

PROGRESO ISD

District Improvement Plan

2025/2026

If you need translation services, please call (956) 565-3002 or send an email to claudiacoronado@progresoedu.net

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Sergio Coronado
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Legal References

1. Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
2. Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)
3. The district is required by the Every Student Succeeds Act (ESSA), the current reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), to conduct a Comprehensive Needs Assessment (CNA) that addresses the four Multiple Measures of Data used to determine strengths and areas needing improvement:

Demographics
Student Academic Achievement
District Processes and Programs
Perceptions

Every Student Succeeds Act (ESSA) Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

- Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The CIP Development and Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.
- Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.
- Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed principal confirmation checklist is attached to this plan.

PROGRESO ISD SCHOOL BOARD MEMBERS 2025-2026

Juan J. Ramos, Jr - PRESIDENT
Berenice Martinez - VICE-PRESIDENT
Yadira Flores - SECRETARY
Maria Acosta - TREASURER
Janie Sarmiento - MEMBER
Agapito Perez Jr. - MEMBER
Paola Candanoza - MEMBER

Sergio Coronado - Superintendent of Schools

This document is available at <http://progresoedu.net/> and a hard copy is available upon request.
Este documento esta disponible en http://progresoedu.net y puede ser traducido a peticion.

PROGRESO ISD Site Base

Name	Position
Hernandez, Juan	PISD Finance Director
Coronado, Claudia	Federal Programs
Valdez, Lupita	HR Coordinator
Rocha, Audrey	PISD Food Service Director
Rocha, Zelda	Parental Engagement Coordinator
Correa, Adriana	PISD Director for Sp.Ed, 504, Dyslexia
Pecina, Jesus	PISD Technology Director
Garcia, Marivel	Director Academic Foundations & College Readiness
Alvarado, Santos	Progreso Elementary Principal
Guzman, Nilsa	Facilitator
Gonzalez, Dana	Progreso Elementary Counselor
Garza, Ana	Elementary Teacher
Ofelia, Parra	Elementary Teacher
Alvarado, Claudia	Elementary Teacher
Ramirez, Jessica	Elementary Instructional Aide
Ramirez, Rosalinda	Elementary Teacher
Codet, Patricia	Elementary Dyslexia Teacher
Hinojosa, Elda	Elementary School Nurse Assistant
Garcia, Jessica	Elementary Parent
Amaya, Gloria	Elementary Parent
Molina, Yulia	DTMS Principal
Valdez, Rachal	DTMS Facilitator
Castaneda, Maria	DTMS Counselor
Sotelo, Johana	DTMS Teacher
Palomo, Denise	DTMS Teacher
Amberson-Dominguez, Samantha	DTMS Teacher
Barrera, Silma	DTMS Teacher

PROGRESO ISD Site Base

Name	Position
De la Cerda, Cynthia	DTMS Parent
Cantu, Diana	DTMS Instructional Aide
Lopez, Mirsa	DTMS Parent
Aguilar, Diana	PHS Principal
Aguilar, Leticia	EC Director
Garza, Michelle	High School Teacher
Banda, Humberto	High School Teacher
Cabrera, Adan	High School Teacher
Garza, Marlena	High School Sped
Garcia, Martin	CTE
Villarreal, Abigail	High School Parent
Jalomo, Ariadna	Progreso High School Instructional Aide
Zuniga, Edith	Progreso EarlyChildhood Principal
Villanueva, Marianna	Progreso EarlyChildhood Facilitator
Martinez, Norma	Progreso EarlyChildhood Counselor
Beltran, Chelsea	Progreso Early Childhood Teacher
Mejia, Itzel	Progreso Early Childhood Teacher
Sifuentes, Marisol	Progreso EarlyChildhood
Villarreal, Michelle	PEC Teacher
Ortega-Saenz, Maria	Progreso EarlyChildhood
Garcia, Martha	Progreso EarlyChildhood Aide
Aleman, Nereida	Progreso EarlyChildhood Nurse Assistant
Davila, Cecilia	parent
Hinojosa, Sandra	Community Business Owner
Flores, Lourdes	Community Business Owner

PROGRESO ISD

Mission

Students will be inspired to search, discover, experience and apply knowledge in a safe creative environment.

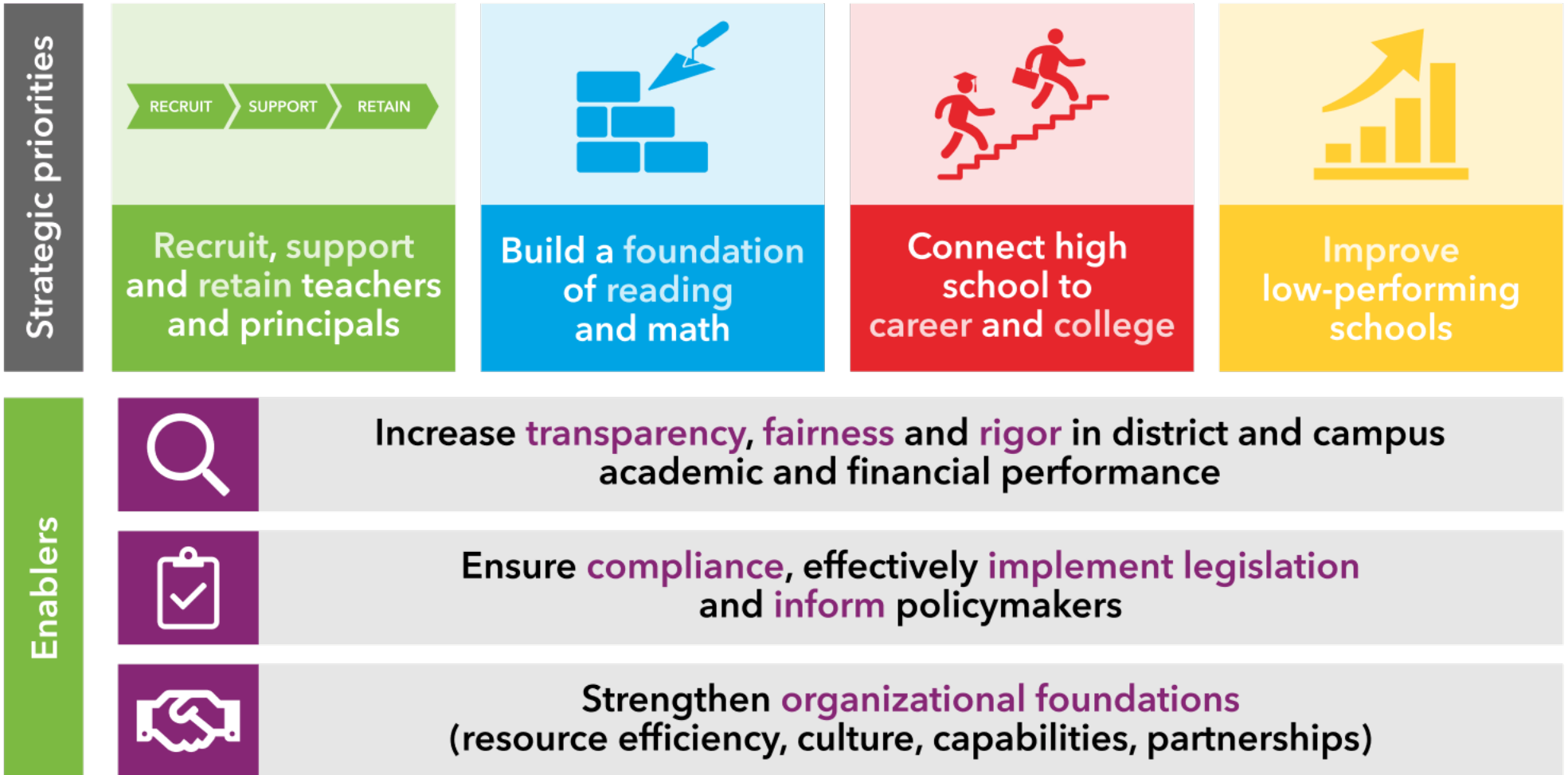
Vision

Every student in Progreso ISD will graduate with an Associate's Degree and/or a career license.

Nondiscrimination Notice

PROGRESO ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

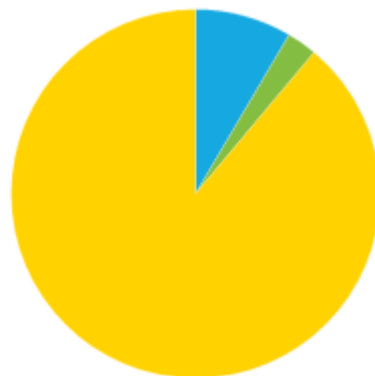
Every child, prepared for success in college, a career or the military.



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

Resources

Currency



Total	\$17,272,556
Federal	\$1,462,699
State	\$454,470
Local	\$15,355,387
Other	\$0

Resource	Source	Amount
Title I Part A	Federal	\$1,083,593
Title I Part C Migrant	Federal	\$125,927
Title IIA Principal and Teacher Improvement	Federal	\$103,283
Title III Bilingual / ESL	Federal	\$71,231
Title IV Safe and Drug Free	Federal	\$78,665
General Fund	Local	\$15,355,387
Gifted and Talented	State	\$24,214
State Bilingual	State	\$325,241
State Compensatory	State	\$105,015

2025 Accountability Rating Overall Summary
PROGRESO ISD (108910) - HIDALGO COUNTY

✳ **Confidential** ✳

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	77	C	
Student Achievement	70	C	0%
School Progress	78	C	70%
Academic Growth	69	D	
Relative Performance (Eco Dis: 99.5%)	78	C	
Closing the Gaps	76	C	30%

Distinction Designations



Texas Education Agency
2025 Student Achievement Rating Calculation
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	PROGRESO ISD	All Campuses	No					70	C
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		
108910104	PROGRESO EL	Elementary	No	C	75	262	26.9%	20.175	
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	C	74	281	28.9%	21.386	
108910001	PROGRESO H S	High School	No	D	64	431	44.3%	28.352	

Texas Education Agency
2025 STAAR Performance
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	72%	100%	72%	47%	-	-	-	-	72%
At Meets GL Standard or Above	41%	100%	41%	29%	-	-	-	-	41%
At Masters GL Standard	13%	0%	13%	18%	-	-	-	-	13%
Number of Tests									
At Approaches GL Standard or Above	1,392	1	1,383	8	-	-	-	-	1,392
At Meets GL Standard or Above	790	1	784	5	-	-	-	-	790
At Masters GL Standard	249	0	246	3	-	-	-	-	249
Total Tests	1,933	1	1,915	17	-	-	-	-	1,933
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	70%	-	70%	33%	-	-	-	-	70%
At Meets GL Standard or Above	43%	-	43%	17%	-	-	-	-	43%
At Masters GL Standard	14%	-	14%	17%	-	-	-	-	14%
Number of Tests									
At Approaches GL Standard or Above	548	-	546	2	-	-	-	-	548
At Meets GL Standard or Above	338	-	337	1	-	-	-	-	338
At Masters GL Standard	107	-	106	1	-	-	-	-	107
Total Tests	787	-	781	6	-	-	-	-	787
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	77%	-	77%	67%	-	-	-	-	77%
At Meets GL Standard or Above	43%	-	43%	33%	-	-	-	-	43%
At Masters GL Standard	16%	-	16%	17%	-	-	-	-	16%
Number of Tests									
At Approaches GL Standard or Above	510	-	506	4	-	-	-	-	510
At Meets GL Standard or Above	281	-	279	2	-	-	-	-	281
At Masters GL Standard	105	-	104	1	-	-	-	-	105
Total Tests	659	-	653	6	-	-	-	-	659
Science									

Texas Education Agency
2025 STAAR Performance
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Percent of Tests									
At Approaches GL Standard or Above	74%	-	74%	33%	-	-	-	-	74%
At Meets GL Standard or Above	37%	-	37%	33%	-	-	-	-	37%
At Masters GL Standard	7%	-	7%	0%	-	-	-	-	7%
Number of Tests									
At Approaches GL Standard or Above	209	-	208	1	-	-	-	-	209
At Meets GL Standard or Above	105	-	104	1	-	-	-	-	105
At Masters GL Standard	19	-	19	0	-	-	-	-	19
Total Tests	283	-	280	3	-	-	-	-	283
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	61%	100%	61%	50%	-	-	-	-	61%
At Meets GL Standard or Above	32%	100%	32%	50%	-	-	-	-	32%
At Masters GL Standard	9%	0%	8%	50%	-	-	-	-	9%
Number of Tests									
At Approaches GL Standard or Above	125	1	123	1	-	-	-	-	125
At Meets GL Standard or Above	66	1	64	1	-	-	-	-	66
At Masters GL Standard	18	0	17	1	-	-	-	-	18
Total Tests	204	1	201	2	-	-	-	-	204

Texas Education Agency
2025 STAAR Performance
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	72%	72%	-	95%	66%	69%	46%	67%	74%	64%	63%	-	-	63%
At Meets GL Standard or Above	41%	41%	-	77%	31%	36%	18%	47%	43%	30%	28%	-	-	28%
At Masters GL Standard	13%	13%	-	44%	8%	11%	5%	7%	14%	8%	7%	-	-	7%
Number of Tests														
At Approaches GL Standard or Above	1,392	1,392	-	200	815	959	96	10	1,151	241	141	-	-	141
At Meets GL Standard or Above	790	790	-	161	386	507	37	7	676	114	62	-	-	62
At Masters GL Standard	249	249	-	92	93	157	11	1	217	32	15	-	-	15
Total Tests	1,933	1,933	-	210	1,238	1,391	207	15	1,555	378	224	-	-	224
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	70%	70%	-	100%	61%	65%	41%	57%	73%	56%	62%	-	-	62%
At Meets GL Standard or Above	43%	43%	-	88%	30%	36%	20%	57%	47%	29%	31%	-	-	31%
At Masters GL Standard	14%	14%	-	59%	7%	11%	3%	0%	15%	9%	7%	-	-	7%
Number of Tests														
At Approaches GL Standard or Above	548	548	-	78	315	377	36	4	456	92	52	-	-	52
At Meets GL Standard or Above	338	338	-	69	156	210	17	4	291	47	26	-	-	26
At Masters GL Standard	107	107	-	46	37	66	3	0	93	14	6	-	-	6
Total Tests	787	787	-	78	518	580	87	7	624	163	84	-	-	84
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	77%	77%	-	93%	76%	77%	61%	83%	78%	73%	76%	-	-	76%
At Meets GL Standard or Above	43%	43%	-	72%	38%	43%	22%	50%	44%	36%	32%	-	-	32%
At Masters GL Standard	16%	16%	-	45%	12%	17%	9%	17%	17%	10%	13%	-	-	13%
Number of Tests														
At Approaches GL Standard or Above	510	510	-	66	321	373	46	5	422	88	55	-	-	55
At Meets GL Standard or Above	281	281	-	51	161	207	17	3	238	43	23	-	-	23
At Masters GL Standard	105	105	-	32	50	80	7	1	93	12	9	-	-	9
Total Tests	659	659	-	71	425	482	76	6	538	121	72	-	-	72

Texas Education Agency
2025 STAAR Performance
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
Science														
Percent of Tests														
At Approaches GL Standard or Above	74%	74%	-	94%	68%	71%	38%	50%	76%	67%	54%	-	-	54%
At Meets GL Standard or Above	37%	37%	-	80%	26%	32%	4%	0%	40%	26%	20%	-	-	20%
At Masters GL Standard	7%	7%	-	26%	2%	4%	4%	0%	7%	6%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	209	209	-	33	128	150	10	1	173	36	19	-	-	19
At Meets GL Standard or Above	105	105	-	28	49	67	1	0	91	14	7	-	-	7
At Masters GL Standard	19	19	-	9	3	8	1	0	16	3	0	-	-	0
Total Tests	283	283	-	35	187	210	26	2	229	54	35	-	-	35
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	61%	61%	-	88%	47%	50%	22%	-	61%	63%	45%	-	-	45%
At Meets GL Standard or Above	32%	32%	-	50%	19%	19%	11%	-	34%	25%	18%	-	-	18%
At Masters GL Standard	9%	9%	-	19%	3%	3%	0%	-	9%	8%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	125	125	-	23	51	59	4	-	100	25	15	-	-	15
At Meets GL Standard or Above	66	66	-	13	20	23	2	-	56	10	6	-	-	6
At Masters GL Standard	18	18	-	5	3	3	0	-	15	3	0	-	-	0
Total Tests	204	204	-	26	108	119	18	-	164	40	33	-	-	33

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 Academic Growth
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	673.0	1	673.00
Accelerated Learning Points Earned	90	0.25	22.50
Sum of Annual Growth plus Accelerated Learning Points			695.50
Total Tests Evaluated			1,071
Academic Growth Score			65

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	330	0	0
Tests Earning 0.5 Points	136	0.5	68.0
Tests Earning 1 Point	605	1	605
Annual Growth Points Earned			673.0
Total Tests Evaluated			1,071
Annual Growth Score			63

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	161	0	0
Tests Earning 1 Point	90	1	90
Accelerated Learning Points Earned			90
Total Tests Evaluated			251
Accelerated Learning Score			36

Texas Education Agency
2025 Academic Growth
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	53	0.0	17	17.0	9	9.0	5	5.0	5	5.0	0	0.0	89	36.0
High Did Not Meet Grade Level	43	0.0	48	24.0	31	31.0	25	25.0	14	14.0	1	1.0	162	95.0
Low Approaches Grade Level	16	0.0	27	0.0	37	18.5	33	33.0	33	33.0	4	4.0	150	88.5
High Approaches Grade Level	9	0.0	21	0.0	40	0.0	51	25.5	70	70.0	8	8.0	199	103.5
Meets Grade Level	4	0.0	8	0.0	20	0.0	49	0.0	183	183.0	75	75.0	339	258.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	5	0.0	32	0.0	92	92.0	132	92.0
Total	125	0.0	121	41.0	140	58.5	168	88.5	337	305.0	180	180.0	1,071	673.0

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	161	70	19	1	251	90

Texas Education Agency
2025 Academic Growth
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Reading/Language Arts (RLA)

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	41	0.0	13	13.0	6	6.0	4	4.0	0	0.0	0	0.0	64	23.0
High Did Not Meet Grade Level	25	0.0	22	11.0	16	16.0	12	12.0	6	6.0	0	0.0	81	45.0
Low Approaches Grade Level	10	0.0	15	0.0	15	7.5	19	19.0	12	12.0	1	1.0	72	39.5
High Approaches Grade Level	5	0.0	7	0.0	16	0.0	26	13.0	32	32.0	3	3.0	89	48.0
Meets Grade Level	2	0.0	5	0.0	10	0.0	27	0.0	121	121.0	30	30.0	195	151.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	4	0.0	24	0.0	58	58.0	89	58.0
Total	83	0.0	62	24.0	66	29.5	92	48.0	195	171.0	92	92.0	590	364.5

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	101	38	6	0	145	44

Texas Education Agency
2025 Academic Growth
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Mathematics

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	12	0.0	4	4.0	3	3.0	1	1.0	5	5.0	0	0.0	25	13.0
High Did Not Meet Grade Level	18	0.0	26	13.0	15	15.0	13	13.0	8	8.0	1	1.0	81	50.0
Low Approaches Grade Level	6	0.0	12	0.0	22	11.0	14	14.0	21	21.0	3	3.0	78	49.0
High Approaches Grade Level	4	0.0	14	0.0	24	0.0	25	12.5	38	38.0	5	5.0	110	55.5
Meets Grade Level	2	0.0	3	0.0	10	0.0	22	0.0	62	62.0	45	45.0	144	107.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	8	0.0	34	34.0	43	34.0
Total	42	0.0	59	17.0	74	29.0	76	40.5	142	134.0	88	88.0	481	308.5

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	60	32	13	1	106	46

Texas Education Agency
2025 Closing the Gaps
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Academic Achievement Status									
Reading/Language Arts (RLA)									
2025 % at Meets GL Standard or Above	43%	-	43%	17%	-	-	-	-	43%
2025 # at Meets GL Standard or Above	338	-	337	1	-	-	-	-	338
2025 Total Tests (Adjusted)	787	-	781	6	-	-	-	-	787
Mathematics									
2025 % at Meets GL Standard or Above	43%	-	43%	33%	-	-	-	-	43%
2025 # at Meets GL Standard or Above	281	-	279	2	-	-	-	-	281
2025 Total Tests (Adjusted)	659	-	653	6	-	-	-	-	659
Academic Growth Status									
RLA									
2025 Academic Growth Score	64%	-	64%	69%	-	-	-	-	64%
2025 Growth Points	375.50	-	372.75	2.75	-	-	-	-	375.50
2025 Total Tests	590	-	586	4	-	-	-	-	590
Mathematics									
2025 Academic Growth Score	67%	-	67%	63%	-	-	-	-	67%
2025 Growth Points	320.00	-	317.50	2.50	-	-	-	-	320.00
2025 Total Tests	481	-	477	4	-	-	-	-	481
Federal Graduation Rate Status									
2024 % Graduated	92.3%	-	92.3%	-	-	-	-	-	92.3%
2024 # Graduated	120	0	120	0	0	0	0	0	120
2024 Total in Class	130	0	130	0	0	0	0	0	130
Progress in Achieving English Language Proficiency (EB/EL Current)									
2025 TELPAS Progress Rate									52%
2025 TELPAS Progress									336
2025 TELPAS Total									652
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2025 STAAR Component Score	42	67	42	31	-	-	-	-	42
2025 % at Approaches GL Standard or Above	72%	100%	72%	47%	-	-	-	-	72%
2025 % at Meets GL Standard or Above	41%	100%	41%	29%	-	-	-	-	41%

Texas Education Agency
2025 Closing the Gaps
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
2025 % at Masters GL Standard	13%	0%	13%	18%	-	-	-	-	13%
2025 Total Tests	1,933	1	1,915	17	-	-	-	-	1,933
School Quality (College, Career, and Military Readiness Performance)									
2024 % Students Meeting CCMR	55%	-	55%	-	-	-	-	-	55%
2024 # Students Meeting CCMR	69	0	69	0	0	0	0	0	69
2024 Total Students	125	0	125	0	0	0	0	0	125
Participation 2024-25									
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA									
% Participation	100%	-	100%	100%	-	-	-	-	100%
# Participants	906	-	900	6	-	-	-	-	905
Total Students	908	-	902	6	-	-	-	-	907
Mathematics									
% Participation	98%	100%	98%	100%	-	-	-	-	98%
# Participants	687	1	679	6	-	-	-	-	685
Total Students	699	1	691	6	-	-	-	-	697

Data Table: Additional Groups

Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
Academic Achievement Status														
Reading/Language Arts (RLA)														
2025 % at Meets GL Standard or Above	43%	43%	-	88%	30%	36%	20%	57%	47%	29%	31%	-	-	31%
2025 # at Meets GL Standard or Above	338	338	-	69	156	210	17	4	291	47	26	-	-	26
2025 Total Tests (Adjusted)	787	787	-	78	518	580	87	7	624	163	84	-	-	84
Mathematics														
2025 % at Meets GL Standard or Above	43%	43%	-	70%	38%	43%	22%	50%	44%	36%	32%	-	-	32%
2025 # at Meets GL Standard or Above	281	281	-	51	161	207	17	3	238	43	23	-	-	23
2025 Total Tests (Adjusted)	659	659	-	73	425	482	76	6	538	121	72	-	-	72
Academic Growth Status														

Texas Education Agency
2025 Closing the Gaps
 PROGRESO ISD (108910) - HIDALGO COUNTY

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Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile*	Foster	Homeless	Migrant
RLA														
2025 Academic Growth Score	64%	64%	-	81%	57%	60%	50%	100%	64%	60%	66%	-	-	66%
2025 Growth Points	375.50	375.50	-	57.50	206.50	255.00	29.25	3.00	316.50	59.00	41.00	-	-	41.00
2025 Total Tests	590	590	-	71	362	424	58	3	491	99	62	-	-	62
Mathematics														
2025 Academic Growth Score	67%	67%	-	88%	61%	65%	59%	100%	67%	65%	70%	-	-	70%
2025 Growth Points	320.00	320.00	-	43.00	187.00	235.50	33.00	3.00	270.00	50.00	38.75	-	-	38.75
2025 Total Tests	481	481	-	49	308	363	56	3	404	77	55	-	-	55
Federal Graduation Rate Status														
2024 % Graduated	92.3%	92.3%	-	100.0%	87.3%	87.9%	91.7%				87.5%	-	-	87.5%
2024 # Graduated	120	120	0	25	48	51	11				14	0	0	14
2024 Total in Class	130	130	0	25	55	58	12				16	0	0	16
Progress in Achieving English Language Proficiency (EB/EL Current)														
2025 TELPAS Progress Rate					52%									
2025 TELPAS Progress					336									
2025 TELPAS Total					652									
Student Success (Student Achievement Domain Score (STAAR Component Only))														
2025 STAAR Component Score	42	42	-	72	35	39	23	40	44	34	33	-	-	33
2025 % at Approaches GL Standard or Above	72%	72%	-	95%	66%	69%	46%	67%	74%	64%	63%	-	-	63%
2025 % at Meets GL Standard or Above	41%	41%	-	77%	31%	36%	18%	47%	43%	30%	28%	-	-	28%
2025 % at Masters GL Standard	13%	13%	-	44%	8%	11%	5%	7%	14%	8%	7%	-	-	7%
2025 Total Tests	1,933	1,933	-	210	1,238	1,391	207	15	1,555	378	224	-	-	224
School Quality (College, Career, and Military Readiness Performance)														
2024 % Students Meeting CCMR	55%	55%	-	84%	40%	44%	100%	-	56%	53%	38%	-	-	38%
2024 # Students Meeting CCMR	69	69	0	21	20	27	9	0	60	9	5	0	0	5
2024 Total Students	125	125	0	25	50	61	9	0	108	17	13	0	0	13
Participation 2024-25														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
RLA														
% Participation	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-	100%	100%
# Participants	906	903	3	82	622	687	106	8	690	216	98	-	1	97
Total Students	908	905	3	82	624	689	106	8	690	218	98	-	1	97
Mathematics														

Texas Education Agency
2025 Closing the Gaps
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

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Additional Groups														
	All Students	Econ Disadv	Non Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
% Participation	98%	98%	100%	92%	100%	99%	99%	100%	98%	99%	100%	-	100%	100%
# Participants	687	683	4	72	440	499	80	7	541	146	73	-	1	72
Total Students	699	695	4	78	442	502	81	7	552	147	73	-	1	72

- Indicates there are no students in the group.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

- - Indicates that the student group did not meet minimum size in the prior year.

Texas Education Agency
2025 Closing the Gaps Rating Calculation
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

				Campus				District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating
	PROGRESO ISD	All Campuses	No					76	C
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		
108910104	PROGRESO EL	Elementary	No	A	90	262	26.9%	24.210	
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	B	84	281	28.9%	24.276	
108910001	PROGRESO H S	High School	No	D	61	431	44.3%	27.023	

Texas Education Agency
2025 College, Career, and Military Readiness
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

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Calculation Report

	2024 Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	125	
Total credit for CCMR criteria	69	55%

Data Table

	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	33	26.4%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	33	26.4%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	44	35.2%
Met TSI criteria in RLA, excluding college prep courses	44	35.2%
Met TSI assessment criteria	42	33.6%
Met ACT criteria	16	12.8%
Met SAT criteria	1	0.8%
Earned credit for a college prep course	0	0.0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	36	28.8%
Met TSI criteria in Mathematics, excluding college prep courses	36	28.8%
Met TSI assessment criteria	36	28.8%
Met ACT criteria	5	4.0%
Met SAT criteria	0	0.0%
Earned credit for a college prep course	0	0.0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	13	10.4%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	51	40.8%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	19	15.2%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	9	7.2%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	2	1.6%
Earned at least one sunseting IBC and did not meet any other CCMR criteria	0	0.0%

Texas Education Agency
2025 College, Career, and Military Readiness
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

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	2024 Annual Graduates	
	Count Credit	Percentage
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	5	4.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	2	1.6%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	5	4.0%

* Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC.

Texas Education Agency
2025 Graduation Rate
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

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Calculation Report

Graduation Rate	All Students
Class of 2024, 4-year	92.9
Class of 2023, 5-year	90.4
Class of 2022, 6-year	89.6
Annual Dropout*	
Component Score	92.9

* Used only if 4-, 5-, or 6-year value is not available.

Data Table

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile*	Foster	Homeless	Migrant
4-Year Graduation Rate (Gr 9-12): Class of 2024																		
% Graduated	92.9%	-	92.9%	-	-	-	-	-	92.9%	92.9%	-	100.0%	89.5%	91.7%	87.5%	-	-	87.5%
# Graduated	117	-	117	-	-	-	-	-	117	117	-	25	51	11	14	-	-	14
Total in Class	126	-	126	-	-	-	-	-	126	126	-	25	57	12	16	-	-	16
5-Year Extended Graduation Rate (Gr 9-12): Class of 2023																		
% Graduated	90.4%	-	90.4%	-	-	-	-	-	90.4%	90.4%	-	100.0%	87.5%	90.9%	88.9%	-	-	88.9%
# Graduated	103	-	103	-	-	-	-	-	103	103	-	24	49	10	8	-	-	8
Total in Class	114	-	114	-	-	-	-	-	114	114	-	24	56	11	9	-	-	9
6-Year Extended Graduation Rate (Gr 9-12): Class of 2022																		
% Graduated	89.6%	-	89.6%	-	-	-	-	-	89.6%	89.6%	-	100.0%	80.4%	62.5%	83.3%	-	-	83.3%
# Graduated	103	-	103	-	-	-	-	-	103	103	-	13	41	5	10	-	-	10
Total in Class	115	-	115	-	-	-	-	-	115	115	-	13	51	8	12	-	-	12
Annual Dropout Rate (Gr 9-12): SY 2023-24																		
% Dropped Out	1.8%	0.0%	1.9%	0.0%	-	-	-	-	1.8%	1.6%	50.0%	0.0%	3.4%	2.9%	2.0%	-	-	2.0%
% Dropped Out - Conversion	82.0%																	

Texas Education Agency
2025 Graduation Rate
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

	Accountability Groups									Additional Student Groups								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current & Monitored)+	Special Ed (Current)	Highly Mobile★	Foster	Homeless	Migrant
# Dropped Out	9	0	9	0	-	-	-	-	9	8	1	0	8	1	1	-	-	1
# of Students	490	1	485	4	-	-	-	-	489	488	2	76	234	35	49	-	-	49

+ Ever HS EB/ELs are included in the graduation rate. Annual Dropouts are current EB/ELs only.

- Indicates there are no students in the group.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

Texas Education Agency
2025 Relative Performance
PROGRESO ISD (108910) - HIDALGO COUNTY

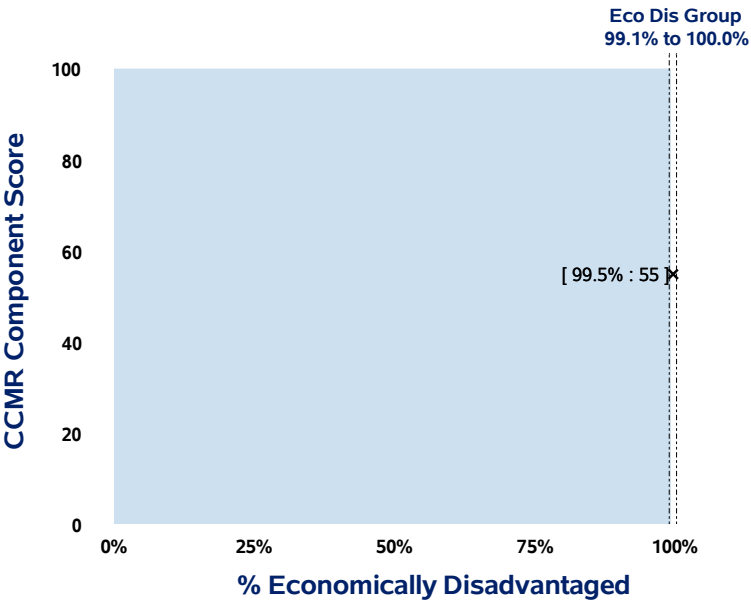
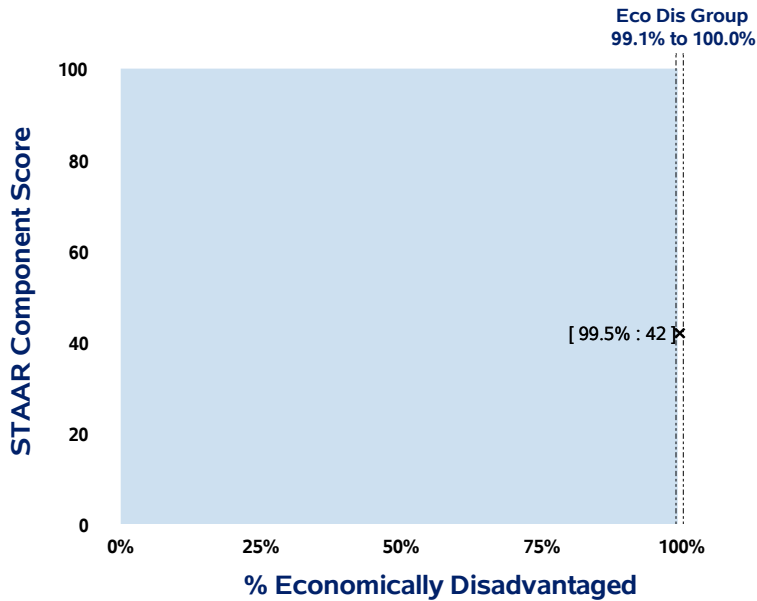
*** Confidential ***

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	99.5%	42	
College, Career, and Military Readiness		55	
Relative Performance			78

The graphs below are for informational purposes only. A district's Relative Performance score is calculated by proportionally weighting the Relative Performance scores of each campus, based on the number of students enrolled in grades 3-12 at each campus in the TSDS PEIMS October Snapshot.



Texas Education Agency
2025 School Progress Rating Calculation
 PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

**The better outcome between Academic Growth and Relative Performance is the district's School Progress score.
 If either part's scale score is less than 60, the highest School Progress score that can be awarded is 89.**

				Academic Growth					Relative Performance						
				Campus				District	Campus				District	District	
Campus #	District / Campus Name	School Type	Alt Ed	Rating	Score	Students Grades 3-12	Weight	Score	Rating	Score	Students Grades 3-12	Weight	Score	Score	Rating
	PROGRESO ISD	All Campuses	No					69					78	78	C
108910102	PROGRESO EARLY CHILDHOOD	Elementary	No	Not Rated		0	0.0%		Not Rated		0	0.0%			
108910104	PROGRESO EL	Elementary	No	B	81	262	26.9%	21.789	B	85	262	26.9%	22.865		
108910041	DOROTHY THOMPSON MIDDLE	Middle School	No	C	72	281	28.9%	20.808	B	86	281	28.9%	24.854		
108910001	PROGRESO H S	High School	No	D	60	431	44.3%	26.580	D	69	431	44.3%	30.567		

Texas Education Agency
2025 STAAR Performance
PROGRESO ISD (108910) - HIDALGO COUNTY

* Confidential *

Data provided for districts are for informational purposes only and are not used in calculating weighted district domain scores.

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	787	659	283	204	1,933	
Approaches GL or Above	548	510	209	125	1,392	72%
Meets GL or Above	338	281	105	66	790	41%
Masters GL	107	105	19	18	249	13%
Total Percentage Points						126%
Component Score						42

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Ethnic groups are consistent with the previous year and continue equal distribution.
- Reasonable Teacher to student ratio that facilitates differentiated instruction to special population at the elementary and middle school levels.
- Students demonstrating progress toward mastery.
- Implementation of an intervention accelerated block has supported students at risk.

Demographics Weaknesses

- Coordination of planning for instruction, budgeting an expenditures to improve services for at-risk students and low achieving students.
- Learning opportunities and supplemental instructional materials to address achievement data and individual student needs.
- Average daily attendance below 90% and processes are in place to assist parents to improve individual student attendance.
- The number of students receiving special education services has steadily increased, creating a greater need for targeted instructional supports, staffing, and program resources to ensure all students receive a high-quality, inclusive education.
- High EcoDis and at risk population due to a large learning gap.
- Consistent decrease of enrollment.
- Increased number of recent immigrant students.

Demographics Needs

- Desegregate data to individualize interventions based on demographics needs.
- Create a structure to ensure proper LRE for all students.
- Ensure that students in the bilingual program progress at least one level in TELPAS.
- Increase the performance of students receiving special education services and bilingual services.

Demographics Summary

The following demographics areas of improvement would be addressed:

1. Consistently analyze data to provide prescriptive intervention for students receiving special services.

Comprehensive Needs Assessment

Demographics Summary (Continued)

2. Decrease At-Risk percentage of students who miss school by providing more academic support through research based interventions for students struggling academically.
3. Progress monitor emergent bilinguals to ensure that academic achievement is fostered through a variety of strategies that close performance gap.

Student Achievement

Student Achievement Strengths

- Teachers collaborating with interventionist to meet the needs of these students.
- Instructional Coaching bridged what we are doing and how we can enhance instruction for both ourselves as teachers and the students to succeed.
- Students are provided with intervention periods during the day and grouping is intentional to reflect their needs.
- The district offers a strong Dual Language and Bilingual program that promotes biliteracy, cultural competence, and high academic achievement for English learners and native English speakers alike.
- Strong curricula that is vertically aligned with state standards
- Teachers are provided with support on research based instruction practices and professional development sessions.
- Student achievement in state assessments increased in all areas.
- Implementation of an intervention accelerated block has supported students at risk.

Student Achievement Weaknesses

- English Learners language barriers to acquire new knowledge due to lack of language proficiency growth.
- Systemized progress Monitoring and allow time for purposeful planning for adjusting instruction.
- Lowest performance area was Social Studies 8th grade and English I
- CCMR performance was the district's lowest-rated accountability domain, indicating a need for targeted improvement in college, career, and military readiness outcomes.
- Student achievement at the Masters level remains low across core content areas, indicating a need to increase rigor and advanced academic support.
- Domain II (Student Progress) performance is below target, highlighting gaps in academic growth and the need for more effective instructional interventions.

Student Achievement Needs

- Focus on all student groups performance, to ensure progress to close the achievement gap.
- Continue to develop Strategic Support Plan to increase the academic performance of Emergent Bilinguals.
- Continue to work toward meeting state and federal system targets specifically in closing the gaps.

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

- Focus on increasing the percentages for Meets and Masters to ensure College Readiness.
- Targeted and prescriptive instruction for special pops.
- Progress Monitor and allow time for purposeful planning to adjusting instruction.
- Strengthen intervention to focus on systemized direct instruction and research based strategies.

Student Achievement Summary

1. There is evidence of academic gaps across grade levels in reading and math that continues to affect student performance.
2. Assessments will begin with baseline testing at the onset of the school year to determine retention of knowledge from the previous year.
3. Students not performing satisfactorily on state assessments will be required to engage in different Learning Acceleration strategies.
4. Cross curricular opportunities to engage students in complex learning.

School Culture and Climate

School Culture and Climate Strengths

- Teachers create a culture that is conducive to learning, fosters results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.
- The school district is proactive in implementing measures for the safety of students and staff: low incidences of level III disciplinary referrals and low incidences DAEP and JJAEP placements.
- Campuses foster an environment of unity and collaboration.
- Friendly and supportive staff who provide a safe and nurturing environment for students.
- Door security systems that keep the doors locked all day, surveillance cameras, and a district police officer that comes to the campus once a day.

School Culture and Climate Weaknesses

- Facilities are in need of renovations and school grounds need maintenance.
- Financial resources will be structure to meet the facilities basic needs to ensure a safe environment for students.
- We are in need of security officers and possibly redesign the main entrance area for security purposes.
- Discipline protocols to improve behavior in campuses.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- Expand access to well-rounded educational opportunities by adding staff to support enrichment electives such as library services, fine arts, and hands-on science instruction.
- Gifted and Talented (GT) education is not yet fully embedded in the district's instructional culture, limiting opportunities to consistently identify and nurture advanced learners across all grade levels and student groups.

School Culture and Climate Needs

- Respond to school climate responses to improve school climate.
- Provide more in-depth Social Emotional Training and systems for family, students and staff.
- Incorporate new enhanced safety measures to ensure the safety of students and staff.

School Culture and Climate Summary

1. Enforcement an array of security measures to provide students, staff, and visitors a safe learning/working environment.
2. Additional methodology is required to measure effectiveness of the implemented strategies.
3. Renovation Plan for facilities and HVAC systems.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Personnel Files
Surveys

Staff Quality, Recruitment and Retention Strengths

- PLCs are continuous and embedded throughout the year.
- Progreso ISD has Highly qualified teachers

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

- Strong leadership teams that provide ongoing support.
- High teacher collaboration amongst educators.
- Retention Pay for staff through the Teacher Incentive Allotment

Staff Quality, Recruitment and Retention Weaknesses

- Retain and recruit Highly Qualified teachers on a year to year basis.
- Ensure all elementary teachers and/or secondary content teachers are bilingual or ESL certified.
- Mentoring Program for new teachers.
- Effective and Systemic Professional development for teachers.

Staff Quality, Recruitment and Retention Needs

- Providing support for bilingual or ESL certification through staff development toward certification.
- Cost effective employee benefits
- Modification of teacher salary scale and supplemental pay to remain competitive with other districts.
- Public Relations to promote our district accomplishments, programs and benefits
- Retention of Language Arts teachers in secondary.

Staff Quality, Recruitment and Retention Summary

1. Although most the the teachers are highly qualified, there is a an area of growth in the supplemental certification.
2. Progreso ISD has a high employee turnover.
3. Prioritizing retention of highly effective teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Comprehensive Needs Assessment

Curriculum and Assessment
Inventory
Surveys
TEKS Resource

Curriculum, Instruction and Assessment Strengths

- Curriculum alignment addresses the areas of need in mastering the TEKS. The teacher have been aligning the curriculum to learning loss, student expectation mastery and differentiating the curriculum based on the special populations being serviced.
- District has research based supplemental resources such as PLATO, Edmentum and TEKS Resource.
- Data driven instruction and intervention are addressed by spiraling areas of need into the curriculum in an ongoing bases.
- Teachers are provided with a core content PLC planning period to consistently adapt the curriculum to students' needs.
- Accelerated Instruction block was implemented during the day.
- District allows educators the flexibility to design and implement lessons that are tailored to the educator's teaching style and the needs of diverse learners.

Curriculum, Instruction and Assessment Weaknesses

- Curriculum enhancement to prioritize student centered and differentiated instruction.
- Limited access to the district's curriculum through a centralized virtual platform, such as Google Drive, making it difficult for teachers to consistently locate, internalize, and implement instructional materials.
- Curriculum must prioritize cross-curricular content integration for RLA passages. Passages must be linked to Science, Social Studies, Math and others. Information texts must be based on cross-curricular content covered in other TEKS subjects.
- Technology is not routinely updated to provide access to latest apps and software to facilitate instruction.
- Instructional innovation is limited, with inconsistent implementation of project-based learning and rigor across classrooms, reducing opportunities for student engagement and deeper learning.
- Systemic structured planning time, and structured PLC's.

Curriculum, Instruction and Assessment Needs

- Although curriculum writing has been implemented to align areas of need, the curriculum is pending to address rigor, innovation and differentiation.
- Curriculum must prioritize content based reading, aligned to content based student expectations
- Assessment must include constructed responses and Evidence-Based Selected Response.
- Curriculum must align language proficiency and content knowledge
- Updating curriculum to ensure all implemented is High Quality Instructional Materials

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

1. Progreso ISD implements teacher created curriculum based on state guidelines and the Texas Essential Knowledge and Skills for prekindergarten through 12th grade.
2. TEKS Resources has serves as guiding framework for curriculum alignment; however, there is a need to redesign our curriculum to meet the needs of the new STAAR Redesign.
3. Curriculum enhancement is needed to meet instructional needs.

Family and Community Involvement

Family and Community Involvement Data Sources

Surveys

Family and Community Involvement Strengths

- Implementation of monthly community based activities and programs.
- Structured professional development sessions have been offered to parents with information regarding.
- Families and community members are involved in school decisions through participation in committees and school board meetings.
- Campuses offers various community based activities which encourage strong family-school-community partnerships including Literacy Nights, cultural and seasonal festivals, fundraisers, etc.

Family and Community Involvement Weaknesses

- Increase parental engagement rather than parental participation.
- There is a need to establish a variety of means of communication with parents and community about campus and events to adapt to individual needs.
- Implement an improved parental committee to build a stronger relationship with our parents.
- lack of structured mental health courses or workshops at each campus to engage both parents and students,

Family and Community Involvement Needs

Comprehensive Needs Assessment

- Establish a variety of innovative channels of communication with parents and community about campus and events.
- More effective means of two-way communication between home and school
- Better community awareness of the special programs available for students
- Increasing parental engagement rather than focusing on parental participation.

Family and Community Involvement Summary

1. Progreso ISD is committed to improving community and family involvement by engaging in continuous improvement in the areas of engagement and communication.
2. Improve the established community based activities to increase community and parental engagement.
3. Strengthen parental committees to build a stronger relationship with our parents.

School Context and Organization

School Context and Organization Data Sources

Surveys

School Context and Organization Strengths

- Progreso ISD supports school organizations to the highest degree possible. Staff is offered continuous opportunities to participate in committees.
- Organizational support is observable. Staff continuously provides feedback, ideas and recommendations.
- Parents and students have a positive perception of the school district.
- Student, parents, and the community feels that campus staff and personnel does genuinely care about the academic and socio-emotional wellbeing of their students/children.

School Context and Organization Weaknesses

- Although Progreso ISD has established committees for stakeholders to get involved in the decision making, there is a need to increase the number of active participants in the decision making of school policies and evaluation of students programs.
- Systems should be implemented to facilitate the engagement of teachers, parents, paraprofessionals, support staff, and students in the process to find solutions to identified problems

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

- Increase collaboration between campus staff and upper levels of district administration with regards to campus-student community needs.
- Assessment instrument that qualitatively measures involvement not available.

School Context and Organization Needs

- Solicit stakeholders input in terms of decision making and evaluation of programs
- Create a system to ensure that all stakeholders are part of the solution to identified problems.
- Incorporate a system to evaluate the organization of the district.

School Context and Organization Summary

1. Create a system to ensure that committees have an active role in the decision making process.
2. Incorporate systems to measure the effectiveness of current school context and organization practices.
3. Differentiate between participation and engagement of the organizational practices the district has in place.

Technology

Technology Strengths

- Systems are in place to support the use of technology and improving the management of all technology devices.
- Currently all classrooms have internet access, document reader, projector, and access to mobile devices.
- Students have access to Chromebooks. Computers are managed from a central system or server to apply policies and app that include Google for Education, zoom, windows.
- Each campus has at least two functional computer labs.
- Several forms of technology, software programs, and online platforms are available for instructional and community outreach use.

Technology Weaknesses

- Need to upgrade network and computers for teachers and students.

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

- Limited access to technology and digital platforms at home hinders parental ability to support student learning outside of the classroom.
- Parents are unfamiliar with how to utilize technology to assist their child at home or how to utilize platforms such as Google Classroom, Remind, Zoom, etc
- A replacement plan is needed to upgrade outdated student and teacher devices to ensure reliable access to instructional technology and digital learning resources.
- Standardize technology across the district to ensure consistency, compatibility, and equitable access to digital tools for all users.
- Improve internet connectivity to provide reliable, high-speed access for students and staff across all campuses.

Technology Needs

- Established qualitative and quantitative measures to regularly assess effectiveness of instructional technology.
- Trainings will be scheduled for all available software services. IT department long with Curriculum and Instruction can recommend and review new instructional tools.
- Upgrade internet drops and wifi access at all campuses and district buildings.
- Implement a technology replacement plan (funding) for future technology purchases e.g. (computers, iPads, Chromebooks, video projectors, interactive boards) in 4-5 year cycle.

Technology Summary

1. Increasing purchase of additional devices for student usage and increase pupil:device ratio.
2. Continue with the offerings of technology trainings for staff to implement in the instructional setting
3. Improve technology infrastructure

PROGRESO ISD

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Objective 1. (Sustain growth in student achievement) At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze a needs assessment on the currently in place curriculum and analyze district student data. Based on curriculum needs, a curriculum writing team will be established that includes staff from all programs, content areas and grade levels. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Administration, Superintendent	July-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Curriculum alignment across all areas. 06/24/25 - Significant Progress (S)
2. To optimize student success, conduct a thorough weekly disaggregation of assessment data to uncover the underlying causes and specific gaps for students at risk of failing, thereby enabling the development of targeted interventions and personalized instructional strategies that address their unique needs and promote accelerated learning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Assistant Principal(s), Lead Teacher, Principal, Teacher(s)	Aug - June	(F)Title I Part A, (S)State Compensatory	Criteria: Improved scores and individual growth in all assessments 06/24/25 - On Track (S)
3. Supplemental instructional resources will be acquired to be utilized on a biweekly basis for student growth to maximize blended learning, accelerated instruction, and language development. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2)	Administration	August - June	(F)Title I Part A - \$66,000, (F)Title III Bilingual / ESL - \$28,000, (S)State Compensatory - \$21,228	Criteria: Improved scores and individual growth on all campus, district and state assessments. 06/24/25 - Some Progress (S)
4. Provide accelerated learning opportunities after school and summer school to students in grades 2nd-12th who are performing below grade level by strategically increasing instructional time in core area classes. (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5.2)	Administration, Principal, Superintendent	Aug - June	(F)Title I Part A - \$150,000, (S)State Bilingual - \$15,000, (S)State Compensatory - \$80,000	Criteria: Improved academic performance in state assessment. 06/24/25 - Significant Progress (S)
5. Incorporate a PLC period at all grade levels	Director of C&I, Superintendent	Aug - Jne	(F)Title I Part A	Criteria: Improved academic

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
to for teachers to utilizing the TEKS Resource System as a framework for curriculum alignment. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.2)				performance in state assessment. 06/24/25 - Some Progress (S)
6. Implement an RTI period for all students during the regular school day. Differentiated support for students will be provided to those campuses / departments that have been identified for interventions to meet the individualized needs for student achievement. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.1,5.3)	Lead Teacher, Principal	Aug-May	(F)Title I Part A, (L)General Fund, (S)State Compensatory	Criteria: Improved identification and monitoring of students in need of academic support will result in improved academic growth. 06/24/25 - Some Progress (S)
7. Curriculum Writing committee will create a challenging, rigorous curriculum that addresses the state standards, accelerates learning to address learning gaps, and incorporates scaffolds as instructional supports. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration, Superintendent, Teacher(s)	Aug-May	(F)Title I Part A	Criteria: Increased state assessments results 06/24/25 - Significant Progress (S)
8. Incorporate research – based instructional strategies from high quality professional development: sheltered instruction, deconstruction of the TEKS, writing across the curriculum, the science of Teaching Reading. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.2,5.3)	Administration	Aug-May	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)State Bilingual, (S)State Compensatory	Criteria: Increased state assessments results 06/24/25 - Significant Progress (S) 06/24/25 - Some Progress
9. Students will be provided with additional support for advancing to the next grade level through the following strategies: a) Summer school;	Administration, Superintendent	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increased academic performance of all students in standardized assessments.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
b) Tutoring; c) Reading Intervention; d) Credit recovery; e) Mentoring programs; f) Optional Flexible Scheduling g) Computer Assisted Instruction (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.4,1,5,5.3,5.4)				06/24/25 - Significant Progress (S)
10. Establish an accelerated learning committee to develop an individual educational plan for students who are not performing on grade level and monitor progress. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2,5.3,5.4)	Administration, Superintendent	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increase academic performance of students in standardized test. 06/24/25 - Significant Progress (S)
11. For any student who does not pass the STAAR test in grades 3–8 or STAAR (EOC) end-of-course assessments, they will be assigned a classroom teacher who is a certified master, exemplary, or recognized teacher or receive supplemental instruction (tutoring) before or after school, or embedded in the school day. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5.1,5.2,5.3)	Administration, Superintendent	Aug-May	(F)Title I Part C Migrant, (S)State Compensatory	Criteria: Increase academic performance in standardized assessments. 06/24/25 - Some Progress (S)
12. Create opportunities for learning, support literacy and education, and help shape the new ideas and perspectives through the libraries. Librarians will support reading competence by ensuring high quality of reading materials and increase time allotted for independent reading. (Title I SW Elements: 2.4,2.5,2.6,3.1) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 5,5.1,5.3)	Administration	Aug-May	(F)Title I Part A	Criteria: Increased reading competence. 06/24/25 - Some Progress (S)
13. Teachers will Implement research and	Principal	Aug-May	(F)Title I Part A, (S)State	Criteria: Improve academic

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
evidence based intervention resources, supported by instructors to facilitate learning in small group. (Title I SW Elements: 2.5) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)			Compensatory	performance of at risk students. 06/24/25 - On Track (S)
14. At risk coordinator will monitor at-risk students at all grade levels and ensure that the resources are in place to support student success. At-risk coordinator will contribute to the development of program goals to reduce school failure and dropout rates (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1)	Superintendent	Aug-May	(O)Local Districts, (S)State Compensatory	Criteria: Decrease drop out rate and increase graduation rates for at risk students. 06/24/25 - Some Progress (S)
15. At risk students will be enrolled in a supplemental instructional class to close achievement gaps and accelerate instruction in core subject areas. Supplemental instructional materials will be implemented for students to master grade level student expectations. (Title I SW Elements: 2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4.1)	Principal	Aug - May	(F)Title I Part A - \$750,485, (S)State Compensatory - \$1,045,059	Criteria: Increased academic performance of at risk students. 06/24/25 - Significant Progress (S)
16. Ensure that each campus has a well-organized, fully functioning library designed to support all subjects aligned to TEKS, promote literacy development, and provide students with continuous access to high-quality, age-appropriate reading materials. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 2) (ESF: 4,4.1)	Principal	Aug-May	(F)Title I Part A	Criteria: Progress in standardized assessment. 06/24/25 - Some Progress (S)
17. New to the district teachers in Kinder - 3rd will complete the HB 3 Reading Academies. (Title I SW Elements: 1.1) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 4) (ESF: 4,4.1)	Principal	May - August	(S)State Bilingual	Criteria: Completion of the Reading Academy modules. 06/24/25 - On Track (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
18. Improve student outcomes through the implementation of a Multi-Tiered System of Supports (MTSS) framework that integrates academic, behavioral, and social-emotional interventions. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)	Director of Special Education Services	August- July	(F)IDEA Special Education	Criteria: Improved academic performance and academic growth. 06/24/25 - Significant Progress (S)
19. Implement a district-wide, research-based direct instruction intervention system to enhance student achievement, ensuring all educators are trained and equipped to deliver targeted, data-driven instruction that addresses individual learning needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	Aug-July	(F)Title I Part A, (S)State Compensatory	Criteria: Analyze improvements in student performance data and teacher fidelity to the instructional model across the district. 06/24/25 - On Track (S)
20. Hire supplemental teachers for specific subject areas or grade levels where additional support is needed. This approach helps to target areas of concern, ensuring that students receive focused instruction to improve learning outcomes. (Title I SW Elements: 1.1,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Administration	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Measure the impact on student achievement in the targeted areas through standardized test scores, grades, or other academic benchmarks 06/24/25 - On Track (S)
21. Conduct district-wide progress monitoring data review sessions to track student progress and guide decision-making for continuous improvement. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	Aug-May	(F)Title I Part A, (S)State Bilingual, (S)State Compensatory	Criteria: Effective identification and intervention for at-risk students. 06/24/25 - On Track (S)
22. Instructional Aides work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher. (Title I SW Elements: 1.1,2.5)	Administration	Aug-May	(S)State Compensatory	Criteria: Formative: 6 weeks grades, benchmark reports Summative: STAAR records Grade records

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 4,4.1)				06/24/25 - Significant Progress (S)
23. Increase the time students spend in literacy activities such as reading student selected books of different genres measured by the increased percentage in the total number of books circulated. (Title I SW Elements: 1.1) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Principal	Aug-May	(F)Title I Part A	Criteria: Improved performance in standardized test

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Objective 2. (Emergent Bilinguals) At least 29% of all Emergent Bilinguals will perform at the meets level in reading and at least 40% of Emergent Bilinguals will perform at the meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide English language support and acquisition through purchase of supplemental materials to be used by all students in core area classes. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	August - June	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: PO, Lesson Plans, classroom observations Improved overall scores and individual growth on all campus, district and state assessments. 06/24/25 - Significant Progress (S)
2. Provide staff development training for all core teachers to better serve EL students with Sheltered English Instruction, EL effective teaching strategies and differentiated instruction. (Title I SW Elements: 1.1,2.5,2.6,3.2) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Improved overall scores and individual academic growth on all campus, district and state assessments 06/24/25 - Some Progress (S)
3. Teachers will provide intensive, systematic, research-based reading, writing and content-area instruction to identified bilingual education and ESL students. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.4)	Bilingual/ ESL/ Title I Director, Principal	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Improved overall scores and individual growth on all campus, district and state assessments. 06/24/25 - Significant Progress (S)
4. Develop and implement a revised lesson plan template that addresses differentiate instruction for EL, incorporate scaffolding linguistic and cognitive routines, integrates the ELPS and TEKS and language objectives (Title I SW Elements: 2.5,2.6) (Target Group: ESL,EB,AtRisk) (Strategic Priorities: 4) (ESF: 4.1,5.2)	Administration, Bilingual/ ESL/ Title I Director, Teacher(s)	Aug - May	(S)State Bilingual	Criteria: English Learners will demonstrate progress in academic achievement in all content areas. 06/24/25 - Some Progress (S)
5. Teachers will provide an intensive instructional tutorial program for bilingual education and ESL students, individualized to meet the unique needs of the students and student groups. Tutorials will be provided at	Bilingual/ ESL/ Title I Director, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Closing the achievement gap of English Language Learners. 06/24/25 - On Track (S)

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Objective 2. (Emergent Bilinguals) At least 29% of all Emergent Bilinguals will perform at the meets level in reading and at least 40% of Emergent Bilinguals will perform at the meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
each campus before, during, after school hours, on Saturday, and/or during teacher office hours in the core content areas of Reading, Math, Writing, Science, and Social Studies. (Title I SW Elements: 1.1,2.4) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2)				
6. Provide coaching to teachers to improve instructional practices to better serve emergent bilinguals, using the SIOP model. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director	Aug - May	(F)Title III Bilingual / ESL	Criteria: Emergent Bilinguals performance 06/24/25 - Some Progress (S)
7. The District will offer Dual Language Program as a program option for students learning a second language in grades PreKinder through 5th grade to develop biliteral, bicultural, bilingual students. (Title I SW Elements: 2.5) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director, Principal	Aug - May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Emergent Bilinguals performance 06/24/25 - Some Progress (S)

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- Objective 3.** (Language Proficiency Progress) Progreso ISD will raise the TELPAS progress rate by at least 10%, ensure that 100% of core content teachers receive EL-focused training, and increase EL family participation in school events by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement scaffolding and cognitive routines to increase the EL learners language proficiency, with a focus on the alignments between receptive and expressive skills (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: English Learners will progress at least one level on the TELPAS composite score. 06/24/25 - Some Progress (S)
2. Provide a supplemental enrichment summer school program for bilingual and ESL students in order to enhance their English language proficiency. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 2) (ESF: 4.1,5.1,5.2)	Bilingual/ ESL/ Title I Director, Principal	June-July	(S)State Bilingual	Criteria: Students progress of at least one level on TELPAS composite. 06/24/25 - Some Progress (S)
3. Teachers will implement a standardized ESL program and receive sustained staff development in appropriate ESL activities, including the use of technology in acquisition and development of English. (Title I SW Elements: 2.1,2.2,2.5) (Target Group: ESL,EB) (Strategic Priorities: 2,4) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Superintendent	Aug - June	(S)State Bilingual	Criteria: Closing the achievement gap for English Learners performance. 06/24/25 - Some Progress (S)
4. Data analysis tools will be utilized to determine program eligibility, appropriate services, and reclassification of students in Bilingual Education/ ESL program through the Language Proficiency Assessment Committee (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.2,5.3)	Bilingual/ ESL/ Title I Director, Teacher(s)	August-May	(S)State Bilingual	Criteria: LPAC progress monitoring 06/24/25 - Significant Progress (S)
5. Teachers will conduct intensive English Language Proficiency Standards practices during the instructional day that are aligned to the ELPS. (Title I SW Elements: 2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Teacher(s)	Aug-May	(F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Language proficiency progress of one level or above on composite score. 06/24/25 - On Track (S)

PROGRESO ISD

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- Objective 3.** (Language Proficiency Progress) Progreso ISD will raise the TELPAS progress rate by at least 10%, ensure that 100% of core content teachers receive EL-focused training, and increase EL family participation in school events by 20%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. implement a two-way dual language model to provide an effective and equitable platform for addressing the language and academic needs of English Learners (ELs) and native English-speaking students. This model will promote bilingualism, biliteracy, and cross-cultural competence by delivering instruction in both English and the partner language (Title I SW Elements: 1.1) (Target Group: BI,PRE K,K,1st) (Strategic Priorities: 2) (ESF: 5.1,5.2)	Bilingual/ ESL/ Title I Director, Principal	Aug-July	(S)State Bilingual	Criteria: Students progressing in language proficiency. 06/24/25 - Some Progress (S)
7. Use translanguaging literacy to support cross-curricular centers during cognitive bridge period, helping students transfer knowledge from their native language to a second language. (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug-july	(S)State Bilingual	Criteria: Analyze students' performance 06/24/25 - Some Progress (S)
8. Students will engage in language development camps to focus on cognitive and linguistic strategies to develop second language acquisition. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3,5.4)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: Students demonstrating language proficiency growth 06/24/25 - Significant Progress (S)
9. Develop a cross-curricular curriculum that integrates English Language Acquisition (ELA) and English Language Development (ELD) across content areas to enhance language learning for English Learners (ELs). This strategy involves embedding language acquisition goals into core subjects such as math, science, social studies, and arts, allowing students to develop their English language skills while engaging in subject-specific content (Title I SW Elements: 2.5,2.6) (Target Group: BI) (Strategic Priorities: 4)	Bilingual/ ESL/ Title I Director	Aug-May	(S)State Bilingual	Criteria: Measure improvement in English proficiency using standardized English Language Proficiency Assessments 06/24/25 - Significant Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 5.5.1,5.2,5.3)				
10. Provide Emergent Bilingual students with access to adaptive language development software that individualizes instruction based on each student's English proficiency level. The program will target listening, speaking, reading, and writing domains to accelerate growth on TELPAS and support academic language acquisition across content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5.1)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: TELPAS composite scores increase for at least 10% of participating students 07/05/25 - Some Progress (S)
11. Implement a structured pull-out program for recent immigrant students and secondary students transitioning from Spanish instruction to English as a Second Language (ESL). The intervention will provide targeted, small-group instruction focused on foundational English language skills, academic vocabulary, and cultural orientation to support language acquisition, comprehension of core content, and successful integration into an all-English instructional setting. (Title I SW Elements: 1.1,2.6) (Target Group: BI) (ESF: 5.1)	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: 80% of participating students demonstrate at least one proficiency level gain on TELPAS 07/05/25 - Some Progress
12. Leverage classroom video tools to support instructional coaching cycles, allowing teachers to reflect on practice, receive timely feedback, and analyze exemplar lessons with a focus on language development strategies for all students, including English learners. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Administration	Aug-May	(F)Title III Bilingual / ESL	Criteria: Improvement in instructional practices will be measured through coaching feedback cycles, teacher self-reflections, and student language proficiency growth on TELPAS.
13. Implement targeted instructional coaching that equips teachers with evidence-based	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: Effectiveness will be measured through lesson plan

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
strategies to develop academic language, increase student talk, and support language acquisition across all content areas. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)				reviews, classroom walkthroughs, and increased student progress on language development and classroom language assessments.

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- Objective 4.** (Special Education) Improve post-secondary readiness outcomes for students receiving Sp. Ed, services by improving skills needed for post-secondary education, employment & independent living skills through increased participation in the general education setting/curriculum, participation in CTE, college prep, and/or dual credit courses with at least 70% of students graduating with a Completed IEP and workforce readiness advanced diploma, industry-based certification and/or earning college credit/associates degree.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Review LRE/IA of all students and ensure first consideration is general education setting when developing IEP.</p> <p>Ensure only students eligible for STAAR alternate 2 assessments are receiving alternate TEKS curriculum.</p> <p>Ensure and monitor that appropriate accommodations and modifications are in place for students to be able to access and participate in general education setting/curriculum and succeed in state assessments, specifically those leading to increased STAAR/EOC performance and graduation with advanced diploma plan, advanced placement course, dual-course credit, CTE level 1 or 2 certification, industry-based certification or associates degree/college credit hours. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 3,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)</p>	Assistant Principal(s), Counselor(s), CTE Director, Director of C&I, Director of Special Education Services, Special Ed Teachers, Teacher(s)	August to May	(F)IDEA Special Education	<p>Criteria: Increase student achievement and school progress on STAAR/TELPAS/other state assessments and increase CCMR ratings of students receiving special education services by 4%.</p> <p>Decrease amount of students participating in STAAR alternate 2 by 1 % if meet criteria only.</p> <p>Decrease the percentage of students in instructional arrangement greater than 21% in a non-general education setting, specifically focusing on IA of 44/45 with a district percentage range of 10.1% to 18.9%.</p> <p>06/24/25 - Some Progress (S)</p>
<p>2. Provide vocational experiences and training, by district staff and TWC-VRS / STC partnership, for students with an IEP, including functional skills IEPs on- and off-campus, including local businesses, to increase graduation with an IEP and workforce readiness and independent/adapted behavior skills to increase QOL for students/adults with low-incidence disabilities. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group:</p>	Director of Special Education Services, Principal, Special Ed Teachers, Superintendent	August to May	(F)IDEA Special Education	<p>Criteria: Increase graduation with an IEP and workforce readiness and independent/adapted behavior skills for students with and IEP, including those with severe cognitive/academic impairments receiving special education services by 25%.</p> <p>06/24/25 - Some Progress (S)</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SPED) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4,5,5.4)				
3. Provide workforce readiness skills-building opportunities through district partnerships with Texas Workforce Solutions and STC and direct student/parent linkage for transition services specifically focused on pre-employment (Pre-ETS) (i.e., career exploration, work-based learning, counseling on post-secondary opportunities, workplace readiness, and self-advocacy). Free services/opportunities include, but are not limited to: on-campus vocational training/certificate, occupational skills assessment and training, career counseling/planning, summer paid on the job training, apprenticeship training services, and paid work experience training for students ages 14 to 22 and opportunity to complete workforce certificate programs through STC while attending PISD. (Title I SW Elements: 1.1,2.1,2.5,2.6) (Target Group: SPED,504,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3,3.1,3.3,3.4,5,5.2,5.4)	Administration, Director of Special Education Services, Special Ed Teachers	August-July	(F)IDEA Special Education	Criteria: Increased college and career readiness for students who are receiving special education services by 25%. 06/24/25 - Significant Progress (S)
4. Supplement TEKS curriculum for students needing functional skills and modified TEKS in the areas of Reading, Math, Science. Students will be utilizing iReady, Generation Genius, Math DreamBox, iStation. (Title I SW Elements: 2.5) (Target Group: SPED) (Strategic Priorities: 2) (ESF: 4)	Administration	Aug - May	(F)Title I Part A, (S)State Compensatory	Criteria: Progress in standardized assessment. 06/24/25 - Significant Progress (S)
5. Utilize assistive technology such as REDCAT with Flexmike to support students needs in the classroom. (Title I SW Elements:	Director of Special Education Services	Aug- May	(F)IDEA Special Education	Criteria: Student performance 06/24/25 - Some Progress (S)

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Objective 4. (Special Education) Improve post-secondary readiness outcomes for students receiving Sp. Ed, services by improving skills needed for post-secondary education, employment & independent living skills through increased participation in the general education setting/curriculum, participation in CTE, college prep, and/or dual credit courses with at least 70% of students graduating with a Completed IEP and workforce readiness advanced diploma, industry-based certification and/or earning college credit/associates degree.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1) (Target Group: SPED) (ESF: 5.1)				
6. Provide extracurricular activities for students receiving special education services to promote students' overall well being, engagement and optimal performance such as the Special Olympics Event. (Title I SW Elements: 2.6) (Target Group: SPED) (ESF: 3.2)	Director of Special Education Services	Aug - May	(F)IDEA Special Education	Criteria: Measure the percentage of students participating in the event. 06/24/25 - Significant Progress (S)

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Objective 5. (Migrant) At least 45% of all Migrant students will score at the approach level of minimum expectations or higher and at least 17% will achieve meets and 5%masters on state assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide supplemental instruction such as one-to-one tutoring, extended day tutoring and tutoring during the day to support Migrant Students to effectively use resources and tools to increase success in Reading and Math. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 2) (ESF: 3.3,5.1,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students academic achievement on reading and math. 06/24/25 - Some Progress (S)
2. Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (Title I SW Elements: 2.2) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 5.1)	Administration	July	(F)Title I Part C Migrant	Criteria: Progress from pre and post assessment comparison 06/24/25 - Some Progress (S)
3. Develop and implement a set of procedures that outline strategies for partial and full credit accrual for migrant students with late entry and/or early withdrawal. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 5.2,5.3,5.4)	Director of C&I, Superintendent	Aug-May	(F)Title I Part C Migrant	Criteria: Reduce failure rate of migrant students. 06/24/25 - Significant Progress (S)
4. Increase university and college awareness through the College Assistance Migrant Program (CAMP) and/or the Migrant University Summer Experience (M.U.S.E) by providing students the opportunity to visit colleges and universities and increase application and enrollment of Migrant students to higher learning institutions. Strategy: The primary goal of migrant education students visiting a university/technical college is to expose them to higher education opportunities, helping them overcome barriers related to their migratory lifestyle and providing them with the knowledge and motivation to pursue college, ultimately	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rates. 06/24/25 - Significant Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
aiming to increase their chances of post-secondary success and career options. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3) (ESF: 3.3,5.2)				
5. Conduct a Migrant leadership organization specific to Migrant students designed to address problems related to migrant life, provide leadership opportunities and facilitate social engagement with the school community. (Title I SW Elements: 2.4,2.6) (Target Group: Migrant) (Strategic Priorities: 3,4) (ESF: 3.3,5.2,5.3)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant students graduation rate. 06/24/25 - Some Progress (S)
6. Campus and District staff will coordinate and implement the Migrant identification and recruitment plan and the District will provide program services to identified migrant families. (Title I SW Elements: 2.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Ensure effective identification of migrant students. 06/24/25 - Significant Progress (S)
7. Provide social and emotional support services and materials to assist in the social and academic success of Migratory students & OSY/Out of School Youth. The districts Title 1 part C migrant staff will provide Migrant and OSY students recourses needed for academic success. Ex. Clothing, technology, transportation, and supplies needed to address the needs for academic achievement. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 3,4) (ESF: 3.3,5.2)	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase migrant student performance. 06/24/25 - Significant Progress (S)
8. Conduct Migrant Parent meetings to provide information on academic success such as college and career readiness and graduation requirements as well as community resources	Director of C&I	Aug-May	(F)Title I Part C Migrant	Criteria: Increase the effectiveness of the parental communication.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
available. (Title I SW Elements: 2.6,3.1) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3,3.4)				06/24/25 - Some Progress (S)
9. The district's Title 1, Part C migrant staff will provide Migrant & OSY students resources needed for academic success . Ex. Clothing, technology, and supplies needed to address the need for academic achievement. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August - May	(F)Title I Part C Migrant	Criteria: Increased performance of migrant students. 06/24/25 - Some Progress (S)
10. THE COLLEGE 1ST PROGRAM: EMPOWERING STUDENTS FOR COLLEGE, CAREER, & LIFE SUCCESS 1. Improve academic achievement 2. Increase student attendance 3. Ignite Early College and Career Readiness CAREER EXPLORATION CAMPS All CAMPS can be customized to include Reading and Writing (ELA), Math, Science and Social Studies State Test Standards at the Elementary, Middle School and High School Level. The Program will Promote the importance of completing a post-secondary education. Bring awareness of fast-growing STEAM career opportunities through hands-on academic enrichment activities and mentorship experiences. Define and put into practice the essential 21st-century skills for students to achieve college, career, and life success. (Title I SW Elements: 1.1,2.6) (Target Group: Migrant) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August-May	(F)Title I Part C Migrant	Criteria: Increased performance of Migrants students knowledge. Bringing awareness of fast-growing STEAM career opportunities through hands-on academic enrichment activities and mentorship experiences. Define and put into practice the essential 21st-century skills for students to achieve college, career, and life success. 06/24/25 - Significant Progress (S)
11. Progreso ISD Title 1-part C, will establish a network of community partners to enhance the departments overall accountability with the	Administration, Bilingual/ ESL/ Title I Director		(F)Title I Part C Migrant	07/03/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>departments initiatives and goals.</p> <p>Progreso ISD will foster a positive culture by increasing staff, parent, and family knowledge base training, and network opportunities, through regular workshops, events, and communication initiatives, with the goal of improving parental and community growth, as measured by annual parent surveys.</p> <p>The Title 1 Part C – Migrant Department /Staff and Parents will attend staff development and trainings within the district, within the Region One ESC area, and Title I Part C -Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover Migrant Education staff, Parental/Attendance, and Dropout Prevention may also be included as possible staff development. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: Migrant) (ESF: 1.2,3.4)</p>				

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Objective 6. (Gifted and Talented) Improve the gifted and talented program by strengthening program implementation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum options in intellectual, creative and/or artistic areas; leadership; and specific academic fields are provided for gifted/talented students. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 4) (ESF: 4,4.1)	Principal	August - May	(S)Gifted and Talented	Criteria: Effective implementation of gifted and talented curriculum. 06/24/25 - Some Progress (S)
2. Administrators and counselors who have authority for gifted/talented service decisions receive a minimum of six (6) hours annually of professional development in gifted/talented education. (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 4) (ESF: 4)	Administration	August	(S)Gifted and Talented	Criteria: Completion of professional development. 06/24/25 - Some Progress (S)
3. Acquire instructional resources to engage GT students in collaborative, project-based learning experiences that develop higher-order thinking and real-world problem-solving skills. (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1)	Administration	Aug-May	(S)Gifted and Talented	Criteria: Program effectiveness will be measured through student participation, quality of completed projects, teacher feedback, and evidence of growth in creativity and problem-solving skills.
4. Utilize the Texas Performance Standards Project (TPSP) to guide GT students in completing rigorous, standards-based projects that develop creativity, analytical skills, and depth of knowledge (Title I SW Elements: 1.1,2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)	Administration	Aug-May	(S)Gifted and Talented	Criteria: Student progress will be evaluated based on the completion and quality of TPSP projects, rubric scores, and evidence of advanced analytical and research skills.
5. Host a district-wide GT Fair to provide students the opportunity to present their completed Texas Performance Standards Project (TPSP) work, showcasing their advanced research, creativity, and problem-solving skills to peers, families, and the	Administration	May	(S)Gifted and Talented	Criteria: Success will be measured by student participation rates, presentation quality based on rubrics, and feedback from attendees reflecting engagement and academic growth.

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Objective 6. (Gifted and Talented) Improve the gifted and talented program by strengthening program implementation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
community. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2) (ESF: 5.1,5.2,5.3)				

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Objective 7. (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 85%. Graduation rates will be above 93%. Middle School and Elementary will have at least 60% students who are achieving meets levels in reading and 65% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide targeted instruction in the area of TSI and ACT preparation and provide college readiness courses, tutorials, training, and resources. (Title I SW Elements: 2.4) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 5.2)	Director of C&I, Principal	Aug-May	(L)General Fund	Criteria: Improved college and career readiness preparation. 06/24/25 - Some Progress (S)
2. The district will implement a strong foundation in the four core academic areas, introducing students early to college and career readiness standards, the world of work, and career exploration through various opportunities. To expand fine arts programs, the district will enhance offerings in mariachi, folklórico, and other culturally enriching art forms, providing students with creative experiences that support college and career readiness. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2)	Administration	Aug-May	(F)Title IV Safe and Drug Free	Criteria: Increase participation in fine arts programs to provide a well-rounded education. 06/24/25 - Significant Progress (S)
3. Increase by 5% the number of students earning associate's degree, earn dual course credits, and/or meet criteria on advanced placement by using an individual tracker and proving supports for students in need. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Increase the percentage of students earning dual credits, associate degrees and/or AP credits. 06/24/25 - Some Progress (S)
4. At least 46% students will perform at Meets Grade Level or Above Standard in All Subjects to ensure postsecondary readiness by enhancing curriculum and differentiated instruction. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 3) (ESF: 5.1,5.2,5.3)	Administration, Superintendent, Teacher(s)	Aug-May	(L)General Fund	Criteria: Increase the percentage of students who demonstrate postsecondary readiness. 06/24/25 - Some Progress (S)
5. Closely monitor student progress and	Administration	Aug - May	(L)General Fund	Criteria: Increase graduation

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
graduation plan fulfillment at the end of each semester. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school or more than four years after entering 9th grade for have a 90% graduation rate. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3)				percentages. 06/24/25 - Significant Progress (S)
6. Promoting access to accelerated learning opportunities including Advanced Placement (AP) and expand access to fine arts and athletic classes with the purpose of providing all students access to an enriched curriculum and educational experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2)	Administration	Aug - Sept	(F)Title IV Safe and Drug Free	Criteria: Improve access to enriched curriculum and educational experiences. 07/05/25 - Some Progress (S)
7. Cultivate a holistic educational environment that balances academic rigor with fine arts and sports, ensuring students' intellectual, emotional, physical, and social development. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2)	Administration	Aug-May	(L)General Fund	Criteria: Assess students on creativity, collaboration, discipline, and physical fitness, encouraging a well-rounded development approach. 06/24/25 - Some Progress (S)
8. Develop and expand high-quality CTE programs that align with in-demand career fields. Ensure students have access to industry-recognized certifications and workforce credentials. Collaborate with local businesses and community colleges to offer internships, apprenticeships, and job-shadowing opportunities to enhance hands-on learning. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4)	CTE Director	Aug-May	(F)Perkins Grant	Criteria: Measure the percentage of students who successfully complete CTE programs and earn industry-recognized certifications or workforce credentials 06/24/25 - Some Progress (S)

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Objective 7. (Postsecondary Readiness & Well Rounded Education) High School: CCMR percentage will be increased to an 85%. Graduation rates will be above 93%. Middle School and Elementary will have at least 60% students who are achieving meets levels in reading and 65% students achieving meets level in math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(ESF: 5.1,5.3)				
9. Increase access to dual credit and AP courses. Encourage students to enroll in these advanced academic opportunities and provide support such as tutoring, test prep, and financial assistance for exam fees to ensure successful course completion and qualifying exam scores. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Track the number of students enrolling in dual credit, AP, and IB courses each academic year. 06/24/25 - Some Progress (S)
10. All students have the opportunity to take college readiness exams like the SAT, ACT, and TSIA (Texas Success Initiative Assessment) at least once during high school. ALL 9th grade students take the TSIA2 before entering 10th grade. Offer test preparation resources and interventions for students who need additional support to meet college readiness benchmarks. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.5.1,5.2,5.3)	Administration	Aug-May	(L)General Fund	Criteria: Track the percentage of students taking the SAT, ACT, and TSIA at least once during high school. 06/24/25 - Some Progress (S)
11. Individual Counseling will be provided to discuss students' career goals, academic interests, and the CTE programs that best fit their aspirations. This personalized guidance helps students make informed decisions. Counselors help with course selection, academic planning, and addressing any academic challenges using the following methods: -Incorporate Cultural Backgrounds: Connect students' cultural backgrounds to the curriculum and instruction. -Involve Families: Engage families and	CTE Director	Aug-May		Criteria: Increase enrollment in CTE courses. 06/24/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
communities in the educational process, ensuring their voices are heard in policy and program development. -Remove Barriers: Address barriers such as transportation, childcare, and language to facilitate participation. -Open Houses and Career Fairs: These events allow students and parents to explore different (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				
12. Align CTE programs with academic standards by integrating core subjects into technical courses for a coherent, engaging education. Develop study programs combining academic and technical coursework that lead to credentials or degrees, offering clear paths to higher education and careers. Promote dual enrollment for CTE students to earn college credits while still in high school, giving them an academic head start. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	CTE Director	Aug-May		Criteria: Increase CTE and dual credit enrollment. 06/24/25 - Some Progress (S)
13. Provide ongoing professional development for CTE educators through workshops, certifications, and advanced degree programs to ensure they stay current with industry trends and teaching methods. Implement mentorship programs where experienced educators support new teachers, offering continuous guidance and fostering a strong, collaborative community. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 5.1,5.2)	CTE Director	Aug-May		Criteria: Evaluate the effectiveness of CTE programs by measuring student outcomes such as credential attainment, postsecondary enrollment rates, and alignment with industry employment demands. 06/24/25 - Some Progress (S)
14. Address performance gaps by integrating	CTE Director	Aug-May		Criteria: Tracking improvements in

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
math into CTE courses and fostering collaboration between math and CTE teachers. Establish mentorships for students in non-traditional fields, engage them early with workshops and career days, and ensure an inclusive curriculum. Support military-connected CTE learners with flexible communication, and identify disparities in access and success for migrant learners. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.2)				student performance indicators, such as enrollment, credential attainment, and success rates across targeted CTE learner groups. 06/24/25 - Some Progress (S)
15. Enhance college readiness through academic support, mentorship, and financial literacy workshops, while providing scholarships to reduce financial barriers for underserved students. By fostering partnerships with schools, colleges, and community organizations, we aim to ensure students are equipped to succeed in higher education and complete their degrees. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: The program's success will be evaluated based on students' college acceptance rates, scholarship awards, academic improvements, and participation in readiness activities, as well as feedback from students, parents, and counselors. 06/24/25 - Some Progress (S)
16. CTE Programs of Study will include licensing opportunities for students, staff, and campuses. Student licenses may include industry-based certifications (IBCs), fingerprinting, and exam fees. Staff licensing will align with their specific CTE program of study. These efforts will strengthen college and career readiness by providing students and educators with credentials that connect directly to real-world pathways. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3) (ESF: 5)		2024-2025		07/05/25 - Some Progress (S)

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. Conduct a comprehensive CCMR training for all high school teachers and administrators to ensure a shared understanding of readiness indicators and pathways. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug		Criteria: Administer a pre- and post-training survey to assess knowledge growth
18. Form a CCMR Committee to monitor student readiness by assigning each student to a mentor who will track progress toward completion of their designated CCMR pathway (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Monitor and document the number of students who successfully complete AP exams, TSIA2 readiness, and earn industry-based certifications.
19. Utilize dashboard to track CCMR indicators beginning in 9th grade, including TSIA2, AP exams, industry-based certifications, and dual credit. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Use the Edspire dashboard to monitor individual student progress toward CCMR indicators in real time.
20. Enroll every senior who has not met CCMR readiness benchmarks in a College Prep course for reading and math during their 12th-grade year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Monitor enrollment rosters and compare them to the CCMR tracking report to ensure alignment. Measure student progress through TSIA2 results and course performance.
21. Create a Student Ambassador Program where students lead orientations and events, helping peers transition while developing leadership, communication, and teamwork skills that support College, Career, and Military Readiness (CCMR). (Title I SW Elements:	Administration	Aug-May	(F)Perkins Grant	Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.

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1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2)				
22. Implement familiarization tours for students in grades 8–12 to visit local colleges (e.g., South Texas College, UTRGV, Texas State College) and explore academic pathways that can begin in high school and continue into postsecondary education. Include agency tours (e.g., Border Patrol, hospitals, courthouses) to expose students to career options in law, medicine, and public service (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Increase the percentage of students meeting College, Career, and Military Readiness (CCMR) indicators.

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Objective 8. (Attendance) Progreso ISD will maintain an overall attendance rate of 90% to close achievement gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain campus-level incentive programs to promote attendance by recognizing student improvement, showcasing class progress, and offering non-monetary rewards. Celebrate the campus with the highest attendance each period through events like pizza parties, water days, or field trips. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Principal, Superintendent	Aug-May	(L)General Fund	Criteria: Increase is Attendance percentages. 06/24/25 - Some Progress (S)
2. Conduct informational meetings for parents and students on the importance of school attendance. Promote awareness on Texas Truancy Laws and Attendance within the district by providing parental sessions explaining new TEA Attendance Guidelines (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Principal, Superintendent	Aug-May	(L)General Fund	Criteria: Increase district attendance. 06/24/25 - Some Progress (S)
3. Utilize district and campus personnel to improve attendance to ensure 90% ADA by monitoring daily attendance and providing interventions for students at risk. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.3,3.4)	Administration	Aug-May	(L)General Fund	Criteria: Increase district attendance. 06/24/25 - Some Progress (S)
4. Implement a tiered system of support for students with chronic absenteeism, including personalized outreach, mentoring, and attendance improvement plans with progress monitoring. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.3)	Administration	Aug-May		Criteria: Effectiveness will be measured by a reduction in chronic absenteeism rates, completion of individualized attendance plans, and documented improvement in attendance among targeted students.
5. Use real-time attendance tracking	Administration	Aug-May		Criteria: Success will be

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
dashboards to identify students trending toward chronic absenteeism and trigger timely campus-level interventions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				measured by the timely identification of at-risk students, increased intervention response rates, and improved attendance trends as reflected in dashboard data.
6. Establish two-way communication systems with families of at-risk students using phone calls, home visits, or digital platforms to co-create attendance improvement plans. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Effectiveness will be assessed through documentation of family contacts, the number of co-developed attendance plans, and improved attendance among participating students.
7. Utilize district and campus personnel to improve attendance and ensure 90% ADA by monitoring daily attendance and linking absences to academic progress and tutoring needs. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Success will be measured by improved ADA rates, reduced instructional gaps due to absences, and increased participation in academic support services among students with frequent absences.
8. Implement an early warning system to identify students at risk of chronic absenteeism by their third absence. Assign mentors to build supportive relationships with these students. After three unexcused absences, schedule attendance conferences with parents to develop improvement plans. Collaborate with counselors or social workers to provide wraparound services such as mental health support and transportation assistance. (Title I	Administration	Aug-May		Criteria: Effectiveness will be measured by the number of students flagged and assigned mentors, completion of attendance conferences and improvement plans, and improved attendance rates among students receiving wraparound services.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)				
9. Send automated attendance alerts to inform parents of daily absences and reinforce the importance of regular attendance. Follow up with parent workshops, coffee chats, and bilingual sessions that highlight the academic impact of missed days. Engage families through an attendance pledge to formalize their commitment, and provide ongoing updates comparing their child's attendance to district and state benchmarks to promote awareness and accountability. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Effectiveness will be measured by parent participation in workshops, signed attendance pledges, response rates to alerts, and improved student attendance aligned with district and state goals.
10. Address non-academic barriers to attendance by coordinating transportation support, expanding access to on-campus health services, and providing referrals to mental health and counseling resources. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Administration	Aug-May		Criteria: Success will be measured by the number of students utilizing transportation assistance, health services, and counseling referrals, as well as increased attendance among students receiving basic needs support.

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Objective 9. (Professional development) The professional development plan will focus on developing and implementing a well-rounded program of instruction to meet the academic needs of all student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a curriculum enhancement cycle and develop a standards based curriculum that infuses reading, writing, and critical thinking across the content areas. (Title I SW Elements: 2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - May	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL	Criteria: Increase student achievement by at least 5% 06/24/25 - Significant Progress (S)
2. Provide professional development to support the implementation of the following research-based instructional practices: structured literacy, content and disciplinary literacy, critical thinking, concept based learning, and sheltered instruction, (Title I SW Elements: 2.5) (Target Group: All,ECD,BI,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - Sept	(F)Title I Part A, (F)Title III Bilingual / ESL, (S)State Bilingual, (S)State Compensatory	Criteria: Increase academic achievement by at least 5% 06/24/25 - Significant Progress (S)
3. Provide technology professional development for integration of technology into instruction to increase rigor and relevance. Improve academic achievement, academic growth, and digital literacy of all students (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,BI,ESL,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug-Sept	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (S)State Bilingual	Criteria: Increase student academic performance. 06/24/25 - Some Progress (S)
4. Implement a systematic approach to professional learning that builds the individual and collective capacity through instructional coaching to best help teachers and administrators build their instructional capacity. (Title I SW Elements: 2.5,2.6) (Target Group: All,ECD,EB,AtRisk) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director, Principal	Aug - Sept	(F)Title I Part A, (F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)State Bilingual	Criteria: Increase academic performance. 06/24/25 - Significant Progress (S)
5. Provide professional development to instructional staff on strategies to improve safety and social and emotional well being.	Principal	Aug-Sept		Criteria: Assess the effectiveness, engagement, and relevance of the professional development,

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Objective 9. (Professional development) The professional development plan will focus on developing and implementing a well-rounded program of instruction to meet the academic needs of all student

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Investigate and develop strategies and practices to manage and address challenges, such as student behavior concerns, academic concerns, mental health issues, and attendance concerns (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)				focusing on whether staff are successfully integrating and consistently applying strategies to improve safety, social-emotional well-being, and address student challenges such as behavior, academic, mental health, and attendance concerns. 06/24/25 - Some Progress (S)
6. Provide ongoing and targeted professional development of the knowledge, skills, and competencies needed to serve the needs of Emergent Bilinguals. This includes content based coaching, Reading Strategies for Emergent Bilingual, and Biliteracy development. (Title I SW Elements: 2.5) (Target Group: BI,ESL,EB) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Bilingual/ ESL/ Title I Director	Aug - Sep	(S)State Bilingual	Criteria: Increase student achievement. 06/24/25 - Some Progress (S)

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Objective 10. (School Improvement) To support improved student outcomes, systems will be designed to build district and campus capacity to implement strong systems of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Schools will base identified school improvement by following TEA annual ranks of all Title I campuses based on Closing the Gaps scaled scores. The bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by school type is identified as school improvement. Schools will be identified at the beginning of each school year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3,5.4)	Administration	August-July	(F)Title I Part A	Criteria: Performance of Title I schools. 06/24/25 - On Track (S)
2. Campuses identified for school improvement will make their Targeted Improvement Plan (TIP) accessible to the community. This transparency will communicate both the campus's designation and the strategies being implemented to close achievement gaps. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May		Criteria: Making the Targeted Improvement Plan (TIP) accessible to the community enhances transparency about the campus's designation and strategies to address achievement gaps 06/24/25 - On Track (S)
3. Campuses receiving comprehensive support will be guided by administration in conducting an Effective Schools Framework (ESF) Diagnostic to evaluate their improvement needs. They will also establish a Campus Intervention Team and identify a District Coordinator of School Improvement (DCSI). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May	(F)Title I Part A	Criteria: Improving academic performance in closing the gaps. 06/24/25 - On Track (S)

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Objective 11. (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At risk students as defined by TEC Section 29.081 thirteen criteria are eligible to receive intensive, supplemental services. By providing these students with targeted and comprehensive support services, we aim to address their specific needs more effectively and enhance their chances of academic achievement. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: AtRisk) (Strategic Priorities: 4) (ESF: 5)	Administration	Aug-May	(F)Title I Part A	Criteria: Improved academic performance of at risk students 06/24/25 - On Track (S)
2. The LEA defines ineffective, inexperienced, or out-of-field teachers based on performance evaluations, years of experience, and subject expertise. Definitions are reviewed annually to ensure accuracy. HR staff plays a crucial role by strategically placing experienced teachers in high-need areas and monitoring staffing patterns to address disparities affecting low-income and minority students (Title I SW Elements: 1.1,2.5) (Target Group: ECD) (Strategic Priorities: 1) (ESF: 2,2.1)	Administration	Aug-July	(F)Title I Part A	Criteria: Assess the effectiveness of HR staff in strategically placing experienced, in-field teachers in high-need areas, and their ability to monitor and address staffing disparities that impact low-income and minority students, ensuring equitable access to qualified educators. 06/24/25 - On Track (S)
3. The criteria used to determine poverty will be Children eligible for free and/or reduced-price lunches under the National School Lunch Act. Progreso ISD will utilize PEIMS snapshot data submitted in October to determine poverty percentages. Campus allocation of funds will be determined based on percentages of economically disadvantage students enrolled per campus. (Title I SW Elements: 1.1,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5.3)	Administration	Aug - May	(F)Title I Part A	Criteria: Effective identification of economically disadvantaged students and distribution of funds. 06/24/25 - On Track (S)
4. Progreso ISD does not currently provide equitable services. We will continue to seek PNPs within our region by posting public	Administration	Aug-July	(F)Title I Part A	Criteria: PNP communication strategy and participation

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Objective 11. (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
information to inquire about services. (Title I SW Elements: 1.1) (Target Group: ECD) (Strategic Priorities: 4)				06/24/25 - On Track (S)
5. Progreso ISD schools implement a TITLE I Schoolwide program based on the high number of economically disadvantaged students. Title I, Part A funded activities and programs are aimed at enhancing student achievement, each with clearly defined formative and summative evaluations to assess their effectiveness. The district currently does not provide services through neglected or delinquent facilities (Title I SW Elements: 1.1) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 5,5.3)	Administration	Aug-July	(F)Title I Part A	Criteria: Effective use of funds. 06/24/25 - On Track (S)
6. Strategies for smooth transitions include implementing mentorship programs, offering career exploration and academic counseling, organizing orientation sessions, and creating personalized academic plans. Collaborations between middle and high schools, and high schools and postsecondary institutions, also support these transitions by aligning curricula and resources. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: ECD) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.2,3.3)	Administration	Aug-May	(F)Title I Part A	Criteria: Improved transitions between elementary, secondary and postsecondary 06/24/25 - On Track (S)
7. Progreso ISD will train staff on positive behavioral interventions and supports and restorative practices. Data on discipline rates, disaggregated by student subgroups, will be reviewed per six weeks by administration. We will evaluate the effectiveness of the behavior intervention by using metrics including discipline data trends and program effectiveness assessments. (Title I SW	Administration	Aug-July	(F)Title I Part A	Criteria: Reduced number of infractions that remove students from the classroom. 06/24/25 - On Track (S)

PROGRESO ISD

Goal 1. (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Objective 11. (Title I Program Plan) Ensure families are empowered to support their children's learning and that all students receive a high-quality, well-rounded education that prepares them for long-term success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 1.1,2.4,2.6) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3,3.1,3.2)				
8. Progreso ISD integrates academic and career technical education through coordinated instructional strategies and experiential learning. Students will gain work-based learning opportunities with industry professionals, earning academic credit. Awareness is raised through school communications and events. Administrators coordinate efforts with career advisors, and effectiveness is monitored via student outcomes and employer feedback. (Title I SW Elements: 1.1,2.2) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3.3,5,5.1)	Administration	Aug- Sept	(F)Title I Part A	Criteria: Regularly review instructional strategies and learning effectiveness. 06/24/25 - On Track (S)
9. Schools develop effective school library programs to provide students an opportunity to develop digital literacy skills and improved academic achievement (Title I SW Elements: 1.1,2.5) (Target Group: ECD) (Strategic Priorities: 4) (ESF: 3.3,5,5.1,5.3)	Administration	Aug-July	(F)Title I Part A	Criteria: Evaluation of library services' impact on academic performance. 06/24/25 - Some Progress (S)

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Objective 12. (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure extracurricular activities promote students' overall well-being, engagement, and optimal performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug - May	(L)General Fund	Criteria: Measure the percentage of students participating in extracurricular activities and track attendance trends over time 06/24/25 - Some Progress (S)
2. Provide students with opportunities to participate in competitive extracurricular activities, fostering personal growth, teamwork, cultural exposure, and the development of skills essential for future success. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: Evaluate the impact of competitive and travel-based extracurricular activities by assessing student participation, performance outcomes, skill development, and feedback on engagement and cultural exposure. 06/24/25 - Some Progress (S)
3. Provide professional development opportunities for teachers involved in extracurricular programs to enhance their leadership skills, foster student engagement, and ensure high-quality, inclusive activities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug- May	(L)General Fund	Criteria: Evaluate the effectiveness of professional development opportunities for extracurricular programs by tracking teacher participation, satisfaction, and the impact on student engagement and program quality. 06/24/25 - Some Progress (S)
4. Enhancing extracurricular programs across the district by standardizing access to equipment and uniforms through equitable funding and resource distribution. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Administration	Aug-May		Criteria: Tracking student participation rates, program growth, equipment and uniform availability, and feedback from students, staff, and parents across the district. 06/24/25 - Some Progress (S)

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Goal 1. (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Objective 12. (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Increase parental involvement in extracurricular activities by fostering open communication, hosting family engagement events, and creating volunteer opportunities that connect parents with school programs. (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: Measuring parent participation rates, volunteer engagement, attendance at extracurricular events, and feedback from parents, students, and staff. 06/24/25 - Some Progress (S)
6. Boosting student engagement and school pride by visibly recognizing student achievements across various activities. This increased acknowledgment aims to create a supportive environment that encourages broader student participation in extracurriculars. (Title I SW Elements: 1.1,2.6) (Target Group: All) (ESF: 3.2)	Administration	Aug-May	(L)General Fund	Criteria: The evaluation criterion will be the increase in student participation and engagement in extracurricular activities, along with positive feedback from the school community on the visibility and impact of achievement recognition. 06/24/25 - Significant Progress (S)
7. To ensure an efficient procurement process for athletic expenditures, necessary supplies will be acquired to support the administrative and operational needs of the athletic program, thereby enhancing the overall functionality, efficiency, and performance of the district's athletic offerings. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2)		Aug-May	(L)General Fund	Criteria: The effectiveness of the procurement process will be evaluated based on cost efficiency, and alignment with the athletic program's operational needs. 06/24/25 - Some Progress (S)
8. Implement structured student activity events throughout the school year—including cheerleading, senior events, and extracurricular programs—as a targeted intervention to promote social-emotional learning, strengthen peer relationships, and reduce feelings of isolation. These activities will serve as a proactive support to improve student well-being, encourage leadership and				07/05/25 - Some Progress (S)

PROGRESO ISD

Goal 1. (Student academic progress and ensure equitable access to high quality curriculum.) Progreso ISD will align all district programs to increase student academic progress and ensure equitable access to high quality curriculum to attain post secondary readiness. At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating or higher.

Objective 12. (Extracurricular) Provide students with diverse opportunities for personal growth, skill development, and civic engagement beyond the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
teamwork, and foster a positive and inclusive campus climate. (Target Group: All)				

PROGRESO ISD

Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 1. (Highly Qualified and Highly Effective Staff) All teachers will be highly qualified and all of paraprofessionals with instructional duties will meet ESSA requirements. Progreso ISD will recruit and retain high quality and highly effective staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in regional job fairs to actively recruit certified, highly effective teachers, with a focus on high-need areas and promoting Progreso ISD's strengths and opportunities. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Director of Human Resources, Superintendent	Aug - May	(L)General Fund	Criteria: Recruitment of effective teachers. 06/25/25 - Some Progress (S)
2. Provide professional development sessions to prepare teachers for the Bilingual/ESL certification preparation. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Bilingual/ ESL/ Title I Director	Aug-May	(S)State Bilingual	Criteria: Teachers' certification completion. 06/25/25 - Significant Progress (S)
3. Monitor and assist teachers to meet certification requirements and paraprofessionals to meet highly qualified requirements. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources	May-Aug	(L)General Fund	Criteria: Highly qualified teachers and paraprofessionals 06/25/25 - On Track (S)
4. Establish a system for Paraprofessional Certification & Education by supporting paraprofessionals who are eligible to complete a bachelor's degree and and acquire a teacher certification. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources	Aug-Sep	(O)Local Districts	Criteria: Increase the number of certified teachers. 06/25/25 - On Track (S)
5. Participate in local and regional job fairs, as well as host district-specific job fairs, to actively recruit high-quality candidates and fill open positions. Collaborate with universities to engage in student teaching programs, creating a pipeline of future educators by providing hands-on experience and mentorship opportunities within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.2.1)	Human Resources	Aug-May	(O)Local Districts	Criteria: Evaluate success by tracking the number of candidates recruited and hired through job fairs and student teaching programs, as well as retention rates and feedback from student teachers and university partners 06/25/25 - Significant Progress (S)
6. Offer professional development sessions for new teacher hires at the beginning and middle of the year to support their transition, enhance	Human Resources	Aug-May	(O)Local Districts	Criteria: Evaluate the effectiveness of professional development sessions by tracking

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Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 1. (Highly Qualified and Highly Effective Staff) All teachers will be highly qualified and all of paraprofessionals with instructional duties will meet ESSA requirements. Progreso ISD will recruit and retain high quality and highly effective staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
instructional practices, and foster professional growth. Provide stipends for mentor teachers to encourage experienced educators to guide and support new teachers, creating a stronger, collaborative learning environment within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)				new teacher satisfaction, classroom performance, and retention rates. Measure the impact of mentor stipends by assessing mentor and mentee feedback, along with improvements in new teacher competency and engagement throughout the school year. 06/25/25 - Some Progress (S)
7. Contract with consultants to provide test specific sessions (Bilingual/SPED/ESL) to help teachers become highly certified (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration	Aug-May		Criteria: Increase the number of highly qualified teachers.

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Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 2. (Teacher Retention) Progreso ISD will reduce teacher turnover rate by 4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement positive morale through support programs, mentorship, effective communication, employee input and recognition in order to foster a healthy work environment. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Director of Human Resources, Superintendent	Aug-May	(L)General Fund	Criteria: Utilize a survey to measure morale, effective communication, and environment. 06/25/25 - Significant Progress (S)
2. Provide stipends to support key roles and initiatives that enhance student outcomes and teacher retention. These stipends would be allocated to Grade Level Chairs, Class Sponsors (PHS), Mentor Teachers, Bilingual/ESL and GT teachers, Attendance Officers, Club Sponsors, teachers who hold a master's degree and Department Chairs, recognizing their contributions to school leadership and student engagement. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	Aug-May	(L)General Fund	Criteria: Teacher retention by providing additional stipends. 06/25/25 - Significant Progress (S)
3. Conduct an employee exit interview to obtain information on district strengths and weaknesses to be included in the Power Schools system. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	May-Aug	(L)General Fund	Criteria: Completion of exit survey. 06/25/25 - Some Progress (S)
4. To improve staff retention and attract high-quality educators and support personnel, the district will provide competitive pay for all staff members, ensuring that salaries are aligned with industry standards and reflect the critical role each individual plays in fostering student success and maintaining a positive school environment. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 2.1)	Business Manager, Human Resources, Superintendent	Aug - Sept	(L)General Fund	Criteria: Decrease turnover rate. 06/25/25 - Some Progress (S)

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Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 2. (Teacher Retention) Progreso ISD will reduce teacher turnover rate by 4%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Enhance student outcomes by attracting, retaining, and supporting high-quality teachers through the effective implementation of the Teacher Incentive Allotment (TIA) program. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Superintendent	Aug-July	(L)General Fund	Criteria: Assessing the percentage increase in teachers achieving Recognized, Exemplary, or Master designations, alongside measurable improvements in student growth and retention rates of high-performing teachers. 06/25/25 - Significant Progress (S)
6. Implementing a competitive teacher hiring scale that extends salary increases up to 25 years of service is a key strategy to attract and retain high-quality educators within the district. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)	Human Resources	August- May	(L)General Fund	Criteria: Retaining effective teachers. 06/25/25 - Some Progress (S)
7. Implement a stackable compensation system that provides additional financial incentives for highly effective teachers who demonstrate strong performance and earn advanced credentials or certifications. This approach recognizes excellence, promotes continuous professional growth, and supports retention of top talent. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1)	Administration	August		Criteria: Evaluate by tracking the percentage of highly effective teachers earning additional certifications and retained through stackable compensation.

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Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 3. (Capacity Building) Progreso ISD will build teacher/staff capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and elevates quality of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop and implement mentoring, training and support programs for new teachers (new to career or new to district) and tenured professionals promoted to new positions. (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Ensure that all new teachers have a mentor assigned. 06/25/25 - Some Progress (S)
2. Develop a mentorship program that encompasses all job positions with emphasis on new hires with a goal-oriented feedback system as a means to develop strong relationships within an organization. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration, Superintendent	Aug-May	(L)General Fund	Criteria: Monitor the feedback system provided to employees. 06/25/25 - Some Progress (S)
3. Promote alignment and consistency in instructional practices while fostering professional growth through ongoing development, collaborative planning, and the integration of innovative, research-based pedagogy that meets the diverse needs of all learners. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Director of Human Resources, Superintendent	May-Aug	(L)General Fund	Criteria: Evaluation of professional growth pathway. 06/25/25 - On Track (S)
4. Ensure teachers have a deep understanding of instructional strategies and assessment techniques that enhance student engagement and learning. Support Professional Growth Promote continuous teacher development by aligning evaluation outcomes with personalized professional learning opportunities. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.4.1)	Administration	Aug-May	(O)Local Districts	Criteria: Teacher evaluation 06/25/25 - On Track (S)
5. Use instructional coaching to promote alignment, consistency, and professional growth by supporting teachers in implementing innovative, language-rich strategies that	Bilingual/ ESL/ Title I Director	Aug-May	(F)Title III Bilingual / ESL	Criteria: 100% of coached teachers implement at least one language-rich strategy in lesson plans or instruction

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Goal 2. (Attract, develop, retain and foster highly qualified educators and students.) Progreso ISD will implement a system to retain at least 90% of teachers annually by providing targeted professional development, mentorship programs, and support, while increasing the percentage of highly qualified educators by 5% each year.

Objective 3. (Capacity Building) Progreso ISD will build teacher/staff capacity by engaging in professional development that focuses on scientifically based instructional strategies to close the achievement gap and elevates quality of instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
enhance student learning and language development. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: BI,ESL) (Strategic Priorities: 4) (ESF: 5.1)				07/05/25 - Some Progress (S)
6. Implement structured Professional Learning Communities (PLCs) on all campuses to enhance collaborative planning, monitor student progress, and refine instructional practices. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.2,5.3)	Administration	Aug-May		Criteria: PLC agendas, walkthrough data, improved STAAR outcomes
7. Differentiate teacher training sessions to ensure certified and experienced teachers receive targeted professional development that builds on their prior training (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administration	Aug-May		Criteria: Track the number and percentage of teachers who received differentiated training aligned to their certification/experience level.
8. Include capacity-building initiatives that prepare current staff for advancement into specialized or administrative roles. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administration	Aug-May		Criteria: Evaluate by tracking the number of staff participating in leadership development activities, the percentage advancing into specialized or administrative roles, and feedback on preparedness for new responsibilities."

PROGRESO ISD

Goal 3. (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

Objective 1. (Technology replacement plan) All classrooms for student use will be equipped with appropriate instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will be equipped with needed classroom technology such as doc. camera, projector, printer and computer to effectively deliver TEKS aligned lessons and activities. Incorporate a teacher computer replacement plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 4.1)	Director of Technology	Aug-May	(F)Title I Part A, (S)State Compensatory	Criteria: Increased teacher performance in core area classes and increased student academic growth in all campus, district and state assessments 06/25/25 - Significant Progress (S)
2. Purchase mobile charging carts to ensure that classrooms are equipped to support the daily use of mobile devices, enhancing student access to technology. Provide each classroom with a set of headphones and microphones to facilitate focused, technology-driven learning and improve participation in virtual and blended instruction. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Technology, Superintendent	Aug-May	(F)Title I Part A	Criteria: Effective utilization of technology to advance teaching and learning. 06/25/25 - Some Progress (S)
3. Expand opportunities for technology-based lesson integration to support mastery of prerequisite skills by computer lab rotations (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.2)	Director of Technology, Superintendent	Aug-May	(F)Title I Part A	Criteria: Effective utilization of technology to advance teaching and learning. 06/25/25 - Some Progress (S)
4. Initiate a district-wide wireless project to ensure wireless internet access is available in all classrooms/ campuses across the district. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.2)	Director of Technology, Superintendent	Aug-May	(F)Erate, (L)General Fund	Criteria: Effective implementation of technology for instructional purposes. 06/25/25 - On Track (S)
5. Create a partnership with the City of Progreso to create a City-School Plan to provide wireless internet to enrolled students residence at no, or low-cost fees. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1,5.2)	Director of Technology, Superintendent	Aug-May	(O)Local Districts	Criteria: Increase the number of students who have access to internet. 06/25/25 - No Progress (S)
6. Ensure a 1:1 student-to-device ratio by providing each student with a dedicated laptop or tablet for instructional use. This initiative	Director of Technology, Superintendent	Aug - Sept	(F)Erate, (L)General Fund	Criteria: Ensure all students have a laptop/device (1:1).

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Goal 3. (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

Objective 1. (Technology replacement plan) All classrooms for student use will be equipped with appropriate instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
supports equitable access to digital learning tools, enables seamless integration of technology across content areas, and prepares students for success in a technology-driven academic environment. Devices will be maintained, monitored, and distributed through a centralized system to ensure functionality and accessibility for all learners. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)				06/25/25 - Some Progress (S)
7. Provide updated devices (iPads, laptops, smartboards, projectors, document cameras) and establish a yearly replacement cycle to ensure compatibility with instructional programs, assessments, and student learning needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May	(F)Title I Part A	Criteria: Evaluate by tracking the percentage of classrooms equipped with updated devices and the completion rate of the yearly replacement cycle.
8. Ensure adequate printers, copiers, and access systems (e.g., proxy cards) are available to support instructional efficiency, reduce downtime, and maintain campus security. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Administration	Aug-May		Criteria: Evaluate by measuring teacher access to functioning printers/copiers, reduced downtime for repairs, and improved campus entry/security systems.

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Goal 3. (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

Objective 2. (Instructional Technology) Use technology-based instructional materials and software to enhance and enrich student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will develop, enhance, and expand the use of technology in classrooms through tools such as ClassDojo, Nearpod, Remind, Google Classroom, and grade-level specific technology products. Additionally, the district will partner with Region One and the MegaByte Consortium to provide targeted professional development in instructional technology, as well as collaborate with Region One's DLC eLearning program to leverage eLearning opportunities for both teachers and students. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.2)	Administration	Aug - May	(F)Title IV Safe and Drug Free	Criteria: Increase the effective use of technology to facilitate learning. 06/25/25 - On Track (S)
2. Implement an annual computer purchasing ratio to maintain classrooms to at least a 2 -1 computer/ classroom and purchase emerging technology tools. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,3) (ESF: 3.3,5.2)	Director of Technology, Superintendent	Aug-May	(F)Title IID Technology, (L)General Fund	Criteria: Utilize technology resources to advance teaching and learning. 06/25/25 - Some Progress (S)
3. Purchase Chromebooks, multivideo projectors, digital cameras, smart boards, and other innovative computer technology tools to allow for regular weekly technology use for integrated Curriculum activities (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 4) (ESF: 4.1)	Director of Technology, Superintendent	Aug - May	(F)Title I Part A, (L)General Fund	Criteria: Utilize technology to advance teaching and learning 06/25/25 - Significant Progress (S)
4. increase cabling to ensure all students have equitable and anytime, anywhere access to broadband communications. (Title I SW Elements: 2.6) (Target Group: All,AtRisk) (Strategic Priorities: 2,4) (ESF: 4.1)	Director of Technology, Superintendent	Aug-May	(F)Erate, (L)General Fund	Criteria: Utilize technology to advance teaching and learning 06/25/25 - Significant Progress (S)
5. Provide opportunities for teacher training on initiatives that integrate the technology application TEKS for grades K -12 (Title I SW	Director of Technology, Superintendent	Aug-May	(F)Title I Part A, (F)Title IV Safe and Drug Free	Criteria: Utilize technology to advance teaching and learning

PROGRESO ISD

Goal 3. (Utilize technology to advance teaching and learning.) Progreso ISD will align district technology components (software and hardware) and establish a comprehensive system for regular updates, aiming to ensure 100% of classrooms have up-to-date technology and that at least 90% of teachers report improved access and integration of technology in teaching and learning by the end of the school year.

Objective 2. (Instructional Technology) Use technology-based instructional materials and software to enhance and enrich student learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)				06/25/25 - Some Progress (S)
6. Utilize Adobe Acrobat as an educational program to be utilized to facilitate learning and improve curricula (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Principal	Aug - May	(F)Title I Part A	Criteria: Improved Curricula. 06/25/25 - On Track (S)
7. Incorporate smartboards in all classrooms to facilitate learning and adapt instruction to students needs. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 4)	Principal	Aug - May	(F)Title I Part A	Criteria: Progress in standardized state assessments. 06/25/25 - Significant Progress (S)
8. Purchase essential classroom technology accessories such as headphones, surge protectors, chargers, HDMI cables, document camera cables, and printer cables to ensure that teachers and students have the necessary tools to support seamless technology integration. This will enhance instructional delivery, increase device functionality, and create a more efficient learning environment by minimizing disruptions caused by a lack of resources or equipment failure. (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1,5.2,5.3)	Director of Technology	August-May	(F)Title I Part A, (S)State Compensatory	Criteria: Evaluate the effectiveness of the strategy by tracking the availability and usage of the purchased accessories, monitoring any reductions in technology-related disruptions during instructional time. 06/25/25 - Significant Progress (S)
9. Increase technology resources in libraries, labs, and classrooms (computers, headphones, charging carts) to support independent learning, AR testing, bilingual/ELL development, and online assessments. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1)	Administration	Aug-May		Criteria: Evaluate increased performance on state assessment

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Goal 4. (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.

Objective 1. (Family and Community Engagement) Progreso ISD will increase family and community high quality engagement to ensure impactful collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement a Parental Engagement Program to meet Federal/State Requirements that will include: - an annual Title I meeting district wide. -Parent, Family, Community Engagement Session for Parents of English Learners. (Title I SW Elements: 2.3,2.6,3.1,3.2) (Target Group: ECD,ESL,EB) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Superintendent	Aug-May	(F)Title I Part A, (F)Title III Bilingual / ESL	Criteria: Providing at least two opportunities for annual parental engagement opportunities including title I and III. 06/25/25 - Completed (S)
2. Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of currently students enrolled. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug-May	(F)Title I Part A	Criteria: Increase parental engagement activities in the district. 06/25/25 - On Track (S)
3. Perform a community needs assessment survey that includes technology, resources and communication channels. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug- May	(L)General Fund	Criteria: Submission of surveys. 06/25/25 - Some Progress (S)
4. Offer educational classes for parents at the campus and district level to present topics that are pertinent to academic and social-emotional needs of all students. (Title I SW Elements: 2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Director of C&I, Superintendent	Aug-May	(F)Title I Part A	Criteria: Increase parental participation in sessions being offered. 06/25/25 - Significant Progress (S)
5. The district will make the parents, families, and the community aware of Title I Parental requirements. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Principal, Superintendent	August - September	(F)Title I Part A	Criteria: Formative - Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute

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Objective 1. (Family and Community Engagement) Progreso ISD will increase family and community high quality engagement to ensure impactful collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				policies. 06/25/25 - Completed (S)
6. Promote & Conduct an annual Title I meeting in the Fall & Spring district wide. The meetings should include an invitation, a sign in sheet, an agenda, and meeting minutes as documentation of the presentation. The Title 1 presentation will be repeated, same meeting at 2 different times two different locations, for the flexibility of our parents and community. Fall and Spring Title 1 meetings are at times and locations as required for parents, families, and the community. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug - Sept	(F)Title I Part A	Criteria: Formative - Review district and campus documentation of attendance/participation in Title I meetings for annual to include:Invitations, sign in sheets, agendas, and meeting notes. Review handouts, Power Point presentations, and other documentation used. 06/25/25 - On Track (S)
7. The district will provide student, parent, and family support services for Progreso ISD students that are determined at-risk to include discipline/behavior, attendance/truancy, economically disadvantaged, and academically challenged. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Superintendent	Aug - Sept	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates, Sign in Sheets Parent Participation 06/25/25 - Some Progress (S)
8. Literacy Night/ Science Night/ Math Night will be embedded within District wide events to include Trunk or Treat, Feast of Sharing, Winter Festival and Parade. (Title I SW Elements: 3.1) (Target Group: All,EB) (ESF: 3,3.1)	Principal	Aug - May	(F)Title I Part A	Criteria: Increase parental involvement by planning content based activities for parents and students. 06/25/25 - On Track (S)

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Objective 1. (Family and Community Engagement) Progreso ISD will increase family and community high quality engagement to ensure impactful collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Expand Book Exchange Program by utilizing community libraries around the community such as the community center and the park. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Principal	Aug - May	(F)Title I Part A	Criteria: Increase community engagement by expanding book exchange program. 06/25/25 - No Progress (S)
10. Establish a structured extracurricular program to enhance student engagement, school spirit, and a sense of belonging. The program will also serve as a platform for community representation, with students participating in parades, fundraisers, and local events as ambassadors of the district. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3)	Administration	Aug- May		Criteria: Increase in overall extracurricular involvement by 10% compared to prior year 07/05/25 - Some Progress (S)
11. Implement a districtwide, supplemental family engagement program designed specifically for parents and families of Emergent Bilingual (EB) students. The initiative will provide culturally and linguistically appropriate support to increase parent understanding of school expectations, empower families to support English language development at home, and establish structures for shared decision-making. (Title I SW Elements: 1.1) (Target Group: EB) (Strategic Priorities: 4) (ESF: 3.3)	Bilingual/ ESL/ Title I Director	Jan-May	(F)Title III Bilingual / ESL	Criteria: Increased participation of Emergent Bilingual families in Title III-sponsored events by at least 20%, as measured by sign-in sheets and year-over-year attendance comparisons. 07/05/25 - Some Progress (S)

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Objective 2. (Network of community partners) Progreso ISD will establish a network of community partners to enhance our parental family and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a partnership with the City of Progreso to maximize community resources. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Superintendent	Aug-May	(F)Title I Part A	Criteria: Increase community engagement by strengthening partnerships. 06/25/25 - Significant Progress (S)
2. Promote the participation of parents/volunteers at the Campus Parent Centers where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements. Provide supplemental assistance to Campus Parent Centers and Parent Educator to provide Educational-related services to parents and families of Title I students. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug- Sept	(F)Title I Part A	Criteria: Formative - Review the campus parent center documentation of attendance/participation to include: invitations, sign in sheets, agendas, and presentation topics. 06/25/25 - On Track (S)
3. The Title 1 Department /Staff and Parents will attend staff development and trainings within the district, within the Region One ESC area, and Title I Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover Migrant Education, Bilingual Education, SPED education, McKinney Vento- Homeless/foster care, with Parental/Attendance, and Dropout Prevention may also be included as possible staff development. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Superintendent	Sept - Aug	(F)Title I Part A	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates, Sign in Sheets Parent Participation 06/25/25 - On Track (S)

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Objective 3. (Parental capacity building) Progreso ISD will promote parental capacity building founded on evidenced based strategies to enhance parent and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The parental Department will support Adult Education and entrepreneurial skills sessions. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Superintendent	Aug-May	(F)Title I Part A	Criteria: Increasing the number of parent who attend the classes offered. 06/25/25 - On Track (S)
2. Provide aligned parent trainings and resources to maximize education opportunities: classes at designated sites. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug-May	(F)Title I Part A	Criteria: Increase the number of parents who participate in the classes being offered. 06/25/25 - On Track (S)
3. Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug - Sept	(F)Title I Part A	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies. 06/25/25 - On Track (S)
4. Provide district-wide parental involvement sessions for parents, families, and the community. Sessions will focus on academic, enrichment, college/career, health/wellness, social services, entrepreneurial sessions, TDA Nutritional Standards, and family support services. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug- Sept	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates. 06/25/25 - On Track (S)
5. Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, PSAT and	Administration, Superintendent	Aug - Sept	(F)Title I Part A	Criteria: Review district and campus documentation of attendance/participation in

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Objective 3. (Parental capacity building) Progreso ISD will promote parental capacity building founded on evidenced based strategies to enhance parent and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SAT/ACT testing information. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)				meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute outreach information. 06/25/25 - On Track (S)
6. Implement a Community Library for students and parents, throughout the day and after hours. (Title I SW Elements: 2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-Sept		Criteria: Increase family and community engagement. 06/25/25 - No Progress (S)
7. Offer comprehensive parent training sessions on the district's emergency standard protocols to ensure families are informed and prepared in case of emergencies. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Administration	August-May	(F)Title I Part A	Criteria: Evaluate the effectiveness of the parent training sessions by assessing parent participation rates, conducting post-training surveys to gauge understanding and confidence in the district's emergency protocols, and tracking the improvement in parent communication and response during district emergency drills. 06/25/25 - On Track (S)
8. Increase resources for families identified under the McKinney-Vento program to provide essential support for students experiencing homelessness. The district will also increase training for staff to identify McKinney-Vento eligible students and connect them to resources, fostering a supportive and inclusive learning environment. (Title I SW Elements: 3.1) (Target Group: FC) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration	Aug-May	(F)Title I Part A	Criteria: Increase resources for families identified under the McKinney-Vento program to provide essential support for students experiencing homelessness. 06/25/25 - On Track (S)

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- Goal 4.** (Promote Parental and Community engagement) Progreso ISD will foster a positive culture by increasing parent, family, and community engagement by 15% through regular workshops, events, and communication initiatives, with the goal of improving parental and community satisfaction, as measured by annual parent surveys.
- Objective 3.** (Parental capacity building) Progreso ISD will promote parental capacity building founded on evidenced based strategies to enhance parent and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Provide and implement other effective activities and strategies for ELs which shall include: parent engagement activities; family engagement activities; and community engagement activities and may include strategies that serve to coordinate and align related programs. (Title I SW Elements: 3.1) (Target Group: EB) (Strategic Priorities: 4) (ESF: 3.4)	Bilingual/ ESL/ Title I Director	Aug- May	(F)Title III Bilingual / ESL	Criteria: Evaluate the effectiveness of activities and strategies for English Learners (ELs) by tracking participation rates in parent, family, and community engagement activities. Assess the impact on student outcomes such as academic progress, attendance, and language proficiency improvements. 06/25/25 - On Track (S)

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Objective 4. (Communication) Progreso ISD will develop a district-wide system that involves all stakeholders in two-way communication to ensure community trust.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase communication (Campus/District) through different methods such as: district websites, Facebook, Campus Marquees, twitter, school messenger, phone calls, home visit and (virtual) ZOOM parent meeting) to keep parents informed about district initiatives, highlights (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Director of Technology, Superintendent	Aug-May	(L)General Fund	Criteria: Increased communication with parent, family and community. 06/25/25 - On Track (S)
2. Offer informational presentations for parents on key topics of interest and needs, such as academic support strategies, social-emotional learning, college and career readiness, and district policies. These presentations will be tailored to address the specific concerns and priorities of parents within the community, providing valuable resources and tools to help them support their children's educational journey. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Administration, Superintendent	Aug-Sept	(F)Title I Part A	Criteria: Increase the number of parents who engage in the session provided by the district. 06/25/25 - On Track (S)
3. Provide information to parents and community on the benefits of all the special population programs to ensure all eligible economical disadvantaged, English Learner migrant children and youth residing in the District are properly identified, recruited, and effectively served through instructional and supplemental services such as: health, clothing, school materials, and referrals for social services. (Title I SW Elements: 3.1) (Target Group: ECD,ESL,Migrant,EB,AtRisk) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Bilingual/ ESL/ Title I Director, Director of C&I, Superintendent	Aug-May	(F)Title I Part A, (F)Title III Bilingual / ESL	Criteria: Improved communication channels with parents. 06/25/25 - On Track (S) 06/25/25 - On Track
4. Establish procedures for disseminating information, news, and district updates for	Administration, Superintendent	Aug- Sept	(F)Title I Part A	Criteria: Review district and campus documentation of

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Objective 4. (Communication) Progreso ISD will develop a district-wide system that involves all stakeholders in two-way communication to ensure community trust.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
parents, families, and the community. Follow district protocols directed by the District Administrators. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)				attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates. 06/25/25 - On Track (S)
5. Implement a multi-modal communication plan to ensure parents, families, and the community receive timely and accessible information about school activities, events, and student-related updates. In addition to digital platforms, parental engagement staff will use traditional methods such as flyers, handouts, brochures, and printed materials to reach all families, including those with limited access to technology. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration, Superintendent	Aug- Sept	(L)General Fund	Criteria: Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations, sign in sheets, agendas, and meeting notes. Review methods used to distribute policies/information of district educational sessions/district and campuses informational updates. 06/25/25 - On Track (S)
6. Strengthen family and community partnerships by providing accessible parent input systems, including online and anonymous complaint/feedback forms. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-May		Criteria: Track the number of parent volunteers, the usage of online/anonymous forms, and overall parent satisfaction with opportunities for engagement.
7. Increase transparency and accessibility by providing quick links on the district website to key documents such as district policies and procedures. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administration	Aug-May		Criteria: Evaluate by tracking website analytics

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Goal 5. (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

Objective 1. (Maximize Revenues) Develop a district-wide system to maximize revenue and streamline expenses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain financial stability to ensure the most effective and efficient use of taxpayer dollars, while supporting excellence in academics, extracurricular programs, technology, and facility improvements. This includes strategically utilizing grant funding and engaging consultants to maximize funding opportunities and align resources with district priorities. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	Aug-May	(L)General Fund	Criteria: District financial stability. 06/25/25 - Some Progress (S)
2. Budget development will provide for a reasonable staff compensation, stable per pupil expenditure, and a contingency plan. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	May-Aug	(L)General Fund	Criteria: District financial stability. 06/25/25 - Some Progress (S)
3. Monitor monthly financial reports to find evidence that district financial practices are sound, cost effective, and consistent with district law and policy. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Finance, Superintendent	Aug-May	(L)General Fund	Criteria: District financial stability. 06/25/25 - Some Progress (S)

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Goal 5. (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

Objective 2. (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop an Educational Sustainability Plan to replace all chalkboards with whiteboards, replace carpet with tile and modernize facilities that will be managed by the Facilities and Safety Committee. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Superintendent	Aug-May	(L)General Fund	Criteria: Improvements in district facilities. 06/25/25 - Some Progress (S)
2. Create a Campus/Safety Plan to strategically replace HVAC systems, major maintenance equipment. A system-wide maintenance monitoring system that focuses on district operation needs will be created. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Director of Support Services, Superintendent	Aug-May	(L)General Fund	Criteria: Improve district operation needs. 06/25/25 - Some Progress (S)
3. Implement a multi-hazard emergency operations plan for use in all district facilities which includes training in preparedness, response, and recovery. As part of the plan, all facilities will practice the following including but not limited to: fire drills, lock downs, severe weather, active shooter, and bomb threats. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administration, Director of Support Services, Superintendent	Aug-May	(L)General Fund	Criteria: Effective implementation of emergency operations plan. 06/25/25 - Some Progress (S)
4. Create and maintain an environment which supports positive physical, emotional, health, Nutritional, Professional growth and social well-being for students and staff by sponsoring social events such as dances, field days, recognition assemblies, etc. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)	Administration, Superintendent	Aug-May	(F)Title IV Safe and Drug Free, (L)General Fund	Criteria: Ensure a positive climate conducive to learning and professional growth. 06/25/25 - Significant Progress (S)
5. Continue district efforts to support campuses in bringing awareness and student	Superintendent	Aug-May	(L)General Fund	Criteria: Monitor systems to improve school climate

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Goal 5. (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

Objective 2. (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support in the areas of: Suicide Prevention, Mental Health, Sexual Abuse, Sexual Harassment. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2)				06/25/25 - Significant Progress (S)
6. The district will enhance safety and well-being by implementing smart sensors to monitor sound levels, and vaping activity. Sound sensors will provide alerts for disruptions or unsafe behavior, while vaping detectors will address the rising concern of e-cigarette use, ensuring a smoke-free environment. By integrating these technologies, the district will create a safer, healthier, and more conducive learning environment, supporting both the physical and emotional well-being of students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May	(F)Title IV Safe and Drug Free	Criteria: Improve safe environment conducive to learning. 06/25/25 - Significant Progress (S)
7. Conduct an Exterior Door Safety Audit and reinforce all exterior door lock, ensuring that all doors are functioning properly by conducting weekly door audits. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Director of Support Services	Aug-May	(L)General Fund	Criteria: Improve safe environment conducive to learning. 06/25/25 - On Track (S)
8. The district will implement access control policies to include: exterior doors, visitors and procedures and management of keys. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug - May	(L)General Fund	Criteria: Improve safe environment conducive to learning. 06/25/25 - Significant Progress (S)
9. Surveillance will be consistently monitored by utilizing security cameras and an electronic security system. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(O)Local Districts	Criteria: Decreased number of behavioral incidents. 06/25/25 - On Track (S)

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Objective 2. (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Staff and substitutes will be trained to report threats and know how to respond to threats from students, threats found in school work, notes, journals, or overheard by other students prior to the start of the school year. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(L)General Fund	Criteria: Improve safe environment conducive to learning. 06/25/25 - Some Progress (S)
11. A School-based Law Enforcement will be accessible to all campuses. Moreover, school security/law enforcement provides a visible and regular presence on campus during school hours. Security guards will complete Guardian Program. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Director of Support Services	Aug-May	(O)Local Districts	Criteria: Improve safe environment conducive to learning. 06/25/25 - On Track (S)
12. Incorporate a system of communication to report needs assessments, completion of projects, and facilities needs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Business Manager	Aug - May		Criteria: Safety environment conducive to learning. 06/25/25 - On Track (S)
13. Provide and upgrade classroom furniture to enhance the physical learning environment by improving organization, promoting student comfort, and ensuring safety. Updated furnishings will support flexible seating, structured learning spaces, and accessible layouts that accommodate diverse student needs, contributing to a more effective and inclusive classroom experience. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	August-May	(F)Title I Part A	Criteria: Measure improvements in classroom organization and safety by conducting teacher and administrator surveys to assess how the upgraded furniture supports effective classroom management and minimizes hazards. 06/25/25 - No Progress (S)
14. Implement a comprehensive facilities management plan that includes the replacement and repair of roofs for each campus to ensure structural integrity and protection from weather-related issues.	Superintendent	Augus-May	(O)Local Districts	Criteria: Track completion of roof replacements and repairs, as well as yearly maintenance tasks for ACs, intercom systems, fire alarms, and perimeter fencing, to

PROGRESO ISD

Goal 5. (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

Objective 2. (District Operations and Events) Develop a district-wide system to ensure effective and efficient district operations and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Establish a yearly maintenance schedule for all district buildings, focusing on critical systems such as air conditioning units, technology, and school safety. This strategy will prioritize regular inspections, timely repairs, and system upgrades, creating a safe, comfortable, and secure learning environment for students and staff while preventing costly emergency repairs and prolonging the lifespan of the district's infrastructure. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)				ensure timely and efficient maintenance across all campuses. 06/25/25 - Some Progress (S)
15. Continue district efforts to provide support to all district students, staff, parents, the city of progreso community and outside entities to ensure all business operations are supportive of the instructional goals and objectives of the district in the attainment of the campus district performance objectives. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)				06/25/25 - Significant Progress (S)

PROGRESO ISD

Goal 5. (Facilities will provide safe environment to support physical and emotional health.) Progreso ISD will ensure a safe and positive learning environment by reducing safety incidents by 10% annually, increasing student and staff satisfaction with facilities by 15% through surveys, and implementing innovative learning spaces that support social-emotional success, as measured by a 10% improvement in student behavior and engagement indicators

Objective 3. (Safe, Healthy, and Supportive Learning Environments) Progreso ISD will implement a comprehensive framework to enhance student safety, mental health, and social-emotional well-being by increasing access to trained personnel, evidence-based programs, and proactive supports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Train staff in Safety-Care and CPI Top 10 De-escalation Tips to support social-emotional learning, reduce behavioral incidents, and promote a safe, trauma-informed environment through proactive de-escalation and relationship-building strategies (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	August-May		Criteria: Decrease in Level II and III discipline referrals by 10% 07/05/25 - Some Progress (S)
2. Implement restorative practices, including reflection circles and student-teacher conferences, as an alternative to traditional discipline to address behavior, repair relationships, and build a positive, accountable school culture. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Administration	Aug-May		Criteria: Implement restorative practices, including reflection circles and student-teacher conferences, as an alternative to traditional discipline to address behavior, repair relationships, and build a positive, accountable school culture. 07/05/25 - Some Progress (S)
3. Implement comprehensive safety measures, including restructuring campus access points, installing security fencing, lighting, cameras, and key card systems, and upgrading bus safety technology to ensure a secure environment for students, staff, and visitors. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Administration	August-May		Criteria: Evaluate by tracking the completion of security upgrades (fencing, lighting, cameras, key card systems, bus safety technology) and monitoring incident reports for reductions in safety concerns.
4. Provide essential health and safety resources such as EpiPens, CPR/First Aid training for staff, and updated sanitation systems (plumbing, ventilation, automatic fixtures) to promote wellness and readiness across all campuses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)		Aug-May		Criteria: Evaluate by monitoring staff participation rates in CPR/First Aid training, availability of emergency resources (EpiPens, sanitation systems), and improved health/safety audit results.

Progreso Independent School District State Compensatory Education 2025-2026

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students exit from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to Progreso ISD \$2,099,815

Total FTEs funded through SCE at Progreso ISD 23

The process we use to identify students at risk is the worksheet provided by our student records software. The worksheet is based on TEA's fourteen indicators for At-risk. This is done periodically with a yearly review. The same worksheet is used to exit students who no longer meet the requirements to exit the program.

At Progreso ISD, State Compensatory Funds are used to support schoolwide Title I initiatives.

DIP/CIP Goal	Service/Program	Campus	FTE's	SCE Funds	Eligible Students	Goal(s)	Evaluation Formative and Summative
1	At risk students will be enrolled in a supplemental instructional class to close achievement gaps and accelerate instruction in core subject areas. Supplemental instructional materials will be implemented for students to master grade level student expectations.	001-2 041-7 102-1 104-1	11	\$624,412.50	825	Sustain Student Growth in Academic Achievement: At least 80% of all students will score at the approaches level of minimum expectations or higher and at least 45% will achieve meets and 20% masters on state assessment. We aim to increase student growth by at least 10% while maintaining at least a B rating.	Formative: six weeks grades, benchmark reports Summative: STAAR records Grade records
1	Instructional Aides work with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher.	001-4 041-3 102-2 104-2	11	\$232,052			Formative: six weeks grades, benchmark reports Summative: STAAR records Grade records
1	Supplemental instructional resources will be acquired to be utilized on a biweekly basis for student growth to maximize blended learning, accelerated instruction, and language development.	001 041 102 104		\$22,000 <small>Supplies and materials</small> \$4,861 <small>Contracted services</small>			Improved scores and individual growth on all campus, district and state assessments.
1	Provide accelerated learning opportunities after school and summer school to students in grades 2nd-12th who are performing below grade level by strategically increasing instructional time in core area classes.	001 041 102 104		\$80,000			Improved academic performance in state assessment.



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

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

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; AND <ul style="list-style-type: none">Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; AND <ul style="list-style-type: none">Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR <ul style="list-style-type: none">Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none">Who have made a qualifying move within the previous 1-year period; AND <ul style="list-style-type: none">Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
1	108910		Maria Z Rocha
District Name:		School Year	Date:
Progreso ISD		2025-2026	8/4/2025

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Maria ZILDA ROCHA	ESC Reviewer Signature	Dr. Martha A. Hinojosa
Date	8/13/2025	Date Review Complete	08/13/2025

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108910	Progreso ISD

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
<p>Progreso ISD will ensure that all identified Priority for Service (PFS) migrant students receive timely, coordinated instructional and support services to improve academic achievement.</p> <p>Progreso ISD will provide educational opportunities for migrant students that will produce college and career ready, responsible and independent citizens.</p>	<ul style="list-style-type: none"> • By December 2025, 100% of PFS students will have an individualized academic support plan. • By May 2026, 75% of PFS students will demonstrate academic progress based on benchmark data and/or STAAR scores. • A minimum of 75% of students will achieve post-secondary readiness on the STARR/EOC assessments. • A minimum of 50% will achieve mastery. • 100% of PFS students will have access to instructional and support services opportunities.

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108910	Progreso ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. 	<i>The 20th of every month except July</i>	<i>NGS Clerk Recruiter</i>	<i>Distribution of Logs PFS Monthly Copies of Reports</i>
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	<i>Before August 26 ,2024</i>	<i>Migrant Facilitator NGS Clerk , Recruiter Migrant Paras</i>	<i>PFS Action Plan</i>
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108910	Progreso ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	<i>August 2025- August 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Migrant Paraprofessionals</i>	<i>Monthly TX-NGS report logs Receipt Acknowledgment /signature form from each campus</i>
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	<i>August 2025- August 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Migrant Paraprofessionals</i>	<i>Agenda , sing-in sheet ,& Flyer</i>
▪ During the academic calendar , the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	<i>August 2025- June 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Campus Counselors Migrant Paraprofessionals</i>	<i>Parent signature on Documentation Logs Phone call Logs Grade Reports</i>
Additional Activities			
▪			

School Year:	2025-2026	PFS Action Plan
Region:	District Number:	District Name:
1	108910	Progreso ISD

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	<i>August 2025- June 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Migrant Paraprofessionals</i>	<i>Student documentation list /Reports Service rosters, tutoring logs</i>
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	<i>August 2025- June 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Migrant Paraprofessionals</i>	<i>Student documentation list/ Reports & Documentation Logs Agency informational resources, nonprofit contacts</i>
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	<i>August 2025- June 2026</i>	<i>Migrant Facilitator NGS Clerk Recruiter Migrant Paraprofessionals</i>	<i>COE & Requisitions</i>
Additional Activities			
▪			

2025-2026 Title I, Part A LEA Program Plan

1. Timely and Meaningful Consultation: ESSA Section 1112(a)(1)(A)
August 13, 2025

<u>Stakeholders</u>	
List of stakeholders involved that includes the individuals by name and roles.	
<u>Roles</u>	<u>Names</u>
Teachers	
Principals	
Other School Leaders	
Paraprofessionals	
Specialized Instructional Support Personnel	
Administrators (Including administrators in other parts of Title I (TIPD, TIPC))	
Other Appropriate School Personal	
Parents of children in schools served under Title I, Part A (1) A parent who is an employee of the school district is not considered a parent representative on the committee. (2) A parent is not considered a representative of community members on the committee; and (3) Community members must reside in the district and must be at least 18 years of age.	

2025-2026 Title I, Part A LEA Program Plan

2. Program Coordination ESSA Section 1112(a)(1)(B)

<u>Program Coordination</u> As appropriate, is coordinated with other programs under this Act	
<u>Programs</u>	<u>Coordination Specification</u>
Other ESSA Programs	Title I services are coordinated with other federal programs such as Title III (English Learners) to maximize resources and ensure comprehensive support for students. Coordination includes joint planning meetings, shared intervention strategies, and collaborative progress monitoring. At the campus level, Title I staff work closely with Bilingual/ESL, and RTI teams to align services, avoid duplication, and ensure students receive appropriate academic and behavioral interventions.
Individuals with Disabilities Education Act	Title I and IDEA programs work collaboratively to enhance support for students with disabilities. Staff from both areas engage in joint planning, align instructional strategies, and share relevant data to ensure services are complementary. This approach promotes cohesive academic and behavioral support tailored to each student's needs without overlapping existing IEP provisions.
Carl D. Perkins Career and Technical Education Act of 2006	Title I initiatives are aligned with Perkins-funded Career and Technical Education (CTE) programs to expand student access to high-quality career pathways. Through coordinated efforts, students receive both academic support and opportunities to develop technical skills aligned with workforce demands. This collaboration helps bridge the gap between core instruction and career readiness, ensuring students are prepared for both postsecondary education and employment.
McKinney-Vento Homeless Assistance Act	Title I services are coordinated with the McKinney-Vento program to ensure that students experiencing homelessness receive consistent academic support and equitable access to educational resources. Collaboration includes identifying eligible students, removing barriers to enrollment, and providing wraparound services such as tutoring, transportation, and school supplies. This joint effort helps maintain educational stability and supports the academic success of highly mobile students.
Title I services are intentionally aligned with other federal programs—including IDEA, Perkins CTE, McKinney-Vento, and Title III—to provide cohesive, targeted support for students. Coordination efforts include shared interventions such as tutoring, summer school, instructional resources, and academic progress monitoring. Through collaborative planning and resource alignment, the district ensures that services are complementary, not duplicative, and effectively address the academic, behavior, social, and emotional needs of all learners.	

2025-2026 Title I, Part A LEA Program Plan

3. Challenging State Academic Standards ESSA Section 1112(a)(3)(B)

Challenging State Academic Standards

The LEA plan provides that schools served with Title I, Part A funds substantially help children served under Title I, Part A to meet the challenging State academic standards

The LEA ensures that Title I, Part A funds are used to provide targeted instructional support and evidence-based interventions that help students meet or exceed state academic standards. Title I campuses implement strategies such as differentiated instruction, small-group tutoring, extended learning opportunities (including after-school and summer programs), and access to high-quality instructional materials. Ongoing data analysis and progress monitoring guide instruction to ensure that all students, particularly those who are academically at risk, receive the support they need to succeed in core content areas.

4. Periodic Review and Revisions ESSA Section 1112(a)(5)

Periodic Review and Revisions

The LEA shall periodically review and, as necessary, revise the Title I, Part A Program Plan.

The LEA conducts regular reviews of the Title I, Part A Program Plan through campus site-based decision-making committees. These committees meet periodically to analyze both formative and summative data in alignment with district goals and objectives. During these meetings, members evaluate the effectiveness of each strategy implemented under the Title I plan. Based on data outcomes and alignment with student needs, the committee makes informed decisions on whether to continue, revise, or discontinue specific strategies. This ongoing process ensures the Title I program remains responsive, effective, and aligned with the district's continuous improvement efforts.

2025-2026 Title I, Part A LEA Program Plan

5. Statutorily Required Descriptions ESSA Section 1112(b)

<u>Number</u>	<u>Description</u>
<p><u>1 – How the LEA will monitor students’ progress in meeting the challenging State academic standards by: [Section 1112(b)(1)]–</u></p> <p><input type="checkbox"/> Developing and implementing a well-rounded program of instruction to meet the academic needs of all students</p> <p><input type="checkbox"/> Identifying students who may be at risk for academic failure</p> <p><input type="checkbox"/> Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards</p> <p><input type="checkbox"/> Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning</p>	<p>To ensure that all students meet the challenging State academic standards, the LEA implements a comprehensive and coordinated approach, with a strong focus on supporting students identified as at risk under TEC Section 29.081. These students, who meet one or more of thirteen criteria, are eligible to receive intensive, supplemental services designed to address their specific academic needs.</p> <p>Well-rounded instruction: The district offers a well-rounded curriculum that includes core academic content areas as well as enrichment courses such as fine arts, CTE, technology, and athletics. This approach ensures that students have access to rigorous instruction that meets diverse learning needs and promotes engagement and achievement across subjects.</p> <p>Identifying students at risk: The LEA uses multiple data sources—including state assessments, benchmark data, attendance, behavior records, readiness assessment and input from teachers and counselors—to identify students at risk. Students meeting criteria outlined in TEC 29.081 are identified for support, ensuring timely and targeted interventions.</p> <p>Additional educational assistance: At-risk students receive individualized academic interventions such as small-group instruction, tutoring, extended learning opportunities, credit recovery, and social-emotional support. These services are designed to close achievement gaps and support progress toward grade-level standards.</p> <p>Strengthening Instruction and School Conditions: The LEA continuously reviews instructional practices and learning environments to improve school climate and student outcomes. Strategies include professional development for teachers, use of evidence-based instructional materials, mentoring programs, and data-driven decision-making processes to adjust interventions as needed.</p> <p>Through this multi-tiered approach, the LEA ensures that all students, especially those identified as at risk, receive the resources</p>

2025-2026 Title I, Part A LEA Program Plan

	and support necessary to succeed academically and meet state standards.
<p>2 – <u>How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.</u> [Section 1112(b)(2)]–</p> <p><input type="checkbox"/> Low-income students</p> <p><input type="checkbox"/> Minority students</p>	<p>To ensure equity in access to high-quality instruction, the LEA actively monitors and addresses any disparities in the assignment of ineffective, inexperienced, or out-of-field teachers, particularly for low-income and minority students.</p> <p>Low-Income Students: The LEA uses staffing data and student demographic information to evaluate teacher assignments across campuses. If low-income students are found to be disproportionately taught by underqualified teachers, targeted recruitment, retention incentives, and strategic scheduling are implemented to ensure equitable access to effective educators. Title I funds may support professional development, coaching, and mentoring to strengthen instructional quality on high-needs campuses.</p> <p>Minority Students: Similarly, the LEA reviews teacher placement patterns to ensure that minority students are not being disproportionately served by less experienced or uncertified staff. When disparities are identified, the district takes corrective action by reassigning staff, enhancing support structures, and providing leadership development opportunities aimed at increasing teacher effectiveness in diverse classrooms.</p> <p>These efforts are part of the district’s broader equity strategy to promote inclusive, high-quality teaching and learning for all students. Regular data reviews, stakeholder feedback, and alignment with state equity plans guide continuous improvement in teacher assignment practices.</p>
<p>3 – <u>How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2).</u> [Section 1112(b)(3)]</p>	<p>Schools will identify areas for improvement based on the Texas Education Agency's (TEA) annual rankings of all Title I campuses, specifically using the <i>Closing the Gaps</i> scaled scores. The bottom five percent of Title I campuses, determined by rank-ordering scaled scores by school type, will be identified as requiring school improvement. These identifications occur at the beginning of each school year.</p> <p>Once identified, campuses must develop and publicly share their Targeted Improvement Plan (TIP). This transparency ensures that the community is informed of the campus's designation and the</p>

2025-2026 Title I, Part A LEA Program Plan

	<p>specific strategies being implemented to address and close achievement gaps.</p> <p>For campuses receiving comprehensive support, additional steps are required. Under the guidance of district administration, these campuses will conduct an Effective Schools Framework (ESF) Diagnostic to assess their improvement needs. They will also form a Campus Intervention Team and designate a District Coordinator of School Improvement (DCSI) to lead and monitor progress throughout the intervention process.</p>
<p><u>4 – The poverty criteria that will be used to select school attendance areas under Section 1113 (Within Allocations Procedures). [Section 1112(b)(4)]</u></p>	<p>The criteria used to determine poverty will be Children eligible for free and/or reduced-price lunches under the National School Lunch Act. Progreso ISD will utilize PEIMS snapshot data submitted in October to determine poverty percentages. Campus allocation of funds will be determined based on percentages of economically disadvantaged students enrolled per campus.</p>
<p><u>5 – The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. [Section 1112(b)(5)]–</u></p> <p><input type="checkbox"/> For children living in local institutions for neglected or delinquent children, and</p> <p><input type="checkbox"/> For neglected and delinquent children in community day school programs</p>	<p>Under Schoolwide (Section 1114), the Progreso ISD ensures that neglected and delinquent children receive high-quality, equitable educational services tailored to their unique needs.</p> <p>For children living in local institutions for neglected or delinquent youth: Instructional programs emphasize core academic subjects, literacy intervention, and social-emotional learning. Additional supports may include counseling, credit recovery, mentoring, and transition planning to help students reintegrate into traditional school settings or postsecondary opportunities.</p> <p>For neglected and delinquent children in community day school programs: Services include individualized instruction, small-group interventions, behavioral supports, and access to technology and instructional materials. Collaboration with community partners helps address wraparound needs such as mental health, attendance, and reengagement in education.</p> <p>All programs are designed to align with state academic standards and support long-term academic success, reentry into school systems, and reduction in recidivism.</p>

2025-2026 Title I, Part A LEA Program Plan

<p><u>6 – The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act.</u> [Section 1112(b)(6)]</p>	<p>Progreso ISD provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth in alignment with the McKinney-Vento Homeless Assistance Act. Services include immediate enrollment regardless of documentation, transportation assistance to ensure school stability, access to free school meals, and the provision of school supplies and uniforms when needed.</p> <p>The district’s McKinney-Vento liaison works closely with campus staff, community agencies, and families to identify eligible students and remove barriers to learning. Additional academic support, such as tutoring, counseling, and after-school programs, is coordinated with Title I services to help homeless students stay on track academically and emotionally.</p> <p>These efforts aim to create a stable and supportive educational environment for every student experiencing homelessness.</p>
<p><u>7 – The strategies the LEA will use to implement effective parent and family engagement (PFE) under Section 1116.</u> [Section 1112(b)(7)]</p>	<p>Progreso ISD implements a variety of strategies to foster meaningful parent and family engagement in accordance with Section 1116. These include hosting annual Title I meetings, parent-teacher conferences, and academic workshops to inform families about curriculum, assessment results, and ways they can support learning at home.</p> <p>The district also provides regular communication in families’ home languages, uses digital tools to keep parents informed, and offers training for staff on building effective school-family partnerships. Parents are actively involved in the development of campus and district improvement plans, and their input is gathered through surveys, focus groups, and advisory committees.</p> <p>By creating a welcoming environment and building two-way communication, Progreso ISD strengthens trust and collaboration between schools and families to support student achievement and school improvement.</p>

2025-2026 Title I, Part A LEA Program Plan

<p><u>8 – If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. [Section 1112(b)(8)]</u></p>	<p>Progreso ISD supports, coordinates, and integrates Title I, Part A services with early childhood education programs to ensure a smooth and successful transition into elementary school. The district aligns Pre-K instructional practices, shares student data, and ensures developmental readiness to support a smooth transition into early elementary grades.</p> <p>Transition plans include activities such as joint parent meetings, campus visits for incoming students, and professional learning for early childhood and kindergarten teachers to align expectations and instructional approaches. Title I funds may be used to provide family engagement resources, early literacy support, and school readiness materials that bridge learning from early childhood programs to elementary settings.</p> <p>These coordinated efforts help build strong foundations in literacy, numeracy, and social-emotional development, setting students up for long-term academic success.</p>
<p><u>9 – How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A. [Section 1112(b)(9)]</u></p>	<p>In schools operating a Targeted Assistance program under Section 1115, Progreso ISD ensures that the process for identifying eligible children most in need of Title I, Part A services is collaborative and data-driven. Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, review multiple academic indicators to determine student eligibility.</p> <p>Criteria may include state assessment results, benchmark scores, classroom performance, teacher recommendations, and input from student support teams. The focus is on identifying students who are failing, or most at risk of failing, to meet the state’s academic standards—particularly in reading and mathematics.</p> <p>This inclusive, team-based approach ensures that services are directed to the students with the greatest academic needs, while maintaining transparency and alignment with the overall goals of the campus and district.</p>

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<p><u>10 – How the LEA will implement strategies to facilitate effective transitions from middle grades to high school and from high school to postsecondary education including, if applicable. [Section 1112(b)(10)]</u></p> <p><input type="checkbox"/> Coordination with institutions of higher education, employers, and other local partners; and</p> <p><input type="checkbox"/> Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.</p>	<p>Progreso ISD is committed to supporting smooth and effective transitions for students as they move from middle school to high school and from high school to postsecondary education or career pathways.</p> <p>Middle to High School Transition: The district implements orientation programs, academic advising, and career exploration activities beginning in middle school. Students receive guidance in developing four-year graduation plans aligned with their interests and career goals.</p> <p>High School to Postsecondary Transition: Progreso ISD collaborates with local colleges, employers, and workforce development partners to offer early college high school, dual credit, and concurrent enrollment opportunities. Career counseling services help students identify their strengths, explore college and career pathways, and access resources such as FAFSA support, college application workshops, and internships.</p> <p>These coordinated efforts ensure students are academically prepared, career-aware, and supported in pursuing their next steps beyond high school.</p>
<p><u>11 – How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. [Section 1112(b)(11)]</u></p>	<p>Progreso ISD is committed to fostering safe, inclusive, and supportive learning environments by reducing the overuse of disciplinary practices that remove students from the classroom. The district monitors discipline data—disaggregated by student subgroups such as race/ethnicity, disability status, economic disadvantage, and English learner status—to identify campuses with disproportionately high discipline rates.</p> <p>In response, the district provides targeted support, which may include professional development in restorative practices, culturally responsive teaching, and positive behavior interventions and supports (PBIS). Campuses are also encouraged to implement alternative discipline strategies such as behavior contracts, peer mediation, and social-emotional learning programs.</p>

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<p><u>12 – If applicable, how the LEA will support programs that coordinate and integrate. [Section 1112(b)(12)]</u></p> <p><input type="checkbox"/> Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</p> <p><input type="checkbox"/> Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.</p>	<p>Progreso ISD supports programs that coordinate and integrate academic and career and technical education (CTE) content through aligned instructional strategies. Teachers incorporate hands-on and experiential learning opportunities that connect classroom instruction to real-world applications, with an emphasis on developing the skills necessary for success in high-demand occupations and industries across Texas.</p> <p>The district also promotes work-based learning opportunities by partnering with local businesses, industry professionals, and higher education institutions. These partnerships provide students with internships, job-shadowing experiences, and career exploration activities that foster in-depth interaction with professionals in the field. When appropriate, students may also earn academic credit through these opportunities, supporting both college and career readiness.</p>
<p><u>13 – Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will: [Section 1112(b)(13)]</u></p> <p><input type="checkbox"/> Assist schools in identifying and serving gifted and talented students; and</p> <p><input type="checkbox"/> Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</p>	<p>Progreso ISD is committed to using Title I, Part A funds to supplement core instructional programs and extend learning opportunities for all students, including those identified as gifted and talented.</p> <p>Supplemental Support for Gifted and Talented Students: While core GT services are funded through state GT allocations, Title I funds may be used to enhance enrichment opportunities for GT students in Title I campuses. Examples include extended day or summer enrichment programs, advanced instructional technology, or interdisciplinary project-based learning activities that deepen critical thinking and creativity in core academic areas.</p> <p>School Library Programs and Digital Literacy: Progreso ISD also supports the development of effective school library programs by integrating digital literacy and research skills into daily instruction. Title I funds may provide supplemental access to digital tools, literacy software, and professional development for library staff, helping students build the skills needed for academic achievement in a digital world.</p> <p>These supplemental initiatives align with the district’s commitment to equity and excellence, ensuring that all students—including advanced learners—benefit from enriched academic experiences.</p>

2025-2026 Title I, Part A LEA Program Plan

6. LEA Assurances ESSA Section 1112(c)(1-7)

<u>ESSA Assurance</u>	<u>LEA Assurance</u>
Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children. [Section 1112(c)(1)]	Progreso ISD assures that all migratory and formerly migratory children who are eligible to receive services under Title I, Part A will be selected to receive those services on the same basis as other children. The district is committed to ensuring equity in educational opportunities and will not discriminate in service provision based on migratory status. All instructional supports, interventions, and supplemental services funded through Title I will be made available to eligible migratory students in accordance with federal guidelines and identified academic needs.
Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials. Section 1112(c)(2)	Progreso ISD assures that it will provide equitable services to eligible children attending private schools in accordance with Section 1117 of Every Student Succeeds Act (ESSA). The district will engage in timely and meaningful consultation with private school officials to plan, design, and implement services that meet the needs of eligible private school students, their teachers, and their families. These services will be comparable to those provided to public school students under Title I, Part A and will be delivered in a secular, neutral, and non-ideological manner, as required by law.
Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8. [Section 1112(c)(3)]	Progreso ISD assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics at grades 4 and 8, as required under Section 1112(c)(3) of the Every Student Succeeds Act (ESSA). The district is committed to supporting national efforts to measure and improve academic achievement and will comply with all administration and reporting requirements associated with NAEP participation.
Coordinate and integrate services with other services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation. [Section 1112(c)(4)]	Progreso ISD assures that it will coordinate and integrate Title I, Part A services with other educational services provided to English learners, children with disabilities, migratory children, American Indian, Alaska Native, Native Hawaiian children, and homeless students. The district is committed to increasing program effectiveness, eliminating duplication of services, and reducing fragmentation. Through collaborative planning, shared data systems, and cross-departmental communication, Progreso ISD ensures that students receive comprehensive and cohesive support tailored to their academic and social-emotional needs.

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<p>Collaborate with State or local child welfare agency to [Section 1112(c)(5)]</p> <p><input type="checkbox"/> Designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA; and</p> <p><input type="checkbox"/> Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)</p> <p><input type="checkbox"/> Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].</p> <p><input type="checkbox"/> For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act. [Section 1112(c)(7)]</p>	<p>Progreso ISD assures compliance with Sections 1112(c)(5), (6), and (7) of the Every Student Succeeds Act (ESSA) as follows:</p> <ul style="list-style-type: none">• The district will collaborate with the appropriate state or local child welfare agency. If notified in writing that a point of contact has been designated, Progreso ISD will assign a corresponding point of contact to facilitate coordination of services for children in foster care.• The district will develop and implement clear, written procedures for providing, arranging, and funding transportation to ensure that children in foster care can remain in their school of origin, when it is determined to be in their best interest, for the duration of their time in care.• Progreso ISD ensures that all teachers and paraprofessionals working in Title I, Part A-supported programs meet applicable state certification and licensure requirements, maintaining instructional quality and compliance with state standards.• For any early childhood education services supported by Title I, Part A funds, the district will ensure compliance with the performance standards of the Head Start Act to promote school readiness and high-quality early learning experiences for eligible children. <p>These assurances reflect Progreso ISD’s commitment to educational equity, program integrity, and cross-agency collaboration.</p>
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Progreso Independent School District

Family and Community Engagement Policy

FACE

Poliza de Participación Familiar y Comunitaria
2025–2026



Red Ants

Revised Date: Monday, September 29 @ 5:30 pm &

Revised Date: Tuesday, September 25 @ 10:00 am

Learning Knows No Bounds

What is It?

Progreso ISD is committed to our vision: Every student matters and serves a purpose. We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A State Program. This program provides funding for low socioeconomic schools. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education

Expectations & Objectives

The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:

- Effective two-way communication between school and home which is linked to a higher completion rate on homework, better attention during instructional tasks, increased participation by all parties, and improved interactions and relationships between parents, teachers, and students.
 - If a child's parents are more involved in school experiences, the child is more likely to have higher grades, improved behavior, better attendance, higher social skills, and adaption.
 - Learning together leads to better school and home life.
 - Being a life-long learner can prevent some health issues that often occur later in life
- Progreso ISD will:
- ❖ In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parent with disabilities, and parents of migratory children, including providing information and school reports required under section 1116 of the ESSA in an understandable and uniform and including alternative formats upon request and, to the extent practicable, in language parents understand.
 - ❖ The district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
 - ❖ The district will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
 - ❖ The district will provide other reasonable support for parental involvement activities under section 1116 of the ESSA as the parents may request.
 - ❖ The district will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring
 - (A) that parents play an integral role in assisting their child's learning;
 - (B) that parents are encouraged to be actively involved in their child's education at school;
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - (D) the carrying out of other activities, such as those described in section 1116 of the ESSA.



Progreso ISD Parent & Family Engagement (PFE) Program
2025-2026 ESSA 1116 (a)(2)

Activity/Strategy	Evaluation
<p>The PFE policy of Progreso ISD will involve parents in the joint development of the Schoolwide Plan (District Improvement Plan) and, if necessary, the School Improvement Plan. ESSA 1116 (A)(2)(A)</p> <p>The Progreso ISD district policy will be developed with parent committees, evaluated and distributed, annually.</p> <p>Policy will be distributed/posted annually on district website, distributed at district student registration, campus/district website, student handbook, parent sessions, title 1 meetings.</p> <p>The district and campus, parent and family engagement policy jointly developed with and agreed on with parents. ESSA 1116 (b)(1)</p> <p>Progreso ISD, with the meaningful involvement of parents, the LEA will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools. ESSA 1116 ((a)(2)(D)</p> <p>Parents will be encouraged to join campus and district advisory committees and SBDM committees to address the needs of the district and campus, & Promote the participation of parents/volunteers at the Campus Parent Center where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements. Provide supplemental assistance to Campus Parent Center. Parent Educators shall provide Educational-related services to parents and families of Title I students. ESSA 1116 (A)(2)(A)</p> <p>Progreso ISD shall jointly develop with, and distribute to, parents and family members of participating children a written parent family engagement policy, agreed upon by parents, that shall describe the means for carrying out the requirements of ESSA Section 1116(b)(1)</p> <ul style="list-style-type: none"> ❖ Progreso ISD Parental Policy will be evaluated, developed, and distributed to parents/families annually via: <ul style="list-style-type: none"> ➤ District website ➤ Provided at student Registration ➤ At Title 1 meetings ➤ District/Campus Community Engagement Events 	<p>Promote & Conduct an annual Title I meeting in the Fall & Spring district wide.</p> <p>The meetings should include an invitation, a sign in sheet, an agenda, and meeting minutes as documentation of the presentation. The Title 1 presentation will be repeated, same meeting at 2 different times two different days, for the flexibility of our parents and community.</p> <p>Formative - Review district and campus documentation of attendance/participation in meetings for annual updates to include:</p> <p>invitations to parents/families to attend the meeting, sign in sheets for meeting including name title/position, agendas, resource information, and meeting minutes. Review & Document methods used to distribute policies.</p>
<p>Progreso ISD will hold an annual Title 1 meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, same meeting at different days and different times, so that as many parents as possible are able to attend. Title 1 meetings will be offered in the Fall and Spring. The school will invite all parents & parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by: Section 1116(c)(1) (2)</p> <ul style="list-style-type: none"> ➤ <i>Title 1 Parent Session in the fall & spring using informative video and PowerPoint presentations.</i> ➤ <i>Information sent out in District Events and</i> ➤ <i>Information available during District Sessions</i> <ul style="list-style-type: none"> ❖ Progreso Early Childhood will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated annually to meet the changing needs of parents and the school. Section 1116(b)(1) <p>Create a Parent Committee on which parents will be included. This plan will plan, develop, evaluate, and revise support and school improvement plans.</p> <ul style="list-style-type: none"> ➤ Hold regular meetings where the Parent committee will seek input of families, community members and educators. ➤ Distribute the PFE Policy, this document, to parents and the communities by: ➤ Posting it on our district website, and keeping it up to date ➤ Distributing printed copies to all the local churches, restaurants, and other businesses ➤ Distributing printed copies at school events ➤ Distributing printed copies at the school's annual meetings 	<p>Promote the participation of parents/volunteers at the Campus Parent Center where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements.</p> <p>Provide supplemental assistance to Campus Parent Center. Parent Educators shall provide Educational-related services to parents and families of Title I students</p>

<p>Provide district-wide parental involvement sessions for parents, families, and the community. Sessions will focus on academic, enrichment, college/career, health/wellness, social services, entrepreneurial sessions, TDA Nutritional Standards, Computer sessions and family support services. Incorporate Practical Parent Education Products and services in the Family and Community Engagement Department.</p> <p><i>ESSA 1116 (a)(2)(B)</i></p> <ul style="list-style-type: none"> ➤ Promote Adult/Continued Education activities for parents/families, and the community that include ➤ GED, ➤ ESL, ➤ Citizenship Class, ➤ basic Computer classes, ➤ Entrepreneurial skills sessions. ➤ Health/Wellness/Exercise <p>Progreso ISD will create partnerships that provide these programs to increase literacy & Training Skills in the community.</p> <p>Progreso ISD will coordinate and integrate parental engagement strategies will coordinate and integrate parental engagement strategies, to the extent feasible and appropriate, with relevant Federal, State, and local laws and programs ESSA 1116 (a)(2)(C)</p>	<p>Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities.</p>
<p>Establish procedures for disseminating information, news, and district updates for parents, families, and the community. Follow district protocols directed by the District Administrators. <i>ESSA 1116 e (2)</i></p> <p>Progreso ISD will initiate phone calls, home visits, school web site and utilize the SCHOOL MESSENGER phone System. To communicate and provide information to parents, families, and the community about activities, events, and special Information related to their PISD students. Other traditional methods of communication will be used by the parental staff including flyers, handouts, brochures, and other paper documentation.</p>	
<p>Progreso ISD to the extent feasible and appropriate, will coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers.</p> <p><i>ESSA 1116 (a)(2)(C) and (e)(4)</i></p> <p>The District Parental Involvement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of student's in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.</p> <p>The district will provide student, parent, and family support services for Progreso ISD students that are determined at-risk to include discipline/behavior, attendance/truancy, economically disadvantaged, and academically challenged.</p> <p>The Parental Involvement Department Staff will attend staff development and trainings within the district, within the Region One ESC area, and Title I Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover McKinney Vento Homeless, with Parental/Attendance, and Dropout Prevention may also be included as possible staff development.</p>	
<p>Progreso ISD will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand.</p> <p><i>ESSA 1116 (e)(5)</i></p> <p><i>Progreso ISD will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/families can understand: ESSA Section 1116(b)(1)</i></p> <ul style="list-style-type: none"> ➤ Region 16 newsletters in English and Spanish post on web page ➤ District flyers in English and Spanish ➤ District webpage in English and Spanish ➤ School Messenger in English and Spanish ➤ PFE Policy (In English & Spanish) <p>Progreso ISD will provide such other reasonable support for parental engagement activities under this section as parents may request.</p> <p><i>ESSA 1116 (e)(14)</i></p>	

Progreso ISD will educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

ESSA 1116 (e)(3)

- *Promote: Early Childhood, Elementary, Middle School, High School and Early College. Education activities with parents and families such as Academic Nights, seasonal fairs, school day picnics or luncheons, college/career days, community-based projects and weekend events that build family bonding and engagement.*
- *Coordinate monthly community events. (Back to School Bash, Halloween Fair (Trunk o' Treat), Winter Festival, Spring Festival)*
- *Promote High School and Middle School*
- *Education activities for parents and families that include college/career awareness, advanced academics, dropout prevention. Also, activities that provide social issues*
- *and mental health awareness for secondary students.*

Promote Post-Secondary Education Activities for parents and families that include college/university fairs, career planning, financial aid workshops, military careers, and exposure of other trends.

The Progreso ISD district policy will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools to plan and implement effective parent engagement activities to improve student academic achievement and school performance. *ESSA 1116 (a)(2)(B)*

Progreso ISD will train parents to enhance the engagement of other parents.

ESSA Section 1116 (e)(9)

- *Promote Adult/Continued Education activities for parents/families, and the community that include*
- *GED,*
- *ESL,*
- *Citizenship Class,*
- *basic Computer classes,*
- *Entrepreneurial skills sessions.*
- *Health/Wellness/Exercise*
- *Provide district level parenting classes for parents and families of Title I schools using a researched-based program or curriculum*
- *(ex.-PRACTICAL PARENTING EDUCATION)*

Progreso will address in the district policy the annual evaluation that will identify barriers for greater participation by parents/families in activities that include parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Identify needs of parents/families to assist with the learning of their children; identify strategies to support successful school and family interactions *ESSA 1116 (a)(2)(D)(i-iii)*



Progreso ISD will provide materials and training to help parents to work with their children to improve their children's achievement, such as in literacy and technology. *ESSA 1116 e (2)*

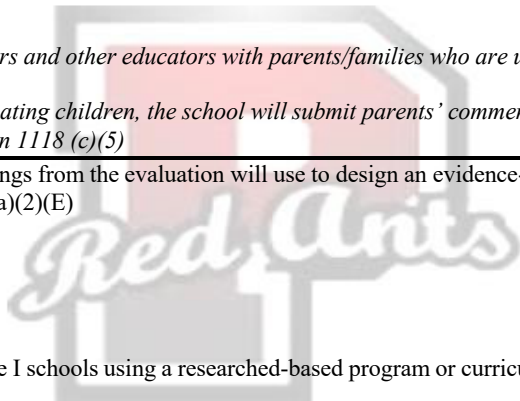

Promote parent and community presentations and disseminating information including local, state, federal assessment results in an appropriate timeframe, convenient location and accessible language.

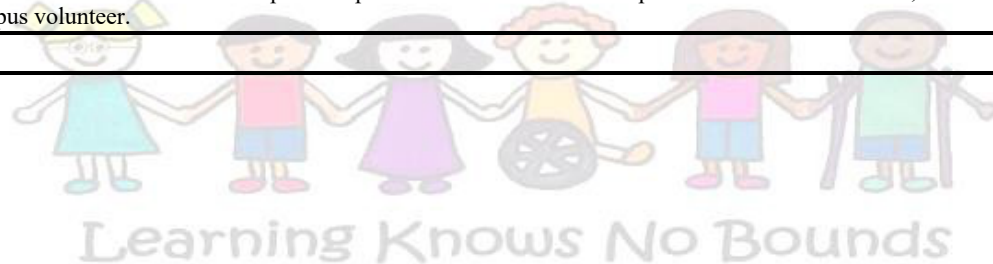
ESSA 1116 (e)(2)

- *the campus will provide state's academic content standards,*
- *information on the state's student academic achievement standards*
- *information on how to access students state achievement scores,*
- *the campuses will provide state and local academic assessments including alternate assessments,*
- *the requirements of Part A,*
- *Information on how to monitor their child's progress, and*
- *how to work with educators:*
- *Each grade level will address parents at Open House at the campus level*
- *PowerPoint presentation including Title I Information will be presented to parents in Spring & Fall*
- *Parent conferences*
- *Teacher, campus newsletters*
- *Title I meetings*
- *Promote Adult/Continued Education activities for parents, families, and the community that include GED, ESL, Citizenship Class, basic Computer classes, Entrepreneurial skills sessions.*
- *Health/Wellness/Exercise and other work skill or trade skills. Create partnerships that provide these programs to increase literacy & Training Skills in the community.*

Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, PSAT and SAT/ACT testing information. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions

<p>Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. <i>ESSA 1116 (a)(2)(B)</i></p> <p>Promote sessions to discuss and educate parents/families on the curriculum standards used by PISD including state TEKS, LPAC, TEKS Resource System, TCLAS and DMAC for data analysis. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions. <i>ESSA 1116 (e)(2)</i></p>	
<p>Progreso ISD will develop appropriate roles for community-based organizations and businesses in parental engagement activities. <i>ESSA 1116 (e) (13)</i></p>	
<p>Progreso ISD has procedures for disseminating information, news, and district updates for parents, families, and the community. Follow district protocols directed by the District Administrators. <i>ESSA 1116 e (2)</i></p> <p>Make personal phone calls, home visits, school web site and utilize the SCHOOL MESSENGER phone System. To communicate and provide information to parents, families, and the community about activities, events, and special Information related to their PISD students. Other traditional methods of communication will be used by the parental staff including flyers, handouts, brochures, and other session documentation.</p>	
<p>Progreso ISD will coordinate with campus to provide materials and training to help parents to work with their children to improve their children's achievement, such as in literacy and technology. <i>ESSA 1116 e (2)</i></p> <ul style="list-style-type: none"> ➤ <i>Strategies for Reading</i> ➤ <i>Family Reading Night/Reading Logs</i> ➤ <i>Information on our Reading Language & Literacy Software</i> ➤ <i>Phonemic Awareness Make & Take Session/Resources for parents</i> <p>Progreso will address in the district policy the annual evaluation that will identify barriers for greater participation by parents/families in activities that include parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Identify needs of parents/families to assist with the learning of their children; identify strategies to support successful school and family interactions <i>ESSA 1116 (a)(2)(D)(i-iii)</i></p>	
<p>Progreso ISD will coordinate with campuses and promote parent and community presentations and disseminating information including local, state, federal assessment results in an appropriate timeframe, convenient location and accessible language. <i>ESSA 1116 (e)(2)</i></p> <ul style="list-style-type: none"> ➤ <i>the state's academic content standards, English and Spanish</i> ➤ <i>the state's student academic achievement standards, English and Spanish</i> ➤ <i>the state and local academic assessments including alternate assessments,</i> ➤ <i>the requirements of Part A, English and Spanish</i> ➤ <i>how to monitor their child's progress, and English and Spanish</i> ➤ <i>how to work with educators: English and Spanish</i> ➤ <i>Each grade level will address parents at Open House English and Spanish</i> ➤ <i>PowerPoint presentation including Title I Information will be presented to parents in Spring & Fall English and Spanish</i> ➤ <i>Parent conferences English and Spanish</i> ➤ <i>Teacher, campus newsletters English and Spanish</i> <p>Progreso will address in the district policy the annual evaluation that will identify barriers for greater participation by parents/families in activities that include parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Identify needs of parents/families to assist with the learning of their children; identify strategies to support successful school and family interactions <i>ESSA 1116 (a)(2)(D)(i-iii)</i></p>	
<p>Progreso ISD will develop appropriate roles for community-based organizations and businesses in parental engagement activities. <i>ESSA 1116 (e)(13)</i></p>	
<p>Progreso ISD will involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training to build capacity across the district. <i>ESSA 1116 (e)(6)</i></p> <p><i>Progreso ISD will at the request of parents/families, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The district will respond to any such suggestions as soon as possible by:</i></p> <p><input type="checkbox"/> <i>Coordinate with campus -Teacher/parent conferences</i></p>	

<div>□ Additional school improvement meetings</div> <div>□ Provide dates and times on Progress Reports conducted every six weeks</div> <div>Progreso ISD will arrange school meetings at a variety of times between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental engagement and participation. ESSA 1116 (e) (10)</div> <div>❖ If the school wide program plan is not satisfactory to the parents of participating children, the school will submit parents' comments on the plan to the LEA and revise the plan as advised by the PHS/EC campus, Title 1 Parent and Family Engagement Program Administrator. Section 1118 (c)(5)</div>	
<div>Progreso ISD and Progreso ISD campuses will review, revise and evaluate findings from the evaluation will use to design an evidence-based strategy for more effective parental engagement strategies. Revise policy if needed. ESSA 1116 (a)(2)(E)</div> <div><div>➤ Parent Surveys</div><div>➤ Student surveys</div><div>➤ Staff surveys</div><div>➤ Family surveys</div><div>➤ Community surveys</div><div>➤ Provide district level parenting classes for parents and families of Title I schools using a researched-based program or curriculum (ex.-PRACTICAL PARENTING EDUCATION)</div></div> <div>Progreso will address in the district policy the annual evaluation that will identify barriers for greater participation by parents/families in activities that include parents/families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. Identify needs of parents/families to assist with the learning of their children; identify strategies to support successful school and family interactions</div> <div>ESSA 1116 (a)(2)(D)(i-iii)</div>	<div></div> <div></div>
<div>Progreso ISD will promote & engage parents in the activities of the schools, which may include establishing a parent advisory council ESSA 1116 (a)(2)(F)</div> <div><div>➤ Actively invite and recruit parents to participate in decision-making committees.</div><div>➤ Also, in the Parent Advisory Council for Migrant Education</div><div>➤ Title I Programs,</div><div>➤ SPED Education</div><div>➤ Bilingual Education including serving as a member of LPAC.</div></div>	<div>Publicity and invitation to parents about events</div> <div>Agendas for meetings and programs</div> <div>Sign-in sheets at meetings and training events including name and position/title</div> <div>Minutes of meetings or record of training event</div> <div>Letters, newsletters, and other print info</div> <div>E-mail and electronic files</div> <div>Telephone logs</div> <div>Records of home visits</div>
<div>Progreso ISD will coordinate and promote actions to involve parents in an organized, ongoing, and timely way in planning, the process of school review and improvement of programs under the joint development of the school wide program plan. ESSA section 1116 (c)(3):</div> <div><div>➤ Title 1 meetings</div><div>➤ Teachers will meet with parents on Meet the Teacher Night.</div><div>➤ Academic Night to review individual students' progress on a 3-week basis.</div><div>➤ During distance learning using different tools such as Class Dojo, Google Classroom, Remind, Facebook page</div><div>➤ Academic meetings with each of their parents to review the school parent compact.</div><div>➤ Progress Report Card nights will be conducted to discuss students' academic progress</div></div>	<div>Recruit parents and community members to participate in Student and Community Engagement Evaluation Committee for both the district level and at the campus level. They will assist with reviewing academic criteria.</div>
<div>Progreso ISD will provide opportunities for parents to be involved within the campuses as parent volunteers. How to help/volunteer in the classroom, contact Campus Administration or the District Parent department at 956-565-3002 to become a campus volunteer.</div>	



PROGRESO ISD WILL:

Progreso ISD will educate teachers, specialized instruction support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school.

ESSA 1116 (e)(3)

Progreso ISD to the extent feasible and appropriate, will coordinate and integrate parent engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities such as parent resource centers.

ESSA 1116 (a)(2)(C) and (e)(4)

Progreso ISD will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand.

ESSA 1116 (e)(5)

Progreso ISD will provide such other reasonable support for parental engagement activities under this section as parents may request. ESSA 1116 (e)(14)

Progreso ISD will involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training to build capacity across the district.

ESSA 1116 (e)(6)

Progreso ISD will train parents to enhance the engagement of other parents.

ESSA Section 1116 (e)(9)

Progreso ISD will arrange school meetings at a variety of times between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental engagement and participation.

ESSA 1116 (e)(10)

Progreso ISD will develop appropriate roles for community-based organizations and businesses in parental engagement activities.

ESSA 1116 (e)(13)

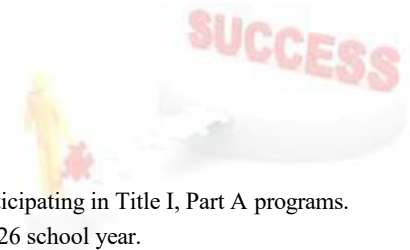
- Promote the participation of parents/volunteers at the Campus Parent Center where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements.
- Provide supplemental assistance to Campus Parent Center. Parent Educators shall provide Educational-related services to parents and families of Title I students.
- Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD
- Provide district-wide parental involvement sessions for parents, families, and the community. Sessions will focus on academic, enrichment, college/career, health/wellness, social services, entrepreneurial sessions, TDA Nutritional Standards, and family support services. Incorporate Practical Parent Education Products and services in the Family and Community Engagement Department
- Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities
- Provide district level parenting classes for parents and families of Title I schools using a researched-based program or curriculum (ex.-PRACTICAL PARENTING EDUCATION).
- Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, testing information. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions
- Promote sessions to discuss and educate parents/families on the curriculum standards
- used by PISD including state TEKS, LPAC, TEKS Resource System, TCLAS and DMAC for data analysis. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions
- Promote parent and community presentations and disseminating information including local, state, federal assessment results in an appropriate timeframe, convenient location and accessible language.
- Establish procedures for disseminating information, news, and district updates for parents, families, and the community. Follow
- district protocols directed by the District Administrators.
- Actively invite and recruit parents to
- participate in decision-making committees.
- Promote and coordinate In the Parent Advisory Council for Migrant Education*Title I PART A Program, *McKinney-Vento Homeless Assistant Act, SPED, Bilingual Education
- Professional development will be conducted for staff on Title I Part A, Title I-Part C McKinney Vento, Human Trafficking, In the Beginning of year Staff Development
- Recruit parents and community members to participate on the Student and Community Engagement Evaluation Committee for both the district level and at the campus level.
- Promote Early Childhood Education programs for parents and families with preschool children. These programs include Migrant-A Bright Beginning, Special Education, SPED, Bilingual Education, Elementary Campuses PK program, Head Start. HEB Pre Elementary Program.
- Promote: Early Childhood, Elementary, Middle School, High School and Early College. Education activities with parents and families such as Academic Nights, seasonal fairs, school day picnics

or luncheons, college/career days, community-based projects and weekend events that build family bonding and engagement.

- Coordinate monthly community events. (Back to School Bash, Halloween Fair (Trunk o' Treat), Winter Festival, Spring Festival)
- Promote High School and Middle School Education activities for parents and families that include college/career awareness, advanced academics, dropout prevention. Also, activities that provide social issues and mental health awareness for secondary students
- Promote Post-Secondary Education Activities for parents and families that include college/university fairs, career planning, financial aid workshops, military careers, and exposure of other trends.
- Promote Adult/Continued Education activities for parents, families, and the community that include GED, ESL, Citizenship Class, basic Computer classes, Entrepreneurial skills sessions.
- Health/Wellness/Exercise and other work skill or trade skills. Create partnerships that provide these programs to increase literacy & Training Skills in the community.
- The District Parental Involvement Department Staff will coordinate district-wide meetings and activities that will promote the participation of parents/families of student's in special education, migrant, bilingual, foster care, gifted and talented, and CTE programs. Additionally, the department staff will provide, at the campus parent centers, sessions that will to bring awareness of all services available through the special education, migrant, bilingual, foster care, gifted and talented, and CTE programs.
- The district will provide student, parent, and family support services for Progreso ISD students that are determined at-risk to include discipline/behavior, attendance/truancy, economically disadvantaged, and academically challenged
- The Parental Involvement Department Staff will attend staff development and trainings within the district, within the Region One ESC area, and Title I Statewide Conferences and Sessions. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for staff. Also, state conferences that cover McKinney Vento Homeless, with Parental/Attendance, and Dropout Prevention may also be included as possible staff development.
- The Parental Involvement Department Staff will encourage and promote trainings within the district, within the Region One ESC area, and Title I Statewide Conferences and Sessions that target parents and families of students. Local and Rio Grande Valley trainings that have no cost or very low minimal fees will be encouraged for parents and family members. Parents and center volunteers will receive information on Title I State Conferences that they may be interested in attending.
- Create a Parent Advisory Board on which parents will be included. This board will plan, develop, evaluate, and revise support and school improvement plans.
- Hold regular meetings where the Parent Advisory Board will seek input of families, community members and educators.
- Distribute the PFE Policy, this document, to parents and the communities by:
 - Posting it on our district website, and keeping it up to date
 - Distributing printed copies to all the local churches, restaurants, and other businesses
 - Distributing printed copies at all the school's annual meetings
 - Have a representative at every school's annual Title I meeting
 - Have a representative at every school PFE event
 - Per request, provide the qualifications of a child's teacher
- Conduct evaluations of every PFE event at each school, collect that data, and give a report that school
- Assist schools in the evaluation and revision of their PFE policy and school-parent compact
- Evaluate the District Parent and Family Program and its policy throughout the year and revise it as needed
- Provide training to every district employee on the most effective PFE strategies



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Progreso ISD Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was reviewed and revised on September 25, 2025 and will be in effect for the 2025-2026 school year.

Maria G. Rocha

Family and Community Engagement-Migrant District Coordinator

September 29, 2025

Date



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Progreso ISD

Póliza de participación de padres y familias en el campus 2025-2026

¿Qué es?

Progreso ISD está comprometido con nuestra visión: cada estudiante importa y tiene un propósito. Nos esforzamos por brindar educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. Una forma de continuar haciendo esto es participando en el Programa Estatal Título I, Parte A. Este programa proporciona financiación para escuelas de nivel socioeconómico bajo. A cambio, prometemos cumplir con las expectativas que nos han trazado la Agencia de Educación de Texas y el Departamento de Educación de los Estados Unidos.

Expectativas y objetivos

La expectativa de nuestro Programa PFE es fomentar la comunicación y la toma de decisiones con los padres sobre el desempeño de los estudiantes y apoyar el aprendizaje de manera colaborativa. Nuestros objetivos son:

- Comunicación bidireccional efectiva entre la escuela y el hogar que está vinculada a una mayor tasa de finalización de tareas, mejor atención durante las tareas de instrucción, mayor participación de todas las partes y mejores interacciones y relaciones entre padres, maestros y estudiantes.
- Si los padres de un niño están más involucrados en las experiencias escolares, es más probable que el niño obtenga calificaciones más altas, mejor comportamiento, mejor asistencia, mayores habilidades sociales y adaptación.
- Aprender juntos conduce a una mejor vida escolar y familiar.
- Ser un aprendiz permanente puede prevenir algunos problemas de salud que a menudo ocurren más adelante en la vida.

Progreso ISD:

- ❖ Al llevar a cabo los requisitos de participación de los padres del Título I, Parte A, en la medida de lo posible, la escuela brindará oportunidades completas para la participación de los padres con dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluido el suministro de información y informes escolares requeridos bajo la sección 1116 de la ESSA en un formato comprensible y uniforme e incluyendo formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres comprendan.
 - ❖ El distrito involucrará a los padres de los niños atendidos en escuelas de Título I, Parte A en las decisiones sobre cómo se gasta el 1 por ciento de los fondos del Título I, Parte A reservados para la participación de los padres, y garantizará que no menos del 95 por ciento del 1 El porcentaje reservado va directamente a las escuelas.
 - ❖ El distrito desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, a fin de garantizar una participación efectiva de los padres y apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.
 - ❖ El distrito brindará otro apoyo razonable para las actividades de participación de los padres según la sección 1116 de la ESSA, según lo soliciten los padres.
 - ❖ El distrito se regirá por la siguiente definición estatutaria de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:
 - Participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo garantizar
- (A) que los padres desempeñan un papel integral en ayudar al aprendizaje de sus hijos;
- (B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;
- (C) que los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;
- (D) la realización de otras actividades, tales como las descritas en el artículo 1116 de la ESSA

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Progreso ISD
Póliza de participación de padres' y familias en el
campus 2025-2026
Programa de participación de padres y familias de Progreso ISD (PFE)
2025-2026 ESSA 1116 (a)(2)

Activity/Strategy	Evaluation
<p>La póliza PFE de Progreso ISD involucrará a los padres en el desarrollo conjunto del Plan Escolar (Plan de Mejoramiento del Distrito) y, si es necesario, el Plan de Mejoramiento Escolar. ESSA 1116 (A)(2)(A)</p> <ul style="list-style-type: none"> ➤ La póliza del distrito de Progreso ISD se desarrollará con los comités de padres, se evaluará y se distribuirá anualmente. ➤ La póliza se distribuirá/publicará anualmente en el sitio web del distrito, en el registro de estudiantes del distrito, en el sitio web del campus/distrito, en el manual del estudiante, en las sesiones de padre's y en las reuniones de Título 1. ➤ La póliza de participación de padres y familias del distrito y la escuela se desarrolló y acordó conjuntamente con los padres. ESA 1116 (b)(1) <p>Progreso ISD, con la participación significativa de los padres, la LEA llevará a cabo una evaluación anual del contenido y la eficacia de la política de participación de los padres y la familia para mejorar la calidad académica de todas las escuelas. ESSA 1116 ((a)(2)(D)</p> <p>Se alentará a los padres a unirse a los comités asesores del campus y del distrito y a los comités de SBDM para abordar las necesidades del distrito y del campus, y promover la participación de los padres/voluntarios en el Centro de Padres del Campus donde el personal de participación de los padres puede informar y proporcionar literatura del Título I. Requisitos de participación de los padres. Proporcionar asistencia suplementaria al Centro para padres del campus. Los padres educadores proporcionarán servicios relacionados con la educación a los padres y familias de estudiantes de Título I. ESSA 1116 (A)(2)(A)</p> <p>Progreso ISD desarrollará y distribuirá conjuntamente con los padres y familiares de los niños participantes una póliza escrita de participación de los padres y la familia, acordada por los padres, que describirá los medios para llevar a cabo los requisitos de la Sección 1116(b)(1) de la ESSA.</p> <p>❖ La Póliza para Padres de Progreso ISD será evaluada, desarrollada y distribuida a los padres/familias anualmente a través de:</p> <ul style="list-style-type: none"> ➤ Sitio web del distrito ➤ Proporcionado en el registro de estudiantes. ➤ En las reuniones del Título 1 ➤ Eventos de participación comunitaria del distrito/campus 	<p>Promote & Conduct an annual Title I meeting in the Fall & Spring district wide. The meetings should include an invitation, a sign in sheet, an agenda, and meeting minutes as documentation of the presentation. The Title 1 presentation will be repeated, same meeting at 2 different times two different days, for the flexibility of our parents and community.</p> <p>Formative - Review district and campus documentation of attendance/participation in meetings for annual updates to include: invitations to parents/families to attend the meeting, sign in sheets for meeting including name title/position, agendas, resource information, and meeting minutes. Review & Document methods used to distribute policies.</p>
<p>Progreso ISD llevará a cabo una reunión anual de Título I para informar a los padres sobre la participación de la escuela en los programas de Título I, Parte A, y para explicar los requisitos del Título I, Parte A y el derecho de los padres a participar en los programas de Título I, Parte A. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones adicionales de participación de los padres, como por la mañana o por la noche, la misma reunión en diferentes días y diferentes horas, para que tantos padres como sea posible puedan para asistir. Las reuniones de Título 1 se ofrecerán en otoño y primavera. La escuela invitará a esta reunión a todos los padres y padres de niños que participan en los programas del Título I, Parte A, y los alentará a asistir, mediante: Sección 1116(c)(1)(2) ESSA</p> <ul style="list-style-type: none"> ➤ Sesión para padres de Título 1 en otoño y primavera utilizando videos informativos y presentaciones de PowerPoint. ➤ Información enviada en Eventos del Distrito y ➤ Información disponible durante las sesiones del distrito <p>❖ Si el plan del programa a nivel escolar no es satisfactorio para los padres de los niños participantes, la escuela presentará los comentarios de los padres sobre el plan a la LEA y revisará el plan según lo recomendado por el campus de PHS/EC, Título 1 del Programa de participación de padres y familias. Administrador. Sección 1118 (c)(5) ESSA</p> <p>❖ Progreso ISD notificará a los padres sobre la póliza en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan</p>	<p>Promote the participation of parents/volunteers at the Campus Parent Center where the parental involvement staff can inform and provide literature of Title I Parental Involvement requirements. Provide supplemental assistance to Campus Parent Center. Parent Educators shall provide Educational-related services to parents and families of Title I students</p>

<p>entender. La poliza estará disponible para la comunidad local y se actualizará anualmente para satisfacer las necesidades cambiantes de los padres y la escuela. Sección 1116(b)(1) ESSA</p> <ul style="list-style-type: none"> ➤ Crear un Comité de Padres en el que se incluirán a los padres. Este plan planificará, desarrollará, evaluará y revisará los planes de apoyo y mejora escolar. ➤ Celebrar reuniones periódicas donde el comité de padres buscará opiniones de las familias, miembros de la comunidad y educadores. ➤ Distribuir la Poliza PFE, este documento, a los padres y las comunidades mediante: ➤ Publicarlo en el sitio web de nuestro distrito y mantenerlo actualizado. ➤ Distribuir copias impresas a todas las iglesias, restaurantes y otras empresas locales. ➤ Distribuir copias impresas en eventos escolares. ➤ Distribuir copias impresas en las reuniones anuales de la escuela. 	
<p>Proporcionar sesiones de participación de padres en todo el distrito para padres, familias y la comunidad. Las sesiones se centrarán en lo académico, enriquecimiento, universidad/carrera, salud/bienestar, servicios sociales, sesiones empresariales, estándares nutricionales de la TDA, sesiones de computadora y servicios de apoyo familiar. Incorporar productos y servicios de educación práctica para padres en el Departamento de Participación Familiar y Comunitaria. ESSA 1116 (a)(2)(B)</p> <ul style="list-style-type: none"> ➤ Promover actividades de educación continua/para adultos para padres/familias y la comunidad que incluyan ➤ GED, ➤ ESL, ➤ Clase de ciudadanía, ➤ clases de informática básica, ➤ Sesiones de habilidades emprendedoras. ➤ Salud/Bienestar/Ejercicio <p>Progreso ISD creará asociaciones que proporcionen estos programas para aumentar la alfabetización y las habilidades de capacitación en la comunidad. Progreso ISD coordinará e integrará estrategias de participación de los padres coordinará e integrará estrategias de participación de los padres, en la medida de lo posible y apropiado, con las leyes y programas federales, estatales y locales pertinentes ESSA 1116 (a)(2)(C)</p>	<p>Coordinate through the district parental involvement department activities to assist, inform, and support parents, families, and the community to be active partners in the education of students enrolled in PISD. Plan and conduct Health/Wellness events that promote overall family health that includes diabetes, heart, cancer awareness projects and partnerships with community organizations that provide health and wellness activities.</p>
<p>Establecer procedimientos para difundir información, noticias y actualizaciones del distrito para los padres, las familias y la comunidad. Seguir protocolos distritales dirigidos por los Administradores Distritales. ESSA 1116 e (2)</p> <p>Progreso ISD iniciará llamadas telefónicas, visitas domiciliarias, sitio web de la escuela y utilizará el sistema telefónico SCHOOL MESSENGER. Comunicar y proporcionar información a los padres, familias y la comunidad sobre actividades, eventos e información especial relacionada con sus estudiantes de PISD. El personal de padres utilizará otros métodos tradicionales de comunicación, incluidos folletos, folletos y otra documentación en papel.</p>	
<p>Progreso ISD, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres. ESSA 1116 (a)(2)(C) y (e)(4)</p> <p>El personal del Departamento de Participación de los Padres del Distrito coordinará reuniones y actividades en todo el distrito que promoverán la participación de los padres/familias de los estudiantes en programas de educación especial, migrantes, bilingües, de cuidado de crianza, dotados y talentosos y CTE. Además, el personal del departamento brindará, en los centros para padres del campus, sesiones que crearán conciencia sobre todos los servicios disponibles a través de los programas de educación especial, migrante, bilingüe, cuidado de crianza, dotados y talentosos y CTE.</p> <p>El distrito brindará servicios de apoyo a estudiantes, padres y familias para los estudiantes de Progreso ISD que se determine que están en riesgo de incluir disciplina/comportamiento, asistencia/absentismo escolar, en desventaja económica y con desafíos académicos.</p> <p>El personal del Departamento de Participación de los Padres asistirá a capacitaciones y desarrollo del personal dentro del distrito, dentro del área ESC de la Región Uno y a conferencias y sesiones estatales de Título I. Se fomentarán para el personal capacitaciones locales y del Valle del Río Grande que no tengan costo o que tengan tarifas mínimas muy bajas. Además, las conferencias estatales que cubren McKinney Vento Homeless, con los padres/asistencia y la prevención de la deserción escolar también pueden incluirse como posible desarrollo del personal.</p>	
<div data-bbox="604 1187 1591 1317"> </div> <div data-bbox="667 1328 1549 1382"> <p>Learning Knows No Bounds</p> </div> <p>Progreso ISD se asegurará de que la información relacionada con la escuela y los programas, reuniones y reuniones de padres/familias otras actividades se envían a los padres/familias en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender. ESSA 1116 (e)(5)</p>	

<p>Progreso ISD tomará las siguientes acciones para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a pedido y, en la medida factible, en un idioma que los padres/familias puedan entender: ESSA Sección 1116(b)(1)</p> <ul style="list-style-type: none"> ➤ Boletines de la Región 16 en inglés y español publicados en la página web ➤ Folletos del distrito en inglés y español ➤ Página web del distrito en inglés y español. ➤ Mensajero Escolar en Inglés y Español ➤ Poliza PFE (En inglés y español) ➤ Progreso ISD brindará otro apoyo razonable para las actividades de participación de los padres bajo esta sección que los padres puedan solicitar. ESSA 1116 (e)(14) 	
<p>Progreso ISD educará a los maestros, personal de apoyo a la instrucción especializada, directores y otros líderes escolares y otro personal, con la ayuda de los padres, sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse y comunicarse con y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir vínculos entre los padres y la escuela. ESSA 1116 (e)(3)</p> <ul style="list-style-type: none"> ➤ <i>Fomentar: Primera Infancia, Primaria, Secundaria, Secundaria y Universidad Temprana. Actividades educativas con padres y familias como Noches Académicas, ferias de temporada, picnics o almuerzos durante los días escolares, días universitarios/profesionales, proyectos comunitarios y eventos de fin de semana que desarrollen vínculos y participación familiar.</i> ➤ <i>Coordinar eventos comunitarios mensuales. (Fiesta de Regreso a Clases, Feria de Halloween (Trunk o' Treat), Festival de Invierno, Festival de Primavera)</i> ➤ <i>Promover la Escuela Secundaria y Secundaria</i> ➤ <i>Actividades educativas para padres y familias que incluyen concientización sobre la universidad/carrera, estudios académicos avanzados y prevención de la deserción escolar. Además, actividades que aporten temas sociales.</i> ➤ <i>y concientización sobre salud mental para estudiantes de secundaria.</i> ➤ <i>Promover actividades de educación postsecundaria para padres y familias que incluyan ferias de colegios/universidades, planificación de carreras, talleres de ayuda financiera, carreras militares y exposición de otras tendencias.</i> 	
<p>La poliza del distrito de Progreso ISD proporcionará la coordinación, asistencia técnica y otro apoyo necesario para ayudar y desarrollar la capacidad de todas las escuelas participantes para planificar e implementar actividades efectivas de participación de los padres para mejorar el rendimiento académico de los estudiantes y el rendimiento escolar. ESSA 1116 (a)(2)(B)</p> <p>Progreso ISD capacitará a los padres para mejorar la participación de otros padres.ESSA Sección 1116 (e)(9)</p> <ul style="list-style-type: none"> ➤ Promover actividades de educación continua/para adultos para padres/familias y la comunidad que incluyan ➤ GED, ➤ ESL, ➤ Clase de ciudadanía, ➤ clases de informática básica, ➤ Sesiones de habilidades emprendedoras. ➤ Salud/Bienestar/Ejercicio ➤ Proporcionar clases para padres a nivel de distrito para padres y familias de escuelas de Título I utilizando un programa o plan de estudios basado en investigaciones. (ej.-EDUCACIÓN PRÁCTICA PARA PADRES) <p>Progreso abordará en la política del distrito la evaluación anual que identificará barreras para una mayor participación de los padres/familias en actividades que incluyen padres/familias que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, tienen alfabetización limitada o son de cualquier raza. o antecedentes de minorías étnicas. Identificar las necesidades de los padres/familias para ayudar con el aprendizaje de sus hijos; identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia ESSA 1116 (a)(2)(D) (i-iii)</p>	
<p>Progreso ISD proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como en alfabetización y tecnología. ESSA 1116 e (2)</p> <p>Promover presentaciones de padres y comunidad y difundir información que incluya resultados de evaluaciones locales, estatales y federales en un plazo apropiado, ubicación conveniente y lenguaje accesible. ESSA 1116 (e)(2)</p> <ul style="list-style-type: none"> ➤ <i>el campus proporcionará los estándares de contenido académico del estado,</i> ➤ <i>información sobre los estándares de rendimiento académico estudiantil del estado</i> ➤ <i>información sobre cómo acceder a las puntuaciones de rendimiento estatales de los estudiantes,</i> ➤ <i>los campus proporcionarán evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas,</i> ➤ <i>los requisitos de la Parte A,</i> ➤ <i>Información sobre cómo monitorear el progreso de su hijo, y</i> ➤ <i>cómo trabajar con los educadores:</i> ➤ <i>Cada nivel de grado se dirigirá a los padres en la jornada de puertas abiertas a nivel del campus.</i> 	<p>Promote campus parent sessions on State STAAR Testing standards, STAAR, EOC requirements, LPAC, TELPAS, PSAT and SAT/ACT testing information. These sessions should also include academic interventions to be implemented for at-risk students including RTI, extended day tutorials, and school day intervention sessions</p>

<ul style="list-style-type: none"> ➤ <i>La presentación de PowerPoint que incluye información del Título I se presentará a los padres en primavera y otoño.</i> ➤ <i>Conferencias de padres</i> ➤ <i>Maestro, boletines del campus.</i> ➤ <i>Reuniones de Título I</i> ➤ <i>Promover actividades de educación continua/para adultos para padres, familias y la comunidad que incluyen GED, ESL, clases de ciudadanía, clases básicas de computación y sesiones de habilidades empresariales.</i> ➤ <i>Salud/Bienestar/Ejercicio y otras habilidades laborales o comerciales. Crear asociaciones que brinden estos programas para aumentar la alfabetización y las habilidades de capacitación en la comunidad.</i> 	
<p>Coordinar a través del departamento de participación de padres del distrito actividades para ayudar, informar y apoyar a los padres, las familias y la comunidad para que sean socios activos en la educación de los estudiantes matriculados en PISD.ESSA 1116 (a)(2)(B)</p> <p>Promover sesiones para discutir y educar a los padres/familias sobre los estándares curriculares utilizados por PISD, incluidos TEKS estatales, LPAC, Sistema de recursos TEKS, TCLAS y DMAC para análisis de datos. Estas sesiones también deben incluir intervenciones académicas que se implementarán para estudiantes en riesgo, incluidas RTI, tutorías de jornada extendida y sesiones de intervención durante la jornada escolar. ESSA 1116 (e)(2)</p>	
<p>Progreso ISD desarrollará roles apropiados para organizaciones y empresas comunitarias en actividades de participación de los padres. ESSA 1116 (e) (13)</p>	
<p>Progreso ISD tiene procedimientos para difundir información, noticias y actualizaciones del distrito para los padres, las familias y la comunidad. Seguir protocolos distritales dirigidos por los Administradores Distritales. ESSA 1116 e (2)</p> <p>Realice llamadas telefónicas personales, visitas domiciliarias, sitios web de la escuela y utilice el sistema telefónico SCHOOL MESSENGER. Comunicar y proporcionar información a los padres, familias y la comunidad sobre actividades, eventos e información especial relacionada con sus estudiantes de PISD. El personal de padres utilizará otros métodos tradicionales de comunicación, incluidos folletos, folletos y otra documentación de la sesión.</p>	
<p>Progreso ISD coordinará con el campus para proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como en alfabetización y tecnología. ESSA 1116 e (2)</p> <ul style="list-style-type: none"> ➤ Estrategias para la lectura ➤ Noche de lectura familiar/Registros de lectura ➤ Información sobre nuestro software de alfabetización y lenguaje de lectura ➤ Sesión/Recursos para padres sobre concienciación fonémica Hacer y tomar <p>Progreso abordará en la póliza del distrito la evaluación anual que identificará barreras para una mayor participación de los padres/familias en actividades que incluyen padres/familias que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, tienen alfabetización limitada o son de cualquier raza. o antecedentes de minorías étnicas. Identificar las necesidades de los padres/familias para ayudar con el aprendizaje de sus hijos; identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia ESSA 1116 (a)(2)(D)(i-iii)</p>	
<p>Progreso ISD coordinará con las escuelas y promoverá presentaciones para padres y la comunidad y difundirá información que incluye resultados de evaluaciones locales, estatales y federales en un plazo apropiado, ubicación conveniente y lenguaje accesible.</p> <p>ESSA 1116 (e)(2)</p> <ul style="list-style-type: none"> ➤ los estándares de contenido académico del estado, inglés y español ➤ los estándares de rendimiento académico estudiantil del estado, inglés y español ➤ las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas, ➤ los requisitos de la Parte A, inglés y español ➤ cómo monitorear el progreso de su hijo, e inglés y español ➤ cómo trabajar con educadores: inglés y español ➤ Cada nivel de grado se dirigirá a los padres en la jornada de puertas abiertas en inglés y español. ➤ La presentación de PowerPoint que incluye información del Título I se presentará a los padres en inglés y español durante la primavera y el otoño. ➤ Conferencias de padres en inglés y español. ➤ Maestro, boletines del campus inglés y español. <p>Progreso abordará en la póliza del distrito la evaluación anual que identificará barreras para una mayor participación de los padres/familias en actividades que incluyen padres/familias que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, tienen alfabetización limitada o son de cualquier raza. o antecedentes de minorías étnicas. Identificar las necesidades de los padres/familias para ayudar con el aprendizaje de sus hijos; identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia ESSA 1116 (a)(2)(D)(i-iii)</p> <p>Progreso ISD involucrará a los padres/familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación para desarrollar capacidades en todo el distrito. ESSA 1116 (e)(6)</p>	

<p><i>Progreso ISD, a solicitud de los padres/familias, brindará oportunidades para reuniones periódicas para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. El distrito responderá a dichas sugerencias lo antes posible de la siguiente manera:</i></p> <ul style="list-style-type: none"> ➤ Coordinar con el campus - Conferencias entre maestros y padres ➤ Reuniones adicionales de mejora escolar ➤ Proporcionar fechas y horas de los informes de progreso realizados cada seis semanas. ➤ Progreso ISD organizará reuniones escolares en una variedad de horarios entre maestros y otros educadores con padres/familias que no pueden asistir a dichas conferencias en la escuela para maximizar el compromiso y la participación de los padres. ESSA 1116 (e) (10) 	
<p>Progreso ISD y los campus de Progreso ISD revisarán, evaluarán y evaluarán los hallazgos de la evaluación que se utilizarán para diseñar una estrategia basada en evidencia para estrategias de participación de los padres más efectivas. Revisar la poliza si es necesario. ESSA 1116 (a)(2)(E)</p> <ul style="list-style-type: none"> ➤ Encuestas para padres ➤ Encuestas a estudiantes ➤ Encuestas al personal ➤ Encuestas familiares ➤ Encuestas comunitarias ➤ Proporcionar clases para padres a nivel de distrito para padres y familias de escuelas de Título I utilizando un programa o plan de estudios basado en investigaciones. (ej.-EDUCACIÓN PRÁCTICA PARA PADRES) <p>Progreso abordará en la poliza del distrito la evaluación anual que identificará barreras para una mayor participación de los padres/familias en actividades que incluyen padres/familias que están en desventaja económica, están discapacitados, tienen dominio limitado del inglés, tienen alfabetización limitada o son de cualquier raza. o antecedentes de minorías étnicas. Identificar las necesidades de los padres/familias para ayudar con el aprendizaje de sus hijos; identificar estrategias para apoyar interacciones exitosas entre la escuela y la familia ESSA 1116 (a)(2)(D)(i-iii)</p>	
<p>Progreso ISD promoverá e involucrará a los padres en las actividades de las escuelas, lo que puede incluir el establecimiento de un consejo asesor de padres ESSA 1116 (a)(2)(F)</p> <ul style="list-style-type: none"> ➤ Invitar y reclutar activamente a los padres para participar en comités de toma de decisiones. ➤ Además, en el Consejo Asesor de Padres para la Educación Migrante ➤ Programas de Título 1, ➤ Educación SPED ➤ Educación bilingüe, incluido el servicio como miembro de LPAC. 	<p>Publicity and invitation to parents about events Agendas for meetings and programs Sign-in sheets at meetings and training events including name and position/title Minutes of meetings or record of training event Letters, newsletters, and other print info E-mail and electronic files Telephone logs Records of home visits</p>
<p>Progreso ISD coordinará y promoverá acciones para involucrar a los padres de manera organizada, continua y oportuna en la planificación, el proceso de revisión escolar y la mejora de los programas bajo el desarrollo conjunto del plan del programa escolar. Sección 1116 (c)(3) de la ESSA:</p> <ul style="list-style-type: none"> ➤ Reuniones de Título 1 ➤ Los maestros se reunirán con los padres en la Noche de Conozca al Maestro. ➤ Noche Académica para revisar el progreso individual de los estudiantes cada 3 semanas. ➤ Durante el aprendizaje a distancia utilizando diferentes herramientas como Class Dojo, Google Classroom, Remind, página de Facebook ➤ Reuniones académicas con cada uno de sus padres para revisar el pacto de padres de la escuela. ➤ Se llevarán a cabo noches de boletas de calificaciones de progreso para discutir el progreso académico de los estudiantes. 	<p>Recruit parents and community members to participate in Student and Community Engagement Evaluation Committee for both the district level and at the campus level. They will assist with reviewing academic criteria.</p>
<p>Progreso ISD brindará oportunidades para que los padres participen dentro de los campus como padres voluntarios. Cómo ayudar/ser voluntario en el salón de clases, comuníquese con la administración del campus o el departamento de padres del distrito al 956-565-3002 para convertirse en voluntario del campus.</p>	
<p>PROGRESO ISD HARÁ: Progreso ISD educará a los maestros, personal de apoyo a la instrucción especializada, directores y otros líderes escolares y otro personal, con la ayuda de los padres, sobre el valor y la utilidad de las contribuciones de los padres/familias, y sobre cómo acercarse y comunicarse con y trabajar con los padres como socios iguales, implementar y coordinar programas para padres y construir vínculos entre los padres y la escuela. ESSA 1116 (e)(3)</p> <p>Progreso ISD, en la medida de lo posible y apropiado, coordinará e integrará programas y actividades de participación de los padres con otros programas federales, estatales y locales, incluidos los programas preescolares públicos, y llevará a cabo otras actividades, como centros de recursos para padres. ESSA 1116 (a)(2)(C) y (e)(4)</p> <p>Progreso ISD se asegurará de que la información relacionada con la escuela y los programas, reuniones y otras actividades para padres/familias se envíe a los padres/familias en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender.</p>	

ESSA 1116 (e)(5)

Progreso ISD brindará otro apoyo razonable para las actividades de participación de los padres bajo esta sección que los padres puedan solicitar. ESSA 1116 (e)(14)

Progreso ISD involucrará a los padres/familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de dicha capacitación para desarrollar capacidades en todo el distrito.

ESS 1116 (e)(6)

Progreso ISD capacitará a los padres para mejorar la participación de otros padres.

ESSA Sección 1116 (e)(9)

Progreso ISD organizará reuniones escolares en una variedad de horarios entre maestros y otros educadores con padres/familias que no pueden asistir a dichas conferencias en la escuela para maximizar el compromiso y la participación de los padres.

ESSA 1116 (e)(10)

Progreso ISD desarrollará roles apropiados para organizaciones y empresas comunitarias en actividades de participación de los padres.

ESSA 1116 (e)(13)

- Promover la participación de padres/voluntarios en el Centro de Padres del Campus donde el personal de participación de los padres puede informar y proporcionar literatura sobre los requisitos de Participación de los Padres del Título I.
- Proporcionar asistencia suplementaria al Centro de Padres del Campus. Los padres educadores proporcionarán servicios relacionados con la educación a los padres y familias de estudiantes de Título I.
- Coordinar a través del departamento de participación de padres del distrito actividades para ayudar, informar y apoyar a los padres, las familias y la comunidad para que sean socios activos en la educación de los estudiantes matriculados en PISD.
- Proporcionar sesiones de participación de padres en todo el distrito para padres, familias y la comunidad. Las sesiones se centrarán en temas académicos, de enriquecimiento, universidad/carrera, salud/bienestar, servicios sociales, sesiones empresariales, estándares nutricionales de la TDA y servicios de apoyo familiar. Incorporar productos y servicios de educación práctica para padres en el Departamento de Participación Familiar y Comunitaria
- Planificar y llevar a cabo eventos de salud/bienestar que promuevan la salud familiar general que incluya proyectos de concientización sobre diabetes, corazón y cáncer y asociaciones con organizaciones comunitarias que brinden actividades de salud y bienestar.
- Proporcionar clases para padres a nivel de distrito para padres y familias de escuelas de Título I utilizando un programa o plan de estudios basado en investigaciones (por ejemplo, EDUCACIÓN PRÁCTICA PARA PADRES).
- Promover sesiones para padres en el campus sobre los estándares de las pruebas estatales STAAR, STAAR, requisitos de EOC, LPAC, TELPAS, información sobre las pruebas. Estas sesiones también deben incluir intervenciones académicas que se implementarán para estudiantes en riesgo, incluidas RTI, tutorías de jornada extendida y sesiones de intervención durante la jornada escolar.
- Promover sesiones para discutir y educar a los padres/familias sobre los estándares curriculares. utilizado por PISD, incluidos TEKS estatales, LPAC, TEKS Resource System, TCLAS y DMAC para análisis de datos. Estas sesiones también deben incluir intervenciones académicas que se implementarán para personas en riesgo. estudiantes que incluyen RTI, tutorías de día extendido y sesiones de intervención durante el día escolar
- Promover presentaciones de padre's y comunidad y difundir información, incluidos los resultados de evaluaciones locales, estatales y federales, en un plazo apropiado, ubicación conveniente y lenguaje accesible.
- Establecer procedimientos para difundir información, noticias y actualizaciones del distrito para los padres, las familias y la comunidad. Seguir
- protocolos distritales dirigidos por los Administradores del Distrito.
- Invitar y reclutar activamente a los padre's para participar en comités de toma de decisiones.



- Promover y coordinar en el Consejo Asesor de Padres para la Educación Migrante*Programa Título 1 PARTE A, *Ley McKinney-Vento de Asistente para Personas sin Hogar, SPED, Educación Bilingüe
- Se llevará a cabo desarrollo profesional para el personal en Título 1 Parte A, Título 1-Parte C McKinney Vento, Trata de personas, Al comienzo del año Desarrollo del personal
- Reclutar a padres y miembros de la comunidad para que participen en el Comité de Evaluación de la Participación Estudiantil y Comunitaria tanto a nivel del distrito como del campus.
- Promover programas de Educación Infantil para padres y familias con niños en edad preescolar. Estos programas incluyen Migrant-A Bright Beginning, Educación Especial, SPED, Educación Bilingüe, Programa PK de Campus Primarios y Head Start. Programa HEB de Preprimaria.
- Fomentar: Primera Infancia, Primaria, Secundaria, Secundaria y Universidad Temprana. Actividades educativas con padres y familias, como Noches Académicas, ferias de temporada, picnics o almuerzos durante el día escolar, días universitarios/profesionales, proyectos comunitarios y eventos de fin de semana que crean vínculos y participación familiar.
- Coordinar eventos comunitarios mensuales. (Fiesta de Regreso a Clases, Feria de Halloween (Trunk o' Treat), Festival de Invierno, Festival de Primavera)
- Promover actividades educativas en la escuela secundaria y secundaria para padres y familias que incluyan concientización sobre la universidad/carrera, estudios académicos avanzados y prevención de la deserción escolar. Además, actividades que brinden conciencia sobre temas sociales y salud mental a estudiantes de secundaria.
- Promover actividades de educación postsecundaria para padres y familias que incluyan ferias de colegios/universidades, planificación de carreras, talleres de ayuda financiera, carreras militares y exposición de otras tendencias.
- Promover actividades de educación continua/para adultos para padres, familias y la comunidad que incluyen GED, ESL, clases de ciudadanía, clases básicas de computación y sesiones de habilidades empresariales.
- Salud/Bienestar/Ejercicio y otras habilidades laborales o comerciales. Crear asociaciones que brinden estos programas para aumentar la alfabetización y las habilidades de capacitación en la comunidad.
- El personal del Departamento de Participación de los Padres del Distrito coordinará reuniones y actividades en todo el distrito que promoverán la participación de los padres/familias de los estudiantes en programas de educación especial, migrantes, bilingües, de cuidado de crianza, dotados y talentosos y CTE. Además, el personal del departamento brindará, en los centros para padres del campus, sesiones que crearán conciencia sobre todos los servicios disponibles a través de los programas de educación especial, migrante, bilingüe, cuidado de crianza, dotados y talentosos y CTE.
- El distrito proporcionará servicios de apoyo a estudiantes, padres y familias para los estudiantes de Progreso ISD que se determinen en riesgo, incluidos disciplina/comportamiento, asistencia/absentismo escolar, en desventaja económica y con desafíos académicos.
- El personal del Departamento de Participación de los Padres asistirá a capacitaciones y desarrollo del personal dentro del distrito, dentro del área ESC de la Región Uno y a las conferencias y conferencias estatales de Título I.
- Sesiones. Se fomentarán para el personal capacitaciones locales y del Valle del Río Grande que no tengan costo o que tengan tarifas mínimas muy bajas. Además, las conferencias estatales que cubren McKinney Vento Homeless, con los padres/asistencia y la prevención de la deserción escolar también pueden incluirse como posible desarrollo del personal.
- El personal del Departamento de Participación de los Padres alentará y promoverá capacitaciones dentro del distrito, dentro del área ESC de la Región Uno y conferencias y sesiones estatales de Título I.que se dirigen a los padres y familias de los estudiantes. Se alentarán a los padres y familiares las capacitaciones locales y del Valle del Río Grande que no tienen costo o tienen tarifas mínimas muy bajas. Los padres y voluntarios del centro recibirán información sobre las conferencias estatales de Título I a las que podrían estar interesados en asistir.
- Crear un Consejo Asesor de Padres en el que se incluirán a los padres. Esta junta planificará, desarrollará, evaluará y revisará los planes de apoyo y mejora escolar.
- Celebrar reuniones periódicas donde el Consejo Asesor de Padres buscará opiniones de las familias, miembros de la comunidad y educadores.
- Distribuir la Poliza PFE, este documento, a los padres y las comunidades mediante:
- Publicarlo en el sitio web de nuestro distrito y mantenerlo actualizado.
- Distribuir copias impresas a todas las iglesias, restaurantes y otras empresas locales.
- Distribuir copias impresas en todas las reuniones anuales de la escuela.
- Tener un representante en la reunión anual de Título I de cada escuela.
- Tener un representante en cada evento de PFE de la escuela.
- Por solicitud, proporcione las calificaciones del maestro de un niño.
- Realizar evaluaciones de cada evento de PFE en cada escuela, recopilar esos datos y dar un informe de esa escuela.
- Ayudar a las escuelas en la evaluación y revisión de su política de PFE y su pacto entre escuela y padres.
- Evaluar el Programa de Padres y Familias del Distrito y su poliza durante todo el año y revisarlo según sea necesario
- Proporcionar capacitación a todos los empleados del distrito sobre las estrategias de PFE más efectivas.

Learning Knows No Bounds



La Poliza de Participación de los Padres de Progreso ISD ha sido desarrollada conjuntamente y acordada con los padres de niños que participan en los programas del Título I, Parte A. Esta poliza fue revisada y revisada el 25 de Septiembre del 2025 y estará vigente para el año escolar 2025-2026.

Maria G. Rocha

Family and Community Engagement-Migrant District Coordinator

el 25 de Septiembre del 2025

Fecha

Progreso ISD Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs. This policy was reviewed and revised on September 25th & 29 , 2025 and will be in effect for the 2025-2025 school year.

Maria G. Rocha

Family and Community Engagement-Migrant District Coordinator

September 29,2025

Date



Learning Knows No Bounds



Learning Knows No Bounds

Statement of Exemption

School Year:2025-2026

LEA Name: Progreso ISD

Every Student Succeeds Act (ESSA)

Title I, Part A Supplement, Not Supplant (SNS) Compliance Requirement

Under ESSA Title I, Part A, the LEA must either demonstrate a valid SNS Methodology that is used to allocate State and Local funds to campuses, or have a Statement of Exemption.

Title I Part Statute:

Section 1118(b)(1)

All LEA shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

Guidance on Exemptions

Based on guidance from the US Department of Education, LEAs that meet one of the situations described in the Statement of Exemption section, below, will not be required to demonstrate a methodology for allocating its State and local funds to its campuses in order to comply with the SNS Methodology requirement for Title I, Part A. The situations described, below, result in Title I neutral situations with regard to campus allocations. Therefore, the SNS requirement at the campus level is met for Title I, Part A purposes, as long as the LEA provides enough State and local resources to its campus(es) to provide a free, public education in the absence of Title I, Part A funds. Title I, Part A funds that are reserved at the LEA level must be used only for Title I, Part A purposes, as indicated in the LEA's approved ESSA Consolidated Federal Grant Application.

Statement of Exemption

The LEA, named above, will not be required to demonstrate a methodology for allocating its State and local funds for the reason indicated, below:

- ☐ The LEA has only one campus.
- ☒ All campuses in the LEA are Title I campuses.
- ☒ The LEA has only one campus in each campus category [Elementary, Middle, High School]
- ☐ All campus categories are exempt, either because all campuses in the category are Title I campuses; all are non-Title I; or the category has only one campus.

Campus Name	Campus #	Grades	Title I Served [Y/N]
Progreso Early Childhood	108910102	PK-2	Y
Progreso Elementary	108910104	3rd-5th	Y
Dorothy Thompson Middle School	108910041	6th-8th	Y

Progreso High School

108910001

9th-12th

Y

Sergio Coronado

Superintendent

Printed Name of Authorized Official

Title


SERGIO CORONADO (NADQJN06XJ70W5K224P PST)

10.30.25

Signature of Authorized Official

Date

The LEA must maintain this completed Statement of Exemption on file, subject to request by an auditor or by TEA staff.