

# Point Isabel Independent School District



## Port Isabel High School Campus Improvement Plan

2018 – 2019

# Point Isabel ISD Mission Statement

*Point Isabel Independent School District in partnership with parents and the community, prepares skilled life – long learners to responsibly contribute to our global society.*

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1:** The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6:** The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# Point Isabel Independent School District Board of Trustee 2018-2019 Goals

*Goal 1:* Educate and inspire productive citizens.

*Goal 2:* Operate with efficiency and integrity.

*Goal 3:* Cultivate and lead a community of excellence.

## Honor Tradition – Lead Innovation

# Point Isabel ISD

## 2018-2019 Superintendent Goals

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### *Goal 1: Educate and inspire productive citizens*

- a. Based on NWEA Measures of Academic Progress (MAP) 80% of students in K – 9 grade will master their expected growth from the first administration in fall of 2018 to the final administration in spring of 2019.
- b. PIISD will earn the district distinction for post-secondary readiness for the state accountability system.

### *Goal 2: Operate with efficiency and integrity*

- a. Implement sustainability plan for blended learning by redirecting budget funds from other programs in an amount of at least \$200,000 annually
- b. Maintain superior rating on FIRST (Financial Integrity Rating System of Texas) for the 2018-2019 school year.

### *Goal 3: Cultivate and lead a community of excellence*

- a. Increase the number of students participating in off-site internships by 100% by May, 2019. The prior year data indicated five students participated in off-site internships.
- b. Increase the number of students earning industry certifications or participating in dual enrollment classes by 10% from 2017-2018 to 2018-2019.
- c. PIISD will work with community partners utilizing the Title IV to implement an anti-bullying campaign to include a minimum of two classroom lesson per grade level, K-10 and three parent information sessions by May 2019. Additionally, the district will seek two new partners as contributors in cultivating a safe learning environment by May, 2019.

# Port Isabel High School Campus Performance Objectives

## Campus Goal 1: Increase Student Achievement.

Objective 1: 60% of 9<sup>th</sup> graders will meet the Projected Growth in reading and math according to NWEA-MAP.

Objective 2: Increase Level III Advanced Academic performance from 5% to 8% in ELA 1, from 8% to 10% in ELA 2, from 5% to 10% in Algebra 1, from 7% to 17% in Biology and from 22% to 25% in US History.

Objective 3: Increase the number of students graduating in 4 years from 93.5% to 96%.

Objective 4: Increase Special Education student performance in all content areas to a minimum of 50%.

Objective 5: Increase English Learners performance in all content areas to a minimum of 65%.

Objective 6: Increase the number of AP students from 168 to 170 and increase the number of students receiving a 3 or higher on an AP exam from 65 to 75.

Objective 7: Increase the percentage of students successfully completing dual enrollment courses to 70%

Objective 8: Increase the number of students successfully obtaining an industry certification.

## Campus Goal 2: Improve School Culture and Climate.

Objective 1: Port Isabel High School will decrease the number of placements in DAEP to 20.

Objective 2: Port Isabel High School will decrease the number of drug and alcohol related disciplinary referrals from 8 to 5.

Objective 3: Port Isabel High School will provide a safe learning environment free from bullying for 100% of students.

Objective 4: Port Isabel High School will meet 96.8% attendance rate for the 2018 – 2019 school year.

Objective 5: Port Isabel High School will provide a safe learning environment for all students.

Objective 6: 100% of Port Isabel High School students will be assigned a mentoring class for the 2018-2019 school year.

## Campus Goal 3: Retain Staff and Improve Staff Quality.

Objective 1: 100% of teachers and administrators will be provided with professional development.

Objective 2: 100% of content area teachers and campus administrators will participate in second language acquisition and special education strategy staff development sessions.

Objective 3: 100% of content area teachers will meet certification requirements to teach the course assigned.

Objective 4: 95% of teachers will be retained for the 2018 – 2019 school year.

## Campus Goal 4: Improve Curriculum, Instruction, and Assessment.

Objective 1: 100% of the content area aligned curriculum will be implemented to address STAAR, TEKS, Advance Placement, and Dual Enrollment objectives.

Objective 2: 50% of classroom teachers will implement the Student Experience Design Pillars daily across the campus.

## Campus Goal 5: Increase Family and Community Involvement.

Objective 1: The Campus will update and implement 100% of the district parental involvement plan.

# PORT ISABEL HIGH SCHOOL CAMPUS PERFORMANCE OBJECTIVES

## Campus Goal 6: Improve School Context and Organization.

Objective 1: 100% of campus committees will evaluate, discuss, and act upon decisions related to maximizing instructional time.

Objective 2: 100% of campus committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.

## Campus Goal 7: Improve the use of Technology to enhance student achievement.

Objective 1: 100% of teachers will integrate technological resources into the classroom a minimum of three times a week.

Objective 2: Update and increase technology equipment as per the technology plan of replacing equipment every 5 years.

## Campus Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.

Objective 1: 80% of students transitioning from a special program to the regular education program will meet satisfactory standards on STAAR.

Objective 2: 100% of transitional teachers will collaborate with one another to ensure a seamless transition from one campus/program to another.

Objective 3: Teachers, parents, staff, and community will be provided opportunities to provide input on the use of federal funds through discussions during SBDM and Title I Meetings.

**PORT ISABEL HIGH SCHOOL  
SITE BASED DECISION MAKING MEMBERS**

**EMILY OCHOA**

**ENGLISH**

**KEITH WRINKLE**

**MATH**

**MICHELLE ZACHER**

**SCIENCE**

**KIMBERLY BARBERENA**

**SOCIAL STUDIES**

**BELINDA ENEWOLD**

**SPECIAL EDUCATION**

**JULIE BREEDLOVE**

**ELECTIVES AND ATHLETICS**

**ROMEO RUELAS**

**CAREER AND TECHNOLOGY**

**BRENDA MARTINEZ**

**PARENT**

**RUSTY JUSTICE**

**BUSINESS REPRESENTATIVE**

**WILLIAM ROACH**

**ADMINISTRATION**



**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY****SCHOOL YEAR: 2018-2019**

<b>Data Sources Reviewed: PEIMS data on enrollment, discipline data and DAEP reports, STAAR test analysis, Student Progress Measure Reports, TELPAS scores, PBMS reports, teacher certification documentation, Kagan coaching feedback, parent involvement session sign-in sheets and evaluations, STAR Chart data, technology inventory and student ratios, classroom observations, walkthroughs, and T-TESS evaluations.</b>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	Stable diverse population, long-term families from the area and new families.	High number of economically disadvantaged students, special education students, and high number of EL students at the secondary level.	Addressing the needs of special education, EL students, and economically disadvantaged students.
<b>Student Achievement</b>	High graduation and completion rates. Number of dual enrollment courses offered and number of college hours received by students.	Low nine-week grades, low STAAR results at Mastery Level, and low number of students exiting from the ESL program. High number of 3's on PBMAS for special education and ESL as well as a 4 for ESL students on English EOC's.	Address math, science, and reading/writing instruction, work on improving ESL students' English attainment.
<b>School Culture and Climate</b>	Staff collaboration and supportive staff, student participation in extra-curricular activities.	Attendance percentages and number of discipline incidents.	Increasing the student attendance rate, lowering the number of discipline referrals, and addressing bullying issues. Provide behavioral intervention training and support.

<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Staff Quality/ Professional Development</b>	100% highly qualified staff.	Discipline management, differentiated instruction, performance-based instruction, and assessment training to address the special population students and increasing rigor during instruction through cooperative learning strategies.	New teacher mentoring and coaching; staff training on discipline, differentiated instruction, curriculum and alignment of instruction, and assessment training as well as our Blended Learning Initiative.
<b>Curriculum, Instruction, Assessment</b>	Curriculum and technological resources.	Vertical and horizontal alignment, rigorous instruction, implementation of TEKS performance descriptors, implementation of the ELPS.	Provide coaching and support of curriculum alignment, resources, instructional strategies, and the use of Blended Learning instruction to capitalize on our technology-rich classrooms.
<b>Family and Community Involvement</b>	Parent and community communication in both English and Spanish.	Low number of parents attending training sessions. Low number of campus instructional sessions for parents.	Provide informational sessions for parents through our District parent fair and sessions on parenting and the school curriculum.
<b>School Context and Organization</b>	Low class size in secondary schools and common planning periods for all teachers. Teachers are involved in district-wide committees.	Maximizing instructional time. Low performing student achievement during transitional years.	Provide monitoring, coaching and support to maximize instructional time and improve student performance.
<b>Technology</b>	Availability of technology resources for students, teachers, and staff. One access	Integration of technology in instruction and increase the infrastructure, increase the use of student technology	Provide training on the implementation of our Blended Learning initiative and

	point per classroom and increase in bandwidth.	for instructional rigor and for the implementation of Blended Learning.	how technology can enhance the educational process.
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**District Goal 1: Increase Student Achievement.**

**Objective 1: 60% of 9<sup>th</sup> graders will meet the Projected Growth in reading and math according to NWEA-MAP.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers and administrators will disaggregate formative and summative data to provide targeted remediation.	Teachers, Campus and District Administrators, Deans	Local (199)	August 2018 – June 2019	Sign-In Sheets, Tutorial and Attendance Logs Eduphoria Depart meetings	Increase of STAAR scores and a decrease in the number of students in remediation	December, May, and Summer EOC results  Growth on NWEA-MAP tests from August to May administrations
2. Based on the needs assessment, staff will provide additional support to address students' needs through reduced class size instruction and intensive interventions.	Teachers, Campus/District administrators, and contracted service staff	Title I (211) State Comp (199) Title II (255)	August 2018 – June 2019  Nov – Dec 2018	Lesson Plans, signed Job Descriptions, attendance logs, secondary master schedules Tutoring schedules	Increase of STAAR scores, report card grades and number of students receiving course credit	December and May EOC results  Growth on NWEA-MAP tests from August to May administrations
3. Provide before, during and after school interventions to address the specific needs of migrant, special education and Limited English Proficient students.	Teachers, Campus/District administrators, Deans, and contracted service staff	Sp. Ed (244) Title III (263) Title I (211)	October 2018 – May 2019	Tutoring and attendance logs Pull out programs and Contracted services participation logs summer sign-in sheets  Edgenuity usage	Increase of STAAR scores, report card grades and number of students receiving course credit	December, May and Summer EOC results  Growth on NWEA-MAP tests from August to May administrations

## District Goal 1: Increase Student Achievement

### Objective 1: 60% of 9<sup>th</sup> graders will meet the Projected Growth in reading and math according to NWEA-MAP.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
4. Deans of Instruction will provide teachers with intensive instructional support to ensure students are provided rigorous and engaging instruction.	Campus/District administrators and Deans	Title I (211) State Comp (199)	August 2018– September 2019 (weekly during Tuesday department meetings)	Classroom Visit Logs  Professional Development Sign-in Sheets  Teacher Conference Logs  Walk-Throughs  Coaching Logs	Increase of STAAR scores, report card grades and number of students receiving credit  Increased T-TESS performance  Youth Truth Surveys	December and May EOC results/Improved T-TESS results.  Growth on NWEA-MAP tests from August to May administrations
5. Scientifically research-based resources will be utilized during classroom instruction for all students with additional support and resources provided to special education students Limited English Proficient students, and regular education students in need of assistance to pass their state assessments	Teachers, Campus/District administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211) State Comp (199)	August 2018–  June 2019	Lesson plans  Tutoring sign-in sheets  Classroom implementation of Word Walls	Meet STAAR satisfactory levels/ advanced academic levels	Departmental assessments

**District Goal 1: Increase Student Achievement**

**Objective 1: 60% of 9<sup>th</sup> graders will meet the Projected Growth in reading and math according to NWEA-MAP.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
6. Monitor student progress (RTI) in reading and math	Teachers, Campus/District administrators, Deans of Instruction	Sp. Ed (244) Title III (263) Title I (211)	August 2018 – June 2019	NWEA results, Meeting agendas and sign-in sheets	Meet STAAR satisfactory levels/ advanced academic levels	Departmental assessment data, Walk-throughs
7. Deans will provide support in the integration of instruction of math with science and ELAR with social studies	Teachers, Campus/District administrators, Deans of Instruction	Title I (211) State Comp (199)	August 2018– June 2019 (quarterly)	Lesson Plans  Department meetings  Staff development sign-in sheets	Meet STAAR satisfactory levels/ advanced academic levels	Departmental assessments data Walk-throughs

**District Goal 1: Increase Student Achievement**

**Objective 2: Increase Level III Advanced Academic performance from 5% to 8% In ELA 1, from 8% to 10% in ELA 2, from 5% to 10% in Algebra 1, from 7% to 17% in Biology and from 22% to 25% in US History.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Differentiated Instruction will be provided for all students – included targeted pullouts for our top students to help them understand what is needed to reach Level III expectations.	Teachers, Campus/District administrators, Deans of Instruction	Title II (255) Title I (211) State Comp (199)	August 2018– June 2019 (daily)  Targeted pullouts Nov/ Feb/March – ELA & Alg. 1 April for all other subjects	Lesson plans Gradebook  Canvas  Google Classroom	Increase of STAAR scores, report card grades and departmental assessments	December and May EOC Level 3 results
2. Teachers will be provided professional development to enhance and elevate the level of instruction for students, such as academic vocabulary development and AP strategies and techniques.	Teachers, Campus/District administrators	GT (199)  Title II (255)  Title I (211)  State Comp and Local (199)	August 2018  October 2018  January 2019  February 2019  May / June 2019	Lesson Plans  Agendas  Sign-in sheets  Certificates  Assessments	Increase of STAAR scores, report card grades, departmental assessments  Increased AP scores	December and May EOC Level 3 results  Departmental Assessments

**District Goal 1: Increase Student Achievement**

**Objective 3: Increase the number of students graduating in 4 years from 93.5% to 96%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide the 2019 cohort with additional support in helping to increase the number of high school graduates and to increase the number of students applying and attending institutes of higher education.	Campus/District Administrators, Counselors  College & Career Readiness Specialist	Local (199)	August 2018 – June 2019	Weekly schedules of meetings and events  Personal graduation plans	Increase the number of 4 year graduates  Increase number of students enrolling in institutes of higher Ed.	Attendance sheets  Contact Logs Updated personal graduation plans  Number of 4-year graduates, increase in Parental involvement
2. Awareness sessions will be provided for parents concerning college enrollment information, dual credit opportunities and HB5 graduation requirements and pathways.	Campus/District Administrators, Counselors  College & Career Readiness Specialist	Local (199)  Title I (211)	September 2018 October 2018 November 2018 December 2018 January 2019 February 2019 March 2019 April 2019	Sign-in sheets  Contact logs  Agendas  Personal graduation plans	Increase in number of 4-year graduates  Increase in parental involvement	Sign-in sheets  Contact logs  Agendas  Personal graduation plans  Number of 4-year graduates, increase in Parental involvement
3. Awareness sessions will be provided for all 9 <sup>th</sup> graders during their mentoring classes including graduation requirements and skills on how to navigate high school.	Campus Admin.  Counselors  College & Career Readiness Specialist	Local (199)  Title I (211)	October 2018 November 2018 December 2018	Sign-in sheets  Agendas  Personal graduation plans	Increase the number of 4-year graduates  Reduce 9 <sup>th</sup> grade retention rates	Increased 4-year graduation rates  Lower 9 <sup>th</sup> grade retention rates

## District Goal 1: Increase Student Achievement

### Objective 3: Increase the number of students graduating in 4 years from 93.5% to 96%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
4. Personal graduation plans will be reviewed annually to provide alternative plans for students at risk of not meeting graduation requirements	Campus/District Administrators, Counselors	Title I (211) State Comp (199)	August/ September 2018  January 2019	Weekly schedules of meetings and events Personal graduation plans	Increase in 4-year graduates  Decrease in dropouts	Attendance sheets Contact Logs Updated persona graduation plans  Percentage of 4-year graduates
5. Continue to provide an alternative educational program (STEP) to increase graduation and completion rates.	Campus Administrators, Counselors, Drop out specialist, STEP teachers	Title I (211) State Comp. (199) Local (199)	August 2018 – July 2019	Completion rate report, STEP program attendance sheets, drop out committee meetings.	Increased graduation rates, decrease dropout rate.	Attendance Rate, sheets, A+ Reports, Edgenuity reports/credit accrual and Number of 4-year graduates
6. Continue to provide a Dropout Specialist / College and Career Readiness Specialist to increase the graduation and completion rates.	Campus Administrators, Counselors, Drop out specialist	Title I (211) State Comp. (199)	August 2018 – July 2019	Completion rate report, home visit logs, telephone log, STEP program attendance sheets, drop out committee meetings.	Increased graduation rates, decrease dropout rate.	Attendance Rate, sheets, A+ Reports and Edgenuity reports/credit accrual  Number of 4-year graduates



## District Goal 1: Increase Student Achievement

### Objective 3: Increase the number of students graduating in 4 years from 93.5% to 96%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
7. Port Isabel High School will collaborate with other districts, post-secondary institutes and industry partners to provide students the opportunity to meet their career goals by attaining endorsements, and/or industry certifications with the opportunity for internships as they arise.	Campus/District Administrators, Counselors, Deans of Instruction	Title I (211) State Comp (199) High School Allotment (199)	September 2018– December 2018  January 2019– May 2019	Transcripts Student schedules  MOUs with districts/institute of higher education  Personal graduation plans	Increase the number of 4-year graduates  Decrease in dropouts  Increase in endorsements and certifications attained	Attendance sheets  Contact Logs Updated persona graduation plans  Number of 4-year graduates  Certifications Endorsements
8. Port Isabel High School counselors will hold college/career fairs/days and college field trips to assist in the development of career goals and determining endorsement pathways for students.	Campus Counselors and Administrators, Director of Special Programs	Local (199) High School Allotment (199)	September 2018 (TACRO) Oct 2018 Nov 2018 February 2019 March 2019 (2)	Sign-in sheets Flyers Number of college trips	Increase in 4-year graduates  Decrease in dropouts  Increase in endorsements and certifications attained	Updated personal graduation plans  Number of 4-year graduates  Certifications/Endorsements # of students enrolling in college

## District Goal 1: Increase Student Achievement

### Objective 4: Increase Special Education student performance in all content areas to a minimum of 50%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all special education student data in order to provide effective instruction.	Campus/District administration and Deans of Instruction	State Comp (199) Local (199) Title I (211) SPED (224)	August 2018 November 2018 January 2019 March 2019 June 2019	Sign-in sheets Data sheets, IEPs	Increase of passing rate on report cards and improvement of STAAR scores	Walk-throughs IEP Progress  ESPED, TTU and Renaissance Learning data
2. Teachers will be provided accommodations and modifications training including inclusive practices to strengthen instruction for special education students.	Campus/District administrators, teachers	Title I (211) Local (199) Title II (255) SPED (224)	August 2018 January 2019 March 2019	Sign-in sheets Evaluations Agendas Lesson plans	STAAR and report card grades	EOC scores, Report card grades,
3. Ensure students are provided instruction in the least restrictive environment.	Campus/District administrators, teachers	Local (199) Title I (211) SPED (224)	August 2018- June 2019	Data collected, Schedule of services, Inclusion logs, ARD meetings, IEPS	Increase in students to least restrictive settings Coordination Days	IEP progress reports, report card grades, ESPED
4. Monitor full implementation of IEPs	Campus/District administrators, teachers	Local (199) Title I (211) SPED (224)	August 2018- June 2019 (Every progress report/report card)	Data collected, Schedule of services, Inclusion logs, ARD meetings, IEPS	Increase in the number of students taking STAAR  Coordination Days	IEP progress reports, report card grades, ESPED
5. Quarterly special education coordination days with general education teachers	Campus/District administrators, teachers	Local (199) Title I (211) SPED (224)	Jan 2019  April 2019	Teacher sign in logs	Increase of special education 9 week passing rates	Reduced number of special education discipline referrals and grade retention rates.

## District Goal 1: Increase Student Achievement

### Objective 5: Increase English Learners performance in all content areas to a minimum of 65%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Disaggregation of all EL student data in order to provide effective instruction.	Campus/District administration and Deans of Instruction	State Comp (199) Local (199) Title I (211)	August 2018 Oct 2018 January 2019 March 2019 June 2019	Sign-in sheets Data sheets	Increase of report card grades, STAAR scores, TELPAS scores	Walk-throughs Woodcock Munoz scores Departmental Assessments
2. Content area teachers will be provided second language acquisition strategies and program materials to support LEP students.	Campus/District administrators, teachers	Title III (263) Title I (211) Local (199) Title II (255)	August 2018 January 2019	Sign-in sheets Evaluations Agendas Lesson plans	Improved AMAOS, STAAR, TELPAS scores, Rosetta Stone data reports	TELPAS data, EOC scores, Report card grades
3. Monitor full implementation of ELPS in all subjects.	Campus/District administrators, teachers	Local (199)	Review of lesson plans and walk-throughs August 2018 – June 2019	Lesson Plans Walk-throughs T-TESS	Improved AMAOS results and improved TELPAS scores	TELPAS data, Walk-throughs Lesson plans
4. PBMAS and AMAOs data will be shared with all staff to ensure the instruction is as rigorous as the assessments.	Campus/District administrators, teachers	None	December 2018 January 2019 June 2019	Data collected Schedules Sign-in sheets	Improved AMAOS results	TELPAS Data, and PBMAS data
5. Provide individualized after school English language development assistance for identified ELs.	Campus/ administration ESL Teacher	Title III (263)	Nov 2018 – May 2019	Student sign-in sheets Rosetta Stone reports	Improved AMAOS, STAAR, TELPAS scores	TELPAS data, Woodcock Munoz scores, Report card grades, Rosetta Stone
6. Purchase technology resources to provide our ESL students the opportunity to complete BL coursework at their	Mentor Teacher ESL teacher Core teachers	Title III (263)	December 2018	Student log in records outside of the school day	Student progress on the Summit curriculum	Course completion prior to the end of the school year

**District Goal 1: Increase Student Achievement**

**Objective 5: Increase English Learners performance in all content areas to a minimum of 65%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
own time, place, path and pace.						

**District Goal 1: Increase Student Achievement**

**Objective 6: Increase the number of AP students from 168 to 170 and increase the number of students receiving a 3 or higher on an AP exam from 65 to 75.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide all students the opportunity to take AP classes and AP exams free of charge	Counselors Administration	High School Allotment (199)	August 2018- June 2019 May 2018	Number of students taking AP classes	Number of students taking AP exams	Number of students passing an AP exam
2. All freshmen, sophomores and juniors will be given the opportunity to take the PSAT test during the school day, free of charge.	Counselors Administration	High School Allotment (199)	October 2018	Number of students taking PSAT exam	Use of PSAT data to place students in AP classes identified by College Board as classes students can excel in	Number of students passing an AP exams
3. Use data from the free response items from the 2017 AP exams to evaluate current year instructional practices.	Counselors AP Teachers Administration	High School Allotment (199)	October 2018 to January 2019 for meetings  October 2018 – May 2019 for implementation	AP Teachers meeting with campus administration to review free response items	Walk-throughs, lesson plans and reviews during departmental meetings and AP teacher / Administrator on going communication	Number of students passing an AP exams

**District Goal 1: Increase Student Achievement**

**Objective 6: Increase the number of AP students from 168 to 170 and increase the number of students receiving a 3 or higher on an AP exam from 65 to 75.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
4. Provide before school, after school, and Saturday school tutoring specifically for AP students.	Administration AP Teachers	Local 199 funds	Nov 2018 – May 2019	AP tutoring session sign-in sheets	Number of students taking and passing AP exams	Number of students taking and passing AP exams

**District Goal 1: Increase Student Achievement**

**Objective 7: Increase the number of students successfully completing a dual enrollment courses to 70%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide all students the opportunity to take dual enrollment, concurrent enrollment and college courses for free or at a reduced fee.	Counselors Administration	High School Allotment (199) Title II (255)	August 2018-December 2018 January 2019 – May 2019	Number of students taking Dual enrollment classes	Number of students completing dual enrollment classes	Number of students receiving college credit
2. Provide all students the opportunity to take the Texas Success Initiative (TSI) exam for free or at a reduced fee.	Counselors Administration	High School Allotment (199)	July 2018 – June 2019 – testing as needed	Number of students taking the TSI exam	The number of students passing the TSI exam	Number of students who are then able to enroll in college courses without having to take a remediation course
3. Purchase TSI prep materials to assist students in their TSI preparation	TSI Teachers	Local (199)	January – June 2019	Number of students utilizing test prep materials	The number of students passing the TSI exam	Number of students who are then able to enroll in college courses without having to take a remediation course

## District Goal 1: Increase Student Achievement

### Objective 8: Increase the number of students successfully obtaining an industry certification.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide all students the opportunity to take a coherent sequence of courses that will lead to a high school graduation endorsement and/or an industry certification.	Counselors Administration CTE Teachers	CTE 244 Local 199	July 2018 – June 2019	Number of students enrolled in a coherent sequence of CTE courses	Number of students completing a coherent sequence of courses	Number of endorsements students graduate with and the number of students receiving an industry certification.
2. Provide supplemental, education materials and resources for CTE courses.	Counselors Administration CTE Teachers	High School Allotment (199)	July 2018 – June 2019	Number of students taking CTE courses	The number of students with a coherent course sequence	Number of endorsements students graduate with and the number of students receiving an industry certification.
3. Purchase CTE certification tests for all CTE students free of charge or at a reduced rate.	Administration CTE Teachers	CTE 244	As needed Dec – 2018 – June 2019	Number of Students taking CTE certification exams.	Number of students passing CTE certification exams.	Increase the number of students receiving and industry certification.

**District Goal 2: Improve School Culture and Climate.**

**Objective 1: Port Isabel High School will decrease the number of DAEP placements to 20.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide training and support on positive behavior strategies for teachers.	PI Chief of Police District/Campus Administrators, Teachers and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018 January 2019 June 2019	Sign-in sheets Agendas	Decrease ISS and DAEP placements	Discipline data analysis reports
2. Analyze discipline data by special populations.	PI Chief of Police District/Campus Administrators	Local (199)	January 2019 June 2019	Data analysis reports	Decrease ISS and DAEP placements	Discipline data analysis reports
3. Teachers and administrators will implement Crisis Prevention Intervention (CPI) strategies.	CPI trainers, CPI trained teachers and administrators	Local (199) Title I (211) Title IIA (255)	August 2018 – June 2019	Sign-in sheets, walk-through data, discipline referrals, restraint forms	Decrease ISS and DAEP placements	Discipline data analysis reports
4. Reduce the number of special education students placed in ISS and DAEP by utilizing positive behavior supports.	District/Campus Administrators, Teachers and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018- May 2019	Reduced number of discipline referrals to ISS and DAEP	Decrease ISS and DAEP placements	Discipline data analysis reports
5. Provide intervention strategies to address “de-escalating” techniques to reduce student referrals.	District/Campus Administrators, Teachers and Counselors	Local (199) Title I (211) State Comp. (199) Title II (255)	August 2018- May 2019	Reduced number of discipline referrals to ISS and DAEP	Decrease ISS and DAEP placements	Discipline data analysis reports
6. Provide campus-wide, grade level and classroom presentations to students on	Campus Administrators,	Local (199)	October 2018	Reduced number of discipline	Decrease ISS and DAEP placements	Discipline data analysis reports

**District Goal 2: Improve School Culture and Climate.**

**Objective 1: Port Isabel High School will decrease the number of DAEP placements to 20.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
decision making, goal setting and the consequences of poor decisions	Teachers and Counselors		Nov 2018 March 2019	referrals to ISS and DAEP		



**District Goal 2: Improve School Culture and Climate.**

**Objective 2: Port Isabel High School will decrease the number of drug and alcohol related disciplinary referrals from 8 to 5 for the 2018-19 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Provide presentations to the students, parents, and staff about building self – esteem and drug and alcohol awareness sessions.	PI Chief of Police District/Campus Administrators, Teachers and Counselors	Local (199) Activity Fund	October 2018 Red Ribbon Week activities March 2019	Sign-in sheets Agendas	Decrease in drug and alcohol related DAEP placements	Texas School Survey of Drug and Alcohol, Discipline data
2. Campus and district administrators will analyze trends and concerns and develop interventions.	PI Chief of Police District/Campus Administrators	Local (199)	Monthly Meetings September 2018 – June 2019	Sign-in sheets Agenda	Decrease in drug and alcohol related DAEP placements	Texas School Survey of Drug and Alcohol and Discipline data
3. Conduct random drug dog searches that cover the entire school grounds	PI Chief of Police District/Campus Administrators	Local (199)	Every 2 weeks starting Aug 2018 thru May 2019	Bi-weekly drug dog searches	Decrease in drug and alcohol related DAEP placements	Texas School Survey of Drug and Alcohol and Discipline data
4. Conduct random student drug testing at secondary campuses.	PI Chief of Police District/Campus Administrators	Local (199)	Dates determined by company	Drug testing results Schedules	Decrease in drug and alcohol related DAEP placements	Texas School Survey of Drug and Alcohol and Discipline data
5. Provide information to parents and students about drug related offenses such as: random drug testing, e – cigarettes.	PI Chief of Police District/Campus Administrators	Local (199)	August 2018 January 2019	Drug testing results Schedules Posters Surveys	Decrease in drug and alcohol related DAEP placements	Texas School Survey of Drug and Alcohol and Discipline data

**District Goal 2: Improve School Culture and Climate.**

**Objective 3: Port Isabel High School will provide a safe learning environment free from bullying for 100% of students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Parents, students, teachers and administrators will participate in informative presentation sessions on bullying.	Administrators, Counselors, Teachers, parent educators, and campus staff.	Local (199) Title I (211)	August 2018 - May 2019  Dude Be Nice Campaign  March 2019	Sign-in sheets, Agendas, Handouts, and Session Evaluations	Decrease in the number of discipline incidents.	Improvement on the relevant sections of the teacher and student surveys, discipline data
2. Campus leadership team will conduct a campus-wide positive reinforcement anti – bullying campaign	Campus administrators	Local (199)	February 2019	Posted Posters at campus Videos during lunch	Decrease in the number of discipline referrals. Improvement on the relevant sections of the parent and student surveys	Improvement on the relevant sections of the teacher and student surveys
3. Teachers and counselors will instruct students on appropriate behaviors in the classrooms.	Teachers Counselors	Local (199) Title I (211)	August, 2018 - May 2019	Lesson plans, Walkthroughs, Handouts	Decrease in the number of discipline referrals. Improvement on the relevant sections of the parent and student surveys.	Monthly discipline reports
4. Appropriate personnel will address bullying incidents in a consistent and structured format, as outlined in Board Policy.	Administrators, Counselors, and Teachers.	Local (199)	August, 2018 - June 2019	Complaint forms, statement forms, determination report, discipline forms, counselor session forms.	Decrease in the number of discipline referrals. Improvement on the relevant sections of the parent and student surveys	Determination of bullying documents, monthly discipline reports

**District Goal 2: Improve School Culture and Climate.**

**Objective 4: The Campus will meet 96.8% attendance rate for the 2018 – 2019 school year.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. District and campus administrators will meet regularly to analyze trends in attendance and develop interventions to increase attendance.	District and campus administrators	None	August 2018 – June 2019 (weekly)	Sign-in sheets Agendas	Increase in attendance rates	Sign-in sheets Weekly, nine weeks and year attendance rates
2. District will implement the Optional Flexible School Year Program, which includes strict guidelines about attendance.	District and campus administrators	None	August 2018 – May 2019 (monitoring of individual students)	Informational flyers School calendar	Increase in attendance rates	Sign-in sheets Weekly, nine weeks and year attendance rates
3. Campus Attendance Committees will be formed and meet once per quarter.	Campus Administrators	None	October 2018 January 2019 March 2019 May 2019	Sign-in sheets Deliberation Minutes	Increase in attendance rates	Sign-in sheets Credit Recovery Logs Nine week attendance rates
4. Presentations for parents on attendance requirements and the impact of low attendance on students.	District and campus administrators	None	August 2018 March 2019	Sign-in sheets Agendas	Increase in attendance rates	Sign-in sheets Weekly, nine weeks and year attendance rates
5. Attendance incentives will be awarded to students.	District and campus administrators	Local (199)	December 2018 – April 2019	Purchase orders for incentives – hot chocolate, pizza & ice cream	Increase in attendance rates	Weekly, nine weeks and year attendance rates

**District Goal 2: Improve School Culture and Climate.**

**Objective 5: The Campus will provide a safe learning environment for all students.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to utilize the Raptor System at all campuses and evaluate entrances.	District and campus administrators	Local (199)	Daily from August 2018 – June 2019	System Usage logs	100% of visitors IDs will be verified.	Sign in data
2. Continue to invest in security cameras.	District and campus administrators	Local (199)	August 2018 – May 2019 (monitoring of individual students)	Purchase orders, inventory lists	Increase in security	Increased surveillance and increased security
3. Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse.	Title IX Coordinator	Local (199)	August 2018 & June 2019	Sign-in sheets Staff development agenda	Increased staff awareness	Increased use of counselor trainings for students
4. Conduct mandated lock-down and fire drills	Chief of Police	Local (199)	Monthly August 2018 – May 2019	Log sheets	Increased student awareness	Fire drill reports Lock down reports
5. Counselor individual discussions with students on bullying, appropriate behavior and other safety topics.	Administrators, Counselors, and Teachers.	Local Campus (199)	August, 2018 - June 2019	Counselor Schedule & sign-in sheets	Survey results will show less concerns about student safety	Discipline Referrals
6. Analyze campus cameras to address key points of entrance and exit.	Chief of Police District/Campus Administrations	Local (199)	August 2018 – May 2019	Analysis Purchase orders Inventory lists	Increase in security	Increased surveillance and increased security
7. Crisis management training for all staff.	Chief of Police District/Campus Administrations	Local (199)	August 2018 & May 2019	Sign-in sheets Agenda	Increased staff awareness	Increased surveillance and increased security

### District Goal 3: Retain Staff and Improve Staff Quality

#### Objective 1: 100% of teachers and administrators will be provided with professional development.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Deans will support teachers on providing effective instruction to students through frequent classroom demonstrations, individual conferences, coaching and school wide meeting/sessions.	Campus/District Administrators Deans of Instruction	State Comp (199) Title I (211) Local (199)	August 2018– June 2019	Coaching feedback Visit schedule and notes, Debriefing meeting minutes, staff development sign-in sheets, logs of interactions with teachers	Increased STAAR results	Formal observations and summative conferences for teachers, walk-throughs
2. Administrators and deans will utilize online professional development to support teachers in need of assistance.	Campus/District Administrators Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211)	August 2018 – June 2019	Sign-in sheets Agendas Surveys Results PD 360, WhoKnewIt and edWeb	Increased STAAR results, PD 360, WhoKnewIt and edWeb	Walkthrough data, TINA completion
3. Coaching sessions will be conducted to support teachers in their instruction by consultants, deans and administrators.	Campus/District Administrators Deans of Instruction	State Comp (199) TPTR (255) Local (199) Title I (211)	August 2018 – June 2019	Sign-in sheets Agendas Survey Results PD 360, WhoKnewIt and edWeb Coaching feedback	Increased STAAR Results/NWEA progress	Walkthrough data, TINA completion
4. Teachers and Administrators will be afforded the opportunity to attend staff development trainings in correlation to their T-TESS goals or district initiatives including Blended Learning and the use of technology in the classroom	Administrators / Dean of Instruction  Teachers	Title 1 (211)  Local (199)  CTE (244)	August 2018- July 2019	PD Attendance sheets and sign-in sheets	Increased EOC, TSI, AP, ACT, and SAT test scores	Teachers meeting T-TESS goals  BL implementation  Use of technology in the classroom

### District Goal 3: Retain Staff and Improve Staff Quality

**Objective 2: 100% of content area teachers and campus administrators will participate in second language acquisition and special education strategy staff development sessions.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Engage in data analysis and data discussions with teachers, parents and students.	Campus/District Administrators Teachers Deans of Instruction	Local (199) Title I (211) Title III (263)	August 2018 - June 2019	Sign-in sheets Disaggregated data reports	Improved teacher T-TESS, Increased STAAR results  Department planning	STAAR results, Walk-throughs, and T-TESS evaluations
2. Teachers and administrators will be provided professional development and coaching opportunities on second language learner instructional strategies.	District/Campus Administrators Deans of Instruction	Local (199) Title I (211) Title III (263) Title IIA (255)	December 2018 January 2019 February 2019	Sign-in sheets Agenda Evaluations PD 360, WhoKnewIt and EdWeb	Increase in AMAOS scores; Increase in the number of students exiting Bilingual and ESL.	Lesson Plans Walk-through data and T-TESS evaluations
3. All teachers will have the opportunity to watch professional development videos on how to enhance their instruction of special education students.	Campus/District Administrators	Special Education (224) Local (199) Title I (211) Title II (255)	August 2018 – June 2019	Sign-in sheets Agenda Evaluations PD 306, WhoKnewIt and EdWeb	Completion of IEP goals	Lesson Plans Common assessments, Walk-through data and T-TESS evaluations
4. All non-ESL certified English Language Arts teachers will be given the opportunity to prepare and take the ESL supplement certification test.	District and Campus Administrators  ELA teachers	Title III (263)	Oct 2018 – June 2019	Sign-in sheets  Meeting agendas	All ELA teachers certified in ESL	All ELA teachers certified in ESL

**District Goal 3: Retain Staff and Improve Staff Quality**

**Objective 3: 100% of all teachers will meet certification requirements to teach the courses assigned them.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Ensure that 100% of teachers have the necessary certifications to teach the courses that they are assigned to teach.	District/Campus Administrators	Local (199)	August 2018- May 2019	Teacher Certification Documents	100% of teachers certified in the appropriate content area	Applications, Certifications
2. Advertise vacancies across the Region with the necessary requirements to serve the needs of our student population.	District/Campus Administrators	Local (199)	August 2018- May 2019	Teacher Certification Documents	Students instructional needs are meet by appropriately certified teachers	Applications, Certifications

### District Goal 3: Retain Staff and Improve Staff Quality

#### Objective 4: 95% of teachers will be retained for the 2018 – 2019 school year.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Teachers will be provided coaching and professional development support from deans to address areas of concerns.	Campus and district administration and deans of instruction	Local (199) Title I (211) TPTR (255) State Comp (199)	August 2018- June 2019 (support will vary by teacher and need)	Notes from discussions Walk through T-TESS Agendas Sign-in sheets Minutes from meetings Notes and discussions from BL site visits	Increased retention rate  Summit base camp feedback	T-TESS Walk through, observation and summative data State assessment scores Renewal contract
2. Continue to provide stipends for critical need areas as well as Dual enrolment stipends.	District administration	Local (199) Title I (211) TPTR (255) State Comp (199)	August 2018- June 2019	Pay sheets	Increased retention rate	T-TESS Walk through, observation and summative data State assessment scores Renewal contract



## District Goal 4: Improve Curriculum, Instruction, and Assessment

### Objective 1: 100% of the content area aligned curriculum will be implemented to address STAAR and TEKS.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Core content area teachers will analyze, revise, and implement the curriculum maps and personalized learning platforms.	District/Campus Administrators, Deans and teachers	Local (199) Title I (211) Title IIA (255)	August 2018 – June 2019  Review June 2019	Lesson plans,  Walk-through data, unit assessment data, department meeting agendas and sign-in sheets	Students will meet the STAAR satisfactory/ advanced academic level and show growth.	Lesson Plans, departmental assessments, semester exams and Curriculum Maps / Course Syllabi  Personalized Learning Platforms
2. Analyze departmental assessments and provide support to teachers to enhance and increase the level of rigor of the assessment to match standards.	District/Campus Administrators, deans and teachers	Local (199)	Oct 2018 January 2019 June 2019	Assessment data, Lesson Plans, walk-through data	Students will meet the STAAR satisfactory/ advanced academic level and show growth.	Departmental assessment data, unit assessments and semester exams.
3. Analyze curriculum implementation and plan with core teachers to enhance lesson plans for students to meet STAAR standards and the advanced academic level III.	District/Campus Administrators, Deans and teachers	Local (199)	August 2018 - June 2019	Assessment data, Lesson Plans, walk-through data, inclusion logs, sign-in sheets, department meeting agendas and sign-in sheets	Students will meet the STAAR satisfactory/ advanced academic level and show growth.	Departmental assessment data, unit assessments, and semester exams.
4. Analyze STAAR index 2 results at the student, teacher, campus, district levels.	District/Campus Administrators, Deans and teachers	Local (199)	August 2018 - June 2019	Assessment data, Lesson Plans, walk-through data, inclusion logs	Students will meet the STAAR satisfactory/ advanced academic	Departmental assessment data, unit assessments, and semester exams.

**District Goal 4: Improve Curriculum, Instruction, and Assessment**

**Objective 1: 100% of the content area aligned curriculum will be implemented to address STAAR and TEKS.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
					level and show growth.	
5. Curriculum alignment sessions during department meetings to enhance horizontal and vertical alignment.	District/Campus Administrators, Deans and teachers	Local (199)	August 2018 – May 2019 (during department meetings)	Sign-in sheets, agendas, and minutes of meetings.	Students will meet the STAAR satisfactory/ advanced academic level and show growth.	Departmental assessment data, unit assessments and semester exams
6. Parent Information sessions will be provided to address new accountability system, STAAR data, TEKS instruction, dual enrollment opportunities and district Blended Learning initiative.	District/Campus Administrators, Deans, parental involvement liaisons and teachers	Local (199) State Comp (199) Title I (211) Title II (255) RYHT	August 2018 October 2018 November 2018 January 2019 February 2019 March 2019	Sign-in sheets, agendas Handouts	Students will meet the STAAR satisfactory/ advanced academic level and show growth.	Departmental assessment data, unit assessments and semester exams

## District Goal 5: Increase Family and Community Involvement

### Objective 1: The Campus will update and implement 100% of the district parental involvement plan.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Continue to develop parental involvement programs, activities, and procedures planned and operated with meaningful consultation with parents of participating children.	Principals, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, Newsletters,	Positive comments on school and district parent surveys	State and federal assessments Attendance
2. Distribute copies of the campus' current Parent Involvement Policy and campus designed Parent-Student Compact both in English and in Spanish.	Teachers, Principals, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance
3. Arrange school meetings to meet the needs and schedules of the parents.	Teachers, Principals, Deans, Facilitator, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys	Impact on student achievement and attendance Evaluations
4. Offer parent training on instructional activities, state assessment requirements, dual enrollment opportunities, and district-wide Blended Learning initiative to improve their children's academic achievement.	Principals, Parent Educators, Teachers,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, Newsletters, SBDM Meetings	Positive comments on school and district parent surveys Revised parent sessions	State and federal assessments Attendance Increased participants in parental involve sessions
5. Provide opportunities for the participation of all parents in all programs offered in the District.	Teachers, Principals, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, SBDM Meetings , LPAC Meetings, parent and teacher conferences	Positive comments on school and district parent surveys	State and federal assessments Attendance
6. The district will educate its staff on how to develop communication skills with parents.	Teachers, Principals, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, SBDM Meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance

## District Goal 5: Increase Family and Community Involvement

### Objective 1: The Campus will update and implement 100% of the district parental involvement plan.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
7. Port Isabel High School will take action to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the quality of Title I schools.	Teachers, Principals, Parent Educators,	Title I (211)	August 2018- June 2019	Sign-in sheets, Agendas, SBDM Meetings, parent/teacher conferences, parental involvement activities, sessions and meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance
8. Title 1, CTE, College Readiness and other necessary parent meetings to be held throughout the school year.	Teachers, Principals, Parent Educators, District Parent Involvement Staff	Title I (211)	September 2018 Monthly September 2018 – May 2019	Sign-in sheets, Agendas, SBDM Meetings, parent/teacher conferences, parental involvement activities, sessions and meetings	Positive comments on school and district parent surveys	State and federal assessments Attendance
9. Maintain communication with parents and staff via Blackboard, Parent Portal email, text messaging and the use of social media	Technology Director Campus Administration Clerks	Local (199)	August 2018 – July 2019	Blackboard Analysis Reports Parent Portal users	Increased parental involvement, Increased Parent Portal users	Blackboard Analysis Report
10. Region One staff will coordinate and implement the Migrant identification and recruitment plan and the campus will provide programs services to identify migrant families.	Migrant Recruiters, staff	Migrant (212)	August – July 2019	Certificates of eligibility	Migrant student achievement scores	Program evaluation

**District Goal 6: Improve School Context and Organization**

**Objective 1: 100% of campus committees will evaluate, discuss and act upon decisions related to maximizing instructional time.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Organize campus committees who will analyze and make decisions about behavior, technology, and curriculum, instruction, and assessment.	Administrator for Special Programs, Technology Director, District Testing Coordinator, Asst. Sup. C & I	TEKS, STAAR One, Region 1 Support Team, Project Respect, and technology vendor reps.	September 2018 October 2018 November 2018 February 2019 March 2019 May 2019	List of committee members, Agendas, Sign-in sheets	Meet State rate on STAAR, Decrease discipline incidents, increased technology use	Six weeks discipline reports, lesson plans, common assessment, Technology proficiency assessment
2. Campus and District administrators will monitor analyze and evaluate instruction, classroom management plans and instructional schedules for ESL classrooms to provide support to staff.	Campus and District Administrators and Deans	Eduphoria, Campus and classroom schedules	August 2018 – June 2019	Agendas, Sign in sheet, data collected, minutes	Meet State rate on STAAR Promotion and retention rates Improved AMAOs scores, increase passing rate for special education and English Learners	Failure report, and common assessments

**District Goal 6: Improve School Context and Organization**

**Objective 2: 100% of campus committees will evaluate, discuss, and implement strategies to improve student performance during transitional years.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Vertical Alignment sessions will be conducted across the grade levels to decrease gaps in instruction.	District/Campus administration and Deans	Eduphoria,	Semi-weekly from August 2018 – June 2019	Sign-in sheets Agendas Minutes	Meet State rate on STAAR and increase STAAR Advanced Academic rate	Retention data, summer school data, OFYP data
2. Teachers will participate in department planning meetings to address targeted needs of students.	Campus Administration, Deans, Department Chairpersons	Eduphoria, Department Meeting Agendas and Sign-in sheets	Semi-weekly from August 2018 – June 2019	Lesson Plans, Agendas, and Sign-in sheets	Meet State rate on STAAR and increase STAAR Advanced Academic rate	Department assessment data
3. Teachers will monitor TELPAS scores and provide instructional strategies to help students transition into the regular education setting	LPAC teachers, Campus administration	Local ESL Title III	August 2018 – June 2019	LPAC minutes	TELPAS Scores	Advanced proficiency levels

**District Goal 7: Improve the use of Technology to enhance student achievement.**

**Objective 1: 100% of teachers will integrate technological resources into the classroom a minimum of three times per week.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Increase technology proficiencies and implementation of technological resources by providing teachers ongoing training.	Technology Director, Campus and District Administrators, Deans of Instruction, and teachers	Title II Part A (255) Local (199) Title I (211) State Comp RYHT Grant.	August 2018 – June 2019 (on-line)	Sign-in sheets Agendas Evaluations	Increase in Technology Proficiency Assessment scores	Local Technology proficiency evaluation  Lesson Plans and walk-through data
2. T-TESS and local technology proficiency evaluation data will be analyzed to determine needs of teachers as per professional development and/or resource implementation.	Technology Director, Campus and District Administrators, Deans of Instruction, and teachers	State Comp.	September/October 2018 Jan. /Feb. 2019  May 2019	Local technology proficiency evaluation data analysis	Increase in Technology Proficiency Assessment scores	Local Technology proficiency evaluation analysis, T-TESS.
3. Technological resources aligned to the teacher implementation plan will be purchased to enhance classroom instruction	Campus and District administrators	Title 1 (211) Local (199) Title III (263) CTE (244,199) RYHT Grant	December 2018	Purchase orders Teacher implementation plans	Increased integration of technology in classroom instruction	Lesson plans Walk through data
4. Increase the implementation and/or use of technology within classes to more than twice a week for both teachers and students	Technology Director, Administrators, Deans of Instruction, and teachers	Title I (211) Local (199) Title III (263) RYHT BL Grant	August 2018 – June 2019	Lesson Plans	Increased integration of technology in classroom instruction	Lesson plans Walk through data
5. Continue to implement the Summit Learning curriculum through a BL format	Campus Administrators Teachers	Local (199) Title 1 (211) RYHT BL Grant	June 2018 – June 2019	Summit Learning Curriculum Implementation	Increase in study agency & course completion	9 <sup>th</sup> grade course completion, EOC scores, NWEA Map growth

**District Goal 7: Improve the use of Technology to enhance student achievement.**

**Objective 2: Update and increase technology equipment as per the technology plan of replacing equipment every 5 years.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Maintain educator work station ratio at one to one.	Technology Director, Campus and District Administrators	Local (199) State Comp. (199)	June 2019	Purchase orders Inventories	STAR Chart	Inventories
2. Improve student work station ratio to four to one while striving to achieve work station ratio to one to one.	Technology Director, Campus and District Administrators	Local (199)	June 2019	Purchase Orders Inventories	STAR Chart Meet state passing rate on STAAR	Inventories, common assessments
3. Continue to purchase wireless devices for students.	Technology Director, Campus and District Administrators	Local (199)	June 2019 December 2018	Purchase Orders Inventories	STAR Chart Meet state passing rate on STAAR	Inventories, common assessments



**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 1: 80% of students transitioning from a special program to the regular education program will meet satisfactory standards on STAAR.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Campus staff will monitor students that transition from special education (resource) to regular education (inclusion) programs.	District Special Education Director and Special Education Campus Administrators	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	Monitoring Logs, ARD meeting documentation	Decrease in failure rates at transition grades Meet state passing rate on STAAR at transition grades, completion of IEP's.	Monitoring logs Report Card Grades Common Assessments, AIP IEP Progress Reports Failure ARDS STAAR data
2. Campus staff will monitor students that transition from ESL to regular education programs.	District Bilingual/ESL Education Director and LPAC Campus Administrators, teachers	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	Monitoring Logs, LPAC 9-week monitoring minutes	Decrease in failure rates at transition grades Meet state passing rate on STAAR at transition grades Meet AMAOS requirements.	Monitoring logs Report Card Grades Common Assessments STAAR data
3. Campus staff will monitor students that transition from 504/Dyslexia to regular education programs.	District Special Education/504 Director and 504 Campus Administrators	None	October 2018 November 2018 January 2019 February 2019 April 2019 June 2019	Monitoring Logs, 504 meeting documentation	Decrease in failure rates at transition grades Meet state passing rate on STAAR, decrease retention rate	Monitoring logs Report Card Grades Common Assessments STAAR data
4. Staff will provide services to migrant students listed on the priority of services monthly reports	Campus Administrators Teachers	Migrant (212)	August 2018- June 2019	PFS Reports, tutoring logs, lesson plans	Increase of migrant student achievement performance	STAAR data

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 2: 100% of all instructional and federal programs will be evaluated for effectiveness.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. Federal programs will be evaluated for effectiveness yearly.	Administrator for Special Programs Campus Principals	None	June 2019	Analysis  Presentation of evaluations, Sign in sheet, agendas.	Meet state passing rate for STAAR and federal standards	STAAR/TELPAS data Report Card grades Evaluation
2. Evaluations for Federal programs will be utilized to restructure programs and use of resources.	District and campus Administrators Teachers	None	May 2019 July 2019	Program changes  Presentations of recommendations	Meet state passing rate for STAAR and federal standards	STAAR/TELPAS data Evaluation Revised program
3. Implementation of the activities listed in the identification and recruitment plan for migrant students.	Migrant Recruiters, NGS specialist, District and campus Administrators	Migrant	July 2018- June 2019	Evaluation of program effectiveness	Meet state passing rate for STAAR and federal standards Increased graduation rates	Graduation Rates, College Entrance Rates
4. Monitor and address the needs of priority of service migrant students.	NGS specialist, District and campus Administrators, teachers, migrant summer school teachers	Migrant	July 2018- June 2019	Evaluation of program effectiveness	Meet state passing rate for STAAR and federal standards	Graduation Rates, College Entrance Rates

**District Goal 8: Improve the Transition, Coordination, and Integration of Programs and Services.**

**Objective 3: Teachers, parents, staff and community will be provided opportunities to provide input on the use of federal funds through discussions during SBDM and Title I Meetings.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
1. SBDM and Title I meeting participants will review evaluations and overviews of federal programs, needs assessments and budgets.	Campus principal	None	September 2018 – June 2019 (monthly meetings as needed)	SBDM and Title I Sign-in sheets, agendas and minutes Presentations	Appropriate use of funds and increased student achievement.	Presentations, Needs Assessment, CIP
2. SBDM and Title I meeting members will provide input and feedback on the use of federal funds and planning for student needs.	Campus Principal	None	September 2018 – June 2019 (monthly meetings as needed)	SBDM and Title I Sign-in sheets, agendas and minutes Presentations	Appropriate use of funds and increased student achievement.	Presentations, Needs Assessment, CIP

## APPENDIX

### List of Data Charts:

- **2017-2018 Snapshot Data**
  - Grade Level Enrollment
  - Enrollment by Gender
  - Ethnicity
  - Special Populations
  - Special Education
- **Comparison Tables 2011-2012 to 2017-2018**
  - Student Enrollment
  - Ethnicity
  - Economically Disadvantaged
  - At-Risk
  - Special Education
  - Limited English Proficient
  - Bilingual
  - Migrant
  - Immigrant
  - Gifted & Talented
- **Attendance Data**
- **Discipline Data**

## Current Enrollment Data as of the PEIMS Snapshot: October 27, 2017

	Count	Percent
<b>Early Education Grade</b>	7	0.29%
<b>Pre-Kindergarten Grade</b>	136	5.60%
<b>Kindergarten Grade</b>	187	7.70%
<b>1st Grade</b>	172	7.09%
<b>2nd Grade</b>	176	7.25%
<b>3rd Grade</b>	177	7.29%
<b>4th Grade</b>	191	7.87%
<b>5th Grade</b>	182	7.50%
<b>6th Grade</b>	166	6.84%
<b>7th Grade</b>	155	6.39%
<b>8th Grade</b>	180	7.42%
<b>9th Grade</b>	219	9.02%
<b>10th Grade</b>	174	7.17%
<b>11th Grade</b>	163	6.72%
<b>12th Grade</b>	142	5.85%
<b>Student Total</b>	<b>2427</b>	<b>100.00%</b>
<b>Gender</b>		
<b>Male</b>	1257	51.79%
<b>Female</b>	1170	48.21%
<b>Ethnicity</b>		
<b>Hispanic-Latino</b>	2211	91.10%
<b>Race</b>		
<b>American Indian - Alaskan Native</b>	5	0.21%
<b>Asian</b>	10	0.41%
<b>Black - African American</b>	6	0.25%
<b>Native Hawaiian - Pacific Islander</b>	0	0.00%
<b>White</b>	193	7.95%
<b>Two-or-More</b>	2	0.08%

## Current Enrollment of Special Populations

<b>Population</b>	<b>Count</b>	<b>Percentage</b>
<b>Bilingual</b>	<b>579</b>	<b>23.86%</b>
<b>English as a Second Language (ESL)</b>	<b>249</b>	<b>10.26%</b>
<b>Career and Technical Education (CTE)</b>	<b>710</b>	<b>29.25%</b>
<b>Gifted &amp; Talented</b>	<b>137</b>	<b>5.64%</b>
<b>Title 1 Participation</b>	<b>2427</b>	<b>100.00%</b>
<b>At-Risk</b>	<b>2025</b>	<b>83.44%</b>
<b>Economically Disadvantaged</b>	<b>2086</b>	<b>85.95%</b>
<b>Immigrant</b>	<b>56</b>	<b>2.31%</b>
<b>Limited English Proficient (LEP)</b>	<b>890</b>	<b>36.67%</b>
<b>Migrant</b>	<b>3</b>	<b>0.12%</b>
<b>Foster Care</b>	<b>1</b>	<b>0.04%</b>
<b>CTE Single Parent/Pregnant Teen</b>	<b>6</b>	<b>0.25%</b>

<b>Special Education (SPED)</b>		
<b>01 - Orthopedic impairment</b>	<b>1</b>	<b>0.46%</b>
<b>02 - Other health impairment</b>	<b>35</b>	<b>16.13%</b>
<b>03 - Auditory impairment</b>	<b>2</b>	<b>0.92%</b>
<b>04 - Visual impairment</b>	<b>4</b>	<b>1.84%</b>
<b>06 - Intellectual Disability</b>	<b>33</b>	<b>15.21%</b>
<b>07 - Emotional disturbance</b>	<b>11</b>	<b>5.07%</b>
<b>08 - Learning disability</b>	<b>52</b>	<b>23.96%</b>
<b>09 - Speech impairment</b>	<b>61</b>	<b>28.11%</b>
<b>10 - Autism</b>	<b>15</b>	<b>6.91%</b>
<b>14 - Non-categorical early childhood</b>	<b>3</b>	<b>1.38%</b>
<b>TOTAL</b>	<b>217</b>	<b>100%</b>

<b>Grade Level Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>10</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>7</b>
<b>PK - Pre-Kindergarten</b>	<b>172</b>	<b>189</b>	<b>158</b>	<b>152</b>	<b>164</b>	<b>151</b>	<b>136</b>
<b>KG - Kindergarten</b>	<b>213</b>	<b>210</b>	<b>214</b>	<b>193</b>	<b>189</b>	<b>187</b>	<b>187</b>
<b>01 - 1</b>	<b>215</b>	<b>224</b>	<b>231</b>	<b>197</b>	<b>184</b>	<b>185</b>	<b>172</b>
<b>02 - 2</b>	<b>198</b>	<b>204</b>	<b>209</b>	<b>205</b>	<b>192</b>	<b>178</b>	<b>176</b>
<b>03 - 3</b>	<b>207</b>	<b>190</b>	<b>187</b>	<b>189</b>	<b>205</b>	<b>203</b>	<b>177</b>
<b>04 - 4</b>	<b>190</b>	<b>214</b>	<b>196</b>	<b>176</b>	<b>192</b>	<b>184</b>	<b>191</b>
<b>05 - 5</b>	<b>192</b>	<b>194</b>	<b>218</b>	<b>181</b>	<b>170</b>	<b>176</b>	<b>182</b>
<b>06 - 6</b>	<b>188</b>	<b>194</b>	<b>189</b>	<b>203</b>	<b>183</b>	<b>174</b>	<b>166</b>
<b>07 - 7</b>	<b>169</b>	<b>197</b>	<b>181</b>	<b>186</b>	<b>198</b>	<b>179</b>	<b>155</b>
<b>08 - 8</b>	<b>183</b>	<b>160</b>	<b>191</b>	<b>178</b>	<b>190</b>	<b>191</b>	<b>180</b>
<b>09 - 9</b>	<b>167</b>	<b>191</b>	<b>195</b>	<b>194</b>	<b>177</b>	<b>196</b>	<b>219</b>
<b>10 - 10</b>	<b>175</b>	<b>134</b>	<b>174</b>	<b>160</b>	<b>178</b>	<b>162</b>	<b>174</b>
<b>11 - 11</b>	<b>137</b>	<b>159</b>	<b>121</b>	<b>156</b>	<b>145</b>	<b>170</b>	<b>163</b>
<b>12 - 12</b>	<b>149</b>	<b>166</b>	<b>175</b>	<b>126</b>	<b>157</b>	<b>137</b>	<b>142</b>
<b>TOTAL</b>	<b>2,565</b>	<b>2,642</b>	<b>2,650</b>	<b>2,505</b>	<b>2,530</b>	<b>2,483</b>	<b>2,427</b>

<b>Ethnicity Student Enrollment Comparison Table</b>							
<b>Ethnicity</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>Asian or Pacific Islander</b>	<b>13</b>	<b>10</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>13</b>	<b>10</b>
<b>Black African American</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>10</b>	<b>10</b>	<b>8</b>	<b>6</b>
<b>Hispanic Latino</b>	<b>2,325</b>	<b>2,398</b>	<b>2,418</b>	<b>2,289</b>	<b>2322</b>	<b>2276</b>	<b>2211</b>
<b>White, not of Hispanic Origin</b>	<b>202</b>	<b>207</b>	<b>191</b>	<b>175</b>	<b>171</b>	<b>180</b>	<b>193</b>
<b>Native American/ American Indian-Alaskan Native</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>Two or More Ethnicities</b>	<b>9</b>	<b>9</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>4</b>	<b>2</b>
<b>TOTAL</b>	<b>2,565</b>	<b>2,642</b>	<b>2,650</b>	<b>2,505</b>	<b>2,530</b>	<b>2483</b>	<b>2427</b>



<b>Economically Disadvantaged Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>7</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>4</b>
<b>PK - Pre-Kindergarten</b>	<b>167</b>	<b>187</b>	<b>156</b>	<b>152</b>	<b>160</b>	<b>150</b>	<b>134</b>
<b>KG - Kindergarten</b>	<b>195</b>	<b>179</b>	<b>196</b>	<b>165</b>	<b>170</b>	<b>171</b>	<b>167</b>
<b>01 - Grade 1</b>	<b>199</b>	<b>190</b>	<b>204</b>	<b>171</b>	<b>157</b>	<b>169</b>	<b>152</b>
<b>02 - Grade 2</b>	<b>182</b>	<b>185</b>	<b>179</b>	<b>163</b>	<b>169</b>	<b>158</b>	<b>158</b>
<b>03 - Grade 3</b>	<b>194</b>	<b>176</b>	<b>173</b>	<b>159</b>	<b>172</b>	<b>179</b>	<b>149</b>
<b>04 - Grade 4</b>	<b>171</b>	<b>194</b>	<b>185</b>	<b>141</b>	<b>151</b>	<b>153</b>	<b>164</b>
<b>05 - Grade 5</b>	<b>174</b>	<b>173</b>	<b>201</b>	<b>145</b>	<b>134</b>	<b>150</b>	<b>151</b>
<b>06 - Grade 6</b>	<b>170</b>	<b>171</b>	<b>168</b>	<b>148</b>	<b>147</b>	<b>159</b>	<b>142</b>
<b>07 - Grade 7</b>	<b>147</b>	<b>166</b>	<b>164</b>	<b>147</b>	<b>150</b>	<b>158</b>	<b>133</b>
<b>08 - Grade 8</b>	<b>163</b>	<b>137</b>	<b>170</b>	<b>127</b>	<b>142</b>	<b>164</b>	<b>146</b>
<b>09 - Grade 9</b>	<b>149</b>	<b>169</b>	<b>164</b>	<b>135</b>	<b>143</b>	<b>168</b>	<b>182</b>
<b>10 - Grade 10</b>	<b>145</b>	<b>116</b>	<b>157</b>	<b>90</b>	<b>174</b>	<b>136</b>	<b>153</b>
<b>11 - Grade 11</b>	<b>119</b>	<b>132</b>	<b>104</b>	<b>84</b>	<b>113</b>	<b>140</b>	<b>131</b>
<b>12 - Grade 12</b>	<b>123</b>	<b>144</b>	<b>144</b>	<b>63</b>	<b>121</b>	<b>108</b>	<b>120</b>
<b>TOTAL</b>	<b>2,305</b>	<b>2,324</b>	<b>2,367</b>	<b>1,889</b>	<b>2,074</b>	<b>2170</b>	<b>2086</b>

<b>At-Risk Enrollment Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>154</b>	<b>178</b>	<b>98</b>	<b>107</b>	<b>104</b>	<b>87</b>	<b>70</b>
<b>KG - Kindergarten</b>	<b>178</b>	<b>147</b>	<b>166</b>	<b>147</b>	<b>160</b>	<b>160</b>	<b>142</b>
<b>01 - Grade 1</b>	<b>171</b>	<b>199</b>	<b>177</b>	<b>139</b>	<b>136</b>	<b>147</b>	<b>147</b>
<b>02 - Grade 2</b>	<b>138</b>	<b>150</b>	<b>177</b>	<b>156</b>	<b>141</b>	<b>142</b>	<b>160</b>
<b>03 - Grade 3</b>	<b>115</b>	<b>99</b>	<b>115</b>	<b>112</b>	<b>114</b>	<b>112</b>	<b>152</b>
<b>04 - Grade 4</b>	<b>109</b>	<b>95</b>	<b>116</b>	<b>114</b>	<b>116</b>	<b>103</b>	<b>174</b>
<b>05 - Grade 5</b>	<b>93</b>	<b>104</b>	<b>144</b>	<b>120</b>	<b>104</b>	<b>102</b>	<b>162</b>
<b>06 - Grade 6</b>	<b>87</b>	<b>88</b>	<b>132</b>	<b>140</b>	<b>109</b>	<b>105</b>	<b>144</b>
<b>07 - Grade 7</b>	<b>82</b>	<b>88</b>	<b>114</b>	<b>121</b>	<b>122</b>	<b>102</b>	<b>133</b>
<b>08 - Grade 8</b>	<b>80</b>	<b>75</b>	<b>124</b>	<b>116</b>	<b>134</b>	<b>116</b>	<b>155</b>
<b>09 - Grade 9</b>	<b>93</b>	<b>108</b>	<b>136</b>	<b>138</b>	<b>116</b>	<b>142</b>	<b>186</b>
<b>10 - Grade 10</b>	<b>93</b>	<b>75</b>	<b>122</b>	<b>104</b>	<b>115</b>	<b>96</b>	<b>147</b>
<b>11 - Grade 11</b>	<b>72</b>	<b>81</b>	<b>79</b>	<b>100</b>	<b>81</b>	<b>115</b>	<b>136</b>
<b>12 - Grade 12</b>	<b>81</b>	<b>89</b>	<b>86</b>	<b>81</b>	<b>92</b>	<b>81</b>	<b>117</b>
<b>TOTAL</b>	<b>1,546</b>	<b>1,576</b>	<b>1,787</b>	<b>1,695</b>	<b>1,644</b>	<b>1610</b>	<b>2025</b>

**Special Education Comparison Table**

<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>10</b>	<b>16</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>10</b>	<b>7</b>
<b>PK - Pre-Kindergarten</b>	<b>12</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>10</b>	<b>10</b>	<b>8</b>
<b>KG - Kindergarten</b>	<b>7</b>	<b>17</b>	<b>15</b>	<b>21</b>	<b>14</b>	<b>19</b>	<b>17</b>
<b>01 - Grade 1</b>	<b>14</b>	<b>11</b>	<b>24</b>	<b>14</b>	<b>22</b>	<b>14</b>	<b>16</b>
<b>02 - Grade 2</b>	<b>20</b>	<b>16</b>	<b>9</b>	<b>20</b>	<b>14</b>	<b>19</b>	<b>18</b>
<b>03 - Grade 3</b>	<b>25</b>	<b>19</b>	<b>14</b>	<b>7</b>	<b>18</b>	<b>14</b>	<b>16</b>
<b>04 - Grade 4</b>	<b>19</b>	<b>23</b>	<b>19</b>	<b>11</b>	<b>12</b>	<b>16</b>	<b>15</b>
<b>05 - Grade 5</b>	<b>23</b>	<b>19</b>	<b>25</b>	<b>22</b>	<b>12</b>	<b>12</b>	<b>13</b>
<b>06 - Grade 6</b>	<b>20</b>	<b>25</b>	<b>22</b>	<b>23</b>	<b>23</b>	<b>10</b>	<b>12</b>
<b>07 - Grade 7</b>	<b>21</b>	<b>18</b>	<b>22</b>	<b>21</b>	<b>23</b>	<b>23</b>	<b>10</b>
<b>08 - Grade 8</b>	<b>8</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>21</b>
<b>09 - Grade 9</b>	<b>13</b>	<b>8</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>13</b>	<b>22</b>
<b>10 - Grade 10</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>14</b>	<b>19</b>	<b>19</b>	<b>11</b>
<b>11 - Grade 11</b>	<b>14</b>	<b>12</b>	<b>11</b>	<b>6</b>	<b>14</b>	<b>16</b>	<b>14</b>

<b>12 - Grade 12</b>	<b>18</b>	<b>19</b>	<b>16</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>17</b>
<b>TOTAL</b>	<b>240</b>	<b>242</b>	<b>239</b>	<b>222</b>	<b>235</b>	<b>229</b>	<b>217</b>

**Limited English Proficient Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>EE - Early Education</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>93</b>	<b>98</b>	<b>90</b>	<b>104</b>	<b>100</b>	<b>85</b>	<b>64</b>
<b>KG - Kindergarten</b>	<b>134</b>	<b>106</b>	<b>100</b>	<b>101</b>	<b>119</b>	<b>107</b>	<b>99</b>
<b>01 - Grade 1</b>	<b>115</b>	<b>137</b>	<b>120</b>	<b>97</b>	<b>85</b>	<b>111</b>	<b>95</b>
<b>02 - Grade 2</b>	<b>96</b>	<b>95</b>	<b>130</b>	<b>99</b>	<b>87</b>	<b>83</b>	<b>102</b>
<b>03 - Grade 3</b>	<b>90</b>	<b>82</b>	<b>82</b>	<b>106</b>	<b>101</b>	<b>93</b>	<b>82</b>
<b>04 - Grade 4</b>	<b>78</b>	<b>75</b>	<b>66</b>	<b>77</b>	<b>92</b>	<b>90</b>	<b>83</b>
<b>05 - Grade 5</b>	<b>46</b>	<b>73</b>	<b>69</b>	<b>66</b>	<b>73</b>	<b>82</b>	<b>84</b>
<b>06 - Grade 6</b>	<b>47</b>	<b>41</b>	<b>70</b>	<b>60</b>	<b>61</b>	<b>74</b>	<b>69</b>
<b>07 - Grade 7</b>	<b>32</b>	<b>44</b>	<b>39</b>	<b>54</b>	<b>51</b>	<b>49</b>	<b>49</b>
<b>08 - Grade 8</b>	<b>28</b>	<b>21</b>	<b>46</b>	<b>37</b>	<b>49</b>	<b>42</b>	<b>43</b>
<b>09 - Grade 9</b>	<b>25</b>	<b>33</b>	<b>31</b>	<b>47</b>	<b>29</b>	<b>52</b>	<b>47</b>
<b>10 - Grade 10</b>	<b>16</b>	<b>14</b>	<b>24</b>	<b>23</b>	<b>42</b>	<b>21</b>	<b>32</b>
<b>11 - Grade 11</b>	<b>8</b>	<b>6</b>	<b>9</b>	<b>13</b>	<b>15</b>	<b>31</b>	<b>15</b>
<b>12 - Grade 12</b>	<b>10</b>	<b>9</b>	<b>12</b>	<b>11</b>	<b>17</b>	<b>14</b>	<b>26</b>

<b>TOTAL</b>	<b>818</b>	<b>834</b>	<b>888</b>	<b>895</b>	<b>921</b>	<b>934</b>	<b>890</b>
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Limited English Proficient Comparison Chart

<b>Bilingual / English as a Second Language Comparison</b>							
	<b>Bilingual</b>						
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>PK - Pre-Kindergarten</b>	<b>93</b>	<b>94</b>	<b>88</b>	<b>102</b>	<b>97</b>	<b>85</b>	<b>61</b>
<b>KG - Kindergarten</b>	<b>129</b>	<b>104</b>	<b>98</b>	<b>98</b>	<b>110</b>	<b>102</b>	<b>95</b>
<b>01 - Grade 1</b>	<b>103</b>	<b>131</b>	<b>115</b>	<b>96</b>	<b>80</b>	<b>104</b>	<b>89</b>
<b>02 - Grade 2</b>	<b>85</b>	<b>88</b>	<b>120</b>	<b>92</b>	<b>86</b>	<b>79</b>	<b>97</b>
<b>03 - Grade 3</b>	<b>82</b>	<b>73</b>	<b>74</b>	<b>97</b>	<b>96</b>	<b>91</b>	<b>77</b>
<b>04 - Grade 4</b>	<b>69</b>	<b>67</b>	<b>61</b>	<b>71</b>	<b>84</b>	<b>86</b>	<b>80</b>
<b>05 - Grade 5</b>	<b>42</b>	<b>64</b>	<b>56</b>	<b>59</b>	<b>67</b>	<b>76</b>	<b>80</b>
<b>TOTAL</b>	<b>603</b>	<b>621</b>	<b>612</b>	<b>615</b>	<b>620</b>	<b>623</b>	<b>579</b>

**ESL**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
PK - Pre-Kindergarten	0	3	2	1	0	0	0
KG - Kindergarten	1	0	1	0	1	0	0
01 - Grade 1	2	1	0	0	0	1	0
02 - Grade 2	0	0	2	0	0	0	0
03-3 Grade 3	0	0	0	2	0	1	0
04 - Grade 4	0	1	0	0	1	0	0
06 - Grade 6	39	36	65	48	56	69	64
07 - Grade 7	23	36	35	52	40	43	44
08 - Grade 8	23	16	37	35	48	35	37
09 - Grade 9	18	26	27	39	27	50	40
10 - Grade 10	12	11	17	19	34	18	31
11 - Grade 11	7	4	6	11	13	26	12
12 - Grade 12	9	9	10	7	13	13	21
TOTAL	134	143	202	214	233	256	249





**Migrant Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
EE - Early Education	0	0	0	0	0	0	0
PK - Pre-Kindergarten	1	0	0	0	0	0	0
KG - Kindergarten	1	2	0	0	0	0	0
01 - Grade 1	0	1	3	0	0	0	0
02 - Grade 2	0	0	1	1	0	0	0
03 - Grade 3	0	1	1	0	1	1	0
04 - Grade 4	1	1	0	0	0	0	0
05 - Grade 5	5	1	0	1	1	0	0
06 - Grade 6	0	3	0	1	0	2	0
07 - Grade 7	5	0	3	0	1	1	1
08 - Grade 8	2	4	0	1	0	0	1
09 - Grade 9	2	1	5	0	1	0	0
10 - Grade 10	3	1	1	1	0	1	0
11 - Grade 11	2	5	1	0	1	0	1
12 - Grade 12	1	0	2	0	0	2	0
<b>TOTAL</b>	<b>23</b>	<b>20</b>	<b>17</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>3</b>

**Immigrant Comparison Table**

Grade	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>EE - Early Education</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>PK - Pre-Kindergarten</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>4</b>
<b>KG - Kindergarten</b>	<b>8</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>9</b>	<b>5</b>	<b>9</b>
<b>01 - Grade 1</b>	<b>14</b>	<b>10</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>7</b>

<b>02 - Grade 2</b>	<b>8</b>	<b>11</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>2</b>
<b>03 - Grade 3</b>	<b>7</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>7</b>
<b>04 - Grade 4</b>	<b>16</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>2</b>
<b>05 - Grade 5</b>	<b>5</b>	<b>15</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>06 - Grade 6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>0</b>
<b>07 - Grade 7</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>08 - Grade 8</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>
<b>09 - Grade 9</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>9</b>
<b>10 - Grade 10</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>2</b>	<b>6</b>	<b>9</b>
<b>11 - Grade 11</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>8</b>	<b>1</b>	<b>1</b>
<b>12 - Grade 12</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>TOTAL</b>	<b>87</b>	<b>85</b>	<b>43</b>	<b>34</b>	<b>46</b>	<b>51</b>	<b>56</b>

<b>Gifted and Talented Comparison Table</b>							
<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>01 - Grade 1</b>	<b>3</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>11</b>
<b>02 - Grade 2</b>	<b>15</b>	<b>4</b>	<b>8</b>	<b>6</b>	<b>13</b>	<b>10</b>	<b>14</b>
<b>03 - Grade 3</b>	<b>14</b>	<b>16</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>14</b>	<b>12</b>
<b>04 - Grade 4</b>	<b>15</b>	<b>15</b>	<b>18</b>	<b>8</b>	<b>12</b>	<b>10</b>	<b>13</b>
<b>05 - Grade 5</b>	<b>13</b>	<b>17</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>11</b>
<b>06 - Grade 6</b>	<b>16</b>	<b>11</b>	<b>15</b>	<b>12</b>	<b>15</b>	<b>11</b>	<b>10</b>
<b>07 - Grade 7</b>	<b>15</b>	<b>16</b>	<b>11</b>	<b>14</b>	<b>10</b>	<b>13</b>	<b>8</b>
<b>08 - Grade 8</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>10</b>	<b>14</b>	<b>10</b>	<b>13</b>
<b>09 - Grade 9</b>	<b>8</b>	<b>16</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>14</b>	<b>10</b>
<b>10 - Grade 10</b>	<b>7</b>	<b>9</b>	<b>16</b>	<b>13</b>	<b>13</b>	<b>9</b>	<b>14</b>
<b>11 - Grade 11</b>	<b>25</b>	<b>6</b>	<b>8</b>	<b>15</b>	<b>13</b>	<b>13</b>	<b>9</b>
<b>12 - Grade 12</b>	<b>25</b>	<b>26</b>	<b>6</b>	<b>9</b>	<b>16</b>	<b>13</b>	<b>12</b>
<b>TOTAL</b>	<b>176</b>	<b>155</b>	<b>135</b>	<b>130</b>	<b>145</b>	<b>140</b>	<b>137</b>

**ATTENDANCE**

<b>Grade</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>EE - Early Education</b>	<b>82.80%</b>	<b>87.82%</b>	<b>93.01%</b>	<b>90.86%</b>	<b>81.14%</b>	<b>82.05%</b>	<b>91.61%</b>
<b>PK - Pre-Kindergarten</b>	<b>93.84%</b>	<b>91.71%</b>	<b>93.12%</b>	<b>95.10%</b>	<b>94.94%</b>	<b>94.15%</b>	<b>93.27%</b>
<b>KG - Kindergarten</b>	<b>95.71%</b>	<b>94.76%</b>	<b>95.35%</b>	<b>96.05%</b>	<b>97.04%</b>	<b>96.74%</b>	<b>95.70%</b>
<b>01 - Grade 1</b>	<b>96.66%</b>	<b>95.41%</b>	<b>96.27%</b>	<b>96.20%</b>	<b>97.35%</b>	<b>97.30%</b>	<b>93.73%</b>
<b>02 - Grade 2</b>	<b>96.61%</b>	<b>96.28%</b>	<b>97.17%</b>	<b>97.17%</b>	<b>97.16%</b>	<b>97.16%</b>	<b>97.62%</b>
<b>03 - Grade 3</b>	<b>97.30%</b>	<b>96.88%</b>	<b>97.38%</b>	<b>97.27%</b>	<b>97.92%</b>	<b>97.30%</b>	<b>97.35%</b>
<b>04 - Grade 4</b>	<b>97.03%</b>	<b>96.55%</b>	<b>97.58%</b>	<b>97.61%</b>	<b>97.81%</b>	<b>97.80%</b>	<b>97.16%</b>
<b>05 - Grade 5</b>	<b>97.26%</b>	<b>96.67%</b>	<b>97.74%</b>	<b>97.48%</b>	<b>97.79%</b>	<b>97.53%</b>	<b>97.39%</b>
<b>06 - Grade 6</b>	<b>97.05%</b>	<b>96.78%</b>	<b>97.24%</b>	<b>97.84%</b>	<b>97.63%</b>	<b>97.32%</b>	<b>96.72%</b>
<b>07 - Grade 7</b>	<b>96.05%</b>	<b>96.71%</b>	<b>97.19%</b>	<b>97.04%</b>	<b>97.22%</b>	<b>97.12%</b>	<b>96.70%</b>
<b>08 - Grade 8</b>	<b>96.10%</b>	<b>95.83%</b>	<b>97.16%</b>	<b>97.56%</b>	<b>97.40%</b>	<b>97.02%</b>	<b>96.47%</b>
<b>09 - Grade 9</b>	<b>94.63%</b>	<b>95.46%</b>	<b>95.44%</b>	<b>96.22%</b>	<b>97.04%</b>	<b>95.80%</b>	<b>95.32%</b>
<b>10 - Grade 10</b>	<b>95.04%</b>	<b>95.67%</b>	<b>95.23%</b>	<b>95.69%</b>	<b>95.92%</b>	<b>96.56%</b>	<b>95.05%</b>
<b>11 - Grade 11</b>	<b>94.30%</b>	<b>94.25%</b>	<b>95.21%</b>	<b>95.45%</b>	<b>96.66%</b>	<b>95.64%</b>	<b>95.39%</b>
<b>12 - Grade 12</b>	<b>91.96%</b>	<b>92.71%</b>	<b>96.30%</b>	<b>96.20%</b>	<b>96.38%</b>	<b>96.34%</b>	<b>95.81%</b>
<b>Garriga Elementary</b>	<b>95.93%</b>	<b>94.94%</b>	<b>95.88%</b>	<b>96.83%</b>	<b>97.26%</b>	<b>96.98%</b>	<b>96.62%</b>

<b>Derry Elementary</b>	<b>97.20%</b>	<b>96.69%</b>	<b>97.52%</b>	<b>96.83%</b>	<b>97.36%</b>	<b>97.18%</b>	<b>96.88%</b>
<b>Port Isabel Junior High</b>	<b>96.42%</b>	<b>96.47%</b>	<b>97.20%</b>	<b>97.49%</b>	<b>97.41%</b>	<b>97.15%</b>	<b>96.61%</b>
<b>Port Isabel High School</b>	<b>94.13%</b>	<b>94.53%</b>	<b>95.57%</b>	<b>95.89%</b>	<b>96.53%</b>	<b>96.05%</b>	<b>95.37%</b>
<b>District</b>	<b>94.61%</b>	<b>96.53%</b>	<b>90.39%</b>	<b>96.90%</b>	<b>94.05%</b>	<b>97.47%</b>	<b>97.10%</b>

<b>Leaver Reason (Reported following year)</b>							
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>01 - Student graduated.</b>	<b>133</b>	<b>124</b>	<b>138</b>	<b>160</b>	<b>120</b>	<b>152</b>	<b>132</b>
<b>03 - Died while enrolled/summer break</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>16 - Return to home country</b>	<b>14</b>	<b>15</b>	<b>13</b>	<b>11</b>	<b>4</b>	<b>5</b>	<b>5</b>
<b>24 - College, Pursue Degree</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>60 - Home schooling</b>	<b>8</b>	<b>6</b>	<b>6</b>	<b>10</b>	<b>3</b>	<b>5</b>	<b>6</b>
<b>66 - Removed by CPS</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>81 - Enroll in TX Private School</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>82 - Enroll in School Outside Texas</b>	<b>13</b>	<b>13</b>	<b>11</b>	<b>15</b>	<b>8</b>	<b>13</b>	<b>10</b>
<b>83 - Administrative Withdrawal</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>

<b>87 - Enroll in University High School Diploma Program</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>98 - Other</b>	<b>12</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>7</b>
<b>TOTAL</b>	<b>184</b>	<b>167</b>	<b>180</b>	<b>211</b>	<b>149</b>	<b>190</b>	<b>162</b>

**Discipline Incidents**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<b>KG – Kindergarten</b>	n/a	n/a	6	6	4	14	16
<b>01- Grade 1</b>	n/a	n/a	15	16	21	5	30
<b>02- Grade 2</b>	n/a	n/a	20	5	13	17	13
<b>03 - Grade 3</b>	20	17	25	12	13	19	28
<b>04 - Grade 4</b>	25	36	65	28	18	11	48
<b>05 - Grade 5</b>	45	85	58	65	50	20	52
<b>06 - Grade 6</b>	157	166	300	147	133	289	206
<b>07 - Grade 7</b>	200	154	178	203	154	190	217
<b>08 - Grade 8</b>	230	184	157	100	258	151	225
<b>09 - Grade 9</b>	263	284	223	117	195	257	211
<b>10 - Grade 10</b>	155	124	156	181	124	177	212
<b>11 - Grade 11</b>	175	125	87	144	115	135	147
<b>12 - Grade 12</b>	91	143	74	104	86	73	66
<b>TOTAL</b>	<b>1,361</b>	<b>1,318</b>	<b>1,359</b>	<b>1,128</b>	<b>1,184</b>	<b>1,358</b>	<b>1,472</b>

<b>Discipline Actions</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>02 - Expulsion to JJAEP</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>05 - Out-of-school suspension</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>06 - In-school suspension and related services</b>	<b>1,265</b>	<b>1,219</b>	<b>1,230</b>	<b>1,037</b>	<b>1,098</b>	<b>1282</b>
<b>07 - Placement in on or off campus DAEP / TEC 37.008</b>	<b>89</b>	<b>62</b>	<b>74</b>	<b>68</b>	<b>57</b>	<b>46</b>
<b>08 - Continued other district's DAEP placement</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>
<b>10 - Continued other district's DAEP placement from prior year</b>	<b>8</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>4</b>	<b>0</b>
<b>12- Continued of District Expulsion W/JJAEP placement</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>
<b>26 - Partial Day - In-School Suspension</b>	<b>35</b>	<b>36</b>	<b>45</b>	<b>12</b>	<b>20</b>	<b>24</b>
<b>28 – Mandatory Action Not Taken</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>TOTAL</b>	<b>1,402</b>	<b>1,320</b>	<b>1,360</b>	<b>1,123</b>	<b>1,188</b>	<b>1,356</b>



<b>Discipline Action Reason</b>							
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
<b>01-Permanent Removal by Teacher</b>	0	0	0	0	0	3	0
<b>02 - Conduct punishable as a felony</b>	0	2	3	1	2	0	1
<b>04 - Possess controlled substance</b>	19	14	13	19	11	5	14
<b>05 - Possess alcoholic beverage</b>	4	2	2	2	1	1	0
<b>07 - Public Lewdness / Indecent Exposure</b>	0	0	0	0	0	2	3
<b>09 - Conduct off campus/in Title 5</b>	2	0	1	0	0	1	0
<b>10 - Conduct off campus/not in Ttl5</b>	0	0	0	2	0	0	0
<b>12 – Unlawful carry of Illegal Knife</b>	0	0	0	0	0	1	0
<b>14 - Used/possessed prohibited weapon</b>	1	0	0	0	0	1	0
<b>18 - Indecency with a child</b>	1	0	0	0	0	0	0
<b>21 - Violation of Code of Conduct</b>	1,314	1,284	1,333	1,094	1,164	1,336	1,439
<b>26 - Terroristic threat</b>	0	1	1	0	0	0	3

<b>028 - Assault not employee/volunteer</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>5</b>
<b>29 – Aggr assault against emp/vol</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>32 - Sexual assault not employee/volunteer</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>33 - Cigarette or tobacco product</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>35 - False alarm/false report</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>36 - Felony controlled substance violation</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>
<b>41 - Fighting/Mutual Combat</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>1</b>
<b>TOTAL</b>	<b>1,355</b>	<b>1,310</b>	<b>1,355</b>	<b>1,120</b>	<b>1,183</b>	<b>1,354</b>	

**Point Isabel Independent School District Funding**

**2017-2018**

<b>Fund</b>	<b>Amount</b>
<b>Title I, Part A</b>	<b>\$1,311,797</b>
<b>Title II, Part A</b>	<b>\$156,630</b>
<b>Title III, Part A ELA</b>	<b>\$102,912</b>
<b>Title IV, Part A</b>	<b>\$27,033</b>
<b>Carl Perkins Grant</b>	<b>\$46,522</b>
<b>Special Education IDEA-B</b>	<b>\$550,758</b>
<b>Special Education IDEA-B Preschool</b>	<b>\$12,073</b>

