

# Ingram ISD District Improvement Plan (with embedded Comprehensive Needs Analysis) 2025-2026

**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.

## **2025-2026 Board of Trustees**

**Jack Fairchild**, President

**Wayne McClintock**, Vice President

**Bennett Woodruff**, Secretary

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**Adam Nichols**, Member

**Amy Barnes**, Member

**Amber Carpenter**, Member

## **2025-2026 District Administration**

**Mindy Curran**, Interim Superintendent

Assistant Superintendent

**Teresa Brunelli**, Chief Financial Officer

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

**Juan DeLeon**, Technology Director

**Brandie Guzman**, Principal, Ingram Tom Moore High School

**Kayla Casey**, 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 Programs Representative  
Dr. Bobby Leshikar, High School Teacher  
Paula Morris, High School Teacher  
Kendra Miller, High School Parent  
Shannon Stolz, High School Parent  
Kim Martinez, Middle School Teacher  
Nancy Gold, Middle School Teacher  
Heather Morris, 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**

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 2025-2026**

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

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
Ingram ISD	District	1351	PK – 12	64.2%	17.54%	16.76%
Ingram Elementary	Elementary	642	PK – 5	69%	20.6%	17.66%
Ingram Middle	Middle	270	6-8	60.37%	18.73%	18.2%
Ingram Tom Moore	High School	439	9-12	59%	11.35%	14.57%

## Student Demographics

African American	Asian	Hispanic	White	Two or More	EB	Eco Dis
0.5%	0.5%	47.1%	49.7%	2.1%	17.54%	64.2%

## 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%
<b>2025-2026</b>	<b>1351</b>	<b>64.2%</b>	<b>17.54</b>

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	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
3rd Grade	80/59/26 = 55	87/66/41 = 65	88/64/31 = 61	-4	+3	78/51/23 = 51
4th Grade	85/52/16 = 51	89/65/34 = 64	91/73/37 = 67	+3	+1	81/54/24 = 53
5th Grade	85/63/31 = 60	87/51/25 = 54	78/56/32 = 55	+1	-2	75/54/28 = 52
6th Grade	79/58/18 = 52	75/59/24 = 53	77/54/25 = 52	-1	+1	75/54/28 = 52
7th Grade	83/52/27 = 54	80/47/25 = 51	80/47/25 = 51	0	0	72/52/28 = 51
8th Grade	88/60/30 = 59	88/65/34 = 62	90/68/30 = 63	+1	+2	80/56/31 = 56
ENG I	90/76/17 = 61	82/64/19 = 55	85/73/16 = 58	+3	-2	66/51/16 = 44
ENG II	91/75/14 = 60	91/74/4 = 56	89/75/8 = 57	+1	-3	71/56/9 = 45



## MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
3rd Grade	87/60/22 = 56	86/64/27 = 59	88/61/28 = 59	0	+3	70/45/19 = 45
4th Grade	88/66/27 = 60	85/66/27 = 63	88/71/39 = 66	+3	+1	68/46/24 = 46
5th Grade	95/67/20 = 61	94/65/24 = 61	85/65/32 = 61	0	-1	73/46/22 = 47
6th Grade	83/43/13 = 45	80/46/16 = 47	86/47/22 = 52	+5	+1	72/38/15 = 41
7th Grade	73/43/7 = 41	63/35/9 = 36	34/12/0 = 15	-21	-1	52/31/10 = 31
8th Grade	93/52/6 = 50	88/72/23 = 61	90/61/21 = 57	-4	+2	69/45/17 = 44
8th Algebra	100/84/45 = 76	98/84/53 = 84	100/93/48 = 80	-4		
HS Algebra	95/43/7 = 52	86/43/17 = 49	84/32/16 = 44	-5		
ISD Algebra	97/57/21 = 58	91/64/31 = 62	90/55/28 = 58	-4	+1	76/47/29 = 51

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

Subject Test	Ingram ISD				State	
	2023 Approaches/ Meets/Masters	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	% Change	% Change	2025 Approaches/ Meets/Masters
5th Grade Science	85/60/23 = 56	75/30/15 = 40	75/37/15 = 42	+2	+4	64/30/12 = 35
8th Grade Science						
8th Biology	95/60/14 = 56	97/73/16 = 62	96/79/20 = 65	+3		
HS Biology	91/73/36 = 67	92/58/8 = 53	69/46/8 = 41	-12		
ISD Biology	95/61/17 = 58	96/70/15 = 60	93/75/19 = 62	+2	+2	91/62/21 = 58
8th Grade Soc Stud	79/42/15 = 45	80/48/24 = 51	74/42/20 = 45	-6	-1	55/30/16 = 34
US History	96/68/27 = 64	95/68/20 = 61	99/71/26 = 65	+4	-1	94/68/37 = 66

## 2024 & 2025 Accountability Scores

Domains	ISD				IES				IMS				ITM			
	2024		2025		2024		2025		2024		2025		2024		2025	
Student Achievement	91	A	90	A	89	B	89	B	88	B	86	B	93	A	93	A
School Progress	93	A	92	A	91	A	90	A	91	A	90	A	95	A	95	A
Academic Growth	76	C	73	C	85	B	86	B	81	B	82	B	67	D	60	D
Relative Performance	93	A	92	A	90	A	90	A	91	A	90	A	95	A	95	A
Closing the Gaps	93	A	90	A	91	A	92	A	91	A	87	B	94	A	91	A
Overall	93	A	91	A	91	A	91	A	91	A	89	B	95	A	94	A

## Texas Education Agency 2025 Distinction Designation Summary

Academic Achievement:	Reading/Language Arts	Mathematics	Science	Social Studies	Academic Growth	Closing the Gaps	Postsecondary Readiness
Ingram Elementary	X	X	X	N/A	X	X	X
Ingram Middle School		X	N/A	X	X	X	X
TM High School	X	X	X	X			X
IISD	N/A	N/A	N/A	N/A	N/A	N/A	X

# Ingram ISD 2025 Academic Growth

Texas Education Agency  
**2025 Academic Growth**  
 INGRAM ISD (133904) - KERR COUNTY

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

## Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	759.5	1	759.50
Accelerated Learning Points Earned	71	0.25	17.75
Sum of Annual Growth plus Accelerated Learning Points			777.25
Total Tests Evaluated			1,106
<b>Academic Growth Score</b>			<b>70</b>

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	298	0	0
Tests Earning 0.5 Points	97	0.5	48.5
Tests Earning 1 Point	711	1	711
Annual Growth Points Earned			759.5
Total Tests Evaluated			1,106
<b>Annual Growth Score</b>			<b>69</b>

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	107	0	0
Tests Earning 1 Point	71	1	71
Accelerated Learning Points Earned			71
Total Tests Evaluated			178
<b>Accelerated Learning Score</b>			<b>40</b>

Texas Education Agency  
**2025 Academic Growth**  
 INGRAM ISD (133904) - KERR COUNTY

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**Both Subjects**

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	25	0.0	23	23.0	10	10.0	4	4.0	1	1.0	1	1.0	64	39.0
High Did Not Meet Grade Level	24	0.0	35	17.5	20	20.0	14	14.0	19	19.0	2	2.0	114	72.5
Low Approaches Grade Level	8	0.0	23	0.0	24	12.0	25	25.0	26	26.0	4	4.0	110	67.0
High Approaches Grade Level	4	0.0	17	0.0	31	0.0	38	19.0	61	61.0	8	8.0	159	88.0
Meets Grade Level	0	0.0	3	0.0	30	0.0	48	0.0	214	214.0	71	71.0	366	285.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	6	0.0	79	0.0	208	208.0	293	208.0
<b>Total</b>	<b>61</b>	<b>0.0</b>	<b>101</b>	<b>40.5</b>	<b>115</b>	<b>42.0</b>	<b>135</b>	<b>62.0</b>	<b>400</b>	<b>321.0</b>	<b>294</b>	<b>294.0</b>	<b>1,106</b>	<b>759.5</b>

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	107	48	20	3	178	71

Texas Education Agency  
**2025 Academic Growth**  
 INGRAM ISD (133904) - KERR COUNTY

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**Reading/Language Arts (RLA)**

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	18	0.0	16	16.0	9	9.0	2	2.0	0	0.0	0	0.0	45	27.0
High Did Not Meet Grade Level	15	0.0	12	6.0	12	12.0	5	5.0	9	9.0	0	0.0	53	32.0
Low Approaches Grade Level	4	0.0	14	0.0	14	7.0	15	15.0	16	16.0	2	2.0	65	40.0
High Approaches Grade Level	1	0.0	7	0.0	19	0.0	19	9.5	37	37.0	1	1.0	84	47.5
Meets Grade Level	0	0.0	2	0.0	8	0.0	13	0.0	133	133.0	36	36.0	192	169.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	2	0.0	62	0.0	126	126.0	190	126.0
<b>Total</b>	<b>38</b>	<b>0.0</b>	<b>51</b>	<b>22.0</b>	<b>62</b>	<b>28.0</b>	<b>56</b>	<b>31.5</b>	<b>257</b>	<b>195.0</b>	<b>165</b>	<b>165.0</b>	<b>629</b>	<b>441.5</b>

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	61	28	9	0	98	37

Texas Education Agency  
**2025 Academic Growth**  
 INGRAM ISD (133904) - KERR COUNTY

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**Mathematics**

0 Points 0.5 Points 1 Point

Annual Growth														
2024-25 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	7	0.0	7	7.0	1	1.0	2	2.0	1	1.0	1	1.0	19	12.0
High Did Not Meet Grade Level	9	0.0	23	11.5	8	8.0	9	9.0	10	10.0	2	2.0	61	40.5
Low Approaches Grade Level	4	0.0	9	0.0	10	5.0	10	10.0	10	10.0	2	2.0	45	27.0
High Approaches Grade Level	3	0.0	10	0.0	12	0.0	19	9.5	24	24.0	7	7.0	75	40.5
Meets Grade Level	0	0.0	1	0.0	22	0.0	35	0.0	81	81.0	35	35.0	174	116.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	4	0.0	17	0.0	82	82.0	103	82.0
<b>Total</b>	<b>23</b>	<b>0.0</b>	<b>50</b>	<b>18.5</b>	<b>53</b>	<b>14.0</b>	<b>79</b>	<b>30.5</b>	<b>143</b>	<b>126.0</b>	<b>129</b>	<b>129.0</b>	<b>477</b>	<b>318.0</b>

Accelerated Learning						
2024-25 Performance on STAAR						
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	46	20	11	3	80	34

## **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
- 2025 STAAR/EOC Summaries and Data Reports
- TXSchools.gov
- Data Interaction for Texas Student Assessments, OnDataSuites, Lead4ward
- 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 in core content (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.
- Continue to increase the percentage of students reaching the Meets and Masters Level of Performance on the new STAAR 2.0. Teachers need support in understanding the TEKS/SEs that govern their specific content area.
- Progress has been made and needs continued focus to increase student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 17.54% 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.
- Increase vertical alignment for social studies process skills which require higher level reading skills (ie inferencing, summarizing, and main idea) and the ability to interpret embedded graphics. Students require additional exposure to primary source text and a variety of graphics.
- Improve vocabulary, literacy, and language for English Learners/low economic population by providing prekindergarten for three and four-year-olds.
- Continue to implement 1-1 technology capabilities for all secondary students and within classrooms at elementary
- Continue to increase students' fluency in math facts and ability to solve multi-step problems.
- Improve student academic growth by vigilant data analysis and providing rigorous Tier 1, 2 and 3 instruction
- Embed writing assignments in all content areas and benchmarking.

## **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 develop 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
- Continue to implement Resources to prepare students for college readiness and ACT Assessments with the goal of improving scores
- Continue to implement Resources for students to prepare for transition into post-secondary college and/or career.
- Maintain graduation rate for all students.
- Continue to 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 courses

## **Recruit, support, and retain teachers and principals**

- Recruit, support, and retain teachers who are certified to teach dual credit courses.
- Continue to adjust the number of teachers who are ESL certified to meet the needs of the changing EB population.
- 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:
  - Maintain 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 wellness

**Goal 1: Maximize Student Achievement: Students will build a solid foundation of literacy and numeracy evidenced by achieving a STAAR/EOC raw score of  $\geq 60$  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 math curriculum 6th grade through Algebra 1	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Continue STEMscopes science curriculum	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		
Utilize staff development/planning day per 6 weeks to plan quality, aligned Tier 1, 2, and 3 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	Local Funds Federal Funds	Asst. Supt. Campus Admin	Scheduling of accelerated instruction and increased 2024 STAAR/EOC		
Continue to provide an ESL teacher and paraprofessionals (elementary) to monitor and oversee Emergent Bilinguals' language and academic progress on each campus	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		
Provide an ESL teacher to monitor and oversee English Learners' language and academic progress on all campuses	Bil/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Re-instate 8th Grade Science/STAAR at Middle School and Biology at the High School	Local	Science Teachers Campus Admin	Master Schedule		
Continue to implement a research-based supplemental reading program in grades K-8 which identifies specific and actionable data on individual students	Title Funds American Reading Company iReady	Campus Admin ARC Lead Teacher	Online Progress Monitoring component of ARC		
Provide ongoing staff development for the ARC/iReady reading programs	Title Funds ARC iReady	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		
Continue 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, Moby Max, 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 and elementary admin will complete year long Literacy Academy through TEA and Reg 20	Local Funds Federal Funds	Elementary Adm	Participants will successfully complete Academy by June		
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		
Continue Papaya to help with language acquisition for newcomer Emergent Bilingual students	Region 20 Title 3 SSA Coop	District Admin Campus Admin ESL Staff	Progress Monitoring TELPAS		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Implement Mind Play for language acquisition at the Secondary Level to fill academic gaps	Region 20 Title 3 SSA Coop	District Admin Campus Admin ESL Staff	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 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		
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		
Continue to provide AVID training for secondary teachers	Comp Ed	Asst Supt, Campus Adm, AVID District Director	# of Teachers who have completed training		
Continue AVID WICOR (writing, inquiry, collaboration, organization, critical reading) strategies across all secondary classes	AVID Comp Ed	Asst Supt, Campus Adm, AVID trained Teachers, AVID District Director	Writing Samples, Student Binders		
Continue implementation of ARC/iReady reading programs for all students in grades K-8 which identifies specific and actionable data on individual students	Title Funds ARC iReady	Asst. Supt. Campus Admin Teacher	Increase in reading fluency and comprehension		
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		
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		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
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		
Pilot iReady Math for all students K - 8 which identifies specific and actionable data on individual students	Title Funds ARC iReady	Asst. Supt. Campus Admin Teacher	Increase in math fluency and problem solving		
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 to address the student needs of special populations (GT, EB and Sped)	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		
Implement Unique Learning System, an alternative program for Sp Ed students	IDEA Grant	Dir of SpEd SpEd Teachers	Alignment of goals and progress STAAR Alt progress		
Implement a Writing Camp at IMS	Local	RLA teachers, Admin	Schedules		
Continue to provide extended day tutorials	Local	Teachers, Admin, Transportation	STAAR growth/achievement		
Provide NSP time (Next Step Prep) for individualized instruction at the High School level	Local Administrators	Teachers Administrators	Master schedule Student success rates		
Community Eligibility Provision (CEP) at all campuses	Federal Funds Nutri-kids	CFO Food Service Coordinator	Campuses qualifying for program		

## 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 academic 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		
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		
Provide AVID/OnRamps professional development for relevant middle school and high school teachers	Local Funds Comp Ed	Asst. Supt. MS & HS Admin AVID District Director	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		



Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to develop the Phlebotomy, CNA, and the Health Science program	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 Counselor	Campus Testing Calendar		
Provide ACT 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		
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?"	Local Funds	GT Teacher Science Alive Coordinator	Weekly video announcements Sign-in sheets		
Provide College & Career Exploration opportunities at middle school: College visit to UTSA for 8th graders, Pathways career speakers, AVID, and Career Day.	Local Funds	AVID Teachers Campus Admin	Lesson Plans Sign-in sheets		
Complete JET Grant requirements: procure equipment, inventory, train, and reimbursement	Texas Workforce Administrator	Administrators IT Construction Teacher	Completion of Grant Student use of equipment		

### 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 for professional development	Local Funds	Superintendent, Asst. Supt, School Board	Sign-in sheets Agendas		
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 Resources	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		
Training provided by ESL and special education staff on 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 (elementary)	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		
Explore Strategic Compensation (3-Year Process)	TEA	Administrators	Timeline deadlines Met		

## 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
Provide a full-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		
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/Facebook Appreciation events	Superintendent School Board PR Liaison	Board Minutes Calendar of events--Christmas Cookies, Meals, etc		
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 highlighting student/family needs	Local Funds	Chief of Police Campus Admin	Sign-in sheets		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Quarterly EB Parent Nights at the elementary and middle schools	Local Funds	Elementary Admin EB Teachers	Sign-in sheets Agendas		
Host an annual GT parent meeting	Local Funds	Elem Admin GT teacher	Sign-in sheets		
Provide a mentoring program for elementary and middle schools	Local Funds	Admin Counselor Librarian	Sign-in sheets List of mentors/students		

### 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	Periodic evaluation of grounds		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
		Principals			
CPR Training for Students at secondary campuses	Local	Campus Admin, Athletic Director, Nurse	Sign in Sheets		
Cybersecurity training is completed annually by all staff	Local Funds	Director of Technology	Training Documentation		
Maintain a security fence around school grounds	Local 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 the Ingram ISD Police Department and provide additional police officers as needed	Grants Local funds	Superintendent IISD Police Chief	Coverage by officers		
Anonymous reporting through P3 for reporting safety concerns; Bark alert system	Local funds	Supt., IISD Police Chief, Principals	Bark & P3 reports		
Secure additional lockers due to athletic growth	Texans donation Bond project funds	Athletic Director	Secured lockers		
Incorporate Mutualink, panic buttons throughout the district that will instantly connect users with first responders	Local funds	IISD Police Dept School Administration	Installation of system		

### 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's 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 students at no cost to the students	Local Funds	CFO & Supt	Dual credit invoices, student transcripts		

## 2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

### Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<b>I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS</b>		
<b>A. Attend Identification &amp; Recruitment (ID&amp;R) training offered by ESC – Recruiters</b> <b>Attend ID&amp;R and TX-NGS training offered by ESC – Designated SEA Reviewers.</b> COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
<b>B. Other</b>		
<b>II. IDENTIFICATION &amp; RECRUITMENT</b>		
<b>A. Meet with all ID&amp;R Staff.</b> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	By August 29

<p><b>B. Finalize all forms, documents, logs.</b> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&amp;R staff.</p> <p><b>C. Make recruiter assignments.</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>D. Conduct ID&amp;R.</b>  <b>Potentially Eligible Migratory Children:</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/ECOE as needed.  <b>Currently Eligible Migratory Children:</b> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed.  <b>Note:</b> Share copies of COEs/ECOE as needed with appropriate entities as listed in ID&amp;R Manual.</p>	<p><b>Staff:</b> MEP administrators, recruiters and Designated SEA Reviewers for the MEP</p> <p><b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP</p> <p><b>Staff:</b> MEP recruiters</p>	<p>By August 29</p> <p>By August 29</p> <p>By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.</p>
<p><b>E. Complete COEs/ECOE.</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. Review of COEs/ECOE.</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. Conduct residency verification.</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>



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
<b>A. Make contact with potential growers.</b> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	<b>Staff:</b> All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
<b>B. Develop calendar and maps.</b> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	<b>Staff:</b> MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA	Update on ongoing basis throughout the year
<b>C. Other</b>  <b>IV. INTERAGENCY COORDINATION</b>  <b>A. Network with agencies that serve migrant families.</b> Coordinate/network with local/regional organizations that provide services to migratory workers and their families   <b>B. Other</b>	<b>Staff:</b> MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
V. QUALITY CONTROL		

<b>A. Written quality control procedures.</b>  Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	<b>Staff:</b> MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
<b>B. Eligibility review.</b> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	<b>Staff:</b> Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
<b>C. Monitor and address ongoing training needs for ID&amp;R.</b> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	<b>Staff:</b> MEP Program Manager/Consultants	As needed throughout the year
<b>D. Maintain up-to-date records on file.</b> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	<b>Staff:</b> All MEP staff	Ongoing throughout the year
<b>E. Annual eligibility validation.</b> Eligibility of previously identified children are randomly selected for validation through a re interview process per instructions set forth by TEA.	<b>Staff:</b> ESC, MEP staff	January – June
<b>F. Monitor</b>  Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	<b>Staff:</b> ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

<b>VI. EVALUATION</b>	<b>INDIVIDUALS RESPONSIBLE</b>	
<b>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</b>  <b>A. Evaluate ID&amp;R efforts for subsequent planning.</b> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous	<b>Staff:</b> All MEP staff <b>Others:</b> Local Migrant Parent Advisory Council (PAC), LEA designee, etc.	<b>TIMELINE</b>  By Aug 30

improvement.		
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<b>B. Other -- MEP Family Surveys</b> LEA designee collects MEP Family Surveys and submits those with a “yes” response to ESC-20 MEP administrative assistant Recruiters follow up on “yes” responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing
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## Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

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

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

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

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

The **PFS Action Plan** template includes:

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

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

TEA - Federal Program Compliance Division 1 Revised 5/30/25

Region:	District Number:	<b>Priority for Service (PFS) Action Plan</b>	Completed By:
20	133904		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
Ingram Independent School District		2025-2026	

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

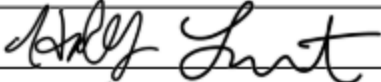
- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. • Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately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

**Requirements - Program-Specific Provisions and Assurances**

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

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

**PFS Action Plan Completion Date: Before First Day of School**

<b>LEA Assurance</b> LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		<b>ESC Assurance</b> 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		ESC Reviewer Signature	ESC Region 20
Date	8/27/25	Date Review Complete	08/19/2025

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<b>School Year:</b>	<b>2025-2026</b>	<b>PFS Action Plan</b>
<b>Region:</b>	<b>District Number:</b>	<b>District Name:</b>
<b>20</b>	<b>133904</b>	<b>Ingram Independent School District</b>

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

<b>Goal(s):</b>	<b>Objective(s):</b>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2025-2026	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
<b>Monitoring the progress of eligible migratory students who are PFS.</b>			
▪ <b>Monthly</b> , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ <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.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
<b>Additional Activities</b>			
▪ 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:	2025-2026	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
<b>Communicating the progress and determine needs of eligible migratory students who are PFS.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.</li> </ul>	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.</li> </ul>	Annually  PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Year Round  Individual meetings/phone calls/text/email with parents as needed (case-by case basis)  PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li></li> </ul>			

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School Year:	2025-2026	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
<b>Providing</b> services to eligible migratory students who are PFS.			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C 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
<b>Additional Activities</b>			
▪			

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