

Charlotte Independent School District
District Improvement Plan
2023-2024

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Charlotte ISD has completed an equity plan and equity survey. An equity gap was not found to be present within the Hispanic and economically disadvantaged subpopulations. Charlotte ISD chose to provide a retention stipend to employees who returned for the 21-22, 22-23, and 23-24 school years. Charlotte ISD is a "B" rated District with an "A" rated Elementary. Charlotte ISD obtained a "B" rating for Student Achievement, a "B" rating in School Progress, and a "C" rating in Closing the Gaps.

Demographics

Demographics Summary

Charlotte ISD is a small, rural school with a 2023/24 school enrollment of 440 and with 2022/23 enrollment of 424 students. The District, due to its geographical location, maintains a high percentage of Hispanics at 87%, Economic Disadvantage students at 93% for the 2021/22 with Hispanic at 86%, and Economic Disadvantage at 90% for the 2022/23 school year and Hispanic at 85%, and Economic Disadvantage at 90% for the 2023/24 school year. Historically the percentage of students participating in the 504 is 13.4% and Special Education programs is 14.1%, which are higher than the State average percentage rate of 7.4% and 11.7% respectively. Based on the 2021/22 TAPR date the District did not have any data for CCMR which is not consistent with prior school years. Historically, the District does experience a high teacher turnover rate and is due to the geographical location of more competitive paying districts toward the San Antonio Metro area. The students in Charlotte ISD experience a smaller teacher-to-student ratio or class size as compared to the State average.

Demographics Strengths

Charlotte ISD is a small rural city that is majority Hispanic and multigenerational. The majority of the employment is within the Oil and Natural Gas sector and based on current economics employee earnings within this sector are high. The community has a great history of Military Service representation and returning to the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Charlotte ISD high percentage of Hispanic and Economically Disadvantage students will remain at current percentages or higher. Therefore, our District's accountability data and performance is linked to their performance. **Root Cause:** Charlotte ISD's geographical location and economic situation remains consistent and highly dependent upon oil and gas performance.

Problem Statement 2: Charlotte ISD's has a history of high turnover and low recruitment effectiveness for qualified and effective teachers. **Root Cause:** Charlotte ISD's geographical location to the surrounding, more competitive school districts, and distance from the major city make it difficult to afford and retain highly qualified and effective teachers.

Priority Problem Statements

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Community Based Accountability System (CBAS)

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- Male / Female performance, progress, 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS 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
- Study of best practices
- Other additional data

Goals

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 1: The percentage of kindergarten students will increase to meet target scores for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Heggerty Phonic Awareness and Wilson Phonics. Strategy's Expected Result/Impact: Increase Phonological Awareness and positive Early Reading Impact. Staff Responsible for Monitoring: Principal, Classroom Teacher, Intervetionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 2: The percentage of Charlotte ES 1st grade students reaching grade level performance will meet target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Heggerty Phonic Awareness and Wilson Phonics. Strategy's Expected Result/Impact: Increase Phonological Awareness and positive Early Reading Impact. Staff Responsible for Monitoring: Principal, Classroom Teacher, Intervetionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 3: The percentage of Charlotte ES 2nd grade students reaching grade level performance will meet or exceed the target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Continue the implementation of Amplify and Freckly reading programs. Strategy's Expected Result/Impact: Increase in fluency and reading levels. Staff Responsible for Monitoring: Principal, Classroom Teacher, Intervetionist	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 4: The 3rd grade reading performance will increase 10% from the 2022 Approaching score of 59%, Meet's score of 27%, and Master score of 14% to a target of 64% in Approaching, 30% in Meets, and 15% in Masters.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckly, CBA and Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Systematic use of Amplify, Freckle, CBA's, and Benchmarks to drive interventions and instruction has been implemented and supported.</p> <p>Strategy's Expected Result/Impact: Expect at least 10% growth from previous assessments, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Intervetionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 5: Increase the reading performance and close the gaps between Hispanic and Economically Disadvantage students as compared to All Students within 10% points or less.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckly, CBA and Benchmarks

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 1: The percentage of students in grade 3 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 2: The percentage of students in grade 2 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 3: The percentage of students in grade 1 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from programs, CBA's, and Benchmarks will be monitored and used to drive intervention and instructional decisions.</p> <p>Strategy's Expected Result/Impact: Expect a 10% growth from previous assessments, CBAs, student data, or grade level performance.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teacher, Interventionist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 1: The percentage of students obtaining a certification in Welding will meet or exceed the target of 41%

High Priority

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Ag and Ag Mechanic courses were restructured to provide alignment toward welding certification preparation.</p> <p>Strategy's Expected Result/Impact: Expect to have at least 3 students or 10% of those seniors in AG, welding certified.</p> <p>Staff Responsible for Monitoring: Ag Teacher, Principal, and Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 2: The percentage of students obtaining college readiness through DC, TSI, or another college-related mean will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Strategy 1 Details	Reviews			
Strategy 1: CHS DC program was restructured to better service and monitor the progress of CHS DC students. Strategy's Expected Result/Impact: Increase of DC students meeting CCMR to at least 15% of the graduation class. Staff Responsible for Monitoring: Counselor, DC Teacher, and Principal	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 3: The percentage of students obtaining a certification in Food Service and or Science will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Course pathways were created to ensure students complete the pathway and earn a certificate.</p> <p>Strategy's Expected Result/Impact: Increase or match the number of Food Service Certifications from the previous school year or at least 10% of the graduating class.</p> <p>Staff Responsible for Monitoring: Food Service Teacher, Counselor, and Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 4: The percentage of students obtaining a certification in Technology will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology course pathways were established and direction was provided to teachers on producing students with certifications.</p> <p>Strategy's Expected Result/Impact: Expected at least 10% of the students or the graduating class to have a technology certification.</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2022 scores of 69%, 39%, and 13% increase by 10% to 75%, 42%, and 14%.

Performance Objective 1: Student performance scores in Math will meet the 2022 scores of 68%, 38%, and 15% or increase by 10% to 74%, 42%, and 13%.

Evaluation Data Sources: Content CBA data, benchmarks, and STAAR testing data.

Strategy 1 Details	Reviews			
<p>Strategy 1: A systematic approach to assessment, data review, and data-informed decisions in regard to interventions and instruction has been implemented.</p> <p>Strategy's Expected Result/Impact: Expect to maintain student performance as compared to 2022 STAAR results or an increase of at least 10%.</p> <p>Staff Responsible for Monitoring: Campus principal, Director of C&I, and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2022 scores of 69%, 39%, and 13% increase by 10% to 75%, 42%, and 14%.

Performance Objective 2: Student performance scores in Social students will meet the 2022 scores of 66%, 36%, and 20% or increase by 10% to 72%, 42%, and 12%.

Strategy 1 Details	Reviews			
<p>Strategy 1: A systematic approach to assessment, data review, and data-informed decisions in regard to interventions and instruction has been implemented.</p> <p>Strategy's Expected Result/Impact: Expect to maintain student performance as compared to 2022 STAAR results or an increase of at least 10%.</p> <p>Staff Responsible for Monitoring: Campus principal, Director of C&I, and Superintendent</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: District climate will show an overall improvement in school climate with 90% of district staff indicating the existence of a positive school environment as compared to 84% on the 2022/23 climate survey.

Performance Objective 1: The 2023/24 District climate survey will indicate an improvement in rapport and working relationships between staff and campus principals.

Evaluation Data Sources: 2023/24 District climate survey results will meet or increase as compared to the 2022/23 survey results of 77%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Systematic use of administrator professional development and learning through administrator meetings, mentoring, and support.</p> <p>Strategy's Expected Result/Impact: Develop a positive relationship with department, directors, and principals to establish a avenue for information sharing, professional development, vision, and support that is expected to be replicated with campus staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<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>				

Goal 5: District climate will show an overall improvement in school climate with 90% of district staff indicating the existence of a positive school environment as compared to 84% on the 2022/23 climate survey.

Performance Objective 2: The 2023/24 District climate survey will indicate that expectations and procedures are communicated to staff.

Evaluation Data Sources: 2023/24 District climate survey results will meet or increase as compared to the 2022/23 survey results of 69%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each campus is expected to establish a common planning period to support teachers on instructional planning, focus on assessment and instruction alignment, review assessment data, and communicate with staff expectations, procedures, and ongoing professional development.</p> <p>Strategy's Expected Result/Impact: Improved communication from administration to staff and increase in instruction and student performance.</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Migrant Action Plans

Addendums

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
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
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/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
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: All recruiters and Designated SEA Reviewers for the MEP	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 for the MEP	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: All recruiters and Designated SEA Reviewers for the MEP	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/ECOEs 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/ECOEs as needed. Note: Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEs.</u> Recruiter completes COE/ECO and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECO and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOEs.</u> Designated SEA Reviewer reviews COE/ECO and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECO 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"> Systems Specialist is to enter data from each child's COE/ECO into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECO 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. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEs in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <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: ESC, 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, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>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</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>

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

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

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

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

The 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.*

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

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

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).

Goal(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.	Objective(s): 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
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> 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	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> 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	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	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"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, 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. 	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"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

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