					<b>Budgeted Fund Source Amount</b>	\$20,000.00
					<b>+/- Difference</b>	<b>\$11,000.00</b>
<b>225 IDEA B, Preschool SpEd</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
5	2	2			\$1,000.00	
					<b>Sub-Total</b>	\$1,000.00

<b>Budgeted Fund Source Amount</b>					\$1,000.00
<b>+/- Difference</b>					\$0
<b>244 Perkins Career &amp; Technical Education</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1			\$23,390.00
<b>Sub-Total</b>					\$23,390.00
<b>Budgeted Fund Source Amount</b>					\$40,000.00
<b>+/- Difference</b>					\$16,610.00
<b>255 Title II, Part A, TPTR</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	2	2			\$5,000.00
<b>Sub-Total</b>					\$5,000.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					\$5,000.00
<b>Grand Total</b>					\$1,728,390.00

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

DEFINITION

“Bullying” means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student’s education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student’s use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

*Education Code 37.0832(a)–(e)*

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF  
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT  
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT  
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

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GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

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	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]</p>
ADA / SECTION 504 COORDINATOR	<p>Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]</p>

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

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	<p>and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CRIMINAL INVESTIGATION	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
DISTRICT ACTION PROHIBITED CONDUCT	<p>If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.</p>
CORRECTIVE ACTION	<p>Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.</p>
BULLYING	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.</p>



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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.