Ingram ISD District Improvement Plan
(with embedded Comprehensive Needs Analysis)
2024-2025

Ingram ISD Vision Statement

Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

Our purpose is to ensure an environment that provides for rigorous learning and support where each student masters the curriculum at every level, is continually inspired to ascend to the highest levels of good character, and thoughtfully and diligently prepares for a successful life after high school.

2024-2025 Board of Trustees

2024-2025 District Administration

District Site-Based Decision-Making Team

Dr. Mindy Curran, Administrative Representative
Dr. Holly Lambert, Special Education Representative
Dr. Bobby Leshikar, High School Teacher
Paula Morris, High School Teacher
Stephanie Pool, High School Parent
Shannon Stolz, High School Parent
George Dixon, Middle School Teacher
Kay Neuse, Middle School Teacher
Amber Carpenter, Middle School Parent
Haley Dean, Elementary Teacher
Martina Kennedy, Elementary Teacher
Amanda Barton, Elementary Parent
Amanda Oliver, Elementary Parent
Charlie Dominguez, Community Member
Amy Bush, Business Member

Ad-Hoc Members

Dr. Robert Templeton, Superintendent
Brandie Guzman, Principal
Kayla Casey, Principal
Kali Brandt, Principal

Texas Education Agency Strategic Priorities

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

STRATEGIC PRIORITIES

- RECRUIT, SUPPORT AND RETAIN TEACHERS AND PRINCIPALS
- BUILD A FOUNDATION FOR READING AND MATH
- CONNECT HIGH SCHOOL TO CAREER AND COLLEGE
- IMPROVE LOW-PERFORMING SCHOOLS

KEY ACTIONS

- SUPPORTED EDUCATORS
- READY STUDENTS
- RIGOROUS ENGAGEMENT
- ALIGNED SYSTEMS
- ACTIONABLE GOALSETTING

CONTINUOUS IMPROVEMENT
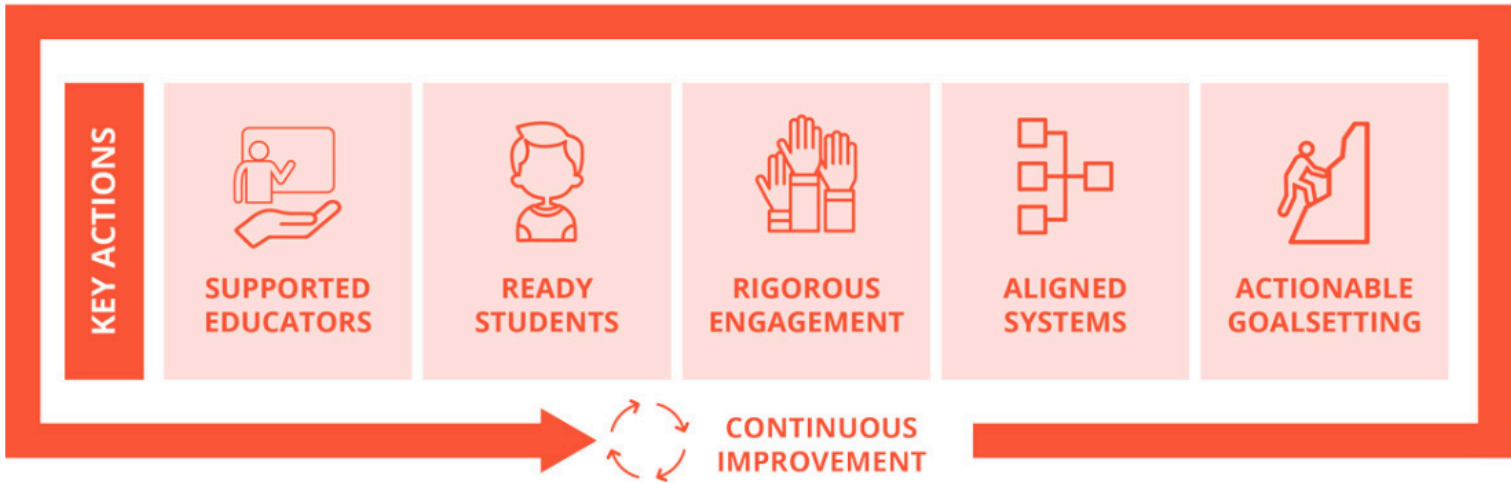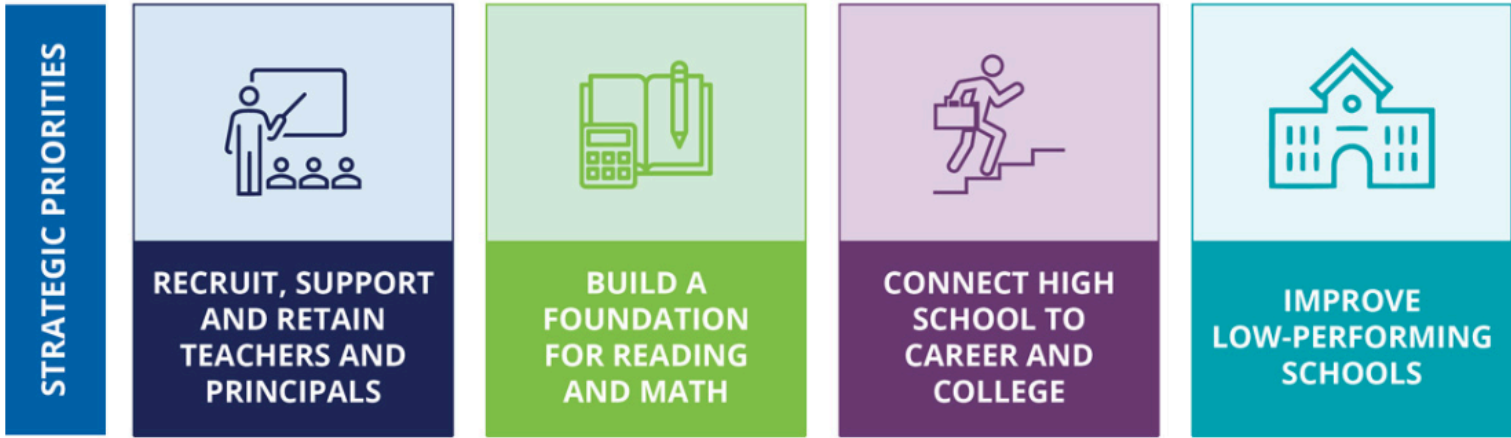
Ingram ISD Board Goals 2024-2025

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.

2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media Resources available.

3. INGRAM ISD will strive to recruit, hire, and retain a high-quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey toward excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.

4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parents/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.

5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.

6. INGRAM ISD will annually maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

COMPREHENSIVE NEEDS ANALYSIS

District Demographics 2024-2025 Academic Year (Preliminary Data from PEIMS Fall Collection)

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
Ingram ISD	District	1349	PK – 12	63.5%	17.6%	16.3%
Ingram Elementary	Elementary	640	PK – 5	68.44%	19.0%	19.0%
Ingram Middle	Middle	267	6-8	60.3%	19.1%	17.6%
Ingram Tom Moore	High School	440	9-12	58.41%	15.4%	11.1%

Student Demographics (Preliminary Data from 2024-2025 PEIMS Fall Collection)

African American	Asian	Hispanic	White	Two or More	EB	Eco Dis
0.44%	0.52%	47.44%	49.3%	2.08%	17.6%	63.5%

Historical Demographics

Ingram ISD	Enrollment	Economically Disadvantaged	Emergent Bilingual
2012-2013	954	68.3%	12.1%
2013-2014	1005	68.6%	12%
2014-2015	1044	70%	12.8%
2015-2016	1078	69%	13%
2016-2017	1095	71%	14.9%
2017-2018	1107	73.1%	15.2%
2018-2019	1168	78.3%	16%
2019-2020	1166	75%	16.3%
2020-2021	1102	73.3%	17.2%
2021-2022	1173	69.1%	17.1%
2022-2023	1240	69.7%	17.7%
2023-2024	1300	66.2%	18.0%
2024-2025*	**1349**	**63.5%**	**17.6%**

*As of 10/25/2024

The following STAAR/EOC data was collected from Data Interaction for Texas Student Assessments.

STAAR/EOC READING PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	% Change	% Change	2024 Approaches/ Meets/Masters
3rd Grade	80/51/22 = 51	80/59/26 = 55	87/66/41 = 65	+10	-1	75/49/21 = 48
4th Grade	82/52/18 = 51	85/52/16 = 51	89/65/34 = 64	+13	+3	81/51/23 = 52
5th Grade	88/62/27 = 59	85/63/31 = 60	87/51/25 = 54	-6	-1	78/54/29 = 54
6th Grade	80/53/35 = 56	79/58/18 = 52	75/59/24 = 53	+1	+2	75/54/25 = 51
7th Grade	88/50/37 = 58	83/52/27 = 54	80/47/25 = 51	-3	-1	72/52/28 = 51
8th Grade	90/60/38 = 53	88/60/30 = 59	88/65/34 = 62	+3	-1	79/54/28 = 54
ENG I	74/53/11 = 46	90/76/17 = 61	82/64/19 = 55	-6	+0	67/54/17 = 46
ENG II	86/71/17 = 58	91/75/14 = 60	91/74/4 = 56	-4	+2	74/60/9 = 48

MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	% Change	% Change	2024 Approaches/ Meets/Masters
3rd Grade	84/49/26 = 53	87/60/22 = 56	86/64/27 = 59	+3	-3	69/41/15 = 42
4th Grade	87/61/27 = 58	88/66/27 = 60	85/66/27 = 63	+3	-1	68/45/21 = 45
5th Grade	91/65/27 = 61	95/67/20 = 61	94/65/24 = 61	+0	-2	76/49/19 = 48
6th Grade	88/51/20 = 53	83/43/13 = 45	80/46/16 = 47	+2	-2	69/37/13 = 40
7th Grade	69/31/12 = 37	73/43/7 = 41	63/35/9 = 36	-5	-3	53/32/10 = 32
8th Grade	88/54/18 = 53	93/52/6 = 50	88/72/23 = 61	+11	-3	70/40/15 = 42
8th Algebra	100/97/92 = 96	100/84/45 = 76	98/84/53 = 84	+12		
HS Algebra	91/49/28 = 56	95/43/7 = 52	86/43/17 = 49	-3		
ISD Algebra	94/63/47 = 68	97/57/21 = 58	91/64/31 = 62	+4	+1	79/45/23 = 50

SCIENCE AND SOCIAL STUDIES STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	% Change	% Change	2024 Approaches/ Meets/Masters
5th Grade Science	90/68/27 = 66	85/60/23 = 56	75/30/15 = 40	-16	-4	57/26/11 = 31
8th Grade Science						
8th Biology	97/72/28 = 66	95/60/14 = 56	97/73/16 = 62	+6		
HS Biology	93/64/21 = 59	91/73/36 = 67	92/58/8 = 53	-14		
ISD Biology	94/71/26 = 64	95/61/17 = 58	96/70/15 = 60	+2	+0	91/57/19 = 56
8th Grade Soc Stud	70/21/10 = 31	79/42/15 = 45	80/48/24 = 51	+6	-4	57/31/16 = 35
US History	93/75/39 = 69	96/68/27 = 64	95/68/20 = 61	-4	+2	95/69/37 = 67

2023 & 2024 Accountability Scores (Manually Calculated)*

Domains	ISD				IES				IMS				ITM			
	2023		**2024**		**2023**		**2024**		**2023**		**2024**		**2023**		**2024**	
Student Achievement	89	B	**91**	**A**	86	B	**89**	**B**	83	B	**88**	**B**	90	A	**93**	**A**
School Progress	91	A	**93**	**A**	90	A	**91**	**A**	90	A	**91**	**A**	91	A	**95**	**A**
Academic Growth	79	C	76	C	87	B	85	B	72	C	81	B	79	C	67	D
Relative Performance	91	A	93	A	90	A	90	A	90	A	91	A	91	A	95	A
Closing the Gaps	88	B	**93**	**A**	90	A	**91**	**A**	74	C	**91**	**A**	92	A	**94**	**A**
Overall	90	A	**93**	**A**	90	A	**91**	**A**	85	B	**91**	**A**	91	A	**95**	**A**

*2023 & 2024 Accountability grades have not been released and are pending the temporary injunctions from two lawsuits filed against TEA. The 2023 & 2024 scores are preliminary manual calculations by the district using the raw data provided by TEA.

Ingram ISD Closing the Gaps Domain: 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)									
2024 % at Meets GL Standard or Above	65%	0%	57%	72%	-	83%	-	59%	58%
2024 # at Meets GL Standard or Above	452	0	181	256	-	5	-	10	289
2024 Total Tests (Adjusted)	699	3	317	356	-	6	-	17	501
Mathematics									
2024 % at Meets GL Standard or Above	62%	50%	55%	68%	-	100%	-	64%	56%
2024 # at Meets GL Standard or Above	360	1	148	198	-	4	-	9	241
2024 Total Tests (Adjusted)	580	2	270	290	-	4	-	14	430
Academic Growth Status									
RLA									
2024 Academic Growth Score	70%	75%	69%	73%	-	70%	-	46%	68%
2024 Growth Points	406.25	1.50	177.25	218.50	-	3.50	-	5.50	282.00
2024 Total Tests	577	2	258	300	-	5	-	12	413
Mathematics									
2024 Academic Growth Score	70%	125%	70%	71%	-	67%	-	75%	68%
2024 Growth Points	310.25	1.25	147.00	153.25	-	2.00	-	6.75	229.75
2024 Total Tests	441	1	211	217	-	3	-	9	336
Federal Graduation Rate Status									
2023 % Graduated	100.0%	-	100.0%	100.0%	100.0%	-	-	100.0%	100.0%
2023 # Graduated	68	0	25	40	1	0	0	2	46
2023 Total in Class	68	0	25	40	1	0	0	2	46
Progress in Achieving English Language Proficiency (EB/EL Current)									
2024 TELPAS Progress Rate									56%
2024 TELPAS Progress									102
2024 TELPAS Total									183
Student Success (Student Achievement Domain Score (STAAR Component Only))									
2024 STAAR Component Score	58	13	52	64	-	70	-	53	53
2024 % at Approaches GL Standard or Above	88%	20%	85%	92%	-	100%	-	76%	85%
2024 % at Meets GL Standard or Above	62%	20%	53%	71%	-	82%	-	55%	55%
2024 % at Masters GL Standard	24%	0%	18%	29%	-	27%	-	29%	18%
2024 Total Tests	1,680	5	777	849	-	11	-	38	1,209
School Quality (College, Career, and Military Readiness Performance)									
2023 % Students Meeting CCMR	99%	-	100%	98%	100%	-	-	100%	98%
2023 # Students Meeting CCMR	67	0	25	39	1	0	0	2	45
2023 Total Students	68	0	25	40	1	0	0	2	46

Ingram ISD Closing the Gaps Domain: Additional Groups

	All Students	Econ Disadv	Non Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non Continuously Enrolled	Highly Mobile★	Foster	Homeless	Migrant
Additional Groups													
Academic Achievement Status													
Reading/Language Arts (RLA)													
2024 % at Meets GL Standard or Above	65%	59%	76%	45%	49%	25%	75%	64%	67%	60%	-	100%	33%
2024 # at Meets GL Standard or Above	452	270	182	57	69	31	24	285	167	3	-	2	1
2024 Total Tests (Adjusted)	699	458	241	128	141	124	32	448	251	5	-	2	3
Mathematics													
2024 % at Meets GL Standard or Above	62%	56%	75%	49%	52%	38%	63%	62%	62%	83%	-	100%	67%
2024 # at Meets GL Standard or Above	360	217	143	57	64	43	19	237	123	5	-	3	2
2024 Total Tests (Adjusted)	580	389	191	116	123	112	30	382	198	6	-	3	3
Academic Growth Status													
RLA													
2024 Academic Growth Score	70%	69%	74%	64%	67%	60%	75%	70%	71%	40%	-	0%	67%
2024 Growth Points	406.25	257.00	149.25	66.75	77.25	63.25	13.50	260.00	146.25	2.00	-	0.00	2.00
2024 Total Tests	577	375	202	104	116	105	18	370	207	5	-	2	3
Mathematics													
2024 Academic Growth Score	70%	67%	77%	70%	70%	64%	59%	65%	81%	85%	-	100%	75%
2024 Growth Points	310.25	202.50	107.75	64.75	69.75	60.50	9.50	186.25	124.00	4.25	-	2.00	2.25
2024 Total Tests	441	301	140	93	99	94	16	287	154	5	-	2	3
Federal Graduation Rate Status													
2023 % Graduated	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%				100.0%	-	100.0%	100.0%
2023 # Graduated	68	43	25	5	6	8				2	0	1	1
2023 Total in Class	68	43	25	5	6	8				2	0	1	1
Progress in Achieving English Language Proficiency (EB/EL Current)													
2024 TELPAS Progress Rate				56%									
2024 TELPAS Progress				102									
2024 TELPAS Total				183									
Student Success (Student Achievement Domain Score (STAAR Component Only))													
2024 STAAR Component Score	58	53	67	44	47	36	65	56	61	53	-	67	43
2024 % at Approaches GL Standard or Above	88%	86%	92%	79%	80%	68%	96%	87%	90%	88%	-	100%	80%
2024 % at Meets GL Standard or Above	62%	55%	76%	42%	46%	31%	68%	61%	65%	65%	-	86%	50%
2024 % at Masters GL Standard	24%	18%	34%	12%	15%	9%	32%	21%	28%	6%	-	14%	0%
2024 Total Tests	1,680	1,099	581	320	346	315	73	1,083	597	17	-	7	10
School Quality (College, Career, and Military Readiness Performance)													
2023 % Students Meeting CCMR	99%	98%	100%	100%	100%	100%	-	100%	93%	100%	-	100%	100%
2023 # Students Meeting CCMR	67	42	25	5	7	8	0	54	13	2	0	1	1
2023 Total Students	68	43	25	5	7	8	0	54	14	2	0	1	1

School Year: 2024-2025
DATA SOURCES

Improvement Planning Data

    District goals

    TEA Strategic Priorities

    Previous year's district improvement plan

Accountability Data

    Texas Academic Performance Report (TAPR) data

    2024 STAAR/EOC Summaries and Data Reports

    TXSchools.gov

    Data Interaction for Texas Student Assessments

    Results-Driven Accountability Data

    Advanced Placement

    SAT and/or ACT assessment data

    CCMR Data

    Local benchmark or common assessment data

    TELPAS

Student Data: Behavior and Other Indicators

    Completion rates and/or graduation rates data

    Annual dropout rate data

    Attendance data

    Mobility data

Employee Data

    Staff surveys and/or other feedback

    Highly qualified staff data

Analysis of data has identified the following needs:

Build a foundation of reading, writing, and math:

- Keeping a safe learning environment is our #1 priority
- Writing continues to be a top priority.
  - Newest STAAR test design embeds writing within reading as well as other core areas
  - Across content areas
  - Communication between writing teachers and content teachers
  - Alignment
- Reading is an area of focus.
  - Implement strategies and practice for new test design
  - Focus on statewide initiative to increase reading and math fluency in grades K - 3.
  - Create a strong foundation of reading through phonics and individualized targeted instruction.
  - Vertical alignment will assist students in transitioning from one grade level to the next seamlessly improving academic achievement.
- Progress needs to be made in the percentage of students who reach the Meets and Masters Level of Performance on the new STAAR 2.0. Data indicates that the depth and complexity of the TEKS addressed in the curriculum, resources, and instruction needs to be increased to meet or exceed state expectations. Teachers need support in understanding the TEKS/SEs that govern their specific content area. The rigor of Tier 1 instruction needs to increase to mirror the complexity of the TEKS.
- Progress has been made and needs continued focus to increase student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 17% and growing of the district's student population. Language acquisition and accelerated instruction especially in ELAR need to be targeted. Ongoing professional development for teachers to provide lessons that increase language acquisition should be made available.
- Data indicates that work needs to be done in social studies process skills which require higher level reading skills (ie inferencing, summarizing, and main idea) and the ability to interpret embedded graphics. Reading skills need to be integrated into social studies classes. Students require additional exposure to primary source text and a variety of graphics. Depth of understanding would increase with embedded writing assignments.
- Improve vocabulary, literacy, and language for students through providing prekindergarten for three and four-year-olds.
- Continue to implement 1-1 technology capabilities for all secondary students and within classrooms at elementary
- Increase students' fluency in math facts and ability to solve multi-step problems.

Connect high school to career and college

- Ingram Tom Moore P-TECH
- Continue offering advanced academic opportunities that align with the Core curriculum and Associate Degree requirements of higher education.
- Increase CTE course offerings with Dual Credit opportunities
- Continue to study labor market needs and adjust Programs of Study as needed
- Create a Building & Construction program
- Continue to seek partnerships with local businesses to provide work-based learning experiences, internships, and employment opportunities for our students.
- Support Ingram ISD students in earning industry based certifications
- Increase the number of students who meet TSI criteria for math and reading by the end of their freshman year
- Implement Resources to prepare students for the SAT and/or ACT Assessments with the goal of improving scores
- Implement Resources for students to prepare for transition into post-secondary college and/or career.
- Maintain graduation rate for all students.
- Provide college and career exploration opportunities, particularly at middle school.
- Embed college and career readiness skills across all contents.
- Continue offering College Lab as an elective option for students taking 3 or more dual credit courses.
- Provide a College and Career Media Center
- Increase number of staff who are qualified to teach dual credit/dual enrollment classes

Improve Low Performing Schools - Ingram ISD rated A by TEA

Recruit, support, and retain teachers and principals

- Increase the number of teachers who are certified to teach dual credit courses.
- Increase the number of teachers who are ESL certified
- Provide a teacher at elementary and a teacher on secondary campuses to monitor and oversee language and academic interventions for English Learners
- Continue to increase the salary schedule to attract quality teachers.
- Provide support to teachers towards earning recognized, exemplary, and master-level designations for Teacher Incentive Allotment
- Provide funding for teachers and administrators to acquire additional certifications.
- Time for collaboration, training, and planning embedded into the school calendar.
- Strive to continue to recruit, hire, and retain high-quality teachers with high standards of ethical behavior.
- Provide more onsite Staff Development to provide more opportunities for follow-up and ongoing training.

Promote a Safe Environment

- Provide additional safety measures that promote a safe environment:
  - Complete security fences at both elementary and secondary campuses
  - Internal and external security audits
  - Keep all external doors and internal doors locked at all times
- Maintain the School Marshall Program
- Maintain the size of the Ingram ISD Police Department
- Clear communication within the district and with law enforcement in the event of an emergency using a secure two-way radio system
- Provide staff development to promote student healthy lifestyle

Goal 1: Maximize Student Achievement: Students will build a solid foundation of literacy and numeracy evidenced by achieving a STAAR/EOC raw score of ≥ 60 in Domain 1 and meeting or exceeding the state standard for Domains 2 and 3.

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review Jan	Apr
Support campus instructional leaders with clear roles and responsibilities	AWARE Lead4Ward TCMPC	Asst. Supt., Campus Adm Teacher Leaders	Department/PLC meetings on the calendar. Campus Admin will monitor		
Implement new STEMscopes science curiculum	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Review 6-week and benchmark assessments to ensure alignment with TEKS and track student progress by student population groups	STAAR released questions, TCMPC, AWARE, TFAR	Asst. Supt. Campus Admin Lead Teachers	PLC Meetings		
MTSS/PLC/data meetings to review data, identify gaps, and drive instruction and interventions	AWARE; Field Guides Engaging Activities	Campus Admin Lead Teachers	Sign-in Sheets and Agendas		
Embed one full staff development/planning day per 6 weeks into the calendar during the school year and summer for teachers to plan quality, aligned Tier 1 instruction, and review and revise assessments.	TEA released questions, TCMPC, teacher created, blueprint	Asst. Supt. Campus Admin	Utilization of curriculum days and earned off days during the summer		
Provide accelerated instruction to students outlined in HB1416 (former HB4545)	Local Funds Federal Funds	Asst. Supt. Campus Admin	Scheduling of accelerated instruction and increased 2024 STAAR/EOC		
Continue to provide an ESL teacher to monitor and oversee Emergent Bilinguals' language and academic progress on the elementary campus as well as paraprofessionals to provide support to students	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Provide an ESL teacher and a paraprofessional to monitor and oversee English Learners' language and academic progress on secondary campuses	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Continue to implement a research-based supplemental reading program in grades K-5 which identifies specific and actionable data on individual students	Title Funds American Reading Company	Campus Admin ARC Lead Teacher	Online Progress Monitoring component of ARC		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide ongoing staff development for the ARC reading program	Title Funds ARC	Asst. Supt., Campus Admin ARC Lead Tchr	Students' progression through the levels		
Improve fact fluency for elementary students through an engaging online platform	Title Funds	Campus Admin Math Teachers	Progress Monitoring Component of Program		
Implement an online diagnostic reading program that enables teachers to determine student's needs, provide personalized learning, and monitor progress throughout the year.	Title Funds Local Funds iReady	Campus Admin Teachers	Progress Monitoring Component of Program		
Provide Evidence Based & Standards Aligned supplemental resources to increase science achievement	Title Funds	Campus Admin Science Teachers	Progress Monitoring through checkpoints and benchmarks		
Continue providing Reading and Math Interventionists at Elementary	Federal Funds Comp Ed	Campus Admin	Increased DRA Level of students served; student growth on benchmarks		
All Kindergarten through third grade teachers, along with professional support staff and elementary admin will complete year long Literacy Academy through TEA and Reg 20	Local Funds Federal Funds	Elementary Adm	Percentage of participants who successfully complete Academy by May, 2023		
Increase number of teachers to serve special education students	Local Funds Federal Funds	Dir of Sped Campus Admin	Student Growth on Benchmarks		
Continue Pre-K for three and provide full day Pre-K for four year olds to expand vocabulary and create foundation to prevent achievement gaps. Each classroom will have a paraprofessional to assist teacher to provide support to students	Title Funds Local Funds Comp Ed	Dist Admin Campus Adm	Progress Monitoring		
Continue kindergarten bilingual class and 1st grade bilingual class.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Implement Papaya to help with language acquisition for newcomer Emergent Bilingual students					
Identify and provide supplemental materials for the two bilingual classrooms as well as for ESL students	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Provide professional development opportunities and online programs to increase academic support and language acquisition of our growing population of Emergent Bilingual students.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Increase writing across content areas	Title & Local Funds, Trainers	Campus Adm	Writing Samples Rubrics		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide supplemental materials for science, math, reading, and social studies to increase academic success	Title Funds	Campus Adm	Checkpoints, benchmarks and STAAR		
Provide engaging online platforms for students to work independently to increase academic success	Federal Funds Comp Ed	Campus Admin	Progress Monitoring		
Provide AVID training for secondary teachers	Comp Ed	Asst Supt, Campus Adm	# of Teachers who have completed training		
Implement AVID WICOR (writing, inquiry, collaboration, organization, critical reading) strategies across all secondary classes	AVID Comp Ed	Asst Supt, Campus Adm, AVID trained Teachers	Writing Samples, Student Binders		
Continue implementation of ARC reading program for all students in grades K-5 which identifies specific and actionable data on individual students	Title Funds ARC	Asst. Supt. Campus Admin ESL Teacher	Increase in reading levels		
Utilize Imagine Learning Literacy Program for all PreK students	Comp Ed Imagine Learning	Dir. of Special Programs Campus Admin & PreK Teachers	Advancement in the Language Proficiency		
Utilize Lexia for MS & HS to help Emergent Bilingual students fill in gaps regarding phonemic awareness	Title Funds	Director of Special Programs Campus Admin ESL Teachers	Advancement in the Language Proficiency		
Continue Implementation of Language Literacy program for Primary students	Title Funds Imagine Learning Local Funds	Director of Special Programs Campus Admin, Primary Teachers ESL Teachers	Advancement in the Language Proficiency for L and increased reading levels		
Provide Primary students with touchscreen devices to access Language Literacy program	Title Funds Imagine Learning Local Funds	Director of Special Programs Tech Dir Campus Admin	Advancement in Language Proficiency for EL and increased reading levels		
Provide devices for EL students to access online programs	Title Funds Comp Ed	Director of Special Programs Campus Admin ESL Teachers	Devices utilized to advance in programs		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Utilize LAS Links to identify ESL students and determine placement	Local Funds	Director of Special Programs	Students identified using assessment		
Continue to implement Summit K-12 online diagnostic program to improve language acquisition and student performance on the TELPAS	Region 20 ESC	Director of Special Programs Campus Admin ESL Teachers	Improved TELPAS scores		
Provide professional development addressing the needs of EB and Sped Students	Bilingual Allotment, Comp Ed, Materials from training	Dir of Sped Asst. Supt. Campus Admin ELL teachers	Increase in Sped & ELL scores on local and state assessments		

Goal 2: Implement 21st Century Learning Skills and Connect High School to College, Career, and Military

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue implementation of Ingram Tom Moore P-TECH as a school-wide model	Local Funds Grant Funds	Supt/Asst Supt High School Principal	Student enrollment in CTE programs and students receiving dual credit		
Continue Next Step Prep (NSP) at high school to provide students TSI & ACT prep and support dual credit courses	Local Funds	Campus Admin & Teachers	Increased TSI & ACT scores; Increased college grades		
Continue implementation of College Lab elective course for students taking 3 or more dual credit classes who opt for the local credit course	Local Funds	Campus Admin & Teachers	Increased college grades		
Continue to expand 1-1 Technology capabilities within classrooms	Title Funds Local Funds Comp Ed	Dir of Tech Supt/Asst Supt Campus Admin	Number of devices available and used on a daily basis		
Provide a P-TECH Media Coordinator to assist teachers and students in support of ITM P-TECH	Federal Grants Local Funds	Asst. Supt	Resources on Technologist's Google Classroom		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue offering TSI summer bridge during summer for incoming 9th graders and students that have not met TSI.	Local Funds Comp Ed	Asst. Supt High School Administration	Data to determine need/implementation of TSI boot camp during the summer of 2022		
Maintain and possibly expand Higher Education Partners and expand CTE programs leading to post-secondary certifications and degrees	Local Funds	Asst Supt Counselor Campus Admin	Master Schedule # of students enrolled and number of Higher Education partners		
Continue AVID classes for all middle school and as an elective for high school students	Comp Ed AVID training	Asst. Supt MS & HS Admin	Master Schedule		
AVID or OnRamps training for middle school and high school teachers	Local Funds Comp Ed	Asst. Supt. MS & HS Admin	Certificates of Completion		
Provide OnRamps and Dual Credit classes at no cost for students	Local Funds Title Funds	Supt	Master Schedule # of students enrolled and course completion		
Update classroom technologies such as projectors, interactive boards, document cameras, switches, etc	Title Funds Local Funds Comp Ed	Dir of Tech, Supt/Asst Supt, Campus Admin	Inventory of technology		
Continue Phlebotomy certification and program and add CNA for the Health Science program of study	Federal and local funds	Supt/Asst Supt HS Principal Health Sci teachers	Student enrollment; dual credit grades; IBC certifications		
Provide and pay for opportunities for students to earn industry-based certifications	Local Funds State Funds	CTE Dir, CO & Campus Admin	Increase in the number of certifications obtained		
Speakers from the Community addressing students to expand their knowledge and expose them to various future career opportunities and/or areas of interest	Community Members	Supt Principals	Scheduled speaking engagements		
Continue providing the PreACT 8/9 to all 9th graders, PreACT to all 10th graders, and the ACT to all 11th graders during the school day.	Local Funds State funds	HS Principal P-Tech Media Coorounselor	Campus Testing Calendar		
Provide ACT/SAT/TSI Prep classes	Local Funds, Comp Ed Shmoop, ACT.org	Asst Supt, Campus Admin ELAR/Math Teachers	Increased scores on ACT/SAT/TSI		
Provide 11th-grade students the opportunity to take ASVAB (Armed Services Vocational Aptitude Battery)	ASVAB Local	HS Principal Counselor	Number of students who complete assessments		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Through Pathways, NSP, & programs of study provide career exploration and/or work-based learning experiences for all students at IMS and ITM	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Lesson Plans		
Provide college visits for all high school students at all grade levels	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Campus calendar of events		
Provide Career Exploration opportunities at elementary: Science Alive Day, Wednesday announcements - student-led, film, edit, content, etc., and "Where are you going Wednesday?"					
Provide College & Career Exploration opportunities at middle school: College visit to UTSA for 8th graders, Pathways career speakers, AVID, and Career Day.					

Goal 3: Recruit, Support, and Retain Campus and District Staff

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide a full day at the end of each six weeks based on school calendar feedback from teachers	Local Funds	Superintendent, Asst. Supt, School Board	District calendar		
Increase Salary Schedule	Local Funds, Title Funds, Comp Ed	Supt, CFO School Board	Salary Schedule		
Continue $500 stipend for teachers with Master's Degrees	Local Funds	Supt, CFO School Board	Payroll Records		
Continue Educator Tuition Reimbursement Program for up to 4 recipients to pursue a Master's/Doctoral Degrees	Local Funds	Supt, CFO, School Board	Number of applicants and recipients		
Continue implementing the Teacher Incentive Allotment Program	State Funds	Asst. Supt Campus Principals	Number of teachers who meet the criteria		
Administrator/instructional coach led data meetings with teachers	Local Funds, Comp Ed Eduphoria, TEKS Resourc	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Training from ESL and special education staff at faculty meetings sharing research-based instructional strategies	Local Funds	Campus Admin ESL Staff	Faculty Meeting Agendas		
Rigorous Recruitment of Highly Effective Teachers and Staff	Local Funds Job fairs, advertise in variety of venues	HR Coordinator Campus Admin	Retention Rates		
Provide new teachers with mentors	Local	Principals Curriculum Staff	New Teacher retention and success rate		
Provide professional development opportunities to ensure innovative, effective research-based teaching strategies are utilized	Local Funds	Asst. Supt Campus Admin Dir of Sped	Increased Student Achievement on state assessments		
Recognize 2 Staff of the Month at Board Meetings and/or on campus	Local	Supt., Campus Admin	Board Minutes		
Provide stipend to teachers for completing the Reading Academy	Local	Supt., CFO	Stipends Paid		

Goal 4: Increase Family and Community Engagement and Improve School Climate

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Part-time Director of Communications to improve communication to parents and community	Local Funds	Supt.	Frequent communication updates to website and social media sites		
Include the participation of parents and community members in the site-based decision-making process	Parents and Community Members	District Leadership Team	Sign in sheets		
Host Distinguished Graduate Banquet for college graduates and their families	Parents, Community Members, Local Funds	Supt., Campus Admin	Attendance at Event		
Provide transportation options to parents for attending students' college graduation	Local Funds School Bus & Driver	Supt., Director of Transportation, Campus Admin	Transportation sign-up sheets, parents in attendance at graduation		
Each campus will host campus-specific events inviting families to engage with the school	Local Funds	Campus Admin	Sign in sheets		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Utilize website, social media, and mass communication system to improve communication to parents and community	Local Funds	Supt., Asst., Supt., Director of Technology Director of Communications	New website, use mass communication notifications		
Hosting parent information workshops regarding the P-TECH initiative	Parents and Community Members	Superintendent	Sign in sheets		
Host Community Celebrations highlighting athletic and academic achievements and student participation	PTO, Booster Clubs, Volunteers, Staff	Dist Ldrship PR Liaison	Acknowledgement of events on website and local newspapers		
Teacher appreciation lunches; community-sponsored lunches	PTO, Community	Campus Admin	Campus Calendars		
Recognize and appreciate community members' support of the district	Board meetings Website/Facebk Appreciation events	Superintendent School Board PR Liaison	Board Minutes Calendar of events--Christmas Cookies, Meals, etc		
Annual Community Vision Forum	Campus and Community Members	Dist Ldrship	Sign in Sheets Data from Meeting		
Publicize parenting webinars provided through Region 20	Parents, staff, community members, Local funding and donations	Elementary Admin Spec Ed Director	Sign in Sheets		
Host FBI Parent Informational Night on the Consequences of Online Hoaxes	Local Funds	Chief of Police Campus Admin	Sign in sheets		
Quarterly EB Parent Nights	Local Funds	Elementary Admin EB Teachers	Sign in sheets		
All-Pro Dads meets once a month at elementary	Local Funds	Elementary Admin	Sign in sheets		

Goal 5: Promote a Safe Environment

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Assess and Increase number of Security Cameras as needed	Local Funds	Supt., Tech Director	Inventory of Cameras		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide continued training and Increase the number of School Marshals as needed	Local & Federal Funds	Supt.	Additional marshals trained		
Safety and Security Committee--Districtwide	Local Resources, Local Law, Enforcement	Supt ISD PD, ISD Marshals	Systematic plan to review and improve existing practices		
District/Campus Threat Assessment Committees	Local Funds	Supt, LSSPs, ISD PD & Marshals	Sign in sheets and Agendas		
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, suicide prevention, ethics and dating violence, trauma-informed/grief training and Stop the Bleed	Staff Dev, Eduhero Local Funds, SHAC	Asst. Supt Campus Admin	Sign in sheets Data from Eduhero		
Drug Awareness, Bullying, and Conflict Resolution training for students	Local Funds SHAC	Counselors Campus Admin	Training Documentation		
Random drug testing of students involved in extracurricular activities in addition to K9 visits	Local Funds	Supt. Campus Admin	Document visits		
Exterior and Interior building/grounds maintenance will occur on a continual rotating schedule	Local Funds Eduphoria Help Desk	Director of Maint CFO Principals	Periodic evaluation of grounds		
CPR Training for Students at secondary campuses	Local	Campus Admin, Athletic Director, Nurse	Sign in Sheets		
Community Eligibility Provision at all campuses	Federal Funds Nutri-kids	CFO Food Service Coordinator	Campuses qualifying for program		
Cybersecurity training is completed annually by all staff	Local Funds	Director of Technology	Training Documentation		
Construct a security fence around outside areas including teacher parking and outdoor play areas.	Bond funds	Supt, Director of Operations			
Construct a security fence, gates, and security kiosk at the entrance to the secondary campuses.	Federal, State and local funds Bond funds	CFO Superintendent Operations Director	Decreased accessibility		
Conduct internal and external safety audits to ensure a secure campus and heightened student safety awareness	Local funds	Supt IISD Police Chief	Audit results		
Continue Ingram ISD Police Department and provide an additional full-time police officer	Grants Local funds	Superintendent IISD Police Chief	Increased number of officers		
Anonymous reporting through P3 for reporting safety concerns; Bark alert system	Local funds	Supt., IISD Police Chief, Principals	Bark & P3 reports		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Host FBI Parent Informational Night on the Consequences of Online Hoaxes to educate parents and students to eliminate threats and unintended consequences					

Goal 6: Maintain a Budget that Supports the Vision of Student Success

√ =Accomplished   C =Considerable   S =Some Progress   N =No Progress   X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Manage Local, State, and Federal Resources to effectively fund needed programs	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	FIRST Rating		
Determine the targeted staffing ratios by analyzing the district needs in instructional programs, without disrupting effectiveness	First Indicators Pupil Proportion Numbers HR staffing reports	Supt. CFO Asst. Supt Principals	Highly Effective teachers in all teaching assignments		
Coordinate funding to ensure all students have access to learning resources	Local, Federal, State Comp, and Career and Tech Resources	CFO, Supt., Asst. Supt., Dir of Special Education	Accountability Data		
Fund dual credit expenses for our student at no cost to the students	Local Funds	CFO & Supt	Dual credit invoices, student transcripts		

2024-2025 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
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters **Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.** COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** 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. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. 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.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migratory Children*: 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. *Currently Eligible Migratory Children*: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. 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.	**Staff:** MEP recruiters	Within **5** working days of parent signature

F. Review of COEs/ECOEs.
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.
    ● 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.
	Staff: Designated SEA Reviewers
	Systems Specialists
		Within **7** working days of parent signature.

G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** 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
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	**Staff:** MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families	**Staff:** MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)

B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. 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.	**Staff:** MEP administrators, recruiters, designated SEA reviewers, and other MEP staff .	By August 29
B. Eligibility review. ~~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.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Program Manager/Consultants	As needed throughout the year
D. Maintain up-to-date records on file. 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.	**Staff:** All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
F. Monitor Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	**Staff:** ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	**INDIVIDUALS RESPONSIBLE**	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	**TIMELINE** By Aug 30

incorporate appropriate changes into subsequent ID&R plan for continuous improvement.		
B. <u>Other -- MEP Family Surveys</u> 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

Title I, Part C – Migrant Education Program
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 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:

Priority for Service (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	• Who have made a qualifying move within the previous 1-year period; **AND** • 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	• Who have made a qualifying move within the previous 1-year period; **AND** • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** • 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.

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 3 – 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:
20	133904		**ESC-20 MEP Team, SSA Member Representatives**
District Name:		**School Year**	**Date:**
Ingram Independent School District		**2024-2025**	**08/23/2024**

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – 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 determining needs of eligible migratory students who are PFS.*
- *Providing services to eligible migratory students 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	*Mßurfy L Cuma*	**ESC Reviewer Signature**	ESC Region 20
Date	09/24/2024	**Date Review Complete**	08/23/2024

School Year:	2024-2025	PFS Action Plan	
Region:	**District Number:**	**District Name:**	
20	133904	Ingram Independent School District	

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):
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.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20	133904	Ingram Independent School District	

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.			
▪ **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ **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.	Annually by September 30	Coordinator Consultant/Program Manager	Priority for Service Action Plan
Additional Activities			
▪ 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).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2024-2025	PFS Action Plan	
Region:	**District Number:**	**District Name:**	
20	133904	Ingram Independent School District	

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
▪ **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 (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **During the academic calendar**, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant/Program Manager 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			
▪			

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20	133904	Ingram Independent School District	

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 migrant coordinator or MEP staff will** use the PFS reports to give priority placement to these students in migrant education program activities.	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
• **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.	Year Round	Adjunct Migrant Counselor Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
• **The district's Title I, Part C migrant coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
•			

Ingram ISD Police Department & School Marshal Duties
outlined in Board Policy CKE (Local)

District Police Officer Duties:

1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.
2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District peace officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.
3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.
4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.
5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.
6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in administrative hearings concerning the alleged violations.
7. Carry weapons as directed by the chief of police and approved by the Superintendent.
8. Carry out all other duties as directed by the chief of police or Superintendent.

School Marshal Duties:

1. Act as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
2. Make arrests and exercise all authority given peace officers as necessary to prevent or abate the commission of an offense that poses a threat of death or serious bodily injury to a person in the jurisdiction of the District;
3. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary; and
4. Carry out all other lawful duties as directed by the Superintendent.