

Ingram ISD District Improvement Plan  
(with embedded Comprehensive Needs Analysis)  
2023-2024

**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.

## **2023-2024 Board of Trustees**

**Jack Fairchild**, President

**Wayne McClintock**, Vice President

**Allen Samford**, Secretary

**Vanessa Carpenter**, Member

**Adam Nichols**, Member

**Stephen Schulte**, Member

**Bennett Woodruff**, Member

## **2023-2024 District Administration**

**Bobby Templeton**, Superintendent

**Mindy Curran**, Assistant Superintendent

**Teresa Brunelli**, Chief Financial Officer

**Holly Lambert**, Director of Special Education, Student Services, & Testing

**Juan DeLeon**, Technology Director

**Justin Crittenden**, Principal, Ingram Tom Moore High School

**Rick Sralla**, Principal, Ingram Middle School

**Kali Brandt**, Principal, Ingram Elementary School

**Tate DeMasco**, Athletic Director

# **District Site-Based Decision Making Team**

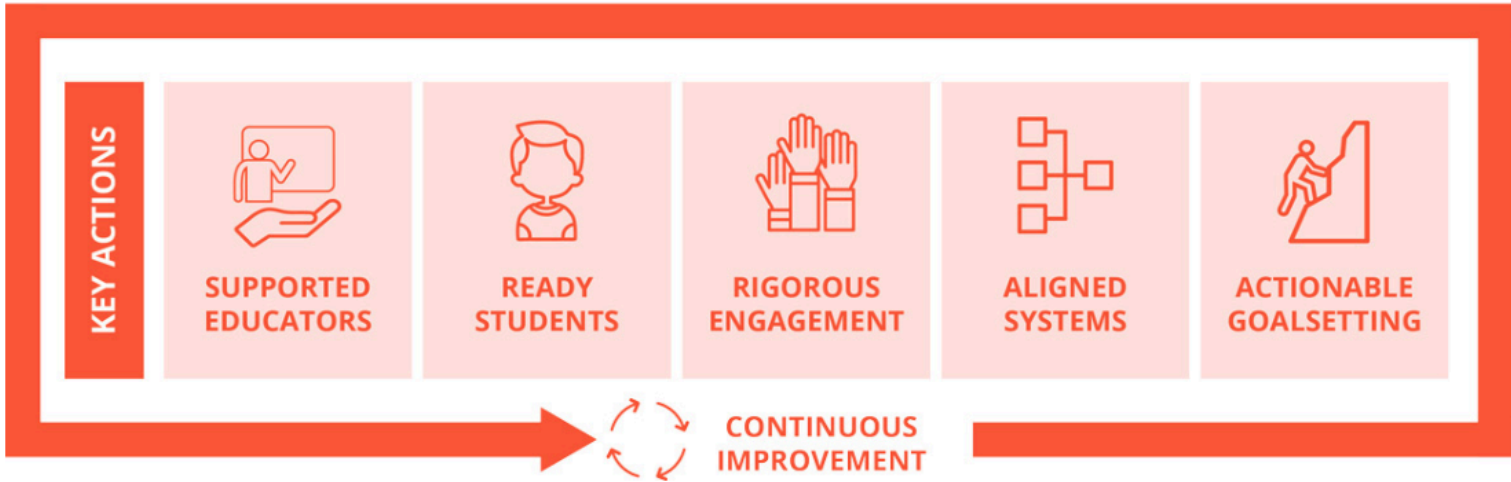
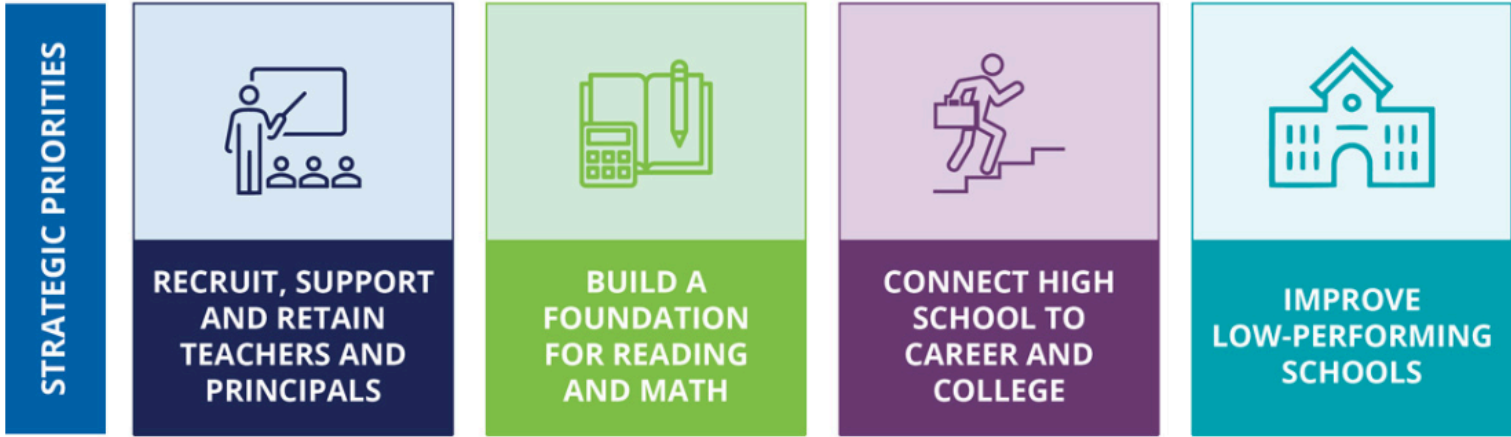
Dr. Mindy Curran, Administrative Representative  
Dr. Holly Lambert, Special Education Representative  
Dr. Bobby Leshikar, High School Teacher  
Peter Savinelli, High School Teacher  
Stephanie Pool, High School Parent  
Tim Thomason, High School Parent  
George Dixon, Middle School Teacher  
Kay Neuse, 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  
Justin Crittenden, Principal  
Kali Brandt, Principal  
Rick Sralla, Principal

# Texas Education Agency Strategic Priorities

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



## **Ingram ISD Board Goals 2023-2024**

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 2023-2024 Academic Year (Preliminary Data from PEIMS Fall Collection)

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
Ingram ISD	District	1299	PK – 12	66.0%	17.9%	16.1%
Ingram Elementary	Elementary	599	PK – 5	71.1%	19.0%	19.0%
Ingram Middle	Middle	278	6-8	63.0%	19.1%	17.6%
Ingram Tom Moore	High School	422	9-12	60.9%	15.4%	11.1%

### Student Demographics (Preliminary Data from 2023-2024 PEIMS Fall Collection)

African American	Asian	Hispanic	White	Two or More	EB	Eco Dis
0.23%	0.54%	45.20%	51.81%	2.23%	17.86%	65.87%

## 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*	1299	66.0%	17.9%

\*As of 10/26/2023

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	
	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	% Change	% Change	2023 Approaches/ Meets/Masters
3rd Grade	85/50/21 = 52	80/51/22 = 51	80/59/26 = 55	+4	-3	77/50/20 = 49
4th Grade	77/36/12 = 42	82/52/18 = 51	85/52/16 = 51	+0	-4	78/47/21 = 49
5th Grade	78/47/25 = 50	88/62/27 = 59	85/63/31 = 60	+1	-3	81/56/28 = 55
6th Grade	69/35/15 = 40	80/53/35 = 56	79/58/18 = 52	-4	+4	75/50/21 = 49
7th Grade	76/42/19 = 46	88/50/37 = 58	83/52/27 = 54	-4	+12	77/52/26 = 52
8th Grade	76/49/23 = 49	90/60/38 = 53	88/60/30 = 59	+6	-4	82/56/27 = 55
ENG I	81/63/10 = 51	74/53/11 = 46	90/76/17 = 61	+15	+5	71/54/14 = 46
ENG II	81/68/21 = 57	86/71/17 = 58	91/75/14 = 60	+2	+1	74/56/9 = 46



## MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	% Change	% Change	2023 Approaches/ Meets/Masters
3rd Grade	85/47/21 = 51	84/49/26 = 53	87/60/22 = 56	+3	+0	72/43/19 = 45
4th Grade	82/64/42 = 63	87/61/27 = 58	88/66/27 = 60	+2	+1	70/47/22 = 46
5th Grade	98/67/30 = 65	91/65/27 = 61	95/67/20 = 61	+0	+0	79/50/21 = 50
6th Grade	78/48/14 = 47	88/51/20 = 53	83/43/13 = 45	-8	-1	74/37/15 = 42
7th Grade	79/38/15 = 44	69/31/12 = 37	73/43/7 = 41	+4	+0	61/35/10 = 35
8th Grade	87/59/20 = 55	88/54/18 = 53	93/52/6 = 50	-3	+3	74/44/16 = 45
8th Algebra	100/96/83 = 93	100/97/92 = 96	100/84/45 = 76	-20		
HS Algebra	94/72/37 = 68	91/49/28 = 56	95/43/7 = 52	-4		
ISD Algebra	96/76/45 = 73	94/63/47 = 68	97/57/21 = 58	-10	-1	78/45/24 = 49

## SCIENCE AND SOCIAL STUDIES STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2021 Approaches/ Meets/Masters	2022 Approaches/ Meets/Masters	2023 Approaches/ Meets/Masters	% Change	% Change	2023 Approaches/ Meets/Masters
5th Grade Science	68/32/10 = 37	90/68/27 = 66	85/60/23 = 56	-10	-4	63/33/15 = 37
8th Grade Science						
8th Biology	89/66/23 = 59	97/72/28 = 66	95/60/14 = 56	-10		
HS Biology	92/71/29 = 64	93/64/21 = 59	91/73/36 = 67	+8		
ISD Biology	89/66/25 = 60	94/71/26 = 64	95/61/17 = 58	-6	+2	89/57/22 = 56
8th Grade Soc Stud	64/29/12 = 35	70/21/10 = 31	79/42/15 = 45	+14	-4	60/31/15 = 35
US History	94/77/34 = 68	93/75/39 = 69	96/68/27 = 64	-5	+2	95/71/39 = 68

## 2023 Accountability Scores (Manually Calculated)\*

Domains	ISD				IES				IMS				ITM			
	Actual 2022	2022 Using New Rules	2023		Actual 2022	2022 Using New Rules	2023		Actual 2022	2022 Using New Rules	2023		Actual 2022	2022 Using New Rules	2023	
<b>Student Achievement</b>	94	87	<b>89</b>	<b>B</b>	86	86	<b>86</b>	<b>B</b>	85	85	<b>83</b>	<b>B</b>	93	90	<b>90</b>	<b>A</b>
<b>School Progress</b>	94	90	<b>91</b>	<b>A</b>	90	90	<b>90</b>	<b>A</b>	90	90	<b>90</b>	<b>A</b>	92	89	<b>91</b>	<b>A</b>
Academic Growth	80	82	79	C	74	87	87	B	77	72	72	C	80	79	79	C
Relative Performance	94	90	91	A	90	90	90	A	90	90	90	A	92	91	91	A
<b>Closing the Gaps</b>	100	84	<b>88</b>	<b>B</b>	79	88	<b>90</b>	<b>A</b>	81	79	<b>74</b>	<b>C</b>	88	86	<b>92</b>	<b>A</b>
<b>Overall</b>	96	88	<b>90</b>	<b>A</b>	87	89	<b>90</b>	<b>A</b>	87	87	<b>85</b>	<b>B</b>	92	89	<b>91</b>	<b>A</b>

\*2023 Accountability has not been released and is pending the temporary injunction from the lawsuit filed against TEA and possible legislative action in the special session. The 2023 scores are preliminary manual calculations by the district using the finalized 2023 Accountability Manual.

## Ingram ISD Closing the Gaps Domain: Accountability Groups

Accountability Groups						
	All Students	Hispanic	White	Asian	Two or More Races	High Focus
<b>Academic Achievement Status</b>						
<b>Reading/Language Arts (RLA)</b>						
2023 % at Meets GL Standard or Above	63%	56%	69%	*	43%	55%
2023 # at Meets GL Standard or Above	431	174	247	*	6	267
2023 Total Tests (Adjusted)	687	308	357	*	14	484
<b>Mathematics</b>						
2023 % at Meets GL Standard or Above	56%	50%	60%	*	60%	51%
2023 # at Meets GL Standard or Above	299	119	170	*	6	197
2023 Total Tests (Adjusted)	536	238	282	*	10	388
<b>Academic Growth Status</b>						
<b>RLA</b>						
2023 Academic Growth Score	70%	68%	71%	*	68%	68%
2023 Growth Points	407.00	172.50	224.50	*	6.75	274.75
2023 Total Tests	582	252	316	*	10	404
<b>Mathematics</b>						
2023 Academic Growth Score	67%	64%	69%	*	*	66%
2023 Growth Points	290.25	122.25	161.50	*	*	209.75
2023 Total Tests	435	192	234	*	*	318
<b>Federal Graduation Rate Status</b>						
2022 % Graduated	100.0%	100.0%	100.0%	*	*	100.0%
2022 # Graduated	70	31	37	*	*	45
2022 Total in Class	70	31	37	*	*	45
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>						
2023 TELPAS Progress Rate						47%
2023 TELPAS Progress						80
2023 TELPAS Total						171
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>						
2023 STAAR Component Score	56	50	60	73	47	50
2023 % at Approaches GL Standard or Above	87%	85%	89%	100%	80%	84%
2023 % at Meets GL Standard or Above	60%	53%	66%	82%	47%	53%
2023 % at Masters GL Standard	20%	13%	25%	36%	13%	14%
2023 Total Tests	1,547	690	812	11	30	1,120
<b>School Quality (College, Career, and Military Readiness Performance)</b>						
2022 % Students Meeting CCMR	91%	87%	94%	*	*	89%
2022 # Students Meeting CCMR	61	26	33	*	*	39
2022 Total Students	67	30	35	*	*	44

## Ingram ISD Closing the Gaps Domain: Additional Groups

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
<b>Academic Achievement Status</b>									
<b>Reading/Language Arts (RLA)</b>									
2023 % at Meets GL Standard or Above	63%	56%	76%	36%	43%	20%	63%	60%	68%
2023 # at Meets GL Standard or Above	431	249	182	47	62	21	10	259	172
2023 Total Tests (Adjusted)	687	446	241	130	145	103	16	434	253
<b>Mathematics</b>									
2023 % at Meets GL Standard or Above	56%	52%	63%	39%	44%	24%	73%	57%	54%
2023 # at Meets GL Standard or Above	299	186	113	39	48	22	11	192	107
2023 Total Tests (Adjusted)	536	357	179	100	110	90	15	339	197
<b>Academic Growth Status</b>									
<b>RLA</b>									
2023 Academic Growth Score	70%	67%	74%	66%	68%	59%	50%	70%	70%
2023 Growth Points	407.00	251.50	155.50	65.00	77.00	52.00	6.50	258.25	148.75
2023 Total Tests	582	373	209	99	113	88	13	371	211
<b>Mathematics</b>									
2023 Academic Growth Score	67%	66%	69%	59%	60%	70%	77%	66%	68%
2023 Growth Points	290.25	192.75	97.50	45.50	51.50	52.75	9.25	181.75	108.50
2023 Total Tests	435	294	141	77	86	75	12	275	160
<b>Federal Graduation Rate Status</b>									
2022 % Graduated	100.0%	100.0%	100.0%	*	100.0%	*			
2022 # Graduated	70	40	30	*	10	*			
2022 Total in Class	70	40	30	*	10	*			
<b>Progress in Achieving English Language Proficiency (EB/EL Current)</b>									
2023 TELPAS Progress Rate				47%					
2023 TELPAS Progress				80					
2023 TELPAS Total				171					
<b>Student Success (Student Achievement Domain Score (STAAR Component Only))</b>									
2023 STAAR Component Score	56	51	64	39	43	33	62	54	58
2023 % at Approaches GL Standard or Above	87%	85%	92%	77%	80%	65%	97%	87%	88%
2023 % at Meets GL Standard or Above	60%	54%	71%	36%	41%	27%	66%	58%	62%
2023 % at Masters GL Standard	20%	15%	30%	5%	9%	7%	23%	17%	24%
2023 Total Tests	1,547	1,031	516	295	327	243	35	973	574
<b>School Quality (College, Career, and Military Readiness Performance)</b>									
2022 % Students Meeting CCMR	91%	88%	96%	*	*	*	*	89%	100%
2022 # Students Meeting CCMR	61	35	26	*	*	*	*	48	13
2022 Total Students	67	40	27	*	*	*	*	54	13

## **School Year: 2022-2023**

### **DATA SOURCES**

#### **Improvement Planning Data**

- District goals
- TEA Strategic Priorities
- Previous year's district improvement plan

#### **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- 2023 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 assessments 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.
  - New test design embeds writing in the reading STAAR
  - 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 student transition 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 to continue increasing student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 17% of the district's student population. Language acquisition and accelerated instruction especially in ELAR needs 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
- Continue to seek partnerships with local businesses with the goal of providing work based 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.
- 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
- Increase 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 taking STAAR/EOC assessments will achieve a STAAR/EOC raw score of  $\geq 60$  in Domain 1 and meet or exceed the state standard for Domains 2 and 3 while building a solid foundation of literacy and numeracy.**

√ =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		
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 Data Field Guides Engaging Activities	Campus Admin Lead Teachers	Sign-in Sheets and Agendas		
Embed one early release day per 6 weeks and planning days 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 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		
Provide ongoing staff development for the ARC reading program	Title Funds ARC	Asst. Supt., Campus Admin ARC Lead Tchr	Students progression through the levels		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
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		
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 to increase academic and language acquisition of English Learners.	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		
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		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
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 identified EB students—newcomers/beginners	Comp Ed Imagine Learning	Director of Special Programs Campus Admin ESL 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		
Utilize LAS Links to identify ESL students and determine placement	Local Funds	Director of Special Programs	Students identified using assessment		
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		
Implement 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		
Hire 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		
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 Higher Education Partners and programs leading to post secondary certifications and degrees (ie Vocational Nursing, AA in teaching, AAS in Information Technology, AS in Ag)	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		
Create a College and Career Media Center environment that supports students' research and collaborate	Local Funds Grants Title VI	Central Office and HS Admin	Completion of CCMC with work stations for students to collaborate		
Provide OnRamps and Dual Credit classes at no cost for students	Local Funds Title Funds	Supt	Master Schedule # of students enrolled and course completion		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
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 Vocational Nursing Program and Phlebotomy certification program for the Health Science program of study	Federal and local funds	Supt/Asst Supt HS Principal Health Sci tteachers	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 number of certifications obtained		
Speakers from Community addressing students to expand their knowledge and exposing 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 test 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	Local Funds, Comp Ed Shmoop, ACT.org	Asst Supt, Campus Admin ELAR/Math Teachers	Increased scores on ACT/SAT/TSI		
Provide ACT Prep training to high school core area teachers	Local Funds ACT	Asst. Supt., Campus Admin Trainers	Increased scores on ACT		
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		
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		

### 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 an early release day at the end of each six weeks based on survey responses from teachers	Local Funds	Superintendent, Asst. Supt, School Board	District calendar		
Increase hourly wage pay scale for bus drivers, maintenance, food service, and custodial employees and create plan for including remaining auxiliary employees next school year	Local Funds	Superintendent CFO	Pay scales		
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 to Implement TCLAS grant to support teachers who continue education to become eligible to teach Dual Credit courses	Federal/State Grants	Asst Supt	Grant Noga		
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 criteria		
Administrator/instructional coach led data meetings with teachers	Local Funds, Comp Ed Eduphoria, TEKS Resource	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		
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 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
Hire a 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 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 graduations	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		
Implement new website 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/TAGT	Parents, staff, community members, Local funding and donations	Elementary Admin Spec Ed Director	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		
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 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		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
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		

**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		

**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>		
<p><b>A. <u>Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters</u></b>  <b><u>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.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)</p>	<p>By September 1 for ID&amp;R training or as determined by TEA.(ongoing) TX-NGS training; September 15 or as determined by TEA</p>
<p><b>B. <u>Other</u></b></p>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<p><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&amp;R Plan.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p><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&amp;R staff.</p>	<p><b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p><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.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>By August 29</p>
<p><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&amp;R Manual.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>By August 29 – currently eligible children; continue recruitment efforts throughout the year – potentially eligible children Make initial outreach efforts by September 30.</p>

<p><b>E. <u>Complete COEs/ECOE.</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.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Within <b>5</b> working days of parent signature</p>
<p><b>F. <u>Review of COEs/ECOE.</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.</p> <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>	<p><b>Staff:</b> Designated SEA Reviewers Systems Specialists</p>	<p>Within <b>7</b> working days of parent signature.</p>
<p><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.</p>	<p><b>Staff:</b> MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.</p>
<p><b>H. <u>Other</u></b></p>		
<b>III. MAPS AND INTRAREGIONAL NETWORKING</b>		
<p><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.</p>	<p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact area growers within the district boundaries (ongoing)</p>
<p><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.</p>	<p><b>Staff:</b> MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA</p>	<p>Update on an ongoing basis throughout the year</p>
<p><b>C. <u>Other</u></b></p>		
<b>IV. INTERAGENCY COORDINATION</b>		
<p><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</p>	<p><b>Staff:</b> MEP administrators and recruiters</p>	<p>Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<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. <u>Other</u></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.	Start MEP administration, 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

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>VI. EVALUATION</b>		
<p><b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b></p> <p><b>A. <u>Evaluate ID&amp;R efforts for subsequent planning.</u></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>By July 30</p>
<p><b>B. <u>Other - MEP Family Surveys</u></b>  LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-wo MEP administrative assistant. Recruiters follow up on “yes” responses and note whether the 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>

**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> <li><u>AND</u></li> <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> <li><u>AND</u></li> <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.

School District: ESC Region 20 MEP SSA
Region: 20

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

**School Year: 2023 - 2024**

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

**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).

<p><b>Goal(s):</b></p> <p>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.</p>	<p><b>Objective(s):</b></p> <p>100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.</p>
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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
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	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			
▪			
<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 will</b> 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 will</b> determine what federal, state, or local programs serve PFS students.</li> </ul>	Year-Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
▪			

Texas Education Agency, Federal Program Compliance Division, 2023-2024