

# **Natalia Independent School District**

## **District Improvement Plan**

**2023-2024**



# Mission Statement

Natalia Independent School District, in partnership with the community, is committed to providing a safe and challenging environment that promotes productive and successful life-long learners.

## Vision

The BLUE Way: Challenging and empowering students for global success.

Natalia Independent School District will prepare students to be productive, successful citizens.

## Theory of Action

If Natalia ISD ensures that students experience a guaranteed and viable curriculum across all campuses; and if the district grants varying levels of autonomy to campuses through performance contracts; and if the district provides differentiated paths of continuous improvement for all educators -- whether in administrative roles or classroom roles; and ensures that educator placement is a function of student needs rather than adult preferences; then Natalia ISD, directly and through autonomous campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The rural district of Natalia ISD is served by Education Service Center Region 20. The district encompasses 41 square miles and shares a border with the school districts of Lytle, Devine, Medina Valley and Poteet. Natalia ISD consists of four campuses within walking distance of each other and serves a student population of approximately 1,142. The student body is comprised of mostly students of Hispanic descent. The Natalia Early Childhood Center serves students ages 3 to 6 in Pre-K 3 through first grade with a little more than 256 students. The Natalia Elementary School consists of second through fifth grades with about 312 students. The Natalia Junior High School includes grades 6 through 8 with a little more than 241 students. The Natalia High School consists of grades 9 through 12 with just over 333 students and is classified as a 3A school participating in most UIL academic and athletic competition.

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,143	100.0%	5,402,928	100.0%	1,146	100.0%	5,427,370	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	14,290	0.3%	3	0.3%	21,375	0.4%
Pre-Kindergarten	76	6.6%	222,767	4.1%	76	6.6%	223,733	4.1%
Pre-Kindergarten: 3-year Old	21	1.8%	33,969	0.6%	21	1.8%	34,259	0.6%
Pre-Kindergarten: 4-year Old	55	4.8%	188,798	3.5%	55	4.8%	189,474	3.5%
Kindergarten	92	8.0%	370,054	6.8%	92	8.0%	371,502	6.8%
Grade 1	87	7.6%	384,494	7.1%	87	7.6%	386,232	7.1%
Grade 2	87	7.6%	382,008	7.1%	87	7.6%	383,838	7.1%
Grade 3	64	5.6%	383,078	7.1%	64	5.6%	384,872	7.1%
Grade 4	74	6.5%	383,959	7.1%	74	6.5%	386,011	7.1%
Grade 5	90	7.9%	387,945	7.2%	90	7.9%	389,971	7.2%
Grade 6	72	6.3%	398,640	7.4%	72	6.3%	400,447	7.4%
Grade 7	93	8.1%	418,486	7.7%	93	8.1%	418,788	7.7%
Grade 8	74	6.5%	424,287	7.9%	74	6.5%	424,544	7.8%
Grade 9	97	8.5%	475,437	8.8%	97	8.5%	475,746	8.8%
Grade 10	87	7.6%	408,393	7.6%	87	7.6%	408,700	7.5%
Grade 11	90	7.9%	389,034	7.2%	90	7.9%	389,454	7.2%
Grade 12	60	5.2%	360,056	6.7%	60	5.2%	362,157	6.7%
<b>Ethnic Distribution:</b>								
African American	3	0.3%	690,999	12.8%	3	0.3%	694,302	12.8%
Hispanic	955	83.6%	2,850,147	52.8%	958	83.6%	2,860,754	52.7%
White	173	15.1%	1,420,166	26.3%	173	15.1%	1,427,241	26.3%
American Indian	1	0.1%	17,944	0.3%	1	0.1%	18,028	0.3%
Asian	0	0.0%	259,342	4.8%	0	0.0%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	11	1.0%	155,887	2.9%	11	1.0%	156,780	2.9%
<b>Sex:</b>								
Female	578	50.6%	2,640,313	48.9%	579	50.5%	2,650,563	48.8%
Male	565	49.4%	2,762,615	51.1%	567	49.5%	2,776,807	51.2%
Economically Disadvantaged	836	73.1%	3,278,452	60.7%	838	73.1%	3,289,420	60.6%
Non-Educationally Disadvantaged	307	26.9%	2,124,476	39.3%	308	26.9%	2,137,950	39.4%
Section 504 Students	72	6.3%	400,729	7.4%	72	6.3%	401,648	7.4%
EB Students/EL	111	9.7%	1,171,661	21.7%	111	9.7%	1,175,333	21.7%
Students w/ Disciplinary Placements (2020-21)	21	1.8%	34,054	0.6%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	64	5.6%	270,260	5.0%	64	5.6%	270,966	5.0%
Foster Care	3	0.3%	15,338	0.3%	3	0.3%	15,409	0.3%
Homeless	14	1.2%	61,433	1.1%	14	1.2%	61,687	1.1%
Immigrant	2	0.2%	108,510	2.0%	2	0.2%	108,787	2.0%
Migrant	7	0.6%	14,366	0.3%	7	0.6%	14,426	0.3%
Title I	570	49.9%	3,473,996	64.3%	573	50.0%	3,487,333	64.3%
Military Connected	62	5.4%	176,253	3.3%	62	5.4%	176,554	3.3%
At-Risk	674	59.0%	2,892,191	53.5%	674	58.8%	2,901,015	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	100	8.7%	1,182,035	21.9%	100	8.7%	1,185,511	21.8%
Career and Technical Education	263	23.0%	1,396,189	25.8%				
Career and Technical Education (9-12 grades only)	240	71.9%	1,159,913	71.0%				
Gifted and Talented Education	55	4.8%	434,269	8.0%	55	4.8%	435,356	8.0%
Special Education	157	13.7%	624,256	11.6%	160	14.0%	635,097	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	157		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	73	46.5%	268,673	43.0%				
Students with Physical Disabilities	37	23.6%	129,679	20.8%				
Students with Autism	14	8.9%	91,742	14.7%				
Students with Behavioral Disabilities	27	17.2%	125,096	20.0%				
Students with Non-Categorical Early Childhood	6	3.8%	9,066	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	161	16.4%	705,063	13.6%				
By Ethnicity:								
African American	0	0.0%	131,970	2.5%				
Hispanic	128	13.0%	342,504	6.6%				
White	30	3.1%	184,235	3.5%				
American Indian	1	0.1%	2,852	0.1%				
Asian	0	0.0%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	2	0.2%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	24	19.0%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	22	26.8%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	109	15.1%	467,226	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	86	11.5%	772,746	18.9%				



Foreign Languages	16.7	18.4
Mathematics	14.3	17.5
Science	12.7	18.5
Social Studies	15.7	19.1

### Demographics Strengths

Natalia is a small rural district in walking distance for most students. Natalia has a close knit community with lots of pride and culture. Because of the size of the district the campuses are able to vertically align student needs across campuses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Natalia ISD has an above average at risk student population. **Root Cause:** Unsatisfactory performance on assessment instruments and readiness skills.



# Student Achievement

## Student Achievement Summary

Natalia ISD overall performance for STAAR/EOC state assessments.

A	B	C	D	E	F	G	H
<b>STAAR/EOC SCHOOL YEAR 2022-2023</b>							
<b>Reading</b>	<b>Met Passing Standard 2021-2022</b>	<b>Met Standard - State</b>	<b>Met Standard - Region</b>	<b>Met Passing Standard 2022-2023</b>	<b>Approaches 2022-2023</b>	<b>Meets 2022-2023</b>	<b>Masters 2022-2023</b>
3rd	59%	77%	74%	66%	22%	36%	8%
4th	67%	78%	76%	71%	34%	24%	13%
5th	70%	81%	80%	70%	35%	27%	8%
6th	49%	75%	74%	77%	38%	31%	8%
7th	68%	77%	75%	61%	28%	21%	12%
8th	81%	82%	80%	77%	37%	29%	11%
English I EOC - Spring (includes retesters)		71%	70%	66%	27%	32%	7%
English II EOC - Spring (includes retesters)		74%	74%	71%	22%	48%	1%
<b>Math</b>	<b>Met Passing Standard 2021-2022</b>	<b>Met Standard - State</b>	<b>Met Standard - Region</b>	<b>Met Passing Standard 2022-2023</b>	<b>Approaches 2022-2023</b>	<b>Meets 2022-2023</b>	<b>Masters 2022-2023</b>
3rd	58%	72%	69%	65%	33%	26%	6%
4th	70%	70%	65%	63%	15%	37%	11%
5th	70%	79%	78%	52%	29%	14%	9%
6th	46%	74%	72%	56%	40%	15%	1%
7th	60%	61%	58%	48%	27%	16%	5%
8th	49%	74%	71%	57%	42%	14%	1%
Algebra I EOC (JH)	100%			95%	13%	63%	19%
Algebra I EOC (HS) - includes retesters		78%	76%	68%	51%	16%	1%
<b>Other</b>	<b>Met Passing Standard 2021-2022</b>	<b>Met Standard - State</b>	<b>Met Standard - Region</b>	<b>Met Passing Standard 2022-2023</b>	<b>Approaches 2022-2023</b>	<b>Meets 2022-2023</b>	<b>Masters 2022-2023</b>
5th Science	37%	64%	62%	49%	32%	14%	3%
8th Science	62%	72%	70%	52%	32%	17%	3%
Biology EOC - Spring (includes retesters)		89%	89%	84%	41%	37%	6%
8th Social Studies	40%	60%	59%	49%	30%	12%	7%
US History EOC - Spring (includes retesters)		95%	95%	95%	33%	38%	24%

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

	Academic Year	State	Region 20	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	27.2%	<b>51.6%</b>	-	52.8%	45.5%	-	-	-	-	*	47.4%	*
	2019-20	30.1%	30.0%	<b>50.0%</b>	-	45.8%	70.0%	-	-	-	*	0.0%	50.0%	*
Mathematics	2020-21	19.4%	20.9%	<b>31.3%</b>	-	32.1%	27.3%	-	-	-	-	*	23.7%	*
	2019-20	21.2%	21.8%	<b>24.3%</b>	-	22.0%	40.0%	-	-	-	*	0.0%	26.2%	*
Both Subjects	2020-21	14.4%	16.6%	<b>31.3%</b>	-	32.1%	27.3%	-	-	-	-	*	23.7%	*
	2019-20	16.4%	18.2%	<b>21.4%</b>	-	18.6%	40.0%	-	-	-	*	0.0%	23.8%	*
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	3.2%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
	2019-20	7.3%	3.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Mathematics	2020-21	10.3%	6.8%	<b>53.1%</b>	-	56.6%	36.4%	-	-	-	-	*	60.5%	*
	2019-20	9.7%	7.4%	<b>40.0%</b>	-	44.1%	20.0%	-	-	-	*	80.0%	38.1%	*
Both Subjects	2020-21	4.9%	1.7%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	*	0.0%	*
	2019-20	4.2%	1.6%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	20.8%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020	22.0%	23.1%	<b>1.4%</b>	-	1.7%	0.0%	-	-	-	*	0.0%	1.2%	0.0%
English Language Arts	2021	12.1%	12.8%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020	12.7%	14.3%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	4.9%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020	6.4%	5.9%	<b>1.4%</b>	-	1.7%	0.0%	-	-	-	*	0.0%	1.2%	0.0%
Science	2021	8.7%	7.4%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020	9.4%	8.8%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
Social Studies	2021	11.6%	12.4%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020	12.4%	13.8%	<b>0.0%</b>	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	44.6%	-	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	56.1%	*	-	*	-	-	-	-	-	-	*	-
English Language Arts	2021	42.7%	39.0%	-	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	46.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	41.4%	-	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	50.1%	*	-	*	-	-	-	-	-	-	*	-
Science	2021	41.4%	42.8%	-	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	46.9%	-	-	-	-	-	-	-	-	-	-	-

ACCOUNTABILITY OVERVIEW

Overall Rating



88 out of 100

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military.

TELL ME MORE

Change Over Time

Academic Year	Overall Rating	Score
<a href="#">2021-22</a>	B	88
<a href="#">2020-21</a>	Not Rated*	N/A
<a href="#">2019-20</a>	Not Rated*	N/A
<a href="#">2018-19</a>	C	79
<a href="#">2017-18</a>	F	59

\* Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2019-20 and 2020-21 accountability ratings.

This shows how overall performance at the school has changed over time.

Overall Performance Details

**Student Achievement**

81 out of 100

Student Achievement measures whether students met expectations on the STAAR test. It also measures graduation rates and how prepared students are for success after high school.

ADDITIONAL DETAILS

**School Progress**

92 out of 100

School Progress shows how students perform over time and how the district's performance compares to other districts with similar economically disadvantaged student populations.

ADDITIONAL DETAILS

**Closing the Gaps**

77 out of 100

Closing the Gaps tells us how well a district is ensuring that all student groups are successful.

ADDITIONAL DETAILS

Distinction Designations

Student Achievement Strengths

English II, Biology and US History have been strengths for our high school students, based on STAAR EOC data.

The Elementary campus saw improvement over time moving from 68 to 76 out of 100 for overall score in school improvement.

The Junior High campus saw improvement over time moving from 74 to 76 out of 100 for overall score in school improvement.

The High School campus saw improvement over time moving from 78 to 87 out of 100 for overall score in school improvement.

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

**Problem Statement 1 (Prioritized):** Student achievement in reading at the "Meets or Above" level is at 41%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

**Problem Statement 2 (Prioritized):** Student achievement in math at the "Meets or Above" level is at 24%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

# District Culture and Climate

## District Culture and Climate Summary

Natalia ISD is currently undergoing systemic changes that focus on student achievement. The district has increased the alignment of instruction while working within its professional learning communities through a culture of collaboration. The goal is to work directly toward increasing the efficacy of the staff of Natalia ISD.

- SEL programs provided - The Character Strong program will be implemented this school year.
- Teachers are mentoring teachers.

## District Culture and Climate Strengths

Natalia ISD is a close knit community where the students display a willingness to work hard and reach the staff expectations based on the strong relationships with administrators, teachers and other staff members. Therefore it is incumbent upon the staff to continue building strong relationships while simultaneously increasing the rigor within the classroom to provide students greater post secondary opportunities. Natalia ISD is currently working with a character development program to assist in building and strengthening relationships with students and staff.

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The implementation of policies and procedures was not standardized or inconsistent. **Root Cause:** Inconsistent communication with all stakeholders.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Natalia ISD has traditionally struggled with retaining teachers due to the external competition regarding compensation/benefits, the geographical location of Natalia, the lack of diversity in teaching staff, and the lack of teacher support.

### Texas Education Agency 2021-22 Staff Information (TAPR) NATALIA ISD (163903) - MEDINA COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	179.5	100.0%	749,473.4	100.0%
Professional Staff:	106.7	59.4%	480,632.3	64.1%
Teachers	82.7	46.1%	369,695.8	49.3%
Professional Support	14.0	7.8%	80,190.4	10.7%
Campus Administration (School Leadership)	4.9	2.7%	22,091.4	2.9%
Central Administration	5.0	2.8%	8,654.8	1.2%
Educational Aides:	20.4	11.4%	82,972.4	11.1%
Auxiliary Staff:	52.4	29.2%	185,868.6	24.8%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	3.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	111.6	62.2%	390,611.0	52.1%
<b>Teachers by Ethnicity:</b>				
African American	2.0	2.4%	41,286.1	11.2%
Hispanic	34.0	41.1%	106,866.5	28.9%
White	42.7	51.6%	208,485.4	56.4%
American Indian	2.0	2.4%	1,235.6	0.3%
Asian	2.0	2.4%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
<b>Teachers by Sex:</b>				

<b>Teachers by Sex:</b>				
Males	24.3	29.3%	89,015.4	24.1%
Females	58.5	70.7%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	61.5	74.3%	268,560.2	72.6%
Masters	21.3	25.7%	93,139.5	25.2%
Doctorate	0.0	0.0%	2,808.1	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	3.0	3.6%	29,215.8	7.9%
1-5 Years Experience	21.5	26.0%	98,764.8	26.7%
6-10 Years Experience	27.0	32.6%	76,197.2	20.6%
11-20 Years Experience	18.5	22.4%	105,811.4	28.6%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
21-30 Years Experience	9.7	11.8%	48,804.6	13.2%
Over 30 Years Experience	3.0	3.6%	10,902.0	2.9%
Number of Students per Teacher	13.8	n/a	14.6	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	3.5	6.3
Average Years Experience of Principals with District	3.5	5.4
Average Years Experience of Assistant Principals	3.3	5.5
Average Years Experience of Assistant Principals with District	2.5	4.8
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers:	11.1	11.1
Average Years Experience of Teachers with District:	6.0	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$48,000	\$51,054
1-5 Years Experience	\$51,291	\$54,577
6-10 Years Experience	\$53,712	\$57,746
11-20 Years Experience	\$55,620	\$61,377
21-30 Years Experience	\$60,338	\$65,949
Over 30 Years Experience	\$64,335	\$71,111
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$54,468	\$58,887
Professional Support	\$61,169	\$69,505
Campus Administration (School Leadership)	\$78,324	\$84,990
Central Administration	\$92,453	\$112,797
Instructional Staff Percent:	58.3%	64.9%
Turnover Rate for Teachers:	18.7%	17.7%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6



Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	3,305	\$6,188
Exemplary	-	-	1,564	\$12,202
Master	-	-	681	\$21,922

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	4.5	5.5%	19,365.5	5.2%
Compensatory Education	0.0	0.0%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	74.7	90.3%	261,685.1	70.8%
Special Education	3.5	4.2%	35,441.0	9.6%
Other	0.0	0.0%	12,775.1	3.5%

**Staff Quality, Recruitment, and Retention Strengths**

Twenty five percent of teachers has 10+ years in experience.

**Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** The average years of experience for campus leadership is less than 4 years. **Root Cause:** District and campus leadership turnover

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The Curriculum & Instruction (C&I) department consists of a Director and academic coaches. Academic coaches work with each campus to provide support with instructional strategies, lesson planning, assessment building, classroom management, and any other teacher needs. The C&I department provides professional development, resource training and data analysis.

Natalia ISD is currently undergoing a review of tiered resources as well as the use of the TEKS Resource system and the pacing guides.

2023-2024 District Curriculum - Elementary & ECC

Content Area	Tier 1	Tier 2	Tier 3
ELAR	Amplify	Amplify Boost IXL Discovery Ed Heggerly Phonics	Amplify Intervention IXL Discovery Ed
MATH	Stemscopes	IXL Imagine Math Facts Generation Genius Discovery Ed ThinkUp Math	IXL Imagine Math Facts Generation Genius Discovery Ed
SCIENCE	Stemscopes	Generation Genius Discovery Ed IXL (5th)	Generation Genius Discovery Ed IXL (5th)
SOCIAL STUDIES	Studies Weekly Lowman (4th/5th)	IXL Discovery Ed	IXL Discovery Ed
TECH APPS	Learning.com		

2023-2024 District Curriculum - Junior High School

Content Area	Tier 1	Tier 2/Tier 3
ELAR	SAVVAS	iLit mClass (6th) IXL
MATH	Stemscopes	IXL Imagine Math Facts Discovery Ed Generation Genius
SCIENCE	Stemscopes	Generation Genius Discovery Ed IXL (8th)
SOCIAL STUDIES	Lowman	IXL (8th) Discovery Ed
TECH APPS	Learning.com	Discovery Ed
HEALTH	G-W Publishers	Discovery Ed
SPANISH	HMH Avancemos	

2023-2024 District Curriculum - High School

Content Area	Tier 1	Tier 2/Tier 3
ELAR	SAVVAS	iLit (150 licenses) IXL (125 licenses)
MATH	Big Ideas (Alg I & II, Geo) Cengage (Pre-Calc) Math Trans (College Bridge)	IXL (125 licenses) Imagine Math Facts STAAR Master Discovery Ed
SCIENCE	Cengage (Bio, Envir Sys) PASCO (Physics) McGraw Hill (IPC) OnRamps (Earth, Wind) Pearson MyLab Mastering (A&P, Chem) Sapling (Chem)	Discovery Ed
SOCIAL STUDIES	Lowman (World H, US Hist, Eco) TCI - World Geography	Discovery Ed
SPANISH	HMH Avancemos	
CREDIT	Edgenuity	

CTE	Goodheart Wilcox (BIM, Career Explorations, Horticulture, Principles of Ag, Principles of Floral Design) Cengage Learning (Ag Mechanics) CEV Multimedia (iCEV - Business, iCEV - Agricultural Science, iCEV - Floral, iCEV - Health Science, iCEV - Graphic Design/Digital Communications)
EXERCISE WELLNESS	KBP Publishers (Kinesiology)

### Curriculum, Instruction, and Assessment Strengths

Ninety-five percent of Tier 1 instructional materials have been provided to instructional staff.

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** There was an absence of researched-based Tier Two instruction in the classroom **Root Cause:** A process does not exist to monitor, coach, and provide support.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and Community Engagement have improved over the years. The district school liaison has strengthened the communication and support between the district and the community by offering food banks, connecting families with churches, and providing mobile health clinics.

The district sponsored the following events:

- Monthly food bank distribution
- District Event Tailgate
- Community pep rallies

The district also utilizes the Natalia ISD website, district newsletter, Facebook Live, Twitter feed, Sports2You, and Remind to keep the parents and the community informed of district events and activities.

## Parent and Community Engagement Strengths

There has been an increase in parental and community events offered by the district.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Consistency with communication other than web-based. **Root Cause:** Low participation for academic events throughout the school district.

# District Context and Organization

## District Context and Organization Summary

Curriculum & Instruction Department and added a Director of Instructional Technology

The district added a Director of Support Services to support attendance and DAEP

The district supports its instructional leaders by holding a monthly cabinet meeting

Programs operating in the district include offering a food bank, sick leave bank, Blue Way scholarship program

Safety Plan

DAEP Plan

Parent Involvement Plan

## District Context and Organization Strengths

The district has a review process of its organizational practices.

## Problem Statements Identifying District Context and Organization Needs

**Problem Statement 1:** Lack of clear, communicated district-wide procedures. **Root Cause:** Turnover of personnel at the district level and the execution of said documented procedures

# Technology

## Technology Summary

Natalia has 1,500 Chromebooks, 250 desktops, 12 Macs at high school, and 85 Classroom panels in the district. Every classroom at ECC and Elementary has docu cameras as well as the math classes, JH has 6, HS has 6

Technology plan- the infrastructure of the district has a 3-year 3-year-old network infrastructure upgrade and a 2-year-old wireless upgrade, 2 surveillance servers which are 2 years old, and 130 cameras around the district. We have a new data center to includes 2 servers with 18 virtual machines, and we have 25 terabytes of storage. Natalia has new fiber across the district. The fiber is routed to fiber switches located in the technology building. Our phone system is 5 years old, we have internal IP phones in all offices and various locations around the campus.

The district has 21 leased copy machines and desktop faxing capabilities.

For safety and security, we have access card readers at 35 locations in and around the school district. We do have 2 fiber circuits located in the technology department and at the Operations Department Fiber 20 Consortium. Natalia is CIPA compliant.

## Software Subscriptions/Data Usage (List of Software)

- Microsoft
- Adobe
- School Insights-for district website
- WASP-inventory management system
- Networks and More- ticketing system for technology and maintenance
- Halo-vape sensor management system

## Grants

- SLD- Schools and Library battery backups
- Rural Low Income

At high school, there is a 1:1 student-to-chromebook, the capability is present for all students to have a 1:1 Student to computer

The obsolescence plan is a four-year cycle for desktops; Chromebooks vary (as per OS updates), and laptops are at a four-year cycle; the interactive panels are at a five-year cycle for purchasing technology for the district

## Technology Strengths

We have a small technology team but we all have our roles and responsibilities with a sound network.

Natalia has a 10 gig bandwidth. The technology department is sound and structured with the new fiber connections.

## **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** The need for additional staff to support the growth of the district and new technology that is managed by the department. **Root Cause:** Increase the need to support technology growth.



# Priority Problem Statements

**Problem Statement 1:** Student achievement in reading at the "Meets or Above" level is at 41%.

**Root Cause 1:** Due to increased student learning gaps and lack of instructional rigor.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Student achievement in math at the "Meets or Above" level is at 24%.

**Root Cause 2:** Due to increased student learning gaps and lack of instructional rigor.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Natalia ISD has an above average at risk student population.

**Root Cause 3:** Unsatisfactory performance on assessment instruments and readiness skills.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** There was an absence of researched-based Tier Two instruction in the classroom

**Root Cause 4:** A process does not exist to monitor, coach, and provide support.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** The average years of experience for campus leadership is less than 4 years.

**Root Cause 5:** District and campus leadership turnover

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** The implementation of policies and procedures was not standardized or inconsistent.

**Root Cause 6:** Inconsistent communication with all stakeholders.

**Problem Statement 6 Areas:** District Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Other additional data

# Goals


Revised/Approved: September 15, 2023





**Goal 1:** Natalia ISD will improve academic performance through the use of high-quality instructional materials and best instructional practices.

**Performance Objective 1:** Increase "Meets" grade level performance on all grade levels for ELA/Reading STAAR/EOC from 41% to 50% across all student populations.

**HB3 Goal**

**Evaluation Data Sources:** C&I Department, campus administration

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide resources and training to support educators in servicing the special population.  <b>Strategy's Expected Result/Impact:</b> Improve teacher knowledge about goals and performance objectives in servicing special populations.  <b>Staff Responsible for Monitoring:</b> Academic Services and Special Education Teachers</p> <p><b>Results Driven Accountability</b>  <b>Funding Sources:</b> On line platform - 199-Local - \$23,900, Teacher Training - 199-Local - \$6,800</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase supplemental curriculum and resources to support Tier 2 and 3 instruction.  <b>Strategy's Expected Result/Impact:</b> Improve teacher instruction and support Tier 2 and 3 instruction as well as accelerated instruction  <b>Staff Responsible for Monitoring:</b> C&amp;I Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Integrate technology software programs to promote student learning.  <b>Strategy's Expected Result/Impact:</b> Promote student learning through online program use.  <b>Staff Responsible for Monitoring:</b> C &amp; I Department and Technology Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide campus interventionists to assist in bridging learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet individual student needs and assist in bridging any learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> District, campus administration</p> <p><b>Funding Sources:</b> Interventionist Math - 211-Title I</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Review, revise, and implement procedures for accelerated instruction for students who did not meet the passing standard on STAAR/EOC assessment(s).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet individual student needs in any STAAR/EOC where the passing standard was not met.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I Department</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Natalia ISD will improve academic performance through the use of high-quality instructional materials and best instructional practices.

**Performance Objective 2:** 100% of core content teachers will use high-quality instructional materials (HQIM) with fidelity at the Tier I level.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Lesson plans, classroom observation and TTESS





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide professional development regarding HQIM to teachers for improvement in instruction. <b>Strategy's Expected Result/Impact:</b> Fidelity to the use of HQIM <b>Staff Responsible for Monitoring:</b> Campus Administrators, C&I Department  <b>Results Driven Accountability</b>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide high-quality supplemental materials and resources. <b>Strategy's Expected Result/Impact:</b> Improve instruction across all content areas as well as improve student performance <b>Staff Responsible for Monitoring:</b> Campus administrators, C&I Department	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide instructional coaching for all teachers through PLCs <b>Strategy's Expected Result/Impact:</b> Improve instruction in all content areas <b>Staff Responsible for Monitoring:</b> C&I Department	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement walk-throughs and feedback processes for all teachers by campus administration. <b>Strategy's Expected Result/Impact:</b> Increase teacher growth <b>Staff Responsible for Monitoring:</b> Campus Administrators, Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Natalia ISD will improve academic performance through the use of high-quality instructional materials and best instructional practices.

**Performance Objective 3:** Increase the percentage of high school graduates classified as College, Career, or Military Ready and CTE completers.

**HB3 Goal**

**Evaluation Data Sources:** CCMR spreadsheet, TEA reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote and identify certifications for college, career, military, and life readiness. <b>Strategy's Expected Result/Impact:</b> Increase number of industry based certifications held by graduating seniors. <b>Staff Responsible for Monitoring:</b> High School Principal, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer and support various CTE programs of study with staffing and resources. <b>Strategy's Expected Result/Impact:</b> Increase the number of students graduating with a CTE endorsement <b>Staff Responsible for Monitoring:</b> High School Principal, Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide resources to increase dual credit enrollment and completion. <b>Strategy's Expected Result/Impact:</b> Increase student scores among TSI assessments. <b>Staff Responsible for Monitoring:</b> C&I Department	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Seek potential partnerships with higher education institutes. <b>Strategy's Expected Result/Impact:</b> Increase the number of students completing with a certificate and/or college credit <b>Staff Responsible for Monitoring:</b> High School Principal and C& I Department	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 1:** Natalia ISD will improve academic performance through the use of high-quality instructional materials and best instructional practices.

**Performance Objective 4:** Attain a District-wide attendance of 95% for the year.

**High Priority**





**Evaluation Data Sources:** PEIMS data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish district-wide criteria for attendance incentives. <b>Strategy's Expected Result/Impact:</b> Academic performance increases <b>Staff Responsible for Monitoring:</b> Campus administrators, teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement strategies for the campus to address excessive absences. <b>Strategy's Expected Result/Impact:</b> Decrease in absences <b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, and Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Natalia ISD will foster a culture of safety and security among our students, and staff.

**Performance Objective 1:** 100% of designated staff will be proficient in utilizing multiple alert systems.

**Evaluation Data Sources:** Sign-in sheets, campus logs





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and implement the active threat alert system. <b>Strategy's Expected Result/Impact:</b> Increase safety among students and staff <b>Staff Responsible for Monitoring:</b> District and Campus leadership	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training on the duties and responsibilities of the SRO services. <b>Strategy's Expected Result/Impact:</b> Increase safety among students and staff <b>Staff Responsible for Monitoring:</b> District Leadership	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training and support regarding the implementation of the Anonymous Alerts system. <b>Strategy's Expected Result/Impact:</b> Increase safety among students and staff <b>Staff Responsible for Monitoring:</b> District and Campus Leadership	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Develop and provide training on a Trauma Informed Care Program. <b>Strategy's Expected Result/Impact:</b> Timely response to trauma <b>Staff Responsible for Monitoring:</b> Director of Support Services, Campus Administrator	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** Natalia ISD will foster a culture of safety and security among our students, and staff.

**Performance Objective 2:** Reduce the amount of out-of-class placements (ISS, Suspension, DAEP, and Expulsion) by 10% across the district.

**Evaluation Data Sources:** Improve and support student emotional learning.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase and implement Character Strong.  <b>Strategy's Expected Result/Impact:</b> Improve and support student emotional learning needs.  <b>Staff Responsible for Monitoring:</b> Academic Services, Campus Administrators   <b>Funding Sources:</b> Social Emotional Resource - 282-ESSER III</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development opportunities for counselors through Region 20 Counselor Co-Op.  <b>Strategy's Expected Result/Impact:</b> Support counselors in their day to day tasks when working with students, both academically and social emotional needs.  <b>Staff Responsible for Monitoring:</b> Counselor Coordinator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Explore and phase in a district-wide behavioral management system.  <b>Strategy's Expected Result/Impact:</b> Improve and support student emotional learning needs.  <b>Staff Responsible for Monitoring:</b> Academic Services, Campus Administrators   <b>Funding Sources:</b> Social Emotional Resource - 282-ESSER III - \$26,439</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement social-emotional programs to include suicide prevention, conflict resolution, dating violence, and violence prevention for all students K-12.  <b>Strategy's Expected Result/Impact:</b> Improve student relationships among their peers and staff  <b>Staff Responsible for Monitoring:</b> Campus Administrators and Campus Counselors</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Ensure that we have a CPI trainer on staff to provide CPI training as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase safety among students and staff</p> <p><b>Staff Responsible for Monitoring:</b> District Leadership</p> <p><b>Funding Sources:</b> Social Emotional Resources - 282-ESSER III - \$26,439</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Natalia ISD will increase community and parent involvement.

**Performance Objective 1:** Each campus is required to have two non-extra-curricular community events per campus.





**Evaluation Data Sources:** Sign in sheets at events, invitations, agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide funding and staffing for the implementation of campus parent events <b>Strategy's Expected Result/Impact:</b> Authentic academic connections and participation <b>Staff Responsible for Monitoring:</b> District and Campus Administrators  <b>Funding Sources:</b> - 199-Local - \$300, - 211-Title I - \$2,500	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer district communication resources for marketing purposes <b>Strategy's Expected Result/Impact:</b> Increased awareness and participation of district events <b>Staff Responsible for Monitoring:</b> District administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support district festivals to include campuses and community members/organizations. <b>Strategy's Expected Result/Impact:</b> Establish cooperative relationships with community <b>Staff Responsible for Monitoring:</b> Superintendent and Campus Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** Natalia ISD will increase community and parent involvement.

**Performance Objective 2:** Increase community partnerships by a minimum of one.





**Evaluation Data Sources:** Superintendent notes, shared communications or MOU

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Establish open communication with local city government and churches <b>Strategy's Expected Result/Impact:</b> Involve the community in a shared partnership of meeting the needs of our students. <b>Staff Responsible for Monitoring:</b> District administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Collaborate with neighboring cities and school districts to increase community engagement and partnerships <b>Strategy's Expected Result/Impact:</b> Provide additional resources and support to the community <b>Staff Responsible for Monitoring:</b> Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain church community meetings to align support services for our community. <b>Strategy's Expected Result/Impact:</b> Involve the church groups in a shared partnership of meeting the needs of our students and community <b>Staff Responsible for Monitoring:</b> District Administration	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Natalia ISD will increase community and parent involvement.

**Performance Objective 3:** Each campus will use at least three methods of communication with parents.

**Evaluation Data Sources:** Parent Contact Logs, Remind, Eduphoria





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use a variety of communication platforms to communicate with parents and students on all campuses. <b>Strategy's Expected Result/Impact:</b> Open communication with parents and students <b>Staff Responsible for Monitoring:</b> District Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure campus parent contact regarding academic progress. <b>Strategy's Expected Result/Impact:</b> Increase parental involvement in students' academic success <b>Staff Responsible for Monitoring:</b> District Administration	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Natalia ISD will promote and support the leadership development of educators and administrators.

**Performance Objective 1:** 100% of district leadership will participate in professional development opportunities.

**HB3 Goal**

**Evaluation Data Sources:** Professional development logs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Explore professional development opportunities for district leadership training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge and networking opportunities among district staff.</p> <p><b>Staff Responsible for Monitoring:</b> Superintendent</p> <p><b>Funding Sources:</b> - 255-Title II - \$32,480</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 4:** Natalia ISD will promote and support the leadership development of educators and administrators.

**Performance Objective 2:** 100% of campus leadership will participate in professional development opportunities.

**HB3 Goal**

**Evaluation Data Sources:** Professional development logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide campus principals growth through N2 Learning Principal's Academy <b>Strategy's Expected Result/Impact:</b> Increase leadership growth among principals <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Funding Sources:</b> - 255-Title II - \$15,000	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Establish bi-monthly meetings with campus principals to promote leadership growth. <b>Strategy's Expected Result/Impact:</b> Promote and support leadership growth among campus administration <b>Staff Responsible for Monitoring:</b> Superintendent	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide training opportunities to district and testing coordinators. <b>Strategy's Expected Result/Impact:</b> Promote and support growth among testing administrators <b>Staff Responsible for Monitoring:</b> Superintendent  <b>Funding Sources:</b> - 255-Title II - \$1,400	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Natalia ISD will promote and support the leadership development of educators and administrators.

**Performance Objective 3:** 100% of instructional staff will participate in professional development opportunities.

# District Funding Summary

211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Interventionist Math		\$0.00
3	1	1			\$2,500.00
<b>Sub-Total</b>					<b>\$2,500.00</b>
255-Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$32,480.00
4	2	1			\$15,000.00
4	2	3			\$1,400.00
<b>Sub-Total</b>					<b>\$48,880.00</b>
199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	On line platform		\$23,900.00
1	1	1	Teacher Training		\$6,800.00
3	1	1			\$300.00
<b>Sub-Total</b>					<b>\$31,000.00</b>
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Social Emotional Resource		\$0.00
2	2	3	Social Emotional Resource		\$26,439.00
2	2	5	Social Emotional Resources		\$26,439.00
<b>Sub-Total</b>					<b>\$52,878.00</b>

# Addendums

**2022-2023 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan  
Education Service Center, Region 20**

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15
<b>B. <u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b>Potentially Eligible Migratory Children:</b> Contact potentially eligible migratory families using door-to-door recruitment efforts, by collecting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <b>Currently Eligible Migratory Children:</b> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. <b>Note:</b> Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs/ECOEs.</u></b> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within <b>5</b> working days of parent signature
<b>F. <u>Review of COEs/ECOEs.</u></b> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers Systems Specialists	Within <b>7</b> working days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. Other</b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters	Update on ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (Ongoing)
<b>B. Other</b>		
<b>V. QUALITY CONTROL</b>		
<b>A. Written quality control procedures.</b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. Eligibility review.</b> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> All MEP staff	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Annual eligibility validation.</b> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. Monitor</b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	December
<b>VI. EVALUATION</b>	<b>INDIVIDUALS RESPONSIBLE</b>	<b>TIMELINE</b>
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>		
<b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	By July 30

**B. Other -- MEP Family Surveys**

LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20  
MEP administrative assistant  
Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not  
MEP Family Surveys are retained for the current year and previous year per state documentation purposes

Staff: MEP Coordinator  
LEA designee  
ESC-20 Administrative Assistant  
Recruiters

September 1 -- 1st deadline, then ongoing

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

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

The Priority for Service Report on 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

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



School District: ESC Region 20
Region: 20

## Priority for Service (PFS) Action Plan

Filled Out By: ESC-20 MEP Team
Date: 07/20/2022

**School Year: 2022-2023**

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

<b>Goal(s):</b>  Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	<b>Objective(s):</b>  100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li>▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan

			showing insertion of PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migratory students.			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.</li> </ul>	Monthly	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-System Specialists</li> <li>-District Designee</li> </ul>	<ul style="list-style-type: none"> <li>-Emails to district contacts with PFS Reports</li> <li>-SSA Meeting Agenda/Sign-In Sheets</li> </ul>
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	Annually  PAC Meetings	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-Recruiters</li> <li>-MEP Tutors</li> </ul>	<ul style="list-style-type: none"> <li>-PAC Sign-In Sheets</li> <li>-Recruiter Logs/Google Contact Log</li> <li>-Tutor Logs</li> </ul>
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant contact or MEP staff will make individualized home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round  Individual meetings/phone calls/text/email with parents as needed (case-by-case basis)  PAC Meetings	<ul style="list-style-type: none"> <li>-Educational Specialists</li> <li>-Adjunct Migrant Counselor</li> <li>-District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)</li> </ul>	<ul style="list-style-type: none"> <li>-Parent evaluations/feedback</li> <li>-Counselor Logs</li> <li>-Phone logs</li> <li>-Email documentation</li> <li>-PAC Sign-In Sheets</li> </ul>
<b>Provide</b> services to PFS migratory students.			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant contact or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Year Round	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor</li> <li>-Educational Specialists</li> <li>-Recruiters</li> </ul>	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor logs</li> <li>-Recruiter logs</li> <li>-TX-NGS Supplemental Count Report</li> <li>-PFS Progress Review Forms</li> </ul>

<ul style="list-style-type: none"> <li>The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	<p>Year Round</p>	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor</li> <li>-Educational Specialists</li> <li>-Recruiters</li> <li>-District Designee</li> </ul>	<ul style="list-style-type: none"> <li>-Adjunct Migrant Counselor Logs</li> <li>-Recruiter Logs</li> <li>-TX-NGS Supplemental Count Report</li> <li>-PFS Progress Review Forms</li> </ul>
<ul style="list-style-type: none"> <li>The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	<p>Year Round</p>	<ul style="list-style-type: none"> <li>-Migrant Coordinator</li> <li>-Educational Specialists</li> </ul>	<ul style="list-style-type: none"> <li>-PFS Student Review Forms</li> </ul>

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

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

The Priority for Service Report on 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:

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have 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.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>• Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.</li> </ul>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

<b>School District: ESC Region 20 MEP SSA</b>
<b>Region: 20</b>

**Priority for Service (PFS) Action Plan**

<b>Completed By: ESC-20 MEP Team, SSA Member Representatives</b>
<b>Date: 08/23/2023</b>

**School Year: 2023 - 2024**

**Note:** 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., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).

<b>Goal(s):</b> Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	<b>Objective(s):</b> 100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> <li><b>Monthly</b>, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li><b>Before the first day of school</b>, 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.</li> </ul>	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> <li>▪ <b>During the academic calendar</b>, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round  Individual meetings/phone calls/text/email with parents as needed (case-by-case basis)  PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			
<b>Provide</b> services to PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff will</b> use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff</b> will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> <li>▪ <b>The district’s Title I, Part C migrant coordinator or MEP staff</b> will determine what federal, state, or local programs serve PFS students.</li> </ul>	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> <li>▪</li> </ul>			

## 2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u></b> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
<b>B. <u>Other</u></b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. <u>Meet with all ID&amp;R Staff.</u></b> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>B. <u>Finalize all forms, documents, logs.</u></b> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	<b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>C. <u>Make recruiter assignments.</u></b> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29
<b>D. <u>Conduct ID&amp;R.</u></b> <b><i>Potentially Eligible Migratory Children:</i></b> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. <b><i>Currently Eligible Migratory Children:</i></b> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. <b>Note:</b> Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	<b>Staff:</b> MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
<b>E. <u>Complete COEs/ECOEs.</u></b> Recruiter completes COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOEs and COE SDF to Designated SEA Reviewer for review.	<b>Staff:</b> MEP recruiters	Within <b>5</b> working days of parent signature
<b>F. <u>Review of COEs/ECOEs.</u></b> Designated SEA Reviewer reviews COE/ECOEs and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOEs and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> <li>• Systems Specialist is to enter data from each child's COE/ECOEs into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOEs will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.</li> </ul>	<b>Staff:</b> Designated SEA Reviewers Systems Specialists	Within <b>7</b> working days of parent signature.
<b>G. <u>Conduct residency verification.</u></b> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	<b>Staff:</b> MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>H. Other</b>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<b>A. <u>Make contact with potential growers.</u></b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. <u>Develop calendar and maps.</u></b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
<b>C. Other</b>		
<b>IV. INTERAGENCY COORDINATION</b>		
<b>A. <u>Network with agencies that serve migrant families.</u></b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
<b>B. Other</b>		
<b>V. QUALITY CONTROL</b>		
<b>A. <u>Written quality control procedures.</u></b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. <u>Eligibility review.</u></b> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. <u>Monitor and address ongoing training needs for ID&amp;R.</u></b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> MEP Consultant/Education Specialists	As needed throughout the year
<b>D. <u>Maintain up-to-date records on file.</u></b> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. <u>Annual eligibility validation.</u></b> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. <u>Monitor</u></b> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p><b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b></p> <p><b>A. Evaluate ID&amp;R efforts for subsequent planning.</b>            Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&amp;R plan for continuous improvement.</p>	<p><b>Staff:</b> All MEP staff  <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p><b>TIMELINE</b></p> <p>By July 30</p>
<p><b>B. Other -- MEP Family Surveys</b>            LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20            MEP administrative assistant            Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not            MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator            LEA designee            ESC-20 Administrative Assistant            Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>