

# Natalia Independent School District

## District Improvement Plan

2024-2025



# Mission Statement

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

## Vision

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

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

## Theory of Action

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The rural district of Natalia ISD is served by Education Service Center Region 20. The district encompasses 41 square miles and shares a border with the school districts of Lytle, Devine, Medina Valley and Poteet. Natalia ISD consists of four campuses within walking distance of each other and serves a student population of approximately 1,295. The student body is comprised of mostly students of Hispanic descent. The Natalia Early Childhood Center serves students ages 3 to 6 in Pre-K 3 through first grade with a little more than 285 students. The Natalia Elementary School consists of second through fifth grades with about 419 students. The Natalia Junior High School includes grades 6 through 8 with a little more than 255 students. The Natalia High School consists of grades 9 through 12 with just over 336 students and is classified as a 3A school participating in most UIL academic and athletic competitions.

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,168	100.0%	5,504,150	100.0%	1,170	100.0%	5,518,432	100.0%
<b>Students by Grade:</b>								
Early Childhood Education	2	0.2%	17,201	0.3%	4	0.3%	25,110	0.5%
Pre-Kindergarten	85	7.3%	243,493	4.4%	85	7.3%	244,284	4.4%
Pre-Kindergarten: 3-year Old	34	2.9%	40,199	0.7%	34	2.9%	40,535	0.7%
Pre-Kindergarten: 4-year Old	51	4.4%	203,294	3.7%	51	4.4%	203,749	3.7%
Kindergarten	80	6.8%	367,180	6.7%	80	6.8%	367,633	6.7%
Grade 1	87	7.4%	399,048	7.2%	87	7.4%	399,419	7.2%
Grade 2	93	8.0%	395,639	7.2%	93	7.9%	395,969	7.2%
Grade 3	91	7.8%	393,583	7.2%	91	7.8%	393,871	7.1%
Grade 4	61	5.2%	393,765	7.2%	61	5.2%	394,020	7.1%
Grade 5	78	6.7%	395,111	7.2%	78	6.7%	395,384	7.2%
Grade 6	98	8.4%	399,341	7.3%	98	8.4%	399,557	7.2%
Grade 7	72	6.2%	409,362	7.4%	72	6.2%	409,566	7.4%
Grade 8	90	7.7%	425,589	7.7%	90	7.7%	425,758	7.7%
Grade 9	91	7.8%	477,875	8.7%	91	7.8%	478,101	8.7%
Grade 10	79	6.8%	436,752	7.9%	79	6.8%	437,002	7.9%
Grade 11	80	6.8%	385,894	7.0%	80	6.8%	386,246	7.0%
Grade 12	81	6.9%	364,317	6.6%	81	6.9%	366,512	6.6%
<b>Ethnic Distribution:</b>								
African American	2	0.2%	705,310	12.8%	2	0.2%	706,775	12.8%
Hispanic	989	84.7%	2,915,219	53.0%	990	84.6%	2,921,416	52.9%
White	168	14.4%	1,410,571	25.6%	169	14.4%	1,416,240	25.7%
American Indian	1	0.1%	17,920	0.3%	1	0.1%	17,976	0.3%
Asian	0	0.0%	280,306	5.1%	0	0.0%	280,742	5.1%
Pacific Islander	0	0.0%	8,696	0.2%	0	0.0%	8,718	0.2%
Two or More Races	8	0.7%	166,128	3.0%	8	0.7%	166,565	3.0%
<b>Sex:</b>								
Female	577	49.4%	2,688,496	48.8%	578	49.4%	2,693,780	48.8%
Male	591	50.6%	2,815,654	51.2%	592	50.6%	2,824,652	51.2%
Economically Disadvantaged	864	74.0%	3,415,987	62.1%	865	73.9%	3,421,217	62.0%
Non-Educationally Disadvantaged	304	26.0%	2,088,163	37.9%	305	26.1%	2,097,215	38.0%
Section 504 Students	90	7.7%	407,619	7.4%	90	7.7%	407,904	7.4%
EB Students/EL	120	10.3%	1,269,408	23.1%	120	10.3%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	26	2.1%	87,162	1.5%				

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Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	79	6.8%	302,409	5.5%	79	6.8%	302,615	5.5%
Foster Care	1	0.1%	13,415	0.2%	1	0.1%	13,453	0.2%
Homeless	23	2.0%	72,534	1.3%	23	2.0%	72,654	1.3%
Immigrant	2	0.2%	122,390	2.2%	2	0.2%	122,504	2.2%
Migrant	6	0.5%	13,769	0.3%	6	0.5%	13,810	0.3%
Title I	576	49.3%	3,555,650	64.6%	578	49.4%	3,563,890	64.6%
Military Connected	64	5.5%	199,203	3.6%	64	5.5%	199,325	3.6%
At-Risk	559	47.9%	2,935,164	53.3%	559	47.8%	2,938,753	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	107	9.2%	1,278,846	23.2%	107	9.1%	1,279,697	23.2%
Career and Technical Education	279	23.9%	1,459,380	26.5%	279	23.8%	1,459,687	26.5%
Career and Technical Education (9-12 grades only)	268	81.0%	1,203,083	72.3%	268	81.0%	1,203,363	72.2%
Gifted and Talented Education	54	4.6%	453,585	8.2%	54	4.6%	453,689	8.2%
Special Education	178	15.2%	693,061	12.6%	180	15.4%	702,785	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	178		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	94	52.8%	305,800	44.1%				
Students with Physical Disabilities	37	20.8%	138,820	20.0%				
Students with Autism	14	7.9%	107,586	15.5%				
Students with Behavioral Disabilities	26	14.6%	130,018	18.8%				
Students with Non-Categorical Early Childhood	7	3.9%	10,836	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	140	13.3%	893,031	16.8%				
By Ethnicity:								
African American	0	0.0%	176,665	3.3%				
Hispanic	112	10.6%	462,284	8.7%				
White	25	2.4%	180,620	3.4%				
American Indian	0	0.0%	3,221	0.1%				
Asian	1	0.1%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	2	0.2%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	18	11.8%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	18	17.3%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	94	12.4%	604,295	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	131	15.7%	751,495	18.1%				

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Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

	-Non-Special Education Rates-	-Special Education Rates-
Student		

Student Information	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	1.4%	1.5%	0.0%	4.5%
Grade 1	0.0%	2.5%	0.0%	3.6%
Grade 2	0.0%	1.6%	0.0%	2.0%
Grade 3	0.0%	0.8%	7.7%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	1.3%	0.3%	0.0%	0.4%
Grade 6	0.0%	0.3%	0.0%	0.4%
Grade 7	0.0%	0.4%	0.0%	0.5%
Grade 8	0.0%	0.4%	0.0%	0.5%
Grade 9	7.7%	8.7%	38.5%	12.6%

	--- District ---		--- State ---	
	Count	Percent	Count	Percent
<b>Data Quality:</b>				
Underreported Students	4	0.7%	7,322	0.3%

Class Size Averages by Grade and Subject  
(Derived from teacher responsibility records):

Class Size Information	District	State
<b>Elementary:</b>		
Kindergarten	18.8	18.7
Grade 1	20.4	19.1
Grade 2	23.0	19.1
Grade 3	22.0	19.3
Grade 4	14.9	19.4
Grade 5	19.5	20.8
Grade 6	17.7	19.2
<b>Secondary:</b>		
English/Language Arts	11.9	16.2
Foreign Languages	19.1	18.8
Mathematics	13.5	17.5
Science	16.9	18.5
Social Studies	16.4	18.9

### **Demographics Strengths**

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

### **Problem Statements Identifying Demographics Needs**

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



# Student Achievement

## Student Achievement Summary

Natalia ISD overall performance for STAAR/EOC state assessments.

### Natalia ISD 2023 - 2024 STAAR/EOC Performance

Reading Language Arts 3-8, English I, English II				
Grade	State Passing	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level or Above
3rd Grade	72%	58%	29%	2%
4th Grade	79%	75%	35%	11%
5th Grade	78%	62%	39%	17%
6th Grade	75%	72%	47%	11%
7th Grade	72%	55%	31%	15%
8th Grade	79%	63%	37%	7%
English I	67%	60%	45%	5%
English II	74%	75%	51%	3%



### 3-8 Mathematics and Algebra I

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Grade	State Passing	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level or Above
3rd Grade	68%	52%	26%	3%
4th Grade	67%	65%	40%	13%
5th Grade	75%	62%	34%	7%
6th Grade	69%	64%	14%	2%
7th Grade	53%	34%	19%	3%
8th Grade	70%	38%	14%	1%
Algebra I (JH)	100%	70%	15%	3%
Algebra I (HS)	79%	72%	15%	3%

#### Student Achievement Strengths

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

JH Algebra I has been a strength for our high school students, based on STAAR EOC data.

#### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Student achievement in reading at the "Meets or Above" level is at 39%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

**Problem Statement 2 (Prioritized):** Student achievement in math at the "Meets or Above" level is at 25%. **Root Cause:** Due to increased student learning gaps and lack of

instructional rigor.

# District Culture and Climate

## District Culture and Climate Summary

Natalia ISD is currently undergoing systemic changes that focus on student achievement and HQIM. The district has increased the alignment of instruction while working within its professional learning communities through a culture of collaboration. The goal is to work directly toward increasing the efficacy of the staff of Natalia ISD. Additionally, the district strives to provide a safe environment, both physically, mentally, and emotionally for all students and staff.

- SEL programs provided
- District/campus new teacher mentoring program
- SAFE Grant

## District Culture and Climate Strengths

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

## Problem Statements Identifying District Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Allocation of funds and resources to support mental health and physical safety. **Root Cause:** Mental health and safety continue to be a priority

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

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

Females	61.1	71.9%	280,894.2	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	67.7	79.6%	268,238.6	72.2%
Masters	16.4	19.3%	92,878.9	25.0%
Doctorate	0.9	1.1%	2,938.0	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	7.9	9.3%	36,179.6	9.7%
1-5 Years Experience	21.5	25.3%	97,667.0	26.3%
6-10 Years Experience	23.5	27.6%	76,209.5	20.5%
11-20 Years Experience	17.9	21.0%	101,173.2	27.2%

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Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Staff Information	--- District ---		--- State ---	
	Count	Percent	Count	Percent
21-30 Years Experience	10.2	12.0%	49,550.0	13.3%
Over 30 Years Experience	4.0	4.7%	10,867.4	2.9%
Number of Students per Teacher	13.7	n/a	14.8	n/a

Staff Information	District	State
<b>Experience of Campus Leadership:</b>		
Average Years Experience of Principals	3.8	6.1
Average Years Experience of Principals with District	3.3	5.3
Average Years Experience of Assistant Principals	4.5	5.2
Average Years Experience of Assistant Principals with District	1.3	4.4
<b>Average Years Experience of Teachers:</b>		
Average Years Experience of Teachers	10.6	11.0
Average Years Experience of Teachers with District	5.4	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
Beginning Teachers	\$51,748	\$53,300
1-5 Years Experience	\$52,022	\$56,516
6-10 Years Experience	\$54,437	\$59,732
11-20 Years Experience	\$57,828	\$63,389
21-30 Years Experience	\$61,666	\$67,876
Over 30 Years Experience	\$65,509	\$72,560
<b>Average Actual Salaries (regular duties only):</b>		
Teachers	\$55,680	\$60,717
Professional Support	\$60,615	\$72,022
Campus Administration (School Leadership)	\$79,710	\$85,167
Central Administration	\$86,748	\$112,702
Instructional Staff Percent:	61.2%	65.1%
Turnover Rate for Teachers:	23.2%	21.4%
<b>Staff Exclusions:</b>		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
 NATALIA ISD (163903) - MEDINA COUNTY

Designation	---- District ----		---- State ----	
	Headcount	Average Payout	Headcount	Average Payout
<b>Teacher Incentive Allotment:</b>				
Recognized	-	-	5,474	\$5,974
Exemplary	-	-	4,862	\$11,898
Master	-	-	2,224	\$21,920

Program Information	---- District ----		---- State ----	
	Count	Percent	Count	Percent
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	22,050.2	5.9%
Career and Technical Education	4.0	4.7%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	0.1	0.1%	6,181.8	1.7%
Regular Education	73.9	86.8%	262,398.5	70.6%
Special Education	7.1	8.3%	36,110.2	9.7%
Other	0.0	0.0%	13,069.7	3.5%

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

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

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

**Problem Statement 1 (Prioritized):** District systems and policies do not exist to identify and retain high-performing teachers based on improving student outcomes and willingness



to learn and develop. **Root Cause:** District and campus leadership turnover

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

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

Campus	Curriculum	Vendor	Content Area	Type
ECC	Texas Elementary Literacy Program	Amplify	ELA	Tier 1
ECC	mClass Texas	Amplify	ELA	Assessment
ECC	Boost Reading Texas	Amplify	ELA	Tier 2
ECC	mClass Intervention	Amplify	ELA	Tier 3
ECC	Eureka	Great Minds	Math	Tier 1
ECC	Zearn	Zearn, Inc.	Math	Supplemental
ECC	IXL	IXL, Inc.	Math	Supplemental
ECC	Texas Science	McGraw Hill	Science	Tier 1
ECC	Social Studies Weekly	Studies Weekly	Social Studies	Tier 1
ECC	IXL	IXL, Inc.	Social Studies	Supplemental
ECC	QuaverEd	QuaverEd, Inc	PE/Health	Tier 1
ECC	Davis Art	Davis	Art	Tier 1
ECC	Learning.com	Learning.com	Tech Apps	Tier 1
Elem	Texas Elementary Literacy Program	Amplify	ELA	Tier 1
Elem	mClass Texas	Amplify	ELA	Assessment
Elem	Boost Reading Texas	Amplify	ELA	Tier 2
Elem	mClass Intervention	Amplify	ELA	Tier 3
Elem	Eureka	Great Minds	Math	Tier 1
Elem	Zearn	Zearn, Inc.	Math	Supplemental
Elem	IXL	IXL, Inc.	Math	Supplemental

<b>Campus</b>	<b>Curriculum</b>	<b>Vendor</b>	<b>Content Area</b>	<b>Type</b>
Elem	Texas Science	McGraw Hill	Science	Tier 1
Elem	Social Studies Weekly	Studies Weekly	Social Studies	Tier 1
Elem	IXL	IXL, Inc.	Social Studies	Supplemental
Elem	QuaverEd	QuaverEd, Inc	PE/Health	Tier 1
Elem	Davis Art	Davis	Art	Tier 1
Elem	Learning.com	Learning.com	Tech Apps	Tier 1
JH	Amplify Texas ELAR	Amplify	ELA	Tier 1
JH	mClass Texas (6th grade only)	Amplify	ELA	Assessment
JH	Boost Reading Texas (6th grade only)	Amplify	ELA	Tier 2
JH	IXL (8th Grade Only)	IXL, Inc.	ELA	Supplemental
JH	Carnegie	Carnegie Learning	Math	Tier 1
JH	Mathia	Carnegie Learning	Math	Supplemental
JH	Mathstream	Carnegie Learning	Math	Supplemental
JH	IXL	IXL, Inc.	Math	Supplemental
JH	Texas Science	McGraw Hill	Science	Tier 1
JH	IXL (8th Grade Only)	IXL, Inc.	Science	Supplemental
JH	TX Social Studies	McGraw Hill	Social Studies	Tier 1
JH	Lowman	Lowman Education	Social Studies	Supplemental
JH	IXL (8th Grade Only)	IXL, Inc.	Social Studies	Supplemental
JH	TX Health Skills for Middle School	Goodheart Wilcox	Health	Tier 1
JH	Avancemos Texas	HMH	Spanish	Tier 1
JH	Learning.com	Learning.com	Tech Apps	Tier 1
HS	My Perspectives	SAVVAS	Eng I, II, III, IV	Tier 1
HS	IXL	IXL, Inc,	ELA	
HS	Carnegie	Carnegie Learning	Alg 1, Geom, Alg II	Tier 1
HS	Mathia	Carnegie Learning	Alg 1, Geom, Alg II	Supplemental
HS	Mathstream (Alg I only)	Carnegie Learning	Alg 1, Geom, Alg II	Supplemental
HS	Teacher Created		MATH MODELS	
HS	Pre-Cal: A Graphing Approach	Cengage	PRE CALC H	Tier 1
HS	Algebraic Reasoning	Cosenza	ALG REASONING	Tier 1

<b>Campus</b>	<b>Curriculum</b>	<b>Vendor</b>	<b>Content Area</b>	<b>Type</b>
HS	IXL	IXL, Inc,	Math	
HS	TX IPC Comprehensive	McGraw Hill	INTR PHY CHEM	Tier 1
HS	Biology for Texas	Biozone	BIOLOGY	Tier 1
HS	Essential Chemistry	PASCO	CHEMISTRY	Tier 1
HS	Essentials of Hum Anat	McGraw Hill	ANAT & PHY	Tier 1
HS	Sustaining Your World, 2nd ed	Cengage	ENVIRONMENTAL SYS	Tier 1
HS	Essential Physics	PASCO	PHYSICS	Tier 1
HS	TCI Alive	TCI Alive	W GEOGRAPHY	Tier 1
HS	TCI Alive	TCI Alive	W HISTORY	Tier 1
HS	TCI Alive	TCI Alive	US HISTORY	Tier 1
HS	Lowman Education	Lowman Education	W Geo, W His, US His	Supplemental
HS	Lowman Education	Lowman Education	GOVERNMENT	Supplemental
HS	Avancemos	HMH	SPANISH 1, 2	Tier 1
HS	Edgenuity	Imagine Learning	CREDIT RECOVERY	
HS	Agricultural Science	iCEV	AG EQP DSG FAB	Tier 1
HS	Agricultural Science	iCEV	SMALL ANIMAL	Tier 1
HS	Agricultural Science	iCEV	FLORAL DESIGN	Tier 1
HS	Agricultural Science	iCEV	AG MECHANICS	Tier 1
HS	Agricultural Science	iCEV	LIVESTOCK	Tier 1
HS	Agricultural Science	iCEV	PRIN AG, FNR	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	BIM 1, 2	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PRAC BMEX LB	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PRACT BM EXT 1	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PRACT BUSMAN 1A	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PRACTBUSMAN LAB	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	GRAPG DESIGN 2	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	GRAPHDESN1	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PROF COMM	Tier 1
HS	Bus, Mrkt, Finance, IT, Media	iCEV	PRAC GRAPH DES	Tier 1
HS	Edgenuity	Imagine Learning	PROF COMM	Tier 1
HS	CodeHS	CodeHS	AP COMP SCIE	Tier 1
HS	CodeHS	CodeHS	FUN COMP SCI	Tier 1

### **Curriculum, Instruction, and Assessment Strengths**

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

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

**Problem Statement 1 (Prioritized):** Teachers lack experience in effectively implementing HQIM to fidelity **Root Cause:** New approach to teaching literacy and math (RBIS)

# Family and Community Engagement

## Family and Community Engagement Summary

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

The district sponsored the following events:

- Coffee with the Superintendent
- School Board Update video
- Monthly food bank distribution
- District Event Tailgate
- Community pep rallies
- District Festival

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

## Family and Community Engagement Strengths

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

## Problem Statements Identifying Family and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Systematic one-way and two-way communication needs improvement **Root Cause:** District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

# District Organization

## District Organization Summary

Curriculum & Instruction Department and added a Director of Student Support

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

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

Safety Plan

DAEP Plan

Parent Involvement Plan

## District Organization Strengths

The district has a review process of its organizational practices.

## Problem Statements Identifying District Organization Needs

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

# Technology

## Technology Summary

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

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

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

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

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

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

## Grants

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

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

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

## Technology Strengths

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

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



## **Problem Statements Identifying Technology Needs**

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

# Priority Problem Statements

**Problem Statement 1:** Student achievement in reading at the "Meets or Above" level is at 39%.

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

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Student achievement in math at the "Meets or Above" level is at 25%.

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

**Problem Statement 2 Areas:** Student Achievement

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

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

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Teachers lack experience in effectively implementing HQIM to fidelity

**Root Cause 4:** New approach to teaching literacy and math (RBIS)

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

**Problem Statement 5:** Systematic one-way and two-way communication needs improvement

**Root Cause 5:** District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

**Problem Statement 5 Areas:** Family and Community Engagement

**Problem Statement 6:** District systems and policies do not exist to identify and retain high-performing teachers based on improving student outcomes and willingness to learn and develop.

**Root Cause 6:** District and campus leadership turnover

**Problem Statement 6 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 7:** Allocation of funds and resources to support mental health and physical safety.

**Root Cause 7:** Mental health and safety continue to be a priority

**Problem Statement 7 Areas:** District Culture and Climate

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

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

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

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

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals





**Goal 1:** All students will grow and achieve academically.

**Performance Objective 1:** The percentage of K-2 Reading "on grade level" will increase from 40% to 70%.

**High Priority**

**Evaluation Data Sources:** mClass EOY assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support the Implementation of HQIM and sustain with fidelity  <b>Strategy's Expected Result/Impact:</b> To improve on grade-level reading  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> ECC (K-1 Amplify) - 199-Local - \$7,400</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement and sustain MTSS process  <b>Strategy's Expected Result/Impact:</b> Improve reading performance through intervention and support  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Instructional Coaches and campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support supplemental programs and services  <b>Strategy's Expected Result/Impact:</b> To improve on grade level reading  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction and Instructional Coaches</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> Amplify mClass, Boost, Intervention (K-1) - 199-SCE - \$10,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Fund and support summer curriculum planning for new HQIM materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction resulting in improvement in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction department, Instructional Coordinators</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 255-Title II - \$5,000</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Teachers lack experience in effectively implementing HQIM to fidelity <b>Root Cause:</b> New approach to teaching literacy and math (RBIS)</p>

**Goal 1:** All students will grow and achieve academically.





**Performance Objective 2:** The percentage of K-2 Math " On Grade Level" performance will increase from 77% to 100%.

**High Priority**

**Evaluation Data Sources:** IXL EOY assessment

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support the Implementation of HQIM and sustain with fidelity  <b>Strategy's Expected Result/Impact:</b> To improve on grade-level math  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Eureka Tier 1 (K-1) - 410-IMA Funds - \$13,237, Eureka Tier 1 (K-1) - 199-Local - \$415</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement and sustain MTSS process  <b>Strategy's Expected Result/Impact:</b> Improve math performance through intervention and support  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Instructional Coaches and campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support supplemental programs and services  <b>Strategy's Expected Result/Impact:</b> To improve on grade level math  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Instructional Coaches, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> IXL and Zearn math (K-1) - 199-SCE - \$4,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Fund and support summer curriculum planning for new HQIM materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction resulting in improvement in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction department, Instructional Coordinators, Campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 255-Title II - \$5,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Teachers lack experience in effectively implementing HQIM to fidelity <b>Root Cause:</b> New approach to teaching literacy and math (RBIS)</p>

**Goal 1:** All students will grow and achieve academically.





**Performance Objective 3:** The percentage of All Grades Reading STAAR/EOC "Meets" will increase from 39% to 50%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, TEA Interim

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support the Implementation of HQIM and sustain with fidelity  <b>Strategy's Expected Result/Impact:</b> To improve on grade-level reading  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Amplify (6-8) Tier 1 - 410-IMA Funds - \$13,105</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement and sustain MTSS process  <b>Strategy's Expected Result/Impact:</b> Improve reading performance through intervention and support  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Instructional Coaches and campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support Reading supplemental programs and resources  <b>Strategy's Expected Result/Impact:</b> To improve on grade level reading  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction and Instructional Coaches, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Student Achievement 1  <b>Funding Sources:</b> Reading Supplemental (IXL, Amplify, etc) - 199-SCE - \$16,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Fund and support summer curriculum planning for new HQIM materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction resulting in improvement in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction department, Instructional Coordinators, Campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 255-Title II - \$5,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Teachers lack experience in effectively implementing HQIM to fidelity <b>Root Cause:</b> New approach to teaching literacy and math (RBIS)</p>

**Goal 1:** All students will grow and achieve academically.





**Performance Objective 4:** The percentage of All Grades Math STAAR/EOC will increase from 25% to 50%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, TEA Interim

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support the Implementation of HQIM and sustain with fidelity  <b>Strategy's Expected Result/Impact:</b> To improve on grade-level math  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1 - Curriculum, Instruction, and Assessment 1  <b>Funding Sources:</b> Carnegie (6-Alg II) Tier 1 - 410-IMA Funds - \$8,175, Eureka (2-5) Tier 1 - 410-IMA Funds - \$23,106</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement and sustain MTSS process  <b>Strategy's Expected Result/Impact:</b> Improve math performance through intervention and support  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Instructional Coaches and campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support Math supplemental programs and resources  <b>Strategy's Expected Result/Impact:</b> To improve on grade level math  <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction and Instructional Coaches, Campus administration</p> <p><b>Results Driven Accountability</b>  <b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> Math supplemental (Zearn, Mathia, Mathstream, manipulation kits, IXL) - 199-SCE - \$46,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Fund and support summer curriculum planning for new HQIM materials.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Tier 1 instruction resulting in improvement in academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction department, Instructional Coordinators, Campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 255-Title II - \$5,000</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<b>Curriculum, Instruction, and Assessment</b>
<p><b>Problem Statement 1:</b> Teachers lack experience in effectively implementing HQIM to fidelity <b>Root Cause:</b> New approach to teaching literacy and math (RBIS)</p>

**Goal 1:** All students will grow and achieve academically.

**Performance Objective 5:** Increase in application and utilization of grant opportunities

**High Priority**

**Evaluation Data Sources:** District Administration

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support and manage the Effective Schools Framework Grant in its second year of implementation</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student academic achievement</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, C&amp;I department, campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 211 ESF Grant - \$45,869</p>	Formative		
	Nov	Feb	June
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Support and manage the MiPlan professional development for teachers grant (TXCEE) in its third year of implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student academic achievement.</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> - 289-MiPlan - \$350,000</p>	Formative		
	Nov	Feb	June
	N/A		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 5 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
Student Achievement
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Teachers lack experience in effectively implementing HQIM to fidelity **Root Cause:** New approach to teaching literacy and math (RBIS)





**Goal 1:** All students will grow and achieve academically.

**Performance Objective 6:** Fund and support programs, resources, equipment and services for all students

**Evaluation Data Sources:** District departments (C&I, Technology, Academic Services)

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support technology equipment for all campuses  <b>Strategy's Expected Result/Impact:</b> Accessibility to testing, dual credit courses to assist students in meeting their instructional needs  <b>Staff Responsible for Monitoring:</b> Technology Department</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2  <b>Funding Sources:</b> - 289-Title IV - \$22,000, - 270-Title V - \$30,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Fund and support services and resources for special programs.  <b>Strategy's Expected Result/Impact:</b> Increased achievement for special program students.  <b>Staff Responsible for Monitoring:</b> Academic Service, campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2  <b>Funding Sources:</b> LSSP services - 289-Title IV - \$30,000, GT supplies, resources, and materials - 199-SCE - \$12,000, Special Education supplies, resources, professional development, evaluation and materials - 199-SCE - \$175,000, Bilingual Services supplies, resources, and materials - 199-SCE - \$10,000, Dyslexia supplies, resources, and materials - 199-SCE - \$3,900</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support services and resources for DAEP  <b>Strategy's Expected Result/Impact:</b> Continuum of education for all students to reduce risk of drop out  <b>Staff Responsible for Monitoring:</b> Campus and district administration</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> DAEP curriculum - 199-SCE - \$23,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Fund and support Tier 1 curriculum <b>Strategy's Expected Result/Impact:</b> Increased student achievement <b>Staff Responsible for Monitoring:</b> C&I Department, Campus administration  <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 6 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.
Student Achievement
<b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.
<b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.

**Goal 2:** All graduates are college, career and/or military ready.





**Performance Objective 1:** Increase CCMR from 71.2% to 90%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and support pathways that align with college requirements and current workforce trends.  <b>Strategy's Expected Result/Impact:</b> Increase TSI, SAT, and ACT scores, Dual credit enrollment, post-high school graduate enrollment,  <b>Staff Responsible for Monitoring:</b> Campus administration and counselor</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Fund and support career pathways that align with current workforce trends.  <b>Strategy's Expected Result/Impact:</b> Increase CTE enrollment, IBC certifications and completer status  <b>Staff Responsible for Monitoring:</b> Campus administration and counselor</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Fund and support Career and Technical Education  <b>Strategy's Expected Result/Impact:</b> Increase in students completing CTE pathways  <b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> CTE supplies, resources, testing, professional development and materials - 199-SCE - \$115,000</p>	<b>Formative</b>		
	N/A		

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Fund and support College, Career, and Military Readiness <b>Strategy's Expected Result/Impact:</b> Increase in CCMR data <b>Staff Responsible for Monitoring:</b> District and campus administration  <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> CCMR supplies, resources, testing, professional development and materials - 199-SCE - \$82,000	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.

**Goal 3:** The district will promote the safety and well-being of students and staff.

**Performance Objective 1:** The district will be 100% compliant with state school safety standards

**High Priority**

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Fund and implement a silent panic alert system</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a safe environment for staff and students with accessibility to sound alert.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department, District Administration, Safety Officer</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> Centegix - 429 SAFE Grant - \$118,500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Fund and install phones in all classrooms</p> <p><b>Strategy's Expected Result/Impact:</b> Provide accessibility to teachers in case of emergency situations.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department, District Administration, Safety Officer</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> Classroom phone installation - 429 SAFE Grant - \$56,741</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Funds and install physical security measures</p> <p><b>Strategy's Expected Result/Impact:</b> Provide safe and secure perimeter through secure gates and fencing.</p> <p><b>Staff Responsible for Monitoring:</b> Technology Department, District Administration, Safety Officer</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p> <p><b>Funding Sources:</b> Fencing - 429 SAFE Grant - \$230,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

**District Culture and Climate**





**Problem Statement 1:** Allocation of funds and resources to support mental health and physical safety. **Root Cause:** Mental health and safety continue to be a priority

**Goal 3:** The district will promote the safety and well-being of students and staff.

**Performance Objective 2:** Provide social-emotional programs and/or resources for all students K-12.

**Evaluation Data Sources:** District Administration

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Develop and implement a district wide counseling plan that includes but is not limited to suicide prevention, conflict resolution, and violence prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve mental health and social emotional learning health.</p> <p><b>Staff Responsible for Monitoring:</b> Head counselor, Superintendent</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Explore positive behavior interventions and support programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student behavior</p> <p><b>Staff Responsible for Monitoring:</b> District Administration</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Purchase and implement Character Strong (a Social Emotional Learning Program) Tier 2 across the campuses</p> <p><b>Strategy's Expected Result/Impact:</b> Improve mental health and social emotional learning as well as behavior.</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Provide training for all staff and students of district policies related to:</p> <ul style="list-style-type: none"> <li>Dating violence</li> <li>Sexual abuse and other maltreatment of students</li> <li>Multi-hazard Emergency Operating Plan (MEOP)</li> <li>Freedom from Bullying</li> <li>Allergy Plan</li> <li>Mental Health Awareness</li> <li>Child Abuse</li> <li>Sexual Harassment</li> <li>Stop the Bleed</li> <li>Cybersecurity</li> <li>Title IX</li> <li>Dropout Prevention</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increase staff and student awareness of topics mentioned</p> <p><b>Staff Responsible for Monitoring:</b> District and campus administration</p> <p><b>Problem Statements:</b> District Culture and Climate 1</p>	Formative		
	Nov	Feb	June
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 2 Problem Statements:**

<b>District Culture and Climate</b>
<p><b>Problem Statement 1:</b> Allocation of funds and resources to support mental health and physical safety. <b>Root Cause:</b> Mental health and safety continue to be a priority</p>

**Goal 4:** The district will recruit, retain, train and support high-quality faculty and staff.

**Performance Objective 1:** 100% of new staff will meet all certification requirements by the end of the first year with the district.

**Evaluation Data Sources:** HR data report

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The district will provide a mentorship program for all non-certified and first-year certification teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Retention of teachers; increase teacher certification</p> <p><b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 1:</b> District systems and policies do not exist to identify and retain high-performing teachers based on improving student outcomes and willingness to learn and develop. <b>Root Cause:</b> District and campus leadership turnover</p>







**Goal 4:** The district will recruit, retain, train and support high-quality faculty and staff.

**Performance Objective 2:** The district will maintain 95% retention of high-performing teachers and administrators

**High Priority**

**Evaluation Data Sources:** HR Report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement a non-traditional calendar <b>Strategy's Expected Result/Impact:</b> Retain staff and reduce turnover <b>Staff Responsible for Monitoring:</b> District Administrator  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Create and implement a district professional development plan. <b>Strategy's Expected Result/Impact:</b> Improve teacher performance and retain high-performing teachers <b>Staff Responsible for Monitoring:</b> District Administration  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Support leadership development of educators and administrators <b>Strategy's Expected Result/Impact:</b> Improve teacher performance and retain teachers and administrators <b>Staff Responsible for Monitoring:</b> District Administration  <b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> - 255-Title II - \$28,000	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**





## Staff Quality, Recruitment, and Retention

**Problem Statement 1:** District systems and policies do not exist to identify and retain high-performing teachers based on improving student outcomes and willingness to learn and develop. **Root Cause:** District and campus leadership turnover

**Goal 4:** The district will recruit, retain, train and support high-quality faculty and staff.

**Performance Objective 3:** Hire faculty and staff to assist and provide instructional support.

**Evaluation Data Sources:** HR Reports, campus reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Recruit and hire faculty/staff support for HeadStart program  <b>Strategy's Expected Result/Impact:</b> Increase achievement in foundational skills in Headstart students.  <b>Staff Responsible for Monitoring:</b> District HR department</p> <p><b>Problem Statements:</b> Demographics 1  <b>Funding Sources:</b> - 211-Title I - \$195,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recruit and hire intervention teachers and/or aides to support accelerated instruction and remediation.  <b>Strategy's Expected Result/Impact:</b> Improve in reading and math achievement  <b>Staff Responsible for Monitoring:</b> HR department, campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1  <b>Funding Sources:</b> - 211-Title I - \$290,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Recruit and hire teachers/aides to support special programs.  <b>Strategy's Expected Result/Impact:</b> Increased achievement in reading and math.  <b>Staff Responsible for Monitoring:</b> HR department, campus administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2  <b>Funding Sources:</b> - 224 IDEA B - \$270,000, - 225 IDEA B Preschool - \$4,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 3 Problem Statements:**

**Demographics**

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

**Student Achievement**





**Problem Statement 1:** Student achievement in reading at the "Meets or Above" level is at 39%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

**Problem Statement 2:** Student achievement in math at the "Meets or Above" level is at 25%. **Root Cause:** Due to increased student learning gaps and lack of instructional rigor.

**Goal 5:** The district will increase stakeholder engagement.

**Performance Objective 1:** Increase parent and family involvement by 10%

**Evaluation Data Sources:** Sign-in logs, surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Offer various district-wide parent activities and volunteer opportunities annually.  <b>Strategy's Expected Result/Impact:</b> Increase parent and family involvement by offering relevant activities.  <b>Staff Responsible for Monitoring:</b> District administration</p> <p><b>Problem Statements:</b> Demographics 1 - Family and Community Engagement 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Establish two days for parent conferences in the academic calendar  <b>Strategy's Expected Result/Impact:</b> Increase parental involvement in academics  <b>Staff Responsible for Monitoring:</b> District Administration</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2 - Family and Community Engagement 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Natalia ISD has an above average at risk student population. <b>Root Cause:</b> Unsatisfactory performance on assessment instruments and readiness skills.</p>
<b>Student Achievement</b>
<p><b>Problem Statement 1:</b> Student achievement in reading at the "Meets or Above" level is at 39%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<p><b>Problem Statement 2:</b> Student achievement in math at the "Meets or Above" level is at 25%. <b>Root Cause:</b> Due to increased student learning gaps and lack of instructional rigor.</p>
<b>Family and Community Engagement</b>
<p><b>Problem Statement 1:</b> Systematic one-way and two-way communication needs improvement <b>Root Cause:</b> District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.</p>

**Goal 5:** The district will increase stakeholder engagement.

**Performance Objective 2:** Increase communication opportunities between the district and stakeholders.

**Evaluation Data Sources:** Surveys, newsletters, Remind

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement and sustain newsletters to stakeholders <b>Strategy's Expected Result/Impact:</b> Increased communication and engagement <b>Staff Responsible for Monitoring:</b> District administration  <b>Problem Statements:</b> Family and Community Engagement 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Develop District communication plan <b>Strategy's Expected Result/Impact:</b> Improved communication with stakeholders <b>Staff Responsible for Monitoring:</b> District Administration  <b>Problem Statements:</b> Family and Community Engagement 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Utilize stakeholder surveys to gather input for decision-making. <b>Strategy's Expected Result/Impact:</b> Improved communication and relationships with all stakeholders <b>Staff Responsible for Monitoring:</b> District Administration  <b>Problem Statements:</b> Family and Community Engagement 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Develop the processes and memberships of its site-based management committees as specified in the District of Innovation plan. <b>Strategy's Expected Result/Impact:</b> Improved stakeholder inclusivity <b>Staff Responsible for Monitoring:</b> District Administration  <b>Problem Statements:</b> Family and Community Engagement 1	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

**Family and Community Engagement**

**Problem Statement 1:** Systematic one-way and two-way communication needs improvement **Root Cause:** District struggles to engage parents who have varying levels of availability, interest, or understanding of school matters.

# District Funding Summary

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Amplify mClass, Boost, Intervention (K-1)		\$10,000.00
1	2	3	IXL and Zearn math (K-1)		\$4,500.00
1	3	3	Reading Supplemental (IXL, Amplify, etc)		\$16,000.00
1	4	3	Math supplemental (Zearn, Mathia, Mathstream, manipulation kits, IXL)		\$46,000.00
1	6	2	Bilingual Services supplies, resources, and materials		\$10,000.00
1	6	2	GT supplies, resources, and materials		\$12,000.00
1	6	2	Special Education supplies, resources, professional development, evaluation and materials		\$175,000.00
1	6	2	Dyslexia supplies, resources, and materials		\$3,900.00
1	6	3	DAEP curriculum		\$23,500.00
2	1	3	CTE supplies, resources, testing, professional development and materials		\$115,000.00
2	1	4	CCMR supplies, resources, testing, professional development and materials		\$82,000.00
<b>Sub-Total</b>					<b>\$497,900.00</b>
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1			\$195,000.00
4	3	2			\$290,000.00
<b>Sub-Total</b>					<b>\$485,000.00</b>
255-Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$5,000.00
1	2	4			\$5,000.00
1	3	4			\$5,000.00
1	4	4			\$5,000.00
4	2	3			\$28,000.00
<b>Sub-Total</b>					<b>\$48,000.00</b>



199-Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ECC (K-1 Amplify)		\$7,400.00
1	2	1	Eureka Tier 1 (K-1)		\$415.00
<b>Sub-Total</b>					\$7,815.00
289-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$22,000.00
1	6	2	LSSP services		\$30,000.00
<b>Sub-Total</b>					\$52,000.00
410-IMA Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Eureka Tier 1 (K-1)		\$13,237.00
1	3	1	Amplify (6-8) Tier 1		\$13,105.00
1	4	1	Carnegie (6-Alg II) Tier 1		\$8,175.00
1	4	1	Eureka (2-5) Tier 1		\$23,106.00
<b>Sub-Total</b>					\$57,623.00
224 IDEA B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3			\$270,000.00
<b>Sub-Total</b>					\$270,000.00
225 IDEA B Preschool					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	3	3			\$4,000.00
<b>Sub-Total</b>					\$4,000.00
211 ESF Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$45,869.00
<b>Sub-Total</b>					\$45,869.00
429 SAFE Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Centegix		\$118,500.00

429 SAFE Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Classroom phone installation		\$56,741.00
3	1	3	Fencing		\$230,000.00
<b>Sub-Total</b>					\$405,241.00
289-MiPlan					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2			\$350,000.00
<b>Sub-Total</b>					\$350,000.00
270-Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$30,000.00
<b>Sub-Total</b>					\$30,000.00

# Addendums

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

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

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

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

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

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

September 1 -- 1st deadline, then ongoing

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

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

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

<b>Priority for Service Criteria</b>	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

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

School District: ESC Region 20
Region: 20

## Priority for Service (PFS) Action Plan

School Year: 2022-2023

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

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

<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 on PFS.			
<ul style="list-style-type: none"> <li>▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.</li> </ul>	Monthly by end of month	-Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	Annually by September 30	-Migrant Coordinator -Educational Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> <li>▪ Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).</li> </ul>	Annually by September 30	-Educational Specialists -District Designee	-Copy of District Improvement Plan



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

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

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

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

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

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

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

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

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

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

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

**School Year: 2023 - 2024**

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

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

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

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

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

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

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



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