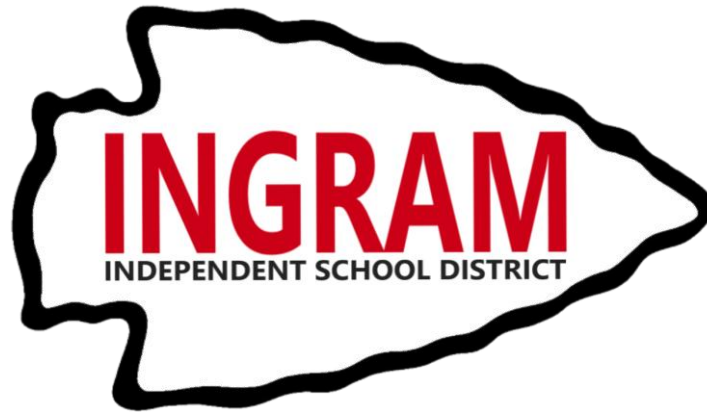




Ingram ISD District Improvement Plan (with embedded Comprehensive Needs Analysis) 2026-2027

Ingram ISD Vision Statement

Inspiring Student Success from the Inside Out

Ingram ISD Mission Statement

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

2026-2027 Board of Trustees

Jack Fairchild, President

Wayne McClintock, Vice President

Bennett Woodruff, Secretary

Stephen Schulte, Member

Adam Nichols, Member

Amy Barnes, Member

Amber Carpenter, Member

2026-2027 District Administration

Dr. Justin Turner, Superintendent

Donna Jenschke, Assistant Superintendent

J.C. Zamora, Chief Financial Officer

Holly Lambert, Director of Student Services & Testing

Juan DeLeon, Technology Director

John Slaton, Principal, Ingram Tom Moore High School

Kayla Casey, Principal, Ingram Middle School

Kali Brandt, Principal, Ingram Elementary School

Tate DeMasco, Athletic Director

District Site-Based Decision-Making Team

Donna Jenschke, Administrative Representative
Holly Lambert, Special Programs Representative
Bobby Leshikar, High School Teacher
Paula Morris, High School Teacher
Misty Kothe, High School Parent
Shannon Stolz, High School Parent
Kim Martinez, Middle School Teacher
Nancy Gold, Middle School Teacher
Rebecca Garcia, Middle School Parent
Martina Kennedy, Elementary Teacher
Krista Errington, Elementary Teacher
Kimberlee Silerio, Elementary Parent
Amanda Oliver, Elementary Parent
Charlie Dominguez, Community Member
Dahn Mai, Business Member

Ad-Hoc Members

John Slaton, Principal
Kayla Casey, Principal
Kali Brandt, Principal

Texas Education Agency Strategic Priorities

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

STRATEGIC PRIORITIES



RECRUIT, SUPPORT
AND RETAIN
TEACHERS AND
PRINCIPALS



BUILD A
FOUNDATION
FOR READING
AND MATH



CONNECT HIGH
SCHOOL TO
CAREER AND
COLLEGE



IMPROVE
LOW-PERFORMING
SCHOOLS

KEY ACTIONS



SUPPORTED
EDUCATORS



READY
STUDENTS



RIGOROUS
ENGAGEMENT



ALIGNED
SYSTEMS



ACTIONABLE
GOALSETTING



CONTINUOUS
IMPROVEMENT

Ingram ISD Board Goals 2026-2027

1. All INGRAM ISD students will achieve academic growth and excellence and reach their full educational potential. The District will increase student academic achievement through the effective implementation and monitoring of the District's Curriculum while providing each student with a personalized quality education. The District will continually seek to improve the planning and organization between campus improvement committees, campus plans, and district planning to ensure consistency within the classrooms and between schools.
2. INGRAM ISD will strive to enhance a well-rounded education and broaden the experiences of students through extracurricular and co-curricular participation in UIL activities. The District will emphasize programs and activities to enhance student citizenship and character development throughout all grades. The district will continually recognize students for their involvement and success in these programs and activities through the various media resources available.
3. INGRAM ISD will strive to recruit, hire, and retain a high-quality teacher core. Educators with high moral character, high standards of ethical behavior, and those capable of truly serving our district will be sought to join our family and team with us on our journey toward excellence. The District will develop and promote strategies for teaching and coaching leadership development for those educators interested in improving their skills. Administrators, teachers, coaches, and sponsors will always be held to high standards when working and coaching students at all INGRAM ISD activities.
4. INGRAM ISD will deliberately pursue a positive public perception of the district. The District will work together to build an employee-friendly organization that reflects the values of trust, communication, and teamwork while developing partnerships with community and business groups. The District will continue to monitor and adjust the district web page and/or other communication tools to better serve students, parents/guardians, staff, and the community in an effort to engage everyone in the process of building and promoting the district.
5. INGRAM ISD will maintain facilities that enhance the learning of all students. The District will study and develop plans for operations that will prepare INGRAM ISD to keep safety a top priority, as well as continue to keep the district operations up to date. The District will continue to assess and prioritize necessary facility upgrades, even in difficult financial times, to provide an inviting, safe, well-maintained school.
6. INGRAM ISD will annually maintain a budget-balanced general operating fund and add to the fund balance if/when able to do so. The District will maintain a budget that supports the vision of INGRAM ISD and continue to achieve a superior rating as defined by the Financial Integrity Rating System of Texas (FIRST). The District will make fiscally sound decisions that will contribute to student achievement and provide for a safe learning environment.

COMPREHENSIVE NEEDS ANALYSIS

District Demographics 2025-2026 Academic Year

Campus	Type	Size	Grade Span	Economically Disadvantaged	Emergent Bilingual	Special Education
Ingram ISD	District	1365	PK – 12	63.2%	15.8%	18.2%
Ingram Elementary	Elementary	660	PK – 5	68.9%	18.8%	18.9%
Ingram Middle	Middle	262	6-8	58.8%	18.3%	22.1%
Ingram Tom Moore	High School	443	9-12	57.1%	9.9%	14.9%

Student Demographics

African American	Asian	Hispanic	White	American Indian	Pacific Islander	Two or More
0.1%	0.5%	47%	49.5%	0.1%	0.2%	2.6%

Historical Demographics

Ingram ISD	Enrollment	Economically Disadvantaged	Emergent Bilingual
2013	1005	68.6%	12%
2014	1044	70%	12.8%
2015	1078	69%	13%
2016	1095	71%	14.9%
2017	1107	73.1%	15.2%
2018	1168	78.3%	16%
2019	1166	75%	16.3%
2020	1102	73.3%	17.2%
2021	1173	69.1%	17.1%
2022	1240	69.7%	17.7%
2023	1300	66.2%	18.0%
2024	1349	63.5%	17.6%
2025	1351	64.2%	17.5%
2026	1365	63.2%	15.8%

The following STAAR/EOC data was collected from Txschools.gov.

STAAR/EOC READING PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	2026 Approaches/ Meets/Masters	% Change	% Change	2026 Approaches/ Meets/Masters
3rd Grade	87/66/41 = 65	87/57/25 = 56	84/57/25 = 55	-1	0	74/52/26 = 51
4th Grade	89/65/34 = 64	91/73/37 = 67	85/71/37 = 64	-3	-1	78/54/24 = 52
5th Grade	87/51/25 = 54	77/57/31 = 55	82/66/40 = 63	+8	+3	80/60/35 = 58
6th Grade	75/59/24 = 53	78/54/26 = 53	78/58/37 = 58	+5	-1	74/56/30 = 54
7th Grade	80/47/25 = 51	80/54/38 = 57	78/57/33 = 56	-1	+3	78/56/32 = 55
8th Grade	88/65/34 = 62	91/70/31 = 64	83/63/37 = 61	-3	+2	84/61/33 = 59
ENG I	82/64/19 = 55	88/71/16 = 58	85/72/13 = 57	-1	+2	73/53/12 = 46
ENG II	91/74/4 = 56	89/75/8 = 58	90/81/13 = 61	+3	+2	73/58/9 = 47

MATH STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	2026 Approaches/ Meets/Masters	% Change	% Change	2026 Approaches/ Meets/Masters
3rd Grade	86/64/27 = 59	89/63/28 = 60	81/63/25 = 56	-4	0	68/46/22 = 45
4th Grade	85/66/27 = 63	88/71/41 = 67	94/81/49 = 75	+8	+1	69/50/25 = 48
5th Grade	94/65/24 = 61	86/66/33 = 61	94/70/34 = 66	+5	+1	76/49/21 = 49
6th Grade	80/46/16 = 47	89/48/22 = 53	78/51/22 = 50	-3	0	74/40/16 = 43
7th Grade	63/35/9 = 36	35/11/0 = 15	41/8/3 = 17	+2	-2	51/32/10 = 31
8th Grade	88/72/23 = 61	92/64/23 = 60	89/58/13 = 53	-7	+2	75/49/17 = 47
8th Algebra	98/84/53 = 84	100/93/45 = 79	100/93/73 = 89	+10		83/51/28 = 54
HS Algebra	86/43/17 = 49	85/34/16 = 45	75/32/8 = 38	-7	+4	83/51/28 = 54

SCIENCE AND SOCIAL STUDIES STAAR/EOC PERFORMANCE BY GRADE LEVEL

Subject Test	Ingram ISD				State	
	2024 Approaches/ Meets/Masters	2025 Approaches/ Meets/Masters	2026 Approaches/ Meets/Masters	% Change	% Change	2026 Approaches/ Meets/Masters
5th Grade Science	75/30/15 = 40	76/40/16 = 44	85/61/38 = 61	+17	+5	66/38/18 = 41
8th Grade Science			81/57/31 = 56			77/55/30 = 54
8th Biology	97/73/16 = 62	96/79/20 = 65				
HS Biology	92/58/8 = 53	69/46/8 = 41	100/63/37 = 67			93/69/31 = 64
8th Grade Soc Stud	80/48/24 = 51	76/44/20 = 47	79/48/23 = 50	+3	0	59/33/17 = 36
US History	95/68/20 = 61	99/71/27 = 66	97/73/32 = 67	+1	-1	93/69/37 = 66

2025 & 2026 Accountability Scores

Domains	ISD				IES				IMS				ITM			
	2025		2026		2025		2026		2025		2026		2025		2026	
Student Achievement	90	A	90	A	89	B	91	A	86	B	85	B	93	A	92	A
School Progress	92	A	92	A	90	A	91	A	90	A	89	B	95	A	94	A
Academic Growth	73	C	72	C	86	B	85	B	82	B	69	D	60	D	65	D
Relative Performance	92	A	92	A	90	A	91	A	90	A	89	B	95	A	94	A
Closing the Gaps	90	A	88	B	92	A	92	A	87	B	76	C	91	A	92	A
Overall	91	A	91	A	91	A	91	A	89	B	85	B	94	A	93	A

Texas Education Agency 2026 Distinction Designation Summary

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

Ingram ISD 2026 Academic Growth

Texas Education Agency

Both Subjects

0 Points 0.5 Points 1 Point

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	33	0.0	18	18.0	12	12.0	1	1.0	5	5.0	1	1.0	70	37.0
High Did Not Meet Grade Level	21	0.0	28	14.0	15	15.0	11	11.0	15	15.0	1	1.0	91	56.0
Low Approaches Grade Level	15	0.0	25	0.0	15	7.5	20	20.0	23	23.0	1	1.0	99	51.5
High Approaches Grade Level	5	0.0	18	0.0	35	0.0	23	11.5	42	42.0	5	5.0	128	58.5
Meets Grade Level	1	0.0	15	0.0	27	0.0	45	0.0	198	198.0	78	78.0	364	276.0
Masters Grade Level	0	0.0	1	0.0	3	0.0	9	0.0	100	0.0	222	222.0	335	222.0
Total	75	0.0	105	32.0	107	34.5	109	43.5	383	283.0	308	308.0	1,087	701.0

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	100	39	20	2	161	61

Calculation Report

School Progress: Academic Growth RLA and Math			
	Count	Points	Calculated
Annual Growth Points Earned	701.0	1	701.00
Accelerated Learning Points Earned	61	0.25	15.25
Sum of Annual Growth plus Accelerated Learning Points			716.25
Total Tests Evaluated			1,087
Academic Growth Score			66

Annual Growth RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	353	0	0
Tests Earning 0.5 Points	66	0.5	33.0
Tests Earning 1 Point	668	1	668
Annual Growth Points Earned			701.0
Total Tests Evaluated			1,087
Annual Growth Score			64

Accelerated Learning RLA and Math			
	Count	Points	Calculated
Tests Earning 0 Points	100	0	0
Tests Earning 1 Point	61	1	61
Accelerated Learning Points Earned			61
Total Tests Evaluated			161
Accelerated Learning Score			38

Reading/Language Arts (RLA)

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	24	0.0	12	12.0	4	4.0	0	0.0	1	1.0	0	0.0	41	17.0
High Did Not Meet Grade Level	14	0.0	17	8.5	8	8.0	2	2.0	6	6.0	0	0.0	47	24.5
Low Approaches Grade Level	8	0.0	15	0.0	9	4.5	14	14.0	15	15.0	0	0.0	61	33.5
High Approaches Grade Level	2	0.0	7	0.0	16	0.0	11	5.5	22	22.0	3	3.0	61	30.5
Meets Grade Level	1	0.0	5	0.0	8	0.0	20	0.0	139	139.0	44	44.0	217	183.0
Masters Grade Level	0	0.0	0	0.0	0	0.0	1	0.0	58	0.0	137	137.0	196	137.0
Total	49	0.0	56	20.5	45	16.5	48	21.5	241	183.0	184	184.0	623	425.5

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	67	14	7	0	88	21

Mathematics

Annual Growth														
2025-26 Performance on STAAR														
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	9	0.0	6	6.0	8	8.0	1	1.0	4	4.0	1	1.0	29	20.0
High Did Not Meet Grade Level	7	0.0	11	5.5	7	7.0	9	9.0	9	9.0	1	1.0	44	31.5
Low Approaches Grade Level	7	0.0	10	0.0	6	3.0	5	5.0	9	9.0	1	1.0	38	18.0
High Approaches Grade Level	3	0.0	11	0.0	19	0.0	12	6.0	20	20.0	2	2.0	67	28.0
Meets Grade Level	0	0.0	10	0.0	19	0.0	25	0.0	59	59.0	34	34.0	147	93.0
Masters Grade Level	0	0.0	1	0.0	3	0.0	8	0.0	42	0.0	85	85.0	139	85.0
Total	26	0.0	49	11.5	62	18.0	60	21.0	143	101.0	124	124.0	464	275.5

Accelerated Learning						
2025-26 Performance on STAAR						
	Did Not Meet Grade Level		Approaches Grade Level		Meets Grade Level	
2024-25 Performance on STAAR	Count		Count		Count	
Did Not Meet Grade Level	33		25		13	
					2	
					73	
					40	

School Year: 2025-2026

DATA SOURCES

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 2026 STAAR/EOC Summaries and Data Reports
- TXSchools.gov
- TEA TEAL Accountability, OnDataSuites, Lead4ward
- Results-Driven Accountability Data
- Advanced Placement
- SAT and/or ACT assessment data
- CCMR Data
- Local benchmark or common assessment data
- TELPAS

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data

Analysis of data has identified the following needs:

Build a foundation in core content (reading, writing, and math):

- Writing continues to be a top priority.
 - Newest STAAR test design embeds writing within reading as well as other core areas
 - Across content areas
 - Communication between writing teachers and content teachers
 - Alignment
 - Incorporate an AI tool to calibrate teacher ratings across grade levels
 - Embed writing assignments in all content areas and benchmarking
- Reading is an area of focus.
 - Implement strategies and practice for new test design
 - Focus on statewide initiative to increase reading and math fluency in grades K - 3
 - Create a strong foundation of reading through phonics and individualized targeted instruction
 - Vertical alignment will assist students in transitioning from one grade level to the next seamlessly while improving academic achievement
- Continue to increase the percentage of students reaching the Meets and Masters Level of Performance on the new STAAR 2.0. Teachers need support in understanding the TEKS/SEs that govern their specific content area.
- Progress has been made and needs continued focus to increase student performance on TSI, SAT, and ACT assessments.
- Emergent Bilinguals represent 15.8% of the district's student population. Language acquisition and accelerated instruction especially in ELAR need to be targeted. Continue to provide professional development for teachers to provide lessons that increase language acquisition
- Increase vertical alignment for social studies process skills which require higher level reading skills (i.e. inferencing, summarizing, and main idea) and the ability to interpret embedded graphics. Students require additional exposure to primary source text and a variety of graphics.
- Improve vocabulary, literacy, and language for English Learners/low economic population by providing prekindergarten for three and four-year-olds
- Continue to implement 1-1 technology capabilities for all secondary students and within classrooms at elementary
- Continue to increase students' fluency in math facts and ability to solve multi-step problems
- Improve student academic growth by vigilant data analysis and providing rigorous Tier 1, 2 and 3 instruction

Connect high school to career and college

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

Recruit, support, and retain teachers and principals

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

Promote a Safe Environment

- Keeping a safe learning environment is our #1 priority
- Provide additional safety measures that promote a safe environment:
 - Maintain security fences at both elementary and secondary campuses
 - Internal and external security audits
 - Keep all external doors and internal doors locked at all times
- Maintain the School Marshall Program
- Maintain the size of the Ingram ISD Police Department
- Clear communication within the district and with law enforcement in the event of an emergency using a secure two-way radio system
- Provide staff development to promote student wellness

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

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Support campus instructional leaders with clear roles and responsibilities	AWARE Lead4Ward TCMPC	Asst. Supt., Campus Adm Teacher Leaders	Department/PLC meetings on the calendar. Campus Admin will monitor		
Implement new SAVVAS math and RLA curriculum K - 5	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Continue STEMscopes science curriculum	IMA	Asst. Supt. Campus Admin Teacher Leaders	Analysis of assessment, benchmarks, & STAAR data		
Review 6-week and benchmark assessments to ensure alignment with TEKS and track student progress by student population groups	STAAR released questions, TCMPC, AWARE, TFAR	Asst. Supt. Campus Admin Lead Teachers	PLC Meetings		
MTSS/PLC/data meetings to review data, identify gaps, and drive instruction and interventions	AWARE; Field Guides Engaging Activities	Campus Admin Lead Teachers	Sign-in Sheets and Agendas		
Utilize staff development/planning day per 6 weeks to plan quality, aligned Tier 1, 2, and 3 instruction, and review and revise assessments.	TEA released questions, TCMPC, teacher created, blueprint	Asst. Supt. Campus Admin	Utilization of curriculum days and earned off days during the summer		
Provide accelerated instruction to students outlined in HB1416	Local Funds Federal Funds	Asst. Supt. Campus Admin	Scheduling of accelerated instruction and increased 2024 STAAR/EOC		
Continue to provide an ESL teacher and paraprofessionals (elementary) to monitor and oversee Emergent Bilinguals' language and academic progress on each campus	Bill/ESL Allotment	District and Campus Admin	Analysis of TELPAS Results		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to implement a research-based supplemental reading program in grades K-5 which identifies specific and actionable data on individual students	Title Funds Braves Rdg Program iReady	Campus Admin Rdg Interventionist	Online Progress Monitoring component of ARC		
Provide ongoing staff development for the Braves Reading Program and iReady Reading programs	Title Funds Braves Rdg Program iReady	Asst. Supt., Campus Admin Reading Interventionist	Students' progression through the levels		
Improve fact fluency for elementary students through an engaging online platform	Title Funds	Campus Admin Math Teachers	Progress Monitoring Component of Program		
Continue an online diagnostic reading program that enables teachers to determine student's needs, provide personalized learning, and monitor progress throughout the year.	Title Funds Local Funds iReady	Campus Admin Teachers	Progress Monitoring Component of Program		
Provide Evidence Based & Standards Aligned supplemental resource, Moby Max, to increase science achievement	Title Funds	Campus Admin Science Teachers	Progress Monitoring through checkpoints and benchmarks		
Continue providing Reading and Math Interventionists at Elementary	Federal Funds Comp Ed	Campus Admin	Increased Level of students served; student growth on benchmarks		
All Kindergarten through third grade teachers and elementary admin will complete year long Reading Academy through TEA and Reg 20	Local Funds Federal Funds	Elementary Adm	Participants will successfully complete Academy by June		
Increase number of teachers to serve special education students	Local Funds Federal Funds	Dir of Sped Campus Admin	Student Growth on Benchmarks		
Continue Pre-K 3 and provide full day Pre-K for four-year-olds to expand vocabulary and create a solid foundation to prevent achievement gaps. Each classroom will have a paraprofessional to assist the teacher to provide support to students	Title Funds Local Funds Comp Ed	Dist Admin Campus Adm	Progress Monitoring		
Continue kindergarten bilingual class and 1st grade bilingual class.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Implement a Bilingual class for PreK 4	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring		
Incorporate language acquisition software to help Emergent Bilingual students with language	Region 20 Title 3 SSA Coop Flashlight 360	District Admin Campus Admin ESL Staff	Progress Monitoring TELPAS		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Identify and provide supplemental materials for the three bilingual classrooms as well as for ESL students	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Provide professional development opportunities to increase academic support and language acquisition of our growing population of Emergent Bilingual students.	Title Funds Local Funds	District Admin Elementary Admin	Progress Monitoring TELPAS		
Continue writing across content areas	Title & Local Funds, Trainers	Campus Adm	Writing Samples Rubrics		
Provide supplemental materials for science, math, reading, and social studies to increase academic success	Title Fund IMAT Funds	Asst. Superintendent Campus Adm	Checkpoints, benchmarks and STAAR		
Continue to provide AVID training for secondary teachers	Comp Ed	Asst Supt, Campus Adm, AVID District Director	# of Teachers who have completed training		
Continue AVID WICOR (writing, inquiry, collaboration, organization, critical reading) strategies across all secondary classes	AVID Comp Ed	Asst Supt, Campus Adm, AVID trained Teachers, AVID District Director	Writing Samples, Student Binders		
Continue implementation of Braves Reading Program/iReady reading programs for all students which identifies specific and actionable data on individual students	Title Funds Braves Rdg Program iReady	Asst. Supt. Campus Admin Teacher	Increase in reading fluency and comprehension		
Utilize Khan Academy for all PreK students	Comp Ed Khan Academy	Dir. of Special Programs Campus Admin & PreK Teachers	Advancement in the Language Proficiency		
Utilize Lexia for HS to help Emergent Bilingual students fill in gaps regarding phonemic awareness	Title Funds	Director of Special Programs Campus Admin ESL Teachers	Advancement in the Language Proficiency		
Continue to provide primary students with touchscreen devices to access Language Literacy program	Title Funds Imagine Learning Local Funds	Director of Special Programs Tech Dir Campus Admin	Advancement in Language Proficiency for EL and increased reading levels		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide devices for EL students to access online programs	Title Funds Comp Ed	Director of Special Programs Campus Admin ESL Teachers	Devices utilized to advance in programs		
Continue iReady RLA/ Math for all students K - 8 which identifies specific and actionable data on individual students	Title Funds iReady	Asst. Supt. Campus Admin Teacher	Increase in math fluency and problem solving		
Utilize LAS Links to identify ESL students and determine placement	Local Funds	Director of Special Programs	Students identified using assessment		
Continue to implement Summit K-12, online diagnostic program, to improve language acquisition and student performance on the TELPAS	Region 20 ESC	Director of Special Programs Campus Admin ESL Teachers	Improved TELPAS scores		
Provide professional development (including new ELPS training) to address the student needs of special populations (GT, EB and SpEd)	Bilingual Allotment, Comp Ed, Materials from training	Dir of SpEd Asst. Supt. Campus Admin ELL teachers	Increase in SpEd & ELL scores on local and state assessments		
Implement Unique Learning System, an alternative program for SpEd students	IDEA Grant	Dir of SpEd SpEd Teachers	Alignment of goals and progress STAAR Alt progress		
Continue a Writing Camp at IMS	Local	RLA teachers, Admin	Schedules		
Implement a Math Camp at IMS	Local	Math teachers, Admin	Schedules		
Continue to provide extended day tutorials	Local	Teachers, Admin, Transportation	STAAR growth/achievement		
Provide NSP time (Next Step Prep) for individualized instruction at the High School level	Local Administrators	Teachers Administrators	Master schedule Student success rates		
Community Eligibility Provision (CEP) at all campuses	Federal Funds Nutri-kids	CFO Food Service Coordinator	Campuses qualifying for program		
Implement Ed Club Typing Program to improve typing skills and efficiency K - 5	Local	RLA teachers, Admin	ECR growth throughout the year		

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

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue implementation of Ingram Tom Moore P-TECH as a school-wide model	Local Funds Grant Funds	Supt/Asst Supt High School Principal	Student enrollment in CTE programs and students receiving dual credit		
Continue Next Step Prep (NSP) at high school to provide students TSI & ACT prep and support dual credit courses	Local Funds	Campus Admin & Teachers	Increased TSI & ACT scores; Increased college grades		
Continue implementation of College Lab elective course for students taking 3 or more academic dual credit classes who opt for the local credit course	Local Funds	Campus Admin & Teachers	Increased college grades		
Continue to expand 1-1 Technology capabilities within classrooms	Title Funds Local Funds Comp Ed	Dir of Tech Supt/Asst Supt Campus Admin	Number of devices available and used on a daily basis		
Continue offering TSI summer bridge during summer for incoming 9th graders and students that have not met TSI.	Local Funds Comp Ed	Asst. Supt High School Administration	Data to determine need/implementation of TSI boot camp during the summer of 2022		
Maintain and possibly expand Higher Education Partners and CTE programs leading to post-secondary certifications and degrees	Local Funds	Asst Supt Counselor Campus Admin	Master Schedule # of students enrolled and number of Higher Education partners		
Continue AVID classes for all middle school and as an elective for high school students	Comp Ed AVID training	Asst. Supt MS & HS Admin	Master Schedule		
Provide AVID/OnRamps professional development for relevant middle school and high school teachers	Local Funds Comp Ed	Asst. Supt. MS & HS Admin AVID District Director	Certificates of Completion		
Provide OnRamps and Dual Credit classes at no cost for students	Local Funds Title Funds	Supt	Master Schedule # of students enrolled and course completion		
Update classroom technologies such as projectors, interactive boards, document cameras, switches, etc.	Title Funds Local Funds Comp Ed	Dir of Tech, Supt/Asst Supt, Campus Admin	Inventory of technology		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to develop the Phlebotomy, CNA, and the Health Science program	Federal and local funds	Supt/Asst Supt HS Principal Health Sci teachers	Student enrollment; dual credit grades; IBC certifications		
Provide and pay for opportunities for students to earn industry-based certifications	Local Funds State Funds	CTE Dir, CO & Campus Admin	Increase in the number of certifications obtained		
Utilize Speakers from the Community to expand student knowledge and expose them to various future career opportunities and/or areas of interest	Community Members	Supt Principals	Scheduled speaking engagements		
Continue providing the PreACT 8/9 to all 9th graders, PreACT to all 10th graders, and the ACT to all 11th graders during the school day.	Local Funds State funds	HS Principal P-Tech Media Counselor	Campus Testing Calendar		
Provide ACT Prep classes	Local Funds, Comp Ed Shmoop, ACT.org	Asst Supt, Campus Admin ELAR/Math Teachers	Increased scores on ACT/SAT/TSI		
Provide 11th-grade students the opportunity to take ASVAB (Armed Services Vocational Aptitude Battery)	ASVAB Local	HS Principal Counselor	Number of students who complete assessments		
Through Pathways, NSP, & programs of study provide career exploration and/or work-based learning experiences for all students at IMS and ITM	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Lesson Plans		
Provide college visits for all high school students at all grade levels	Local Funds	Asst Supt Campus Admin P-Tech Media Coor	Campus calendar of events		
Provide Career Exploration opportunities at elementary: Science Alive Day, Wednesday announcements - student-led, film, edit, content, etc., and "Where are you going Wednesday?"	Local Funds	GT Teacher Science Alive Coordinator	Weekly video announcements Sign-in sheets		
Provide College & Career Exploration opportunities at middle school: College visit to UTSA for 8th graders, Pathways career speakers, AVID, and Career Day.	Local Funds	AVID Teachers Campus Admin	Lesson Plans Sign-in sheets		

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

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to provide a full day at the end of each six weeks for professional development	Local Funds	Superintendent, Asst. Supt, School Board	Sign-in sheets Agendas		
Implement Strategic Compensation for administrators and counselors, data capture year	TEA, Steady State	Supt, CFO, Asst. Supt	Evidence from data capture		
Continue to recognize teachers through the Teacher Incentive Allotment Program	State Funds	Asst. Supt Campus Principals	Number of teachers who meet the criteria		
Administrator/instructional coach led data meetings with teachers	Local Funds, Comp Ed Eduphoria, TEKS Resource	Asst. Supt Campus Admin	Mastery of TEKS as evidenced by 6 wk assm/benchmarks and STAAR		
Training provided by ESL and special education staff on research-based instructional strategies	Local Funds	Campus Admin ESL Staff	Faculty Meeting Agendas		
Rigorous Recruitment of Highly Effective Teachers and Staff	Local Funds Job fairs, advertise in variety of venues	HR Coordinator Campus Admin	Retention Rates		
Provide new teachers with mentors (elementary)	Local	Principals Curriculum Staff	New Teacher retention and success rate		
Provide professional development opportunities to ensure innovative, effective research-based teaching strategies are utilized	Local Funds	Asst. Supt Campus Admin Dir of Sped	Increased Student Achievement on state assessments		
Recognize Staff of the Month at Board Meetings and/or on campus	Local	Supt., Campus Admin	Board Minutes		
Provide stipend to teachers for completing the Reading Academy	Local	Supt., CFO	Stipends Paid		
Explore Strategic Compensation for teachers	TEA, Steady State	Supt., CFO, Asst. Supt.	Timeline deadlines Met		
Recognize Staff Member of the week with a Tomahawk	Local	Supt., Campus Admin	Presentations		

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

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Continue to provide a full-time Director of Communications to improve communication to parents and community	Local Funds	Supt.	Frequent communication updates to website and social media sites		
Include the participation of parents and community members in the site-based decision-making process	Parents and Community Members	District Leadership Team	Sign-in sheets		
Host Distinguished Graduate Banquet for college graduates and their families	Parents, Community Members, Local Funds	Supt., Campus Admin	Attendance at Event		
Provide transportation options to parents for attending students' college graduation	Local Funds School Bus & Driver	Supt., Director of Transportation, Campus Admin	Transportation sign-up sheets, parents in attendance at graduation		
Each campus will host campus-specific events inviting families to engage with the school	Local Funds	Campus Admin	Sign in sheets		
Utilize website, social media, and mass communication system to improve communication to parents and community	Local Funds	Supt., Asst., Supt., Director of Technology Director of Communications	New website, use mass communication notifications		
Hosting parent information workshops regarding the P-TECH initiative	Parents and Community Members	Superintendent	Sign-in sheets		
Host Community Celebrations highlighting athletic and academic achievements and student participation	PTO, Booster Clubs, Volunteers, Staff	Dist Ldrship PR Liaison	Acknowledgement of events on website and local newspapers		
Teacher appreciation lunches; community-sponsored lunches	PTO, Community	Campus Admin	Campus Calendars		
Recognize and appreciate community members' support of the district	Board meetings Website/Facebook Appreciation events	Superintendent School Board PR Liaison	Board Minutes Calendar of events--Christmas Cookies, Meals, etc.		

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

Goal 5: Promote a Safe Environment

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Upgrade and Increase number of Security Cameras as needed	Local	Supt., Campus Admin	Inventory of Cameras		
Assure Emergency Operations Procedures are up to date and thoroughly understood	Local	Supt., Police Dept., Admin	Drills		
Provide continued training and increase the number of School Marshals as needed	Local & Federal Funds	Supt.	Additional marshals trained		
Safety and Security Committee--Districtwide	Local Resources, Local Law Enforcement	Supt ISD PD, ISD Marshals	Systematic plan to review and improve existing practices		
District/Campus Threat Assessment Committees	Local Funds	Supt, LSSPs, ISD PD & Marshals	Sign in sheets and Agendas		
Provide training for staff in recognition and prevention of bullying, cyberbullying, child and sexual abuse, suicide prevention, ethics and dating violence, trauma-informed/grief training and Stop the Bleed	Staff Dev, Eduhero Local Funds, SHAC	Asst. Supt Campus Admin	Sign in sheets Data from Eduhero		
Drug Awareness, Bullying, and Conflict Resolution training for students	Local Funds SHAC	Counselors Campus Admin	Training Documentation		
Random drug testing of students involved in extracurricular activities in addition to K9 visits	Local Funds	Supt. Campus Admin	Document visits		

Strategy Description	Resources	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Review	
				Jan	Apr
Provide Mental Health First Aid Training	MHDD	Director of Programs	Completion Certificates		
Provide Narcan Training	Local Funds Hill Country Council on Alcohol and Drug Abuse	School Nurse	Training Sign-in Sheets		
CPR Training for Students at High School students	Local	Campus Admin, Athletic Director, Nurse	Sign in Sheets		
Cybersecurity training is completed annually by all staff	Local Funds	Director of Technology	Training Documentation		
Maintain a security fence around school grounds	Local funds	Supt, Director of Operations			
Conduct internal and external safety audits to ensure a secure campus and heightened student safety awareness	Local funds	Supt IISD Police Chief	Audit results		
Continue the Ingram ISD Police Department and provide additional police officers as needed	Grants Local funds	Superintendent IISD Police Chief	Coverage by officers		
Anonymous reporting through P3 for reporting safety concerns; Bark alert system	Local funds	Supt., IISD Police Chief, Principals	Bark & P3 reports		
Secure additional lockers due to athletic growth	Texans donation Bond project funds	Athletic Director	Secured lockers		
Incorporate Mutualink, panic buttons throughout the district that will instantly connect users with first responders	Local funds	IISD Police Dept School Administration	Installation of system		

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

√ =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

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

2026-2027 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS: Summer (May-August)		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: MEP Recruiters and Designated SEA Reviewers	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT: Year-Round		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: MEP Recruiters and Designated SEA Reviewers	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP Administrators, Recruiters and Designated SEA Reviewers	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: MEP Recruiters and Designated SEA Reviewers	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> 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/ECOEes as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.	Staff: MEP Recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout the year – potentially eligible children. Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEes.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP Recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEes.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP Recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other Update ID&R marketing with culturally relevant, multilingual materials to better reach migratory families. Contact families referred via MSIX move notifications and complete COEs. LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20's MEP program email account. Recruiters follow up on "yes" responses and note whether the family qualifies for the MEP. MEP Family Surveys are retained for the current year and previous year per state documentation purposes.	Staff: MEP Coordinator Program Manager LEA designee MEP Recruiters	Update throughout the year
III. MAPS AND INTRAREGIONAL NETWORKING: Year-Round		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: MEP Recruiters and Designated SEA Reviewers	Contact area growers within the district boundaries (ongoing)
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP Administrators and Recruiters	Update throughout the year
C. Other		
IV. INTERAGENCY COORDINATION: Year-Round		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migratory workers and their families Complete an agency info sheet on each organization in the area that provides services to migratory populations.	Staff: MEP Administrators and Recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. Other Visit laundromats, ethnic stores, worker housing, and ESL/Adult Basic Education Classes to post flyers and talk to individuals about the MEP.	Staff: MEP Recruiters	
V. QUALITY CONTROL: Winter & Spring		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder. Monitor TX-NGS entries by reviewing random history lines. Run TX-NGS reports to doublecheck entered data. Ensure Recruiter and Reviewer actively review COEs "in process" to catch errors before the COE is finalized.	Staff: MEP Administrators, Recruiters, designated SEA Reviewers, and other MEP staff	By August 29
B. Eligibility review. Forward COEs/ECOs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers MEP Administrators and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Program Manager	As needed throughout the year

D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOE in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: All MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP).	Staff: ESC, LEA Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December
VI. EVALUATION: Late Spring/End of Year	INDIVIDUALS RESPONSIBLE	
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. Assess the program, make changes, and improve.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA Designee	TIMELINE By July 30
B. <u>Other</u>		



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

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

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

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

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

The **PFS Action Plan** template includes:

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

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

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20	133904		ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/25/2026
Ingram Independent School District		2026-2027	

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

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

Requirements - Program-Specific Provisions and Assurances

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

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

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature	Holly Lambert	ESC Reviewer Signature	ESC Region 20
Date	9/1/2026	Date Review Complete	08/25/2026

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
20	133904	Ingram Independent School District

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

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

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS:			
▪ Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities:			
• Provide district contacts with Priority for Services criteria and a copy of the PFS Action Plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS:			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:
20	133904	Ingram Independent School District

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS:			
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
During the academic calendar, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			