

Bovina Independent School District
District Improvement Plan
2023-2024

Mission Statement

The mission of Bovina ISD is to provide a quality education to meet the individual needs of all students, assuring they possess the skills necessary to be responsible and productive citizens.

Vision

Bovina ISD is committed to educational excellence and equity for all students in a multicultural and engaged learning environment.

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Comprehensive Needs Assessment

Revised/Approved: September 4, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Bovina ISD employs a Comprehensive Needs Assessment annually, spanning from the district level down to individual campuses. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the distinct needs of Bovina ISD's students and community, setting the stage for sustained improvement and student success.

Demographics

Demographics Summary

Enrollment has shown a consistent pattern of change, reflecting shifts in local demographics and external factors. It is crucial to acknowledge and adapt to these trends to ensure that our educational offerings remain relevant and responsive. Additionally, grade-specific attendance variations have been observed, indicating that different factors may influence attendance rates across different grade levels. These factors can range from seasonal considerations to parental involvement and community events. Understanding these nuances enables us to implement targeted strategies to improve attendance and engagement. By examining demographics in detail, we can cultivate a learning environment that is inclusive, responsive, and supportive of every student's unique needs and aspirations. This holistic approach to demographics is fundamental to fostering an environment where every student can thrive academically and personally.

Demographics Strengths

Several notable strengths and considerations come to light. The potential for a close-knit community offers a strong foundation for building meaningful relationships between students, teachers, and families. Moreover, staying attuned to demographic shifts allows for the customization of educational programs, ensuring they align with the evolving needs of our students. This adaptability is a key asset. The potential for increased parental involvement is another positive aspect, as research shows a positive correlation between parental engagement and student success. It also presents opportunities for unique educational initiatives tailored to the strengths and aspirations of our student population. In recognizing these strengths, Bovina ISD is poised to build upon its existing assets, creating an even more enriching and supportive educational experience for all students. By leveraging the unique characteristics of our demographics, we can further empower our students to succeed academically and personally.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance remains a critical concern at Bovina ISD, impacting student progress and overall academic success. A focused strategy is needed to enhance attendance rates. **Root Cause:** Feedback from parents during our CNA process indicated that the implemented incentives did not yield the anticipated benefits. This suggests a misalignment between the offered incentives and the factors influencing student attendance, which may be a root cause of our attendance challenges.

Problem Statement 2 (Prioritized): Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024. **Root Cause:** The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.

Problem Statement 3 (Prioritized): Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. **Root Cause:** Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.

Problem Statement 4: Parental perception highlights a misalignment in the effectiveness of current attendance incentives. **Root Cause:** Parents may feel a misalignment exists in attendance incentives if the rewards offered don't align with what they believe truly motivates their children to attend school.

Student Learning

Student Learning Summary

Focusing on consistent, high-level student learning is a central objective for Bovina ISD. To achieve this, targeted interventions and strategies are crucial to meet or surpass grade-level expectations and create an inclusive learning environment. Identified challenges include curriculum alignment, tutorial support, and vocabulary development. Examining STAAR results and proficiency data reveals areas for improvement. Root causes may involve curriculum effectiveness, instructional methods, and socio-economic factors. Disparities in reading and math proficiency across grade levels and demographic groups underscore the need for tailored support. Factors influencing proficiency rates range from resource availability to teacher training and parental involvement. Addressing these challenges involves a comprehensive approach, including targeted support, improved curriculum alignment, enhanced teacher training, and equitable resource allocation. By strategically addressing these aspects, Bovina ISD aims to elevate student learning experiences and outcomes.

Student Learning Strengths

Bovina ISD demonstrates commendable strengths. Their proactive approach to challenges, exemplified by targeted interventions and strategic strategies, underscores a commitment to enhancing educational outcomes. The district's keen awareness of critical factors like curriculum alignment, tutorial support, and vocabulary development showcases a dedicated effort to identify and rectify areas for improvement. Moreover, their data-driven decision-making process, evidenced by the comprehensive analysis of STAAR results and proficiency data, positions the district to make informed, impactful changes. Recognizing disparities in proficiency rates among diverse demographic groups further exemplifies an inclusive mindset, ensuring tailored support for every student.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Ensuring consistent, high-level student learning across all subjects and grade levels is a challenge for Bovina ISD. Addressing this requires targeted interventions and strategies to meet or exceed grade-level expectations and create an equitable learning environment for all. **Root Cause:** As identified by the Comprehensive Needs Assessment, the lack of consistency in curriculum alignment across different grade levels, the absence of effective tutorial support, and insufficient emphasis on building vocabulary are possible factors that collectively hinder the achievement of consistent, high-level student learning in Bovina ISD.

Problem Statement 2 (Prioritized): The combined STAAR results across all three campuses of Bovina ISD indicate areas for improvement. Approximately 64.54% of students are approaching the "Approaches" level, with only 36.27% achieving "Meets," and merely 10.23% attaining "Masters." **Root Cause:** The root causes may include curriculum effectiveness, instructional strategies, teacher support, student engagement, and external factors. Socio-economic factors may also play a role.

Problem Statement 3 (Prioritized): The reading proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. While overall performance ranges from 57% to 78%, certain subgroups face unique challenges. For instance, English Learners (EB) demonstrate proficiency rates ranging from 46% to 86%, and Special Education (SPED) students exhibit rates from 12% to 20%. **Root Cause:** The disparities in EB and SPED proficiency rates may arise from limited targeted support, resource shortages, language barriers, teacher training needs, and parental involvement.

Problem Statement 4 (Prioritized): The math proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. Overall proficiency ranges from 36% to 84%. However, specific subgroups such as English Learners (EB) and Special Education (SPED) students exhibit lower proficiency rates, with EB students ranging from 23% to 86% and SPED students from 0% to 60%. **Root Cause:** Differences in math proficiency may arise from a combination of factors including resource availability, diverse learning needs, teacher training, cultural considerations, parental involvement, accessibility of specialized programs, language challenges.

District Processes & Programs

District Processes & Programs Summary

Bovina ISD recognizes several crucial challenges in the realm of education. These encompass competitive teacher pay, especially for seasoned educators, effective recruitment strategies, and providing ample professional development opportunities. Moreover, the district acknowledges the importance of aligning student aspirations with the pursuit of associate degrees. To further support their staff, prioritizing daycare services for employees and offering tuition assistance are imperative steps. Additionally, enhancing Special Education services is a cornerstone of the district's efforts. Recognizing that competitive teacher salaries are pivotal for both retention and motivation, Bovina ISD is actively working towards addressing this issue. As the educational landscape evolves, the district is proactively adapting its programs. This transition has also shed light on areas where improvements are needed, particularly in the realms of teacher compensation, recruitment, and professional development. By fortifying these aspects, the district aims to empower educators and effectively meet the diverse needs of their students.

District Processes & Programs Strengths

The district's adaptability and willingness to evolve programs in response to a changing educational landscape showcases a forward-thinking mindset. The emphasis on aligning student aspirations with the pursuit of associate degrees reflects a student-centered approach. Additionally, investigating ideas such as daycare for employees, tuition assistance, and bolstering Special Ed services underscores a commitment to supporting both staff and students.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Challenges include teacher pay, particularly for experienced educators, recruitment strategies, professional development opportunities, and student aspirations for associate degrees. Additionally, daycare services for employees, tuition assistance, and bolstering Special Ed services are essential. Prioritizing competitive teacher salaries is vital for retention and motivation. **Root Cause:** In response to a changing educational landscape, Bovina ISD is evolving its programs. However, this shift has highlighted areas where the district needs improvement. Adapting teacher compensation, recruitment, and professional development is essential to empower educators and support students' diverse needs.

Perceptions

Perceptions Summary

Perceptions at Bovina ISD have identified key areas for improvement. Concerns encompass an outdated website, limited campus tours, insufficient parent meetings, staff approachability, and the need for more comprehensive orientations, particularly in regard to bilingual resources, safety protocols, and parent portal access. Addressing these issues necessitates an overhaul of communication channels to foster a more positive and inclusive school-community relationship. Recognizing the challenges stemming from these perceptions, Bovina ISD is prioritizing enhanced communication efforts to bridge the gap and strengthen connections between the school and the community. This proactive approach is fundamental to nurturing a positive and collaborative educational environment.

Perceptions Strengths

The district demonstrates an acute awareness of areas that require enhancement, showcasing a commitment to continuous improvement. Moreover, the proactive acknowledgment of concerns related to the website, campus tours, parent meetings, staff approachability, and orientation comprehensiveness highlights a willingness to address these issues head-on. The emphasis on inclusivity, particularly in bilingual resources, safety protocols, and parent portal access, underscores a dedication to meeting the diverse needs of the community. By recognizing and actively working to improve these aspects, Bovina ISD is well-positioned to foster a more positive and collaborative relationship between the school and the community. This commitment to open and effective communication is a cornerstone of a thriving educational environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Perceptions at Bovina ISD point to areas for enhancement. Concerns include outdated website, limited campus tours, inadequate parent meetings, staff approachability, and the need for more inclusive orientations covering bilingual resources, safety protocols, & parent portal access. Improving communication channels is essential for addressing these issues and fostering a positive school-community. **Root Cause:** Bovina ISD's perception challenges stem from outdated website, limited tours, inadequate meetings, staff approachability, and orientation gaps. Enhanced communication is vital for positive school-community relations.

Problem Statement 2: Parental perception highlights a misalignment in the effectiveness of current attendance incentives. **Root Cause:** Parents may feel a misalignment exists in attendance incentives if the rewards offered don't align with what they believe truly motivates their children to attend school.

Priority Problem Statements

Problem Statement 1: Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024.

Root Cause 1: The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%.

Root Cause 2: Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The combined STAAR results across all three campuses of Bovina ISD indicate areas for improvement. Approximately 64.54% of students are approaching the "Approaches" level, with only 36.27% achieving "Meets," and merely 10.23% attaining "Masters."

Root Cause 3: The root causes may include curriculum effectiveness, instructional strategies, teacher support, student engagement, and external factors. Socio-economic factors may also play a role.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The reading proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. While overall performance ranges from 57% to 78%, certain subgroups face unique challenges. For instance, English Learners (EB) demonstrate proficiency rates ranging from 46% to 86%, and Special Education (SPED) students exhibit rates from 12% to 20%.

Root Cause 4: The disparities in EB and SPED proficiency rates may arise from limited targeted support, resource shortages, language barriers, teacher training needs, and parental involvement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The math proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. Overall proficiency ranges from 36% to 84%. However, specific subgroups such as English Learners (EB) and Special Education (SPED) students exhibit lower proficiency rates, with EB students ranging from 23% to 86% and SPED students from 0% to 60%.

Root Cause 5: Differences in math proficiency may arise from a combination of factors including resource availability, diverse learning needs, teacher training, cultural considerations, parental involvement, accessibility of specialized programs, language challenges.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Challenges include teacher pay, particularly for experienced educators, recruitment strategies, professional development opportunities, and student aspirations

for associate degrees. Additionally, daycare services for employees, tuition assistance, and bolstering Special Ed services are essential. Prioritizing competitive teacher salaries is vital for retention and motivation.

Root Cause 6: In response to a changing educational landscape, Bovina ISD is evolving its programs. However, this shift has highlighted areas where the district needs improvement. Adapting teacher compensation, recruitment, and professional development is essential to empower educators and support students' diverse needs.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: Perceptions at Bovina ISD point to areas for enhancement. Concerns include outdated website, limited campus tours, inadequate parent meetings, staff approachability, and the need for more inclusive orientations covering bilingual resources, safety protocols, & parent portal access. Improving communication channels is essential for addressing these issues and fostering a positive school-community.

Root Cause 7: Bovina ISD's perception challenges stem from outdated website, limited tours, inadequate meetings, staff approachability, and orientation gaps. Enhanced communication is vital for positive school-community relations.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- 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

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data

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.
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 5, 2023

Goal 1: Bovina ISD will provide a rigorous and engaging curriculum and a well-rounded program of instruction and enrichment to prepare students for meeting the challenging state academic standards, graduation, and post-secondary success.

Performance Objective 1: By the end of the academic year, 90% of Bovina ISD students will achieve the "Approaches" level, 60% will achieve the "Meets" level, and 30% will achieve the "Masters" level on all STAAR and EOC subjects.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR and EOC Results: This is the primary source of data for evaluating student performance on state assessments. It will provide specific information on how many students achieved each level (Approaches, Meets, Masters) in each subject.

Formative and Summative Assessments: Classroom assessments, quizzes, tests, and projects can provide ongoing data on student understanding and progress throughout the school year.

Attendance Records: Regular attendance is a crucial factor in student success. Monitoring attendance data can help identify trends or patterns related to student engagement and participation.





Grade Reports: Analyzing students' grades in individual subjects over time can provide insights into their academic progress and areas that may need additional support.

Teacher Observations and Feedback: Teachers' assessments of students' classroom performance, behavior, and participation can offer valuable qualitative data.

Intervention and Support Program Data: If your district has intervention or support programs in place, tracking the participation and progress of students involved can be a valuable data source.

Special Education and ELL Data: If applicable, data on special education and English Language Learner (ELL) students can help monitor their progress and ensure they receive appropriate support.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Ongoing Formative and Summative Assessments with programs such as DMAC.</p> <p>Strategy's Expected Result/Impact: Enhance student understanding and progress throughout the school year through timely adjustments to instruction based on assessment data.</p> <p>Staff Responsible for Monitoring: Teaches and Principals</p> <p>Problem Statements: Demographics 2</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance Student Engagement through Attendance Monitoring</p> <p>Strategy's Expected Result/Impact: Increase overall attendance rates, leading to improved student engagement, participation, and success in the classroom.</p> <p>Staff Responsible for Monitoring: Principals and Superintendent</p> <p>Problem Statements: Demographics 3</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Analyze Grade Reports for Academic Progress Insights</p> <p>Strategy's Expected Result/Impact: Identify areas of strength and improvement in student performance, enabling targeted support and fostering consistent academic growth.</p> <p>Staff Responsible for Monitoring: Principals and Teachers</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Monitor Participation and Progress in Accelerated Learning</p> <p>Strategy's Expected Result/Impact: Ensure that intervention and support programs are effectively meeting the needs of students, leading to improved academic outcomes.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilize TTESS Observations and Feedback for Enhanced Teaching</p> <p>Strategy's Expected Result/Impact: Enable educators to comprehensively grasp each student's academic progress, learning style, and needs. This insight empowers teachers to tailor their instruction, creating a positive and effective learning environment for every student.</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		Summative	
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Early Childhood Literacy and Mathematics Proficiency Strategy's Expected Result/Impact: Increase the percentage of students in kindergarten through grade 3 who demonstrate proficiency in reading and foundational math skills. Staff Responsible for Monitoring: Elementary Principal Problem Statements: Student Learning 2	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: College, Career, and Military Readiness Strategy's Expected Result/Impact: Raise the percentage of students who graduate high school with the skills and knowledge needed for success in higher education, workforce training, or military service. Staff Responsible for Monitoring: Secondary Principals Problem Statements: District Processes & Programs 1	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Enrollment data over the past six years at Bovina ISD reveals a consistent decline, from 497 students in 2018-2019 to 448 students projected for 2023-2024. Root Cause: The declining enrollment at Bovina ISD may be attributed to a combination of demographic shifts, economic changes, and competitive pressure from neighboring districts with superior facilities. Shifting population trends, economic fluctuations, and the allure of better-equipped schools in neighboring areas may be influencing families' decisions regarding student enrollment.</p> <p>Problem Statement 3: Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. Root Cause: Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.</p>
Student Learning
<p>Problem Statement 2: The combined STAAR results across all three campuses of Bovina ISD indicate areas for improvement. Approximately 64.54% of students are approaching the "Approaches" level, with only 36.27% achieving "Meets," and merely 10.23% attaining "Masters." Root Cause: The root causes may include curriculum effectiveness, instructional strategies, teacher support, student engagement, and external factors. Socio-economic factors may also play a role.</p>





District Processes & Programs

Problem Statement 1: Challenges include teacher pay, particularly for experienced educators, recruitment strategies, professional development opportunities, and student aspirations for associate degrees. Additionally, daycare services for employees, tuition assistance, and bolstering Special Ed services are essential. Prioritizing competitive teacher salaries is vital for retention and motivation. **Root Cause:** In response to a changing educational landscape, Bovina ISD is evolving its programs. However, this shift has highlighted areas where the district needs improvement. Adapting teacher compensation, recruitment, and professional development is essential to empower educators and support students' diverse needs.

Goal 1: Bovina ISD will provide a rigorous and engaging curriculum and a well-rounded program of instruction and enrichment to prepare students for meeting the challenging state academic standards, graduation, and post-secondary success.

Performance Objective 2: Bovina ISD will ensure that all English Learner (EB) students are taught by teachers holding either ESL (English as a Second Language) or Dual Language certification. This strategic approach aims to provide comprehensive language support, cultural sensitivity, and bilingual instruction, fostering academic excellence and linguistic development for EB students across the district.

Evaluation Data Sources: State Board for Educator Certification

Strategy 1 Details	Reviews			
<p>Strategy 1: Bovina ISD will proactively seek out teachers who hold ESL or Dual Language certifications and will provide support for teachers to attain these certifications.</p> <p>Strategy's Expected Result/Impact: May 2024</p> <p>Staff Responsible for Monitoring: Administration, Superintendent, Federal Programs Coordinator</p> <p>Problem Statements: Student Learning 3, 4</p> <p>Funding Sources: - State Bilingual/ESL</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 3: The reading proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. While overall performance ranges from 57% to 78%, certain subgroups face unique challenges. For instance, English Learners (EB) demonstrate proficiency rates ranging from 46% to 86%, and Special Education (SPED) students exhibit rates from 12% to 20%. Root Cause: The disparities in EB and SPED proficiency rates may arise from limited targeted support, resource shortages, language barriers, teacher training needs, and parental involvement.</p>
<p>Problem Statement 4: The math proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. Overall proficiency ranges from 36% to 84%. However, specific subgroups such as English Learners (EB) and Special Education (SPED) students exhibit lower proficiency rates, with EB students ranging from 23% to 86% and SPED students from 0% to 60%. Root Cause: Differences in math proficiency may arise from a combination of factors including resource availability, diverse learning needs, teacher training, cultural considerations, parental involvement, accessibility of specialized programs, language challenges.</p>

Goal 1: Bovina ISD will provide a rigorous and engaging curriculum and a well-rounded program of instruction and enrichment to prepare students for meeting the challenging state academic standards, graduation, and post-secondary success.

Performance Objective 3: Bovina ISD will conduct a thorough review of English Learner (EB), Special Education (SPED), Gifted and Talented (GT), Dyslexia (DYS), Pre-K, Headstart, and Early Education programs and curriculum to optimize support for EB, SPED, GT & DYS students. This process will involve evaluating instructional strategies, resources, and assessments to ensure tailored, effective learning experiences that promote academic achievement and language proficiency for EB, SPED, GT & DYS students within the district.

HB3 Goal

Evaluation Data Sources: STAAR and EOC Results of EB, SPED, & GT students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a dedicated team comprising ESL-certified teachers, curriculum specialists, and administrators to conduct the comprehensive review. This diverse group will bring varied expertise and perspectives to ensure a thorough assessment of EB programs and curriculum. Assign specific roles and responsibilities within the team to streamline the review process. Provide training on effective evaluation criteria and data collection methods to ensure a systematic approach. Regular meetings and progress updates will help maintain momentum and accountability throughout the review process.</p> <p>Strategy's Expected Result/Impact: May 2024 Staff Responsible for Monitoring: LPAC Chairs and Curriculum Coordinator</p> <p>Problem Statements: Student Learning 3, 4 Funding Sources: - State Bilingual/ESL</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Certain times of the day will require additional classroom support through Educational Assistants and certified teachers to provide additional support to EB, SPED, Migrant, DYS, Headstart, Pre-K programs.</p> <p>Strategy's Expected Result/Impact: August 2023 Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: Student Learning 3, 4 Funding Sources: - State Special Education - PIC 25, - SCE Title 1A, Schoolwide Activity - PIC 30, - Title I, Part C, Migrant - Fund 212, - State Bilingual/ESL, - Dyslexia</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>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 3: The reading proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. While overall performance ranges from 57% to 78%, certain subgroups face unique challenges. For instance, English Learners (EB) demonstrate proficiency rates ranging from 46% to 86%, and Special Education (SPED) students exhibit rates from 12% to 20%. **Root Cause:** The disparities in EB and SPED proficiency rates may arise from limited targeted support, resource shortages, language barriers, teacher training needs, and parental involvement.

Problem Statement 4: The math proficiency data (3-8) at Bovina ISD reveals disparities across grade levels and demographic groups. Overall proficiency ranges from 36% to 84%. However, specific subgroups such as English Learners (EB) and Special Education (SPED) students exhibit lower proficiency rates, with EB students ranging from 23% to 86% and SPED students from 0% to 60%. **Root Cause:** Differences in math proficiency may arise from a combination of factors including resource availability, diverse learning needs, teacher training, cultural considerations, parental involvement, accessibility of specialized programs, language challenges.





Goal 1: Bovina ISD will provide a rigorous and engaging curriculum and a well-rounded program of instruction and enrichment to prepare students for meeting the challenging state academic standards, graduation, and post-secondary success.

Performance Objective 4: Each student will graduate with his/her prescribed graduation plan.

High Priority

HB3 Goal

Evaluation Data Sources: State Assessments
Student Transcripts

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide credit recovery program, acceleration program, or credit by exam for all students. Strategy's Expected Result/Impact: May 2024 Staff Responsible for Monitoring: Superintendent, Principal, Counselor, and Designated Teachers</p> <p>Problem Statements: District Processes & Programs 1</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and evaluate our current College, Career, and Military Readiness Program and assign teachers to implement the CTE program. Strategy's Expected Result/Impact: Raise the percentage of students who graduate high school with the skills and knowledge needed for success in higher education, workforce training, or military service. Staff Responsible for Monitoring: Secondary Principals</p> <p>Funding Sources: - State Career & Technical, - Perkins Career and Technical Education</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>				





Performance Objective 4 Problem Statements:

District Processes & Programs
<p>Problem Statement 1: Challenges include teacher pay, particularly for experienced educators, recruitment strategies, professional development opportunities, and student aspirations for associate degrees. Additionally, daycare services for employees, tuition assistance, and bolstering Special Ed services are essential. Prioritizing competitive teacher salaries is vital for retention and motivation. Root Cause: In response to a changing educational landscape, Bovina ISD is evolving its programs. However, this shift has highlighted areas where the district needs improvement. Adapting teacher compensation, recruitment, and professional development is essential to empower educators and support students' diverse needs.</p>

Goal 2: All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: All staff members at Bovina ISD will participate in professional development sessions focused on creating safe, drug-free, and conducive learning environments. These sessions will equip them with effective strategies and resources to ensure the well-being and positive learning experiences of all students.





Evaluation Data Sources: Eduhero Curriculum

Strategy 1 Details	Reviews			
<p>Strategy 1: The following topics are addressed through a virtual content management service and training called Eduhero: Bullying Prevention and Intervention, Child Maltreatment Responsibilities, Cyberbullying-David's Law, Establishing Positive Relationships, Human Trafficking Awareness, Mental Health (SB460), Preparing for an Active Shooter, Sexual Harassment for Educators, Suicide Awareness & Prevention, Trauma-Informed Care in Education, Bloodborne Pathogens, Digital Citizenship for Educators, Managing Students with Food Allergies, Teen Dating Violence for Educators.</p> <p>Strategy's Expected Result/Impact: August 2023</p> <p>Staff Responsible for Monitoring: Amy Montemayor</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 2: Bovina ISD will continue the implementation of vape detectors and drug dog services in designated areas of school campuses to deter and detect vaping activities and possession, contributing to a safer, drug-free learning environment for all students.





Evaluation Data Sources: Administrative meetings will review trends each semester.

Strategy 1 Details	Reviews			
Strategy 1: Administrative meetings will review trends each semester and to ascertain if further action is necessary. Strategy's Expected Result/Impact: Appropriate consequences will reduce the occurrences. Staff Responsible for Monitoring: Campus Principals	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Establish a collaborative partnership with Interquest specialists for ongoing support with our existing school safety strategies. Strategy's Expected Result/Impact: Students will know they are in a safe environment that is drug free. Staff Responsible for Monitoring: Technology Director	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: All students in Bovina ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 3: Conduct monthly safety drills in accordance with state-mandates (e.g., fire drills, lockdown drills) to ensure all students and staff are familiar with emergency procedures, creating a safe learning environment.





Evaluation Data Sources: Raptor Security Software Reports

Strategy 1 Details	Reviews			
Strategy 1: Bovina ISD will implement Raptor technology for safety drills. Strategy's Expected Result/Impact: 100% can successfully utilize Raptor on their personal device. Staff Responsible for Monitoring: Principals	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: Bovina ISD will support the instructional program by effectively fostering two-way communication and partnership with parents and the community.

Performance Objective 1: Bovina ISD will revamp and update its website and social media platforms to serve as user-friendly channels for effective two-way communication between the district, parents, and the community. This includes providing timely updates on curriculum, school events, and resources, as well as offering accessible channels for feedback and inquiries through both the website and social media channels.

Evaluation Data Sources: Website and Social Media Trends and Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Administration will utilize the website and social media on a regular basis.</p> <p>Strategy's Expected Result/Impact: Fluid two-way communication for parents and school administration.</p> <p>Problem Statements: Perceptions 1</p>	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents and community members should be able to ask questions through social media platforms and administration can respond.</p> <p>Strategy's Expected Result/Impact: Parents have access to two-way communication.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Perceptions at Bovina ISD point to areas for enhancement. Concerns include outdated website, limited campus tours, inadequate parent meetings, staff approachability, and the need for more inclusive orientations covering bilingual resources, safety protocols, & parent portal access. Improving communication channels is essential for addressing these issues and fostering a positive school-community. Root Cause: Bovina ISD's perception challenges stem from outdated website, limited tours, inadequate meetings, staff approachability, and orientation gaps. Enhanced communication is vital for positive school-community relations.</p>

Goal 3: Bovina ISD will support the instructional program by effectively fostering two-way communication and partnership with parents and the community.

Performance Objective 2: At least 90% of all students' parents and/or family members will participate in at least one parent meeting for/with their child(ren).

Evaluation Data Sources: Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Early release days for parent conferences. Strategy's Expected Result/Impact: More parents will be able to attend. Staff Responsible for Monitoring: Principal, Counselor, Teachers, and Superintendent. Problem Statements: Perceptions 1</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: Perceptions at Bovina ISD point to areas for enhancement. Concerns include outdated website, limited campus tours, inadequate parent meetings, staff approachability, and the need for more inclusive orientations covering bilingual resources, safety protocols, & parent portal access. Improving communication channels is essential for addressing these issues and fostering a positive school-community. Root Cause: Bovina ISD's perception challenges stem from outdated website, limited tours, inadequate meetings, staff approachability, and orientation gaps. Enhanced communication is vital for positive school-community relations.</p>

Goal 3: Bovina ISD will support the instructional program by effectively fostering two-way communication and partnership with parents and the community.

Performance Objective 3: The district will ensure that information related to school and parent programs is sent to the parents in a language format the parents can understand.

Evaluation Data Sources: Copies of communication will be archived through the website.

Strategy 1 Details	Reviews			
<p>Strategy 1: All forms of communication will be translated through professional staff and online resources.</p> <p>Strategy's Expected Result/Impact: Parents will have equity in communication regardless of language.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Superintendent</p> <p>Problem Statements: Perceptions 1</p>	Formative		Summative	
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: Perceptions at Bovina ISD point to areas for enhancement. Concerns include outdated website, limited campus tours, inadequate parent meetings, staff approachability, and the need for more inclusive orientations covering bilingual resources, safety protocols, & parent portal access. Improving communication channels is essential for addressing these issues and fostering a positive school-community. Root Cause: Bovina ISD's perception challenges stem from outdated website, limited tours, inadequate meetings, staff approachability, and orientation gaps. Enhanced communication is vital for positive school-community relations.</p>

Goal 3: Bovina ISD will support the instructional program by effectively fostering two-way communication and partnership with parents and the community.

Performance Objective 4: Bovina ISD and Parents will work together to ensure maximum attendance for students.

Evaluation Data Sources: Attendance Reports
 ADA - "Average Daily Attendance"

Strategy 1 Details	Reviews			
Strategy 1: Bovina ISD will provide attendance recovery programs Strategy's Expected Result/Impact: Students will attend to school more. Staff Responsible for Monitoring: Principals Problem Statements: Demographics 3	Formative		Summative	
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Positive Reinforcement programs will highlight perfect attendance students. Strategy's Expected Result/Impact: Students will see the value in attending school regularly. Staff Responsible for Monitoring: Principals Problem Statements: Demographics 3	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 3: Attendance data at Bovina ISD reveals grade-specific variations over six-week intervals. For instance, in the 3rd Six Weeks, Kindergarten had the lowest attendance at 89.51%. Conversely, 2nd grade exhibited the highest attendance at 97.17%. Across the whole year, 9th grade demonstrated the highest attendance at 97.95%, while 5th grade had the lowest at 91.62%. Root Cause: Variations in attendance may stem from seasonal factors, grade-specific challenges, parental involvement, health issues, transportation, community events, socio-economic factors, school programs, and student engagement.</p>

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$381,660.00

Total FTEs Funded by SCE: 10.2

Brief Description of SCE Services and/or Programs

Bovina ISD strategically allocates State Comp Ed funding to bolster various educational facets. Notably, resources are directed towards dropout prevention initiatives and tailored support for students who faced challenges with STAAR and EOC exams. A significant portion supports teacher salaries and aids for effective instruction. Funds are also designated for essential classroom supplies. Guest speakers augment students' learning experiences, fostering broader perspectives. Investment in TEKS resources ensures alignment with state standards. Pre-K snacks cultivate a conducive learning atmosphere. Collaborative ventures with Amarillo College, along with the provision of college textbooks, pave pathways for higher education. Library software, particularly Follet, enriches access to a diverse range of resources. Bovina ISD allocates \$381,660.00 for State Comp Ed Funding, with specific budget allocations for the district (\$29,310.00), high school (\$137,747.00), middle school (\$25,901.00), and elementary school (\$188,702.00). This calculated allocation aims to elevate the educational experience across all levels while prioritizing targeted support for at-risk students.

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Caroline Kron	Teacher	0.125
Crystal Galvan	Educational Assistant	1
Debbie Medrano	Library Assistant	1
Imelda Castro	Educational Assistant	1
Jessica Aguilar	Educational Assistant	1
Kaylie Sacco	Educational Assistant	1
Krista Saenz	Educational Assistant	1
Loreina Saenz	Educational Assistant	0.35
Luanne Landess	Teacher	0.125
Randy Ragland	Teacher	0.25
Rosemarie Duarte	Educational Assistant	1
Sarah Morales	Educational Assistant	1
Stephen Speck	Teacher	0.25
Teresa Ancira	Social Worker	1
Zulema Garcia	Education Assistant	0.1

Title I

1.1: Comprehensive Needs Assessment

On October 10th, 2023, Bovina ISD convened a pivotal Comprehensive Needs Assessment (CNA) meeting, bringing together a diverse array of stakeholders. This inclusive gathering featured district administrators, teachers, students, parents, the school nurse, community and business representatives, and a translator. The meeting thoroughly explored various critical aspects, all instrumental in shaping the District Improvement Plan. These topics included an evaluation of the TEA strategic plan, a continuous improvement cycle, enrollment trends, and insights into special programs for At-Risk, Special Education, Gifted and Talented, and Emergent Bilingual students. The assessment also scrutinized attendance trends for the 2022-2023 school year, State Report Card ratings for 2021-2022 (with 2022-2023 yet to be determined), trends in reading and math, as well as insights from parent surveys, student surveys, and staff retention trends.

Feedback from the stakeholders neatly categorized into four main areas: Demographics, Programs and Processes, Perceptions, and Student Learning. This comprehensive approach ensures that the resulting District Improvement Plan will be both well-informed and specifically tailored to address the unique needs and aspirations of the Bovina ISD community.

2.1: Campus Improvement Plan developed with appropriate stakeholders

After finalizing the District Improvement Plan, the campus principals at Bovina ISD took the crucial step of refining the district's goals into focused campus improvement plans. This protocol empowers principals to be deliberate in their approach, clearly outlining the precise actions required at each campus to ensure the district's overarching objectives are successfully achieved. This targeted planning process ensures a unified effort across all campuses towards the realization of the district's goals.

Furthermore, the strategic use of State Comp Ed funds plays a pivotal role in supporting these plans. By allocating resources to hire additional teachers and Educational Assistants, the district ensures that at-risk students and those facing challenges in state assessments receive the necessary attention and resources. This strategic allocation of funds maximizes their impact, effectively addressing the specific needs of these students and enhancing their chances of success. It demonstrates the district's commitment to providing equal opportunities for every student to excel academically.

2.2: Regular monitoring and revision

At Bovina ISD, we recognize the dynamic nature of the district improvement plan. It serves as an active, living document that will be consistently utilized and assessed throughout the year. Key review sessions are scheduled for November, January, March, and culminating in a final review in June. This structured process ensures that we remain steadfast in adhering to our plan and that we continually enhance both district-wide and campus-specific initiatives. By adhering to this rigorous review schedule, we are dedicated to the ongoing improvement of our district and the initiatives set forth within it.

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan at Bovina ISD will be made readily accessible to the public, with a commitment to transparency and parent involvement. Once approved by the board, it will be shared at the first available Parent Engagement event. Additionally, to ensure inclusivity, the plan will be made available in Spanish or any other requested languages to accommodate the diverse linguistic preferences of our parents. This approach underscores our dedication to fostering open communication and collaboration between the district and our valued parent community.

2.4: Opportunities for all children to meet State standards

At Bovina ISD, we are committed to providing opportunities for all students to excel. This encompasses specialized support through Special Education, 504 plans, and programs for at-risk students, as well as those in the Emergent Bilingual and Gifted and Talented categories. We closely monitor each student's progress, tailoring our approach to facilitate their achievement. Throughout the day, we offer targeted tutorials for accelerated learning, with additional sessions available before and after school. By diligently tracking students' grades through progress reports and report cards, we ensure they receive the necessary resources and attention to thrive academically. Moreover, we are dedicated to preparing our students for their future life choices, be it higher education, career pursuits, or military service. Our goal is to equip each student with the skills and knowledge needed to succeed in their chosen path. This approach reflects our unwavering commitment to the success and well-being of every individual in our community.

2.5: Increased learning time and well-rounded education

Bovina ISD implements effective methods and instructional strategies to enhance the academic program, optimizing learning time for students to meet rigorous State standards. We also offer enriched and accelerated curriculum, encompassing diverse programs, activities, and courses essential for a comprehensive education. This holistic approach ensures students have every opportunity to excel in their academic pursuits.

2.6: Address needs of all students, particularly at-risk

Bovina ISD employs a comprehensive approach to support At-Risk students in Texas. This includes specialized services and people tailored to individual circumstances. We offer early intervention for students struggling with pre-K through 3rd grade readiness testing. For consistently failing students in grades 7-12, we implement personalized learning plans, additional tutorials, and ongoing monitoring. Tailored interventions for retained students include intensive tutoring and monitoring. Students facing difficulties with state exams receive targeted instruction and specific exam preparation. Our dedicated social worker provides additional support for pregnant or parenting students. We offer specialized programs and resources for students in alternative education placement, previously expelled, on probation, or at risk of dropping out. Our approach extends to preparing these students for future pursuits in higher education, careers, or military service. Bovina ISD is committed to the success of every At-Risk student, including those who are Emergent Bilingual, in custody of Child Protective Services, homeless, or in foster care.

3.1: Annually evaluate the schoolwide plan

Bovina ISD employs a Comprehensive Needs Assessment annually, spanning from the district level down to individual campuses. The process kicks off with extensive data collection and analysis, delving into various metrics including academic performance, attendance, and demographic information. Stakeholder engagement is a paramount facet, involving students, parents, teachers, and community members through surveys, focus groups. The curriculum and instructional practices are meticulously reviewed, ensuring alignment with state standards and identifying areas for improvement. Additionally, physical facilities, resources, and technology are assessed to support a conducive learning environment. Special programs and support services are reviewed, catering to the unique needs of all students. The assessment extends to encompass community factors that may influence education. Professional development opportunities for staff are also examined. Strengths and weaknesses across various facets are pinpointed, forming the basis for setting specific improvement goals. These goals guide the implementation of targeted strategies and interventions, such as curriculum adjustments and additional support services. Progress towards these goals is continuously monitored and evaluated, allowing for adaptations as needed. This meticulous approach ensures that educational priorities are rooted in data, stakeholder input, and a comprehensive understanding of the distinct needs of Bovina ISD's students and community, setting the stage for sustained improvement and student success.

4.1: Develop and distribute Parent and Family Engagement Policy

Bovina Independent School District (ISD) annually develops a Parent and Family Engagement Policy in close collaboration with our dedicated Parent Advisory Council. This policy guides our efforts to strengthen the partnership between parents, families, and the school community. It outlines strategies, activities, and initiatives focused on enhancing parent involvement in education.

Additionally, this policy is instrumental in approving the Parent Compact, a crucial requirement for Title 1 funding. This compact outlines the shared responsibilities of parents, teachers, and students in supporting academic success. The collaborative input from our Parent Advisory Council ensures that both the Parent and Family Engagement Policy and Compact are tailored to meet the unique needs of our diverse school community. Together, we strive to cultivate a supportive and inclusive educational environment that empowers

every student to thrive.

4.2: Offer flexible number of parent involvement meetings

We facilitate Parent Involvement Meetings as part of our commitment to fostering strong connections between parents and the school community. These meetings provide valuable opportunities for engagement. For instance, on November 10th and February 23rd, we schedule half days dedicated to Parent-Teacher Conferences across the district, including our elementary school. Additionally, we organize various events, such as Math Night for students, and a Fall Festival, aimed at creating an inclusive space for families to actively participate in their child's education. These initiatives are designed to enhance parent involvement and strengthen our collective commitment to student success.

District Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Adam Bell	Federal Programs Director
Administrator	Shana Fleming	High School Principal
Administrator	Jason Anaya	Elementary Principal
Administrator	Sergio Menchaca	Superintendent
Administrator	Abraham Garcia	Administrator
Community Representative	Vanessa Rodriguez	Community Representative
Community Representative	Alicia Lopez	Community Representative
Business Representative	Joshua Marrufo	Business Representative
Community Representative	Stephanie Quintana	Community Representative
Classroom Teacher	Lory Saenz	Classroom Teacher
District-level Professional	Beverly Felan	School District Nurse
Community Representative	Cesar Marquez	Business Representative
Classroom Teacher	Delayne Duffy	Classroom Teacher
Classroom Teacher	Enrique Carrillo	Classroom Teacher
Classroom Teacher	Joanna Windle	Classroom Teacher
Paraprofessional	Alex Rochel	Paraprofessional
Community Representative	Esther Steelman	Community Representative
Community Representative	Elizabeth Ortiz	Community Representative
District-level Professional	Zaide Deleon	District Representative / Translator
Business Representative	Carlos Munoz	Business Representative
Classroom Teacher	Maria Sarabia	Classroom Teacher / LPAC Chair
Classroom Teacher	Ramiro Carmona	Classroom Teacher
Non-classroom Professional	Rocio Mata	Counselor
District-level Professional	Stan Miller	District Technology Director
Student	Yaretsi Hernandez	Student
Student	Aeriana Trevino-Salazar	Student
Student	Jessica Viss	Student

Committee Role	Name	Position
Student	Alexis Antillon	Student

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Title I, Part C Migrant	Loreina Saenz	10/30/2023	Adam Bell	12/4/2023

Policy Documents & Addendums

Bullying Prevention and Intervention

Bovina ISD has teamed up with Eduhero to offer comprehensive training in Bullying Prevention and Intervention. Eduhero, a specialized platform developed by the Region 6 Education Service Center in Texas, is dedicated to enhancing learning experiences for school districts and businesses. Their dynamic, on-demand courses feature engaging activities, unique videos, and thought-provoking questions, setting them apart from conventional online or in-person training. Moreover, Eduhero redefines professional development by allowing individuals to access these resources from the convenience of their own homes, demonstrating their commitment to accessible and effective education.

2023-2024

The Title I Migrant Coordinator will include the PFS Action Plan in the District's Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan" section), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, low income).

Region 16 Migrant SSA



Region 16 Migrant SSA



Migrant Section for DIP

2023-2024

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

GOAL: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet

OBJECTIVE: All identified Migrant students will receive services according to high priority.

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
PS3101 Title I, Part C ESSA Consolidated Federal Grant Application								
ID&R: Conduct ID&R activities as outlined in the ID&R plan in the <i>Texas Manual for the Identification and Recruitment of Migrant Children</i> and in the ID&R plan, and ensure a strong system of quality control is in place. (PS3103 Pt. 2)	Migrant Coordinator, Migrant Recruiter	Texas Manual for ID&R	July 1 through June 30	Family Surveys, initial contact logs, Certificates of Eligibility, Recruiter logs, TX-NGS Records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
NGS: Beginning July 1 through June 30, encode all required data into the Texas New Generation System (TX-NGS) and conduct all required activities, as outlined in <i>The Texas Data Management Requirements Manual for TX-NGS & MSIX</i> . (PS3103 Pt.2)	NGS Data Specialist, Migrant Coordinator, Migrant Counselor, Recruiter, Administrators, Counselor	Texas Manual for NGS	July 1 through June 30	TX-NGS Reports and records	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Comprehensive Needs Assessment: Identify the unique educational and educationally-related needs of the children in the LEA through a Local Needs Assessment. (PS3103 Pt.2)	ESC MEP Coordinator, LNAC	LNA Tooldit	September 1 through August 30	LNA Surveys, Student Profile, LNA-SDP Alignment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
SDP: Implement the required strategies outlined in the Texas Service Delivery Plan and be accountable for achieving the Measurable Program Outcomes. (PS3103 Pt. 2)	ESC MEP Coordinator, Migrant Coordinator, Administrator,	Texas SDP	July 1 through June 30	updated MEP DIP, documentation of strategies implemented--Student Performance Log, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Interstate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. (PS3103 Pt.2)	Migrant Coordinator, Migrant Counselor		July 1 through June 30; May 1 through September 1	Student Performance Log, MSIX Move notifications, TMIP referral documentation, letter/email/ phone call log to receiving states' summer migrant program staff	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Program Evaluation: By June 30, conduct an evaluation of your Migrant Education Program. (PS3103 Pt.2)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator	Reg 16 SSA MEP funds	April 1 through June 30	Program Evaluation findings, sign-in sheet, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
ESSA Provisions and Assurances								
Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress. (ESSA P&A 3a)	Migrant Coordinator, Migrant Recruiter, Migrant Counselor, Administrator, Counselor		Within first grading period child enrolls	Student Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Secondary Students: (1) Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. (2) Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from TX-NGS. (ESSA P&A 3g)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS: Partial Credit Report, Not-on-time for Graduation Report, Student Graduation Plan, Recommended Courses, Supplemental Program Services report; Student Performance Log; course credit consolidation and proper course placement	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation. (ESSA P&A 3gi)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor		initial availability of statewide student assessment results through beginning of next school year	Student Performance Log, TMIP referral documentation, Summer statewide student assessment remediation enrollment	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Provide supportive services for out of school youth. (ESSA P&A 3gii)	Migrant Coordinator, Migrant Youth Specialist		July 1 through June 30	OSY Performance Log, copies of referral letters, TX-NGS Supplemental Program Services report, laptop/calculator check-out form	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Preschool Children: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, A Bright Beginning, Head Start, or other early childhood programs.) (ESSA P&A 8)	Migrant Coordinator, Administrator		Within first 60 days of school year after entering school	Student Performance Log, Stepping Stones assessment inventories, enrollment in service, TX-NGS record	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
PEIMS Migrant Indicator Code: The Title I Migrant Coordinator will provide a list of migrant students or copies of Certificates of Eligibility (COEs) to be encoded into PEIMS with the Migrant Indicator Code. (ESSA P&A 9A)	Migrant Coordinator, NGS Data Specialist, PEIMS Coordinator		July 1 through June 30	copy of lists provided to PEIMS, PEIMS report	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____
Migrant Parent Advisory Council: Establish a SSA-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents from the respective districts in the SSA, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. The members should follow PAC by-laws established by the district. (ESSA P&A 1-2)	Migrant Coordinator, Migrant School/Home Community Liaison, Migrant Counselor, R16 Education Specialist	Reg 16 SSA MEP funds	July 1 through June 30	Meeting notice, sign-in sheet, agenda, by-laws, minutes	Considerable Progress _____ Some Progress _____ No Progress _____ Discontinue _____	_____	Accomplished? _____ Yes _____ No _____	_____

2022-2023 Region 16 Migrant SSA Member District Migrant Education Plan

Strategy/Activity	Staff Responsible	Resource/ Funding Source	Timeline	Documentation	Formative Review	Jan	Summative Review	June
Service Delivery Plan Goals 1-4								
Coordinate/provide needs-based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/informal assessments during the regular and summer terms. <i>*Supplemental Instruction--Statewide student assessment/content tutorials during the regular school day. Extended-Day statewide student assessment/content tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst) (SDP 1-1, PS3103 Pt. 4)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	September 1 through July 30	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. (SDP 1-2, PS3103 Pt. 4)	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide		July 1 through June 30	Student Performance Log, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. (SDP 1-3, PS3103 Pt. 4)	Migrant Coordinator, Migrant Summer School Teacher, Migrant Summer School Aide, Administrator	Reg. 16 SSA MEP funds-Project SMART curriculum, MEP funds	During summer term--must begin after end of regular term and complete before beginning of new regular term.	TX-NGS summer enrollment/wd record and Supplemental Program Services report, Attendance records, Parent/Student Surveys, Student Pre-Mid-Post Assessment scores	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate with LEA and/or community-based school readiness programs to provide migratory children ages 3-5 (who are not in kindergarten) with access to school readiness services. (SDP 2-1)	Migrant Coordinator, School/Home Community Liaison, Head Start/PreK Teacher	District Pre-K, HeadStart	July 1 through June 30	TX-NGS enrollment records	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Provide the TEA approved early literacy program (A Bright Beginning) for migratory children ages 3-5 who are not served by other programs (during the regular school year, summer, virtual, face-to-face, home-based, center-based). (SDP 2-2, PS3103 Pt. 4)	Migrant Coordinator, School/Home Community Liaison, Bright Beginnings Teacher	Bright Beginnings Curriculum	July 1 through June 30	A Bright Beginnings inventories, TX-NGS enrollment records, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide opportunities to confer with migratory students and OSY to increase awareness and access to credit accrual options. (SDP 3-1)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds (CBE tests)	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, Student transcript, TX-NGS Supplemental Program Services report and Credit Reports	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide appropriate and targeted supplemental instruction to migratory students in grades 9-12 and OSY including late enrollments and early withdrawal students. (SDP 3-2, PS3103 Pt. 4) <i>*Supplemental Instruction--Statewide student assessment Tutorials during the regular school day. Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</i>	Migrant Interventionist, Migrant Coordinator, Administrator, Counselor, Teacher, Educational Aide	Reg 16 SSA MEP funds	August 1 through May 30, November 2021, June 2022	Student Performance Log, TX-NGS Supplemental Program Services report, tutorial sign-in sheet	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide post-secondary and high school equivalency program information to secondary-aged migratory students and parents. (SDP 3-3)	Migrant Coordinator, Migrant Counselor, Administrator, Counselor, WTAMU CAMP, WTAMU Admissions, AC Admissions	MEP funds	July 1 through June 30	Migrant Counselor Grade Level Newsletter, Student Performance Log, PSPG document, handouts, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide services to OSY based on identified needs. (SDP 3-4)	Migrant Coordinator	MEP funds	July 1 through June 30	Student Performance Log, OSY Needs Assessment	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide support services during the regular term and summer that address the identified needs of migratory students. (PS3103 Pt. 4, SDP 4-1) <i>*Identified Needs for Academic and Nonacademic Support Services--School Supplies, Other Health Support Services: Medical, dental, prescriptions, optometry, eye glasses, immunizations.</i>	Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Migrant Counselor, R16 Educational Specialist	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, laptop/calculator check-out form, medical requests	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide training for parents to empower them to access and use resources/ services to address the identified needs of their child. (SDP 4-2) <i>*Identified Needs for Support Services to encourage participation and attendance--Child Care, Transportation to and from parent meeting, Light snack/meal (dependent upon meeting length and time).</i>	ESC MEP Coordinator, Migrant Interventionist, Migrant Coordinator, Migrant School/Home Community Liaison, Administrator, Counselor	MEP funds, Reg 16 SSA MEP funds	July 1 through June 30	TX-NGS Supplemental Program Services report, notices/agenda/handouts/sign-in sheets/minutes for trainings	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Educate MEP/LEA staff on the unique needs of migratory students to ensure student success. (SDP 4-3)	Migrant Coordinator, Administrator		July 1 through June 30	handouts, emails, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Collaborate to educate MEP/LEA staff about instructional and support services provided by other funding sources to ensure migratory students receive services to which they are entitled. (SDP 4-4)	Migrant Coordinator, Administrator, Federal Programs Director		July 1 through June 30	handouts, emails, PSPG provided to MSC, sign-in	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
Coordinate/provide needs-based PD for MEP/LEA staff who provide supplemental reading and math instruction to migratory students. (SDP 4-5)	Migrant Coordinator, Administrator, Counselor, Migrant Interventionists, Teacher, Educational Aide	Reg 16 SSA MEP funds	July 1 through June 30	handouts, emails, sign-in, training certificate	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____
<i>Other: Snacks and Meals for migrant students participating in off campus migrant activities-- When students participate in SSA sponsored activities that are conducted off campus, lunch and/or snacks will be provided as the students will not have access to their regular cafeteria meals. (e.g. STAAR Burst, etc.)</i>	Migrant Coordinator	Reg 16 SSA MEP funds	July 1 through June 30	Agenda, presentation handouts, sign-in sheet, TX-NGS Supplemental Program Services report	Considerable Progress Some Progress No Progress Discontinue	____ ____ ____ ____	Accomplished? Yes No	____ ____ ____ ____

Identification and Recruitment of Migrant Students 2023-2024

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Make recruiter assignments, 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 migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Conduct ID&R for Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
E. Conduct Annual Initial Contact for Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new ECOEs/COEs as needed. Share copies of ECOEs/COEs with appropriate entities.	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.

Action	Staff Responsible	Timeline	Resources	Formative Evaluation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.

Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
continued					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
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.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

Region 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE I Region 16 MEP SSA districts will participate in training for recruiters and eligibility reviewers										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. District identified Recruiters and Eligibility Reviewers will complete on-line Identification and Recruitment (ID&R) training offered by the state MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	As available or by deadline set by TEA.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, State ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
B. District identified Recruiters and Eligibility Reviewers will participate in follow-up Identification and Recruitment (ID&R) training offered by ESC 16 MEP.	All recruiters and eligibility reviewers for the Migrant Education Program (MEP).	After completion of the state MEP's on-line ID&R training.	Texas Manual for ID&R of Migrant Children	Sign-in Sheet, Certificate of Attendance, Regional ID&R Test	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
A. Meet with all district ID&R staff (eligibility reviewers, recruiters and clerks) to brainstorm and plan recruitment strategies to include in ID&R Plan.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, staff assignments, calendar	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
B. Finalize all forms, documents and logs. Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	MEP administrators, recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	agenda, handouts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
C. Make recruiter assignments, 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 migrant families.	All district recruiters and eligibility reviewers for the MEP.	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar, TEA Agricultural Map	staff assignments, contact log, list of local farmers/agribusiness contacts, utility contacts, social services contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
D. Conduct ID&R for <i>Potentially</i> Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys during school registration, etc. Targeting both enrollees and non-enrollees (ages 0-21). Complete ECOE/COEs as needed. Share copies of ECOE/COEs with appropriate entities.	MEP recruiters	Throughout the year. Make initial outreach efforts by Sept. 30	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, COEs, Supplemental Documentation Form, completed family surveys	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
E. Conduct Annual Initial Contact for <i>Currently</i> Eligible Migrant Children: Contact families of currently eligible migrant students to determine	MEP recruiters	By August 31	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Contact Logs, Family COE Report, COEs, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE II Region 16 MEP SSA districts will actively identify and recruit all eligible migrant children residing in their districts' boundaries.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
F. Recruiter completes ECOE/COE and accompanying Supplemental Documentation Form for all families with new QADs. Submit completed ECOE/COE and Supplemental Documentation Form to eligibility reviewer for review.	MEP recruiters	Within 3 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOE/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
G. Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	MEP eligibility reviewers	Within 5 days of parent signature.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Copies of ECOEs/COEs, Supplemental Documentation Form, Eligibility Reviewer signature	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
H. Conduct residency verification. Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	MEP recruiters	Sept 1-Nov 1 ~~~~~ Also for 2-yr-olds turning 3, after 3rd birthday.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	Residency Verification entry made on all ECOEs/COEs, contact log, Residency Verification entry on NGS	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
I. Coordinate with Region 16 Out of School Youth Recruiter to identify OSY within the LEA's boundaries.	MEP recruiters	Throughout the year.	Texas Manual for ID&R of Migrant Children, Migrant Calendar	ECOEs/COE, Supplemental Documentation Form	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE III Region 16 MEP SSA member districts will access and utilize the State MEP Agricultural Map.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	All recruiters and eligibility reviewers for the MEP.	Contact all growers within the district boundaries by Nov. 1.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, ets. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	MEP administrators and recruiters.	By Dec. 1 and update on on-going basis throughout the year.	Texas Manual for ID&R of Migrant Children, TEA website	list of local farmers/agribusiness contacts, contact logs, grower/employer survey/letter responses, recruiter assignments	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE IV Region 16 MEP SSA member districts will lead interagency coordination.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Formative Evaluation		Nov	Mar	June		Aug
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities approved by the state MEP.	MEP administrators and recruiters.	Make initial outreach efforts by Sept. 30 and continue on-going efforts throughout the year.	Texas Manual for ID&R of Migrant Children	list of local contacts for support, medical, transportation, and legal services	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE V Region 16 MEP SSA member districts will assure quality control.										
Action	Staff Responsible	Timeline	Resources	Documentation	Formative Evaluation Review			Summative Review		
					Nov	Mar	June		Aug	
A. Develop written procedures that outline ID&R quality control within the LEA.	MEP administrators, recruiters, eligibility reviewers and other MEP staff.	By Aug. 31	Texas Manual for ID&R of Migrant Children	copy of written procedures	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
B. Forward ECOEs/COEs with more than one required comment to ESC for review. Follow protocol for ECOEs/COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Eligibility reviewers, MEP administrators, and ESC MEP contact when appropriate	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children	ECOEs/COEs, Supplemental Documentation forms, contact logs	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	As needed throughout the year	Texas Manual for ID&R of Migrant Children, ESC staff	email/phone contact log of communication between ESC and district contacts	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File ECOEs/COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	All MEP staff	Ongoing throughout the year	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
E. Coordinate with ESC for annual eligibility validation. Validate eligibility through re-interview process according to instruction set forth by TEA.	ESC, MEP staff	January-June	Texas Manual for ID&R of Migrant Children, ECOEs/COEs	ECOEs/COEs, Supplemental Documentation forms, Eligibility Validation forms, contact log of re-interviews	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

REGION 16 SSA Action Plan - Identification and Recruitment of Migrant Students

OBJECTIVE VI Region 16 MEP SSA member districts will evaluate their MEP.										
					Formative Evaluation Review			Summative Review		
Action	Staff Responsible	Timeline	Resources	Documentation		Nov	Mar	June		Aug
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.	All MEP staff Others: Local Migrant Parent Advisory Council (PAC)	By June 30	Texas Manual for ID&R of Migrant Children	Evaluation results from MEP staff, PAC Minutes, reduction in misidentified children, findings and action steps	Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____
					Considerable Prog. Some Progress No Progress Discontinue	____ ____ ____ ____	____ ____ ____ ____	____ ____ ____ ____	Accomplished Yes No	____ ____ ____

The LEA is responsible for incorporating all Migrant Education Program (MEP) activities/services/plans and guidelines into a migrant –specific section of the District Improvement Plan (DIP) and updating it on a yearly basis. The activities listed in this section are required for all Title I, Part C programs in Texas. **You must maintain documentation of these activities for auditing and monitoring purposes.**

Region 16 Migrant SSA



Priority for Services Action Plan

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 style="margin-left: 20px;"><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 style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EB/EL (Emergent Bilingual/English Learners) 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: MEP SSA Member District
Region: 16

Priority for Service (PFS) Action Plan

Completed By: K.Seymour
Date:09/01/2023

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).

<p>Goal(s): To ensure that identified Priority For Services (PFS) migrant children in the Region 16 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s): Region 16 MEP SSA districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students. Migrant PFS students will show school success by passing coursework, earning credits, promotion to next grade levels, passing state standardized tests, and attending school regularly.</p>
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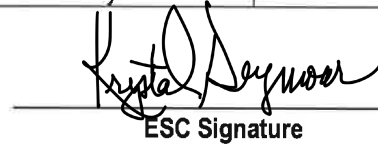
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	During the first week of each month during the program year	Region 16 Education Service Center Migrant Data Specialists, District Administrator	Monthly migrant PFS student reports on file in program coordinator's office.
<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. 	July of each beginning of the programmatic year	Region 16 ESC Ed. Specialist, Region16 ESC NGS DES, district MSC	Updated PFS Action Plan on file with MSC and in the LEA's DIP

Additional Activities			
<ul style="list-style-type: none"> Review the academic status of each PFS student after each six-week grade reporting period. Developed a plan for each PFS student not meeting or at risk of not meeting all academic standards. 	Every six weeks immediately following the posting of grades	LEA Migrant coordinator, ESC migrant counselor, campus principal, campus counselor, teachers	six-week report cards, progress reports with date of consultation and signatures of participants
Required Strategies			
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. 	During the first week of each month during the program year	Migrant Data Specialist, Migrant Service Coordinator	Monthly migrant PFS student reports on file in program coordinator's office, log of dissemination, copies of PFS report at campuses
<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. 	At first PAC meeting of the year and at initial designation of student identified as PFS.	Migrant service coordinator, Migrant School Home community liaison, recruiter	PAC meeting agendas and sign-ins, phone and travel logs, copies of documents shared on home visit (PFS criteria, student academic information, etc.)
<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 and /or community visits to update parents on the academic progress of their children. 	Ongoing throughout the year; at a minimum of one per semester	Migrant service coordinator, Migrant School Home community liaison, recruiter	phone and travel logs, copies of documents shared on home visit
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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student
<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. 	Ongoing throughout the year as services or activities are conducted.	Migrant coordinator, migrant counselor, migrant interventionist	Service logs, request forms document PFS eligibility of student

<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. <p>-Snack Pack 4 kids -Clothes Closet -Food Bank</p>	Throughout the year and after review of PFS student's progress	Migrant coordinator, migrant counselor, campus principal, campus counselor, teachers	documentation of services provided by any federal, state or local programs (i.e. TIA, TIII, Homeless, B/ESL, Free & Reduced Lunch, SCE), student schedules
Additional Activities			
Migrant Interventionists will review PFS list on a monthly basis to determine migrant students for targeted instructional support focusing on PFS students unable to meet Statewide Student Assessment criteria.	Once each month; ongoing throughout the year as necessary	Migrant Interventionist	Migrant Interventionists' tracking form


LEA Signature

09/28/23
Date Completed


ESC Signature

9/30/2023
Date Received