2023-24 District Improvement Plan

Accountability Rating: Not Rated - Declared State of Disaster

District Name | Jourdanton Independent School District

Address | 200 Zanderson Ave
Jourdanton, TX 78026

District ID | 007902

Superintendent | Dr. Tracy Canter

Date of School Board Approval

2023-24 District Educational Improvement Committee Members

Name	Position	Committee Role
Renee Borth	Teacher	High School Representatives
Michele Benavides	Teacher	Junior High Representatives
Suzanne Craig	Teacher	ECC Representatives
Allison Swientek	Teacher	Elementary Representatives
Justin Saunders	Administrator	Administration Representatives
Sharon Neumann	Administrator	Administration Representatives
Kimberley Camarillo	Administrator	Administration Representatives
Tracy Canter	Administrator	Central Office Representatives
Pepper Jo Bauerle	Administrator	Central Office Representatives
Jeannette Briones	Parent	Parent Representatives
Jessica Putz	Parent	Parent Representatives
Amber Joy	Parent	Parent Representatives
Randy Cook	Parent	Parent Representatives
Christina Gallegos	Administrator	Administration Representatives
Brandy Yarbrough	Technology Director	Central Office Representatives
Suzanne Schuchart	Community Member	Community Representatives
Devon Zamzow	Administrator	Administration Representatives

Table of Contents

Mission Statement

Jourdanton Independent School District - dedicated to be the BEST in Texas

Vision

To provide a high quality education environment that promotes excellence, builds responsibility, and creates life-long learners so that all students are prepared to be contributing adults in a diverse and ever-changing society.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1:	The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2:	The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3:	The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4:	The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

Objective #1:	Parents will be full partners with educators in the education of their children.
Objective #2:	Students will be encouraged and challenged to meet their full educational potential.
Objective #3:	Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4:	A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
Objective #5:	Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
Objective #6:	Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #7:	The state's students will demonstrate exemplary performance in comparison to national and international standards.
Objective #8:	School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #9:	Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
Objective #10:	Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
Objective #11:	The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

Every child, prepared for success in college, a career or the military.			
TEA Commissioner's Strategic Priorities:			
1 Recruit, support, retain teachers & principals	**2** Build a foundation of reading and math	**3** Connect high school to career and college	**4** Improve low-performing schools
Enablers			
Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances			
Ensure **compliance**, effectively **implement legislation** and **inform** policymakers			
Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)			

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Improve instruction across the district in all subject areas;

provide interventions for students who may or may not qualify for special services support;

provide interventions for students and professional development for staff in the areas of need;

provide students with behavioral issue support and interventions, such as but not limited to, social skills, alternative behaviors, coping skills;

provide opportunities for students to have a variety of electives in the area of Fine Arts;

provide a coaching model for teachers to grow in their delivery of content and classroom management; and

recognize the importance that parents, guardians, and community members have in the school setting and encourage positive involvement in a variety of school activities

Demographics

Overall Summary

Summary of Strengths
What were the identified strengths?

High Attendance Rates

Low Dropout Rates

High Graduation Rates

Summary of Needs
What were the identified needs?

Train staff on strategies to service students with special needs

Parent Engagement

New teacher mentoring

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Continue Attendance Incentives

Provide continuous PD in the area of curriculum

Encourage families to complete lunch applications

Increase number of certificate based programs

Student Achievement

Overall Summary

Summary of Strengths
What were the identified strengths?

District results on STAAR Meets were above the state average on 16 out of 20 assessments

Attendance incentives directly correlate to passing rates

Summary of Needs
What were the identified needs?

Writing across content areas

Improve passing rate on English I and English II EOC

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Targeted Interventions for struggling students

Streamline RTI process for Elem/ECC

Provide opportunities for students in Junior High to get High School credits

District Processes & Programs

Overall Summary

Summary of Strengths

What were the identified strengths?

CTE Programs

Variety of course options

Student needs are based data collection

Handbook development

Summary of Needs

What were the identified needs?

PD in behavior management

More opportunities for G/T students to excel at the secondary level

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Parent information sessions

Provide opportunities for parents to become more familiar with the characteristics of children who may have reading/dyslexia difficulties

Perceptions

Overall Summary

Summary of Strengths

What were the identified strengths?

Communication with parents

Student morale

Strong academic and extracurricular programs

Summary of Needs

What were the identified needs?

Partner with parents when making educational decisions for children

Provide family involvement opportunities after school hours

Motivational speaker for students

Teacher Retention

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Balance of academic growth while having fun

Mental Health support through counseling

Provide a safe and secure learning environment

Additional Information

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2019-20**		**2020-21**		**2021-22**	
Early Education		%	11	0.70%	2	0.10%
Pre-Kindergarten		%	44	2.80%	58	3.70%
Kindergarten		%	126	8.10%	108	6.90%
Grade 1		%	101	6.50%	134	8.50%
Grade 2		%	106	6.80%	98	6.20%
Grade 3		%	139	8.90%	101	6.40%
Grade 4		%	121	7.70%	123	7.80%
Grade 5		%	116	7.40%	113	7.20%
Grade 6		%	117	7.50%	126	8.00%
Grade 7		%	124	7.90%	130	8.30%
Grade 8		%	123	7.90%	126	8.00%
Grade 9		%	116	7.40%	125	8.00%
Grade 10		%	114	7.30%	108	6.90%
Grade 11		%	116	7.40%	105	6.70%
Grade 12		%	88	5.60%	113	7.20%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2019-20**		**2020-21**		**2021-22**	
All Students		100%	1562	100%	1570	100%
American Indian or Alaska Native		%	3	0.20%	4	0.30%
Asian		%	4	0.30%	4	0.30%
Black or African American		%	10	0.60%	6	0.40%
Hispanic/Latino		%	961	61.50%	959	61.10%
Native Hawaiian/Other Pacific		%	0	0.00%		%
Two or More Races		%	19	1.20%	16	1.00%
White		%	565	36.20%	581	37.00%
Economically Disadvantaged		%	265	76.60%	868	55.30%
At-Risk		%	659	42.20%	748	47.60%
Special Education		%	204	13.10%	191	12.20%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2018-19**	**2019-20**	**2020-21**
All Students	95.7	98.8	94.5
Male	95.8	98.8	94.6
Female	95.7	98.8	94.4
Hispanic/Latino	95.5	98.6	94
Black or African American	97.6	99.4	99
White	96.1	99.1	95.4
Two or More Races	95.7	99.5	94
Economically Disadvantaged	95.2	98.3	93.2
English Language Learner	97.3	99.5	95.1
Special Education	94.6	98.2	93.8
At-Risk	95.2	98.4	93.6

Annual Dropout Rate				
Student Group	**Grade Level**	**2018-19**	**2019-20**	**2020-21**
All Students	7-8	0	0.4	1.5
	9-12	0.9	0	0.4
Male	7-8	0	0	1.4
	9-12	0.8	0	0.4
Female	7-8	0	0.9	1.7
	9-12	0.9	0	0.5
Hispanic/Latino	7-8	0	0.6	2.5
	9-12	1.2	0	0.7
White	7-8	0	0	
	9-12	0.5	0	
	9-12	0	0	
Economically Disadvantaged	7-8	0	0.8	3
	9-12	0.9	0	0.9
English Language Learner	7-8	0	0	20
	9-12	0	0	
Special Education	7-8	0	0	6.5
	9-12	0	0	
At-Risk	7-8	0	0	2.5
	9-12	1.6	0	

Annual and Total Graduates

Annual Graduates						
Subgroup	**2018-19**		**2019-20**		**2020-21**	
All Students	108	100%	115	100%	98	100%
African American	0	0%	0	0.00%	2	2.00%
Asian	0	0%	0	0.00%		%
Hispanic	65	60.2%	69	60.00%	62	63.30%
Two or More	1	0.9%	3	2.60%		%
American Indian	0	0%	0	0.00%	1	1.00%
Pacific Islander	0	0%	0	0.00%		%
White	42	38.9%	43	37.40%	33	33.70%
Economically Disadvantaged	52	48.1%	64	55.70%	41	41.80%
At-Risk	46	42.6%	45	39.10%	34	34.70%
English Language Learner	1	0.9%	2	1.70%	2	2.00%
Special Education	8	7.4%	13	11.30%	10	10.20%

Total Graduates (All Students)						
Graduate Type	**18-19**		**19-20**		**20-21**	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0.00%		%
Foundation High School Program (Distinguished Levels of Achievement)	66	61.1%	79	68.70%	72	73.50%
Foundation High School Program (Endorsement)	1	0.9%	2	1.70%	2	2.00%
Foundation High School Program (No Endorsement)	41	38%	34	29.60%	24	24.50%
Minimum High School Program	0	0%	0	0.00%		%

Reading

				2020-21 Reading STAAR Results								

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%
All Students	3	125	1442	22	18	103	82	47	38	24	19
	4	98	1472	40	41	58	59	34	35	15	15
	5	110	1550	26	24	84	76	40	36	26	24
	6	117	1561	39	33	78	67	39	33	15	13
	7	118	1672	19	16	99	84	57	48	41	35
	8	114	1678	21	18	93	82	62	54	31	27

				2021-22 Reading STAAR Results								

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%
All Students	3	102	1483	13	13	89	87	59	58	33	32
	5	111	1579	32	29	79	71	56	50	34	31
	6	125	1643	17	14	108	86	73	58	40	32
	7	135	1682	30	22	105	78	78	58	52	39
	8	125	1769	7	6	118	94	98	78	68	54

				2022-23 Reading STAAR Results								

Student Group												
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
3	104	1435	27	26	77	74	46	44	15	14
4	101	1544	16	16	85	84	47	47	18	18
5	119	1555	27	23	92	77	48	40	10	8
6	119	1646	25	21	94	79	61	51	29	24
7	129	1659	27	21	102	79	63	49	24	19
8	133	1713	26	20	107	80	73	55	37	28

2020-21 Reading STAAR Results

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
Hispanic/ Latino	3	69	1423	16	23	53	77	21	30	12	17
	4	61	1469	25	41	36	59	20	33	7	11
	5	67	1522	20	30	47	70	19	28	9	13
	6	80	1541	33	41	47	59	21	26	8	10
	7	70	1651	12	17	58	83	28	40	19	27
	8	68	1677	13	19	55	81	34	50	13	19

2021-22 Reading STAAR Results

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
Hispanic/ Latino	3	69	1465	12	17	57	83	35	51	19	28
	5	71	1569	21	30	50	70	34	48	19	27
	6	76	1618	11	14	65	86	39	51	18	24
	7	89	1662	24	27	65	73	46	52	27	30
	8	78	1755	6	8	72	92	60	77	37	47

2022-23 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	69	1423	19	28	50	72	28	41	6	9
	4	68	1526	13	19	55	81	27	40	10	15
	5	71	1529	24	34	47	66	25	35	5	7
	6	69	1637	14	20	55	80	30	43	16	23
	7	78	1647	17	22	61	78	33	42	14	18
	8	93	1696	20	22	73	78	46	49	20	22
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	4	0									
	5	1									
	6	0									
	7	0									
	8	1									
Black or African American	3	0									
	5	0									
	6	1									
	7	0									
	8	1									
Black or African American	3	0									
	4	0									
	5	0									
	6	1									
	7	1									
	8	0									

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	52	1462	6	12	46	88	24	46	11	21
	4	35	1470	15	43	20	57	12	34	7	20
	5	40	1599	6	15	34	85	21	53	17	43
	6	37	1603	6	16	31	84	18	49	7	19
	7	47	1703	7	15	40	85	28	60	21	45
	8	44	1675	8	18	36	82	27	61	17	39

2021-22 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	31	1519	1	3	30	97	22	71	12	39
	5	38	1591	11	29	27	71	20	53	14	37
	6	46	1688	6	13	40	87	33	72	22	48
	7	38	1746	3	8	35	92	29	76	22	58
	8	44	1794	1	2	43	98	35	80	29	66

2022-23 Reading STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	33	1466	7	21	26	79	18	55	9	27
	4	32	1584	3	9	29	91	20	63	8	25
	5	46	1593	3	7	43	93	21	46	5	11
	6	46	1652	11	24	35	76	27	59	12	26
	7	46	1685	8	17	38	83	29	63	9	20
	8	39	1752	6	15	33	85	26	67	17	44
Two or More Races	3	2									
	4	1									
	5	2									
	6	0									
	7	1									
	8	1									
Two or More Races	3	2									

Student Group	Grade Level	#										
	5	1										
	6	1										
	7	0										
	8	1										
Two or More Races	3	2										
	4	1										
	5	2										
	6	2										
	7	2										
	8	0										

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	63	1395	17	27	46	73	13	21	6	10
	4	51	1438	26	51	25	49	14	27	5	10
	5	62	1516	21	34	41	66	17	27	8	13
	6	71	1545	30	42	41	58	22	31	10	14
	7	58	1631	13	22	45	78	21	36	12	21
	8	56	1649	13	23	43	77	25	45	9	16

2021-22 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	58	1470	9	16	49	84	30	52	18	31
	5	53	1539	18	34	35	66	19	36	11	21

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	75	1607	14	19	61	81	36	48	16	21
	7	74	1659	21	28	53	72	37	50	25	34
	8	65	1727	5	8	60	92	45	69	24	37

2022-23 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	65	1408	18	28	47	72	21	32	2	3
	4	62	1521	14	23	48	77	26	42	8	13
	5	67	1522	22	33	45	67	20	30	2	3
	6	59	1615	14	24	45	76	24	41	9	15
	7	75	1620	22	29	53	71	24	32	10	13
	8	86	1687	23	27	63	73	41	48	20	23
Limited English Proficient	3	4									
	4	3									
	5	8	1449	4	50	4	50	0	0	0	0
	6	3									
	7	2									
	8	2									
Limited English Proficient	3	2									
	5	4									
	6	9	1507	3	33	6	67	0	0	0	0
	7	5	1597	2	40	3	60	2	40	1	20
	8	2									
Limited English Proficient	3	6	1423	1	17	5	83	3	50	0	0
	4	2									

	5	3										
	6	4										
	7	8	1547	4	50	4	50	1	13	0	0	
	8	4										

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	22	1353	9	41	13	59	1	5	0	0
	4	14	1405	8	57	6	43	3	21	2	14
	5	20	1456	12	60	8	40	2	10	0	0
	6	21	1459	15	71	6	29	3	14	1	5
	7	12	1500	9	75	3	25	1	8	1	8
	8	12	1568	6	50	6	50	0	0	0	0

2021-22 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	19	1373	6	32	13	68	5	26	2	11
	5	13	1539	7	54	6	46	5	38	5	38
	6	21	1548	9	43	12	57	7	33	1	5
	7	27	1567	16	59	11	41	6	22	5	19
	8	12	1590	5	42	7	58	3	25	2	17

2022-23 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	21	1323	13	62	8	38	3	14	2	10
	4	18	1423	9	50	9	50	1	6	0	0
	5	21	1449	14	67	7	33	2	10	0	0
	6	16	1503	11	69	5	31	1	6	0	0
	7	25	1547	14	56	11	44	2	8	0	0
	8	34	1614	17	50	17	50	6	18	4	12

English I

2020-21 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%
All Students	112	4058	24	21	88	79	62	55	9	8
Hispanic/ Latino	72	3992	20	28	52	72	35	49	5	7
White	37	4167	4	11	33	89	25	68	3	8
Economically Disadvantaged	59	3919	18	31	41	69	23	39	2	3
Limited English Proficient	6	3674	3	50	3	50	1	17	0	0
Special Education	8	3287	5	63	3	38	0	0	0	0

2021-22 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%
All Students	120	4096	36	30	84	70	74	62	17	14

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
Hispanic/Latino	73	4030	22	30	51	70	43	59	8	11
White	45	4201	13	29	32	71	30	67	8	18
Economically Disadvantaged	56	3937	20	36	36	64	29	52	3	5
Special Education	15	3563	11	73	4	27	2	13	0	0

2022-23 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	139	4129	29	21	110	79	94	68	20	14
Hispanic/Latino	87	4072	20	23	67	77	55	63	10	11
White	47	4236	8	17	39	83	36	77	10	21
Economically Disadvantaged	78	3977	20	26	58	74	43	55	2	3
Special Education	13	3534	10	77	3	23	3	23	0	0

English II

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	110	4072	29	26	81	74	63	57	6	5
Hispanic/Latino	58	4087	15	26	43	74	35	60	2	3
White	46	4078	12	26	34	74	27	59	4	9
Economically Disadvantaged	54	4014	17	31	37	69	28	52	2	4
Special Education	15	3295	12	80	3	20	1	7	0	0

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	113	4199	18	16	95	84	79	70	7	6
Hispanic/ Latino	70	4122	15	21	55	79	44	63	5	7
White	41	4324	3	7	38	93	33	80	2	5
Economically Disadvantaged	52	4150	8	15	44	85	34	65	3	6
Limited English Proficient	6	3717	3	50	3	50	2	33	0	0
Special Education	10	3653	7	70	3	30	3	30	0	0

2022-23 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	113	4109	22	19	91	81	72	64	7	6
Hispanic/ Latino	66	4005	16	24	50	76	36	55	2	3
White	45	4256	6	13	39	87	35	78	5	11
Economically Disadvantaged	55	3990	15	27	40	73	28	51	1	2
Special Education	16	3788	5	31	11	69	4	25	0	0

Mathematics

2020-21 Mathematics STAAR Results										
Student Group										
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	124	1454	28	23	96	77	50	40	22	18

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
4	98	1561	29	30	69	70	48	49	25	26
5	110	1592	28	25	82	75	49	45	24	22
6	117	1610	35	30	82	70	46	39	21	18
7	118	1660	38	32	80	68	48	41	23	19
8	114	1672	36	32	78	68	50	44	20	18

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	3	102	1473	23	23	79	77	47	46	27	26
	5	111	1587	35	32	76	68	43	39	19	17
	6	125	1640	18	14	107	86	57	46	19	15
	7	135	1697	29	21	106	79	70	52	36	27
	8	86	1651	28	33	58	67	32	37	5	6

2022-23 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
All Students	3	103	1430	31	30	72	70	34	33	13	13
	4	102	1545	33	32	69	68	45	44	23	23
	5	120	1602	28	23	92	77	51	43	16	13
	6	120	1744	28	23	92	77	46	38	22	18
	7	129	1845	22	17	107	83	82	64	31	24
	8	81	1807	34	42	47	58	25	31	7	9

2020-21 Mathematics STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
3	68	1436	20	29	48	71	23	34	12	18
4	61	1556	19	31	42	69	29	48	15	25
5	67	1558	23	34	44	66	21	31	11	16
6	80	1593	27	34	53	66	27	34	10	13
7	70	1630	29	41	41	59	22	31	8	11
8	68	1662	24	35	44	65	23	34	9	13

(The above table is the Hispanic/Latino student group.)

2021-22 Mathematics STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
3	69	1440	21	30	48	70	27	39	16	23
5	71	1581	22	31	49	69	26	37	11	15
6	76	1618	12	16	64	84	27	36	8	11
7	89	1687	21	24	68	76	44	49	19	21
8	59	1650	20	34	39	66	22	37	3	5

(The above table is the Hispanic/Latino student group.)

2022-23 Mathematics STAAR Results

Student Group

Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
3	68	1429	20	29	48	71	20	29	9	13
4	69	1519	28	41	41	59	27	39	13	19
5	71	1586	19	27	52	73	26	37	7	10
6	69	1729	17	25	52	75	25	36	11	16
7	78	1828	16	21	62	79	43	55	14	18
8	62	1804	30	48	32	52	19	31	5	8

(The above table is the Hispanic/Latino student group.)

American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	5	0										
	6	0										
	7	0										
	8	0										
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
	7	0										
	8	0										
Black or African American	3	0										
	4	0										
	5	1										
	6	0										
	7	0										
	8	1										
Black or African American	3	0										
	5	0										
	6	1										
	7	0										
	8	1										

	Grade Level	# Students									
Black or African American	3	0										
	4	0										
	5	0										
	6	1										
	7	1										
	8	0										

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	52	1473	7	13	45	87	24	46	9	17
	4	35	1554	10	29	25	71	17	49	8	23
	5	40	1652	4	10	36	90	26	65	13	33
	6	37	1648	8	22	29	78	19	51	11	30
	7	47	1706	9	19	38	81	26	55	15	32
	8	44	1684	11	25	33	75	26	59	10	23

2021-22 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	31	1550	2	6	29	94	20	65	11	35
	5	38	1585	13	34	25	66	15	39	6	16
	6	46	1684	4	9	42	91	30	65	11	24
	7	38	1742	4	11	34	89	24	63	16	42
	8	24	1650	7	29	17	71	8	33	2	8

2022-23 Mathematics STAAR Results

Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
White	3	33	1436	10	30	23	70	14	42	4	12
	4	32	1604	5	16	27	84	18	56	10	31
	5	47	1623	8	17	39	83	24	51	8	17
	6	47	1763	10	21	37	79	19	40	9	19
	7	46	1893	3	7	43	93	38	83	17	37
	8	19	1816	4	21	15	79	6	32	2	11
Two or More Races	3	2									
	4	1									
	5	2									
	6	0									
	7	1									
	8	1									
Two or More Races	3	2									
	5	1									
	6	1									
	7	0									
	8	1									
Two or More Races	3	2									
	4	1									
	5	2									
	6	2									
	7	2									
	8	0									
2020-21 Mathematics STAAR Results											

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	62	1423	19	31	43	69	20	32	10	16
	4	51	1538	18	35	33	65	21	41	10	20
	5	62	1575	20	32	42	68	23	37	10	16
	6	71	1582	28	39	43	61	23	32	9	13
	7	58	1622	24	41	34	59	15	26	7	12
	8	56	1630	25	45	31	55	20	36	6	11

2021-22 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	58	1449	14	24	44	76	26	45	12	21
	5	53	1563	19	36	34	64	15	28	5	9
	6	75	1600	15	20	60	80	23	31	4	5
	7	74	1669	22	30	52	70	32	43	16	22
	8	55	1643	20	36	35	64	19	35	2	4

2022-23 Mathematics STAAR Results

Student Group												

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	64	1393	24	38	40	63	12	19	4	6
	4	62	1548	18	29	44	71	28	45	15	24
	5	68	1560	23	34	45	66	21	31	5	7
	6	60	1704	17	28	43	72	18	30	6	10
	7	75	1801	17	23	58	77	39	52	9	12

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	59	1796	29	49	30	51	18	31	6	10
Limited English Proficient	3	3									
	4	3									
	5	7	1554	2	29	5	71	2	29	1	14
	6	3									
	7	2									
	8	2									
Limited English Proficient	3	2									
	5	4									
	6	9	1589	1	11	8	89	1	11	0	0
	7	5	1647	2	40	3	60	2	40	1	20
	8	2									
Limited English Proficient	3	6	1410	2	33	4	67	2	33	0	0
	4	2									
	5	3									
	6	4									
	7	8	1768	2	25	6	75	3	38	1	13
	8	4									

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	22	1344	14	64	8	36	3	14	2	9
	4	14	1469	7	50	7	50	4	29	2	14
	5	20	1510	7	35	13	65	3	15	0	0
	6	21	1503	15	71	6	29	3	14	1	5
	7	12	1552	8	67	4	33	2	17	0	0

			Did Not Meet		Approaches		Meets		Masters	
8	12	1585	7	58	5	42	2	17	0	0

2021-22 Mathematics STAAR Results

Student Group										

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	19	1390	10	53	9	47	4	21	2	11
	5	13	1508	8	62	5	38	3	23	1	8
	6	21	1559	7	33	14	67	3	14	0	0
	7	27	1561	18	67	9	33	4	15	1	4
	8	12	1534	9	75	3	25	1	8	0	0

2022-23 Mathematics STAAR Results

Student Group										

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	21	1356	14	67	7	33	2	10	2	10
	4	19	1415	15	79	4	21	2	11	1	5
	5	21	1507	11	52	10	48	1	5	1	5
	6	16	1600	10	63	6	38	1	6	0	0
	7	25	1719	11	44	14	56	6	24	0	0
	8	33	1743	23	70	10	30	3	9	1	3

Algebra I

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
All Students	108	4240	15	14	93	86	69	64	49	45
Hispanic/ Latino	68	4112	11	16	57	84	37	54	22	32
White	37	4455	4	11	33	89	29	78	24	65
Economically Disadvantaged	55	4100	9	16	46	84	31	56	18	33
Limited English Proficient	5	4166	1	20	4	80	3	60	3	60
Special Education	8	3673	3	38	5	63	1	13	1	13

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	155	4385	21	14	134	86	105	68	84	54
Hispanic/ Latino	88	4235	14	16	74	84	51	58	38	43
White	65	4592	7	11	58	89	53	82	45	69
Economically Disadvantaged	65	4068	15	23	50	77	33	51	24	37
Special Education	18	3485	12	67	6	33	4	22	1	6

2022-23 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	138	4196	16	12	122	88	86	62	52	38
Hispanic/ Latino	91	4132	13	14	78	86	54	59	29	32
White	43	4332	3	7	40	93	30	70	22	51
Economically Disadvantaged	87	4074	14	16	73	84	46	53	21	24
Special Education	12	3586	8	67	4	33	1	8	1	8

Science

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	109	3878	28	26	81	74	44	40	20	18
	8	113	3811	32	28	81	72	43	38	19	17
Hispanic/ Latino	5	66	3757	21	32	45	68	18	27	6	9
	8	67	3694	22	33	45	67	17	25	4	6
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	1									
	8	1									
White	5	40	4113	5	13	35	88	26	65	14	35
	8	44	3984	9	20	35	80	25	57	14	32
Two or More Races	5	2									
	8	1									
Economically Disadvantaged	5	62	3722	21	34	41	66	14	23	5	8
	8	55	3621	22	40	33	60	11	20	5	9
Limited English Proficient	5	6	3614	3	50	3	50	2	33	0	0
	8	2									
Special Education	5	19	3500	9	47	10	53	2	11	0	0
	8	12	3338	8	67	4	33	0	0	0	0

2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	111	3859	32	29	79	71	45	41	20	18
	8	126	4017	31	25	95	75	62	49	32	25
Hispanic/	5	71	3783	23	32	48	68	25	35	8	11

Student Group	Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
Latino	8	79	3930	24	30	55	70	37	47	18	23
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	1									
White	5	38	3976	9	24	29	76	18	47	11	29
	8	44	4181	6	14	38	86	24	55	13	30
Two or More Races	5	1									
	8	1									
Economically Disadvantaged	5	53	3787	16	30	37	70	19	36	6	11
	8	65	3865	22	34	43	66	26	40	12	18
Limited English Proficient	5	4									
	8	2									
Special Education	5	13	3641	7	54	6	46	3	23	2	15
	8	12	3406	9	75	3	25	0	0	0	0

2022-23 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	118	3835	34	29	84	71	46	39	21	18
	8	130	3958	38	29	92	71	64	49	23	18
Hispanic/ Latino	5	70	3740	27	39	43	61	24	34	9	13
	8	90	3867	32	36	58	64	40	44	14	16
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	0									
	8	0									
White	5	46	3962	7	15	39	85	21	46	11	24
	8	39	4170	6	15	33	85	24	62	9	23
Two or More Races	5	2									
	8	0									
Economically	5	66	3707	25	38	41	62	22	33	6	9

Student Group	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Disadvantaged	8	83	3784	33	40	50	60	32	39	8	10
Limited English Proficient	5	2									
	8	4									
Special Education	5	21	3437	12	57	9	43	1	5	0	0
	8	34	3429	25	74	9	26	5	15	2	6

Biology

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	110	4235	10	9	100	91	68	62	29	26
Hispanic/ Latino	63	4128	9	14	54	86	32	51	12	19
White	43	4404	1	2	42	98	34	79	16	37
Economically Disadvantaged	58	4089	6	10	52	90	28	48	8	14
Special Education	9	3737	4	44	5	56	3	33	0	0

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	117	4105	16	14	101	86	66	56	25	21
Hispanic/ Latino	75	3936	14	19	61	81	36	48	7	9
White	40	4412	2	5	38	95	29	73	17	43
Economically Disadvantaged	53	3951	10	19	43	81	23	43	8	15
Limited English Proficient	5	3833	1	20	4	80	3	60	0	0
Special Education	16	3558	7	44	9	56	1	6	1	6

2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	138	4229	6	4	132	96	94	68	36	26
Hispanic/ Latino	85	4167	5	6	80	94	53	62	19	22
White	49	4308	1	2	48	98	37	76	15	31
Economically Disadvantaged	81	4091	6	7	75	93	45	56	15	19
Special Education	9	3796	2	22	7	78	1	11	0	0

Social Studies

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	114	3637	48	42	66	58	27	24	13	11
Hispanic/ Latino	8	68	3600	31	46	37	54	8	12	4	6
American Indian or Alaska Native	8	0									
Black or African American	8	1									
White	8	44	3690	16	36	28	64	18	41	9	20
Two or More Races	8	1									
Economically Disadvantaged	8	56	3519	28	50	28	50	9	16	3	5
Limited English Proficient	8	2									
Special Education	8	12	3316	11	92	1	8	0	0	0	0

				2021-22 Social Studies STAAR Results								

				Did Not Meet		Approaches		Meets		Masters	
Student Group	Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
All Students	8	126	3620	63	50	63	50	20	16	9	7
Hispanic/ Latino	8	79	3585	46	58	33	42	11	14	4	5
American Indian or Alaska Native	8	0									
Black or African American	8	1									
White	8	44	3673	16	36	28	64	9	20	5	11
Two or More Races	8	1									
Economically Disadvantaged	8	65	3556	37	57	28	43	7	11	1	2
Limited English Proficient	8	2									
Special Education	8	12	3334	10	83	2	17	1	8	1	8

				2022-23 Social Studies STAAR Results								

				Did Not Meet		Approaches		Meets		Masters	
Student Group	Grade Level	# Students Tested	Average Scale Score	#	%	#	%	#	%	#	%
All Students	8	131	3700	52	40	79	60	44	34	20	15
Hispanic/ Latino	8	91	3607	44	48	47	52	26	29	11	12
American Indian or Alaska Native	8	0									
Black or African American	8	0									
White	8	39	3907	8	21	31	79	17	44	9	23
Two or More Races	8	0									
Economically Disadvantaged	8	84	3536	43	51	41	49	19	23	8	10

Limited English Proficient	8	4									
Special Education	8	34	3260	27	79	7	21	4	12	3	9

U.S History

2020-21 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	%	#	%	#	%	#	%
All Students	119	4505	9	8	110	92	100	84	67	56
Hispanic/ Latino	60	4491	7	12	53	88	52	87	33	55
White	53	4523	2	4	51	96	43	81	31	58
Economically Disadvantaged	58	4445	8	14	50	86	46	79	28	48
Special Education	16	3695	8	50	8	50	5	31	2	13

2021-22 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	%	#	%	#	%	#	%
All Students	121	4514	7	6	114	94	99	82	74	61
Hispanic/ Latino	74	4350	6	8	68	92	54	73	36	49
White	44	4749	1	2	43	98	42	95	36	82
Economically Disadvantaged	59	4382	4	7	55	93	47	80	35	59
Special Education	14	3892	4	29	10	71	5	36	4	29

2022-23 U.S. History STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	%	#	%	#	%	#	%
All Students	95	4326	2	2	93	98	74	78	44	46

Hispanic/ Latino	48	4173	1	2	47	98	33	69	14	29
White	44	4491	1	2	43	98	38	86	29	66
Economically Disadvantaged	46	4183	1	2	45	98	30	65	17	37
Special Education	19	3891	1	5	18	95	8	42	0	0

Goals and Strategies

Goal 1: State Accountability

Strategic Priorities:
Provide a high quality educational environment that promotes excellence for all students.
Need:
Improve instruction across the district in all subject areas by providing a coaching model for teachers to grow in their delivery of content and classroom management.
District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%
Area of Emphasis: State Accountability

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Review assessment results, disaggregate data, including data from use of AWARE and determine areas of need.	Assessment Results	Assistant Superintendent Campus Administrators	October	Benchmark Tests Unit Assessments Six Week Assessments
Provide interventions and implement RTI to meet the needs of students who are experiencing difficulty in content classes.	Title I Funds SCE Funds Local Funds Aware Data Imagine Math Reading+	Campus Administrators ARD Commmittee Special Education Staff	October - May	Schedules and Rosters TPRI
Implement the use of online interventions: IXL, Imagine Math, Reading Plus, embedded online resources from curriculum	Local Funds	Assistant Superintendent Campus Administrators	October - April	Report of Participants
Ensure that all students are taught by highly effective staff members in the content areas.	Title I Funds Local Funds	Superintendent	December	Highly Effective Status

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
To maintain a quality testing environment that meets the needs of all students across special populations, provide a modified testing schedule through the state waiver system.	State Waiver Approval	Superintendent/Board DWAC	Fall	TAPR
Ensure staff utilizes Curriculum YAG's and Assessments to guide instruction.	Federal Funds	Assistant Superintendent Campus Administrators	August - May	Unit Assessments Login Reports

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide staff development (Curriculum PD, Eduphoria, AVID, Speakers).	Local Funds Federal Funds	District Adminstrators	August	Sign In Sheets
Provide opportunities for content staff development.	Local Funds Federal Funds	Campus Administrators	Summer	Sign In Sheets

Goal 2: Special Populations

Strategic Priorities:
Provide a high quality educational environment that promotes excellence for all students.

Need:
Provide interventions for students who may or may not qualify for special services support

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: Special Populations

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide specialized interventions to meet the needs of special education students as determined by the admission, review, and dismissal process.	Local Funds	ARD Committee Teachers	August - May	ARD Documents Schedules
Annually review and train for TEKS in the content areas and develop and plan differentiated instruction that meets the needs of students in special populations.	Federal Funds Local Funds	Principals Assistant Superintendent	August - May	Lesson Plans T-TESS (Domain IV)
Provide specialized instruction to students as appropriate through regular education (Learning Lab).	Title II, Part A Local Funds	Campus Administrators	August - May	Lesson Plans
Provide teaching assistants for special education and regular education intervention as appropriate..	Title I/SCE Funds Sp. Ed. Funds	Principals Superintendent	August - May	Payroll Information
Review, revise, and implement district plans for Gifted and Talented, ESL, Dyslexia, 504 and Pregancy Related Services.	Local Funds Sp. Ed. Funds	Principals Superintendent	August - May	Payroll Information

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Monitor and document placement decisions for students who are suspended or assigned to: DAEP, JJAEP, Detention Center.	SCE Funds Local Funds Federal Funds	Campus Administration Campus Counselors	August - May	425 Record

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities to review the YAG and plan activities based on the TEKS Resource System.	Local Funds Federal Funds	Assistant Superintendent	Throughout the school year and summer	Lesson Plans Login Reports
Provide opportunities for content staff development.	"Local Funds Federal Funds"	Assistant Superintendent	August - June	Accountability

Goal 3: College, Career and Military Readiness

Strategic Priorities:	
Provide a high quality educational environment that promotes excellence for all students.	

Need:
Provide opportunities for students to explore various higher education and career options.

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: College, Career and Military Readiness

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Cooperate with higher education entities to provide opportunities for eligible high school students to take college courses for high school credit and college credit.	Higher Education Counselor High School Principal Eligible Staff	Counselor Classroom Teacher Principal	August - May	Exam Results
Provide and increase opportunities for students to earn certificates that prepare students for the work force.	Plan Information	Counselors	Spring	Graduation Data
Provide opportunities for high school students to choose from all the graduation levels and endorsements allowed by the State of Texas.	Eligible Staff	High School Principal High School Counselor	May	PGP
Encourage participation in college entrance exams and provide home school students with the same opportunities to test as enrolled students.	TSI ASVAB ACT SAT	High School Counselor	August - May	Exam Results

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Cooperation with a higher education institute to develop and offer Math and English classes to develop college ready students.	Coastal Bend Alamo Academies	CTE Coordinator	August - May	List of Certificates Earned
Provide information regarding post graduation preparation through meetings, call outs, handouts, and mail outs.	Dual Credit Information Certificate Information	High School Counselor	Fall/Spring	Sign in Sheets Copies of Mailouts Logs of Callouts
Support the Implementation of career awareness and career investigation activities across the district through classes, courses, special activities, internships, and grant opportunities.	CTE Funds Local Funds	Teachers Principals Counselors	September - May	CTE Enrollment Sign In Sheets Campus Plans
Ensure the provision of age appropriate information regarding higher education - including importance, options, admissions requirements, automatic enrollment, and financial aid.	Local Funds	Principals Counselors	August - December	Schedule of Activities
Provide opportunities for students to explore various careers through age appropriate activities, including career fairs, dress up days, college days, skills day, etc.	Local Funds Planning Time	Principals Counselors Staff	April	Schedule of Activities Sign In Sheets
Insure that all students in grades 8 - 12 develop a PGP.	Local Funds	CCMR Director	August - May	Evidence of PGPs
Continue partnership with Upward Bound; Build relationship with Methodist Hospital for P-TECH.	Local Funds	CCMR Director High School Counselor	August - May	Participation Count

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide training for teachers as needed for AP/DC/CPC classes.	High School Allotment	Principals Counselors	September - May	Sign in Sheets
Provide training as needed for teachers for certifications for students.	High School Allotment	Principals	September - May	Sign in Sheets

Goal 4: Dropout Prevention/Four Year Completion Rate/Grade Level Retention/Attendance

Strategic Priorities:
Provide a high quality educational environment that promotes excellence for all students.

Need:
Provide resources and interventions for students in the area of retention and attendance.

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: Dropout Prevention/Four Year Completion Rate/Grade Level Retention/Attendance

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Support attendance improvement activities including requiring a 95% attendance rate for participation in certain identified activities.	Local Funds Title I Funds	Principals Teachers	Each Six Weeks	Six Weeks Grade Reports Unit Assessments
Provide age appropriate intervention classes on all campuses across the district - in school, before school, or after school, as funding permits.	SCE Funds Title I Funds	Principals Teachers	Each Six Weeks	Six Weeks Grade Reports Unit Assessments
Provide for credit recovery opportunities through testing in grades K - 12, and through distance learning and internet	High School Allotment Local Funds	Principals	September - May	Dropout Data.

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
classes.				
Provide SSI interventions, grade level intervention and remediation, course intervention and remediation, credit recovery, as funding permits.	Title I Funds Local Funds SCE Funds	Principals Counselors	June - July	Summer School Data

Staff Development				
Strategy/Activity	**Resources**	**Person Responsible**	**Formative Timeline**	**Formative Evaluation**
Provide for staff orientation and planning for remediation, and credit recovery.	Planning Time	Principals Counselors	September - May	Sign in Sheets

Goal 5: Counseling

Strategic Priorities:
Maintain a safe, orderly, respectful and drug-free education environment.

Need:
Provide students with behavioral issue support and interventions, such as but not limited to, social skills, alternative behaviors, coping skills;

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52% By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45% By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: Counseling

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Support and facilitate the development of a districtwide counseling program to provide for group and individual counseling as appropriate through Navigate 360.	Region 20 Counselors TEA Guidelines MHMR	Principals Counselors	November - May	Meeting Documentation Completion of Plan
Support the development and implementation of a dating violence program to address the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten,intimidate, or control another person in a dating relationship.	District Policy TEA Guidelines Atascosa Family Crisis Center Juvenile Probation	Principals Counselors	November - May	Meeting Documentation Completion of Plan
Support the inclusion of suicide prevention	District Policy TEA Guidelines	Principals Counselors	August - May	Campus Improvement Plans

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
activities as appropriate in the districtwide counseling plan to include appropriate activities for both students and student groups.	MHMR Guest Speaker TCHATT			
Provide opportunities for students to participate in age appropriate abstinence based sex education programming - including contracted speakers and specialized curriculum.	Federal Funds Local Funds	Principals Counselors	August - May	Schedule of Events
Provide an opportunity for students to address sensory seeking behaviors.	Library Guidance Center	Counslelor Campus Principal	August - May	Log Sheets
Continue to provide mental health services through MOUs with MHMR and SpEd Coop for GPS services.	Administrators Atascosa-McMullen SPED MHMR MCOT TCHATT	Superintendent Counslelor Director of SPED	August - May	Policies and Procedures

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Require all staff members to participate in staff development regarding child abuse, FERPA, counseling programming, services, and referral process.	Counselors Counseling Program Safe Schools Training (TASB)	Principals Counselors	by February 1	Sign in Sheets

Goal 6: School Safety

Strategic Priorities:
Maintain a safe, orderly, respectful and drug-free educational environment.

Need:
Provide a safe, orderly school environment conducive to learning through a strong behavior management plan, a Safety Plan which includes the district's crisis management plan, and a plan to reduce access to facilities.

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: School Safety

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Review and revise the District Crisis Management Plan with the district administrative and local law enforcement representatives and other first responders as appropriate.	TEA Guidelines	Principals Crisis Management Contact	April	Revised Plan
Continue developing of a comprehensive safety plan for the district and each campus.	Sample Plans	Superintendent	April	Draft Plan
Continue MOE with the City of Jourdanton to provide a School Resource Officer on a full time basis in the district.	Local Funds JPD	Superintendent	August - July	Staff Information
Continue a discipline management plan on each campus which encourages appropriate student behavior and supports the student code of	Student Code of Conduct	Principals Assistant Principals	August - May	Discipline Records

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
conduct.				
Provide various consequences for students including suspension, expulsion, JJAEP, DAEP, and A Squared, and that address behavior intervention and provide for academic success.	Law Enforcement Probation Office	Superintendent Principals Assistant Principals	August - May	Sign In Sheets
Provide Vape sensing devices	Law Enforcement	Assistant Superintendent, Principals, Assistant Principals	August - May	Discipline Records

Staff Development				
Strategy/Activity	**Resources**	**Person Responsible**	**Formative Timeline**	**Formative Evaluation**
Provide staff development regarding the importance of meaningful interactions with students and the impact on student success (Speakers).	Local Funds	Principals	August - May	Sign In Sheets
Provide training to staff on Critical Response.	JPD EMS	Superintendent	by February 1	Sign in Sheets

Goal 7: Instructional Resources

Strategic Priorities:
Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve district effectiveness

Need:
Provide training for staff in their acquisition of instructional skills necessary for growth and effectiveness

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52% By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45% By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis:	Instructional Resources

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Support teachers in developing project-based student-centered instructional units which increases use of technology in the classroom.	Student Computers Teaching Aids Calculators	Principals	August - May	Lesson Plans Observation Notes
Implement the use of technology to communicate with students and parents for extracurricular activities - website, callouts, text messaging, twitter, social media, apps.	Online Research Data Bases Internet Access	Assistant Superintendent	August - May	Lesson Plans
Continue online grade reporting with parent portal for progress reports and report cards, along with weekly input of grades and persue online registration.	TX Gradebook	Assistant Superintendent Principals	August - May	Grade Book Reports
Maintain a system for acquisition of training through various opportunities at ESC 20, the	Local Funds	Superintendent	August - May	Sign in sheets

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
district and various other sources.				
Use e-rate funding to continue to provide affordable technology hardware, software, and services as approved to students and staff.	E-rate Funds	Technology Director Superintendent	August - May	E-rate Application

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff members to improve instructional skills through small group and individual training.	Local Funds	Assistant Superintendent	August - May	Sign In Sheets
Provide training to staff on Dating Violence, Trafficking and Drug Awareness.	Local Funds	Superintendent	August	Sign In Sheets

Goal 8: Instructional Resources

Strategic Priorities:
Effectively and appropriately capitalize on instructional resources that enhance the learning environment and improve district effectiveness

Need:
Provide opportunities for students to have a variety of electives in the area of Fine Arts; and provide a program for Gifted and Talented students giving them more opportunities for exploration

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: Instructional Resources

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide differiented instruction to G/T students within the classroom, as well as, pull-out opportunities for Elementary G/T students.	Local Funds	Principals Teachers	August - May	Lesson Plans
Offer more Honors /Dual Credit Courses at the secondary level.	Teacher Alamo Academies Coastal Bend Local Funds	CCMR Director Principals	August - May	Class Rosters Master Schedule DC Hours Earned
Implement opportunities for students at all levels to participate in fine arts activities/classes.	Local Funds Teachers	Principals Superintendent	August - May	Master Schedules

Staff Development				
Strategy/Activity	**Resources**	**Person Responsible**	**Formative Timeline**	**Formative Evaluation**
All instructional staff servicing G/T students are required to have a minimum of 30 hours of G/T training with a 6 hour minimum update annually.	ESC 20 Speakers Online Training	Principals	August - May	Sign-In Sheets Certificates

Goal 9: Health and Food Services

Strategic Priorities:
Maintain a safe, orderly, respectful and drug-free education environment.

Need:
Meet the wellness and nutrition needs of students at school and while participating in school sponsored events

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis:
Health and Food Services

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Coordinate programs for wellness with local businesses and service organizations (SHAC, Staff Health Fair).	Local Business	Nurse Principals	January	Participant Information
Provide for SHAC meetings at least 4 x per year for review of wellness policies and health curriculum.	Policy Online	District Nurse	August - May	Policies
Provide specialized instruction for students with specific health needs - CEHI at home or at school as approved by a state waiver, suicide prevention, dating violence, and other health and safety topics as appropriate.	Local Funds	Superintendent Counselors Teacher Coordinator	December - May	Grant Application
Provide a quality food service program by contracting witha food management company that is self-supporting and	Federal Funds	Food Service Director (SFE)	August - July	Discipline Records

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
meets nutritional requirements.				
Continue to implement a fitness and health curriculum and to administer the Fitness Gram annually.	Local Funds Health Curriculum Fitness Grams	Assistant Superintendent Athletic Director	August - May	Lesson Plans
Address the campus based health needs of the district's students, including abuse or neglect of children, child trafficking, and other maltreatment of children.	Local Funds MHMR School Safety Summit The Conference of Hope ESC20	School Nurse Counselor Superintendent Principals Assistant Principals	August - July	School Nurse logs

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide annual training regarding safety issues - sexual harassment, trafficking, other maltreatment, bloodborne pathogens, FERPA, workers compensation training.	Local Funds Safe Schools Training	Principals	August - July	Sign In Sheets/Logins

Goal 10: Parent and Community Involvement

Strategic Priorities:
Strategic Priorities: Provide opportunities to work in partnership by supporting District and Community goals

Need:
Need: Recognize the importance that parents, guardians, and community members have in the school setting and encourage positive involvement in a variety of school activities

District Goals:
By 2024, third graders will move from 37% At Meets Grade Level or Above on STAAR Reading to 52%
By 2024, third graders will move from 28% At Meets Grade Level or Above on STAAR Math to 45%
By 2024, College, Career, and Military Ready Graduates will increase from 47.1% to 55%

Area of Emphasis: Parent and Community Involvement

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Support each campus in planning activities which encourage communication between individual parents and school staff - including home visits, telephone calls, e-mail, parent conferences, and use of the callout system and require a response to parents in a timely manner.	Local Funds	Principals	August - May	Contact Logs
Provide opportunities across the district for parents to participate on advisory and planning committees, and volunteer work.	Planning Committees	Principals Superintendent	August - May	Sign In Sheets
Support each campus in providing opportunities for parents, grandparents, guardians and community members to participate in school activities including	Planning Committees	Principals Superintendent	August - May	Campus Improvement Plans

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
but not limited to: special events, fairs, festivals, awards assemblies, and as guest speakers.				
Maintain an informative and easy to navigate District website with up-to-date information, schedules,employment information and teacher web pages.	Apptegy Contract Local Funds Teachers	Technology Director	August - May	Website
Provide parent access to the electronic grading system to encourage parents and students to monitor student grades and assignments.	Ascender Local Funds	Superintendent Assistant Superintendent	August - May	Grade Reports
Fundraising clubs/organizations will conduct a community service project to support the community.	Faculty Local Funds Campus Clubs/Org	Principals	August - May	Fundraiser Application Form

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Provide opportunities for staff members to develop and plan for special activities and events on campuses.	Planning Time	Principals	August - May	Sign In Sheets

Goal 11: Migrant Priority for Service (PFS) Action Plan

Strategic Priorities:
Provide migratory students the same opportunity to meet the challenging state content and student performance standard expected of all students.

Need:
100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

District Goals:
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.

Area of Emphasis: Migrant Education Program

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Monitor the progress of MEP students who are on PFS.				
> Monthly, run NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	ESC Migrant Education Program Staff	Systems Specialists	Monthly by end of month	TX-NGS Monthly Reports
> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	ESC Migrant Education Program Staff	Migrant Coordinator Educational Specialists	Annually by September 30	Priority for Service Action Plan
> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP).	ESC Migrant Education Program Staff	Educational Specialists District Designee	Annually by September 30	Copy of District Improvement Plan showing insertion of PFS Action Plan
Communicate the progress and determine needs of PFS migrant students.				
> During the academic calendar, the Title I, Part C Migrant	ESC Migrant Education Program Staff	Educational Specialists System Specialists	Monthly	Emails to district contacts with PFS Reports

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service reports.		District Designee		SSA Meeting Agenda/Sign-In Sheets
> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	ESC Migrant Education Program Staff	Annually PAC Meetings	Educational Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized, virtual, home (case by case basis) and /or community visits to update parents on the academic progress of their children.	ESC Migrant Education Program Staff	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Educational Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Provide services to PFS migrant students.				
> 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.	ESC Migrant Education Program Staff	Year Round	Adjunct Migrant Counselors Educational Specialists Recruiters	Adjunct Migrant -Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
> 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.	ESC Migrant Education Program Staff	Year Round	Adjunct Migrant Counselor Educational Specialists Recruiters District Designee	Adjunct Migrant -Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS	ESC Migrant Education Program Staff	Year Round	Migrant Coordinator Educational Specialists	PFS Student Review Forms

Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation
students.				

Staff Development				
Strategy/Activity	Resources	Person Responsible	Formative Timeline	Formative Evaluation

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

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOEs for the new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. Conduct ID&R. *Potentially Eligible Migratory Children*: Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEs as needed. *Currently Eligible Migratory Children*: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs as needed. **Note:** Share copies of COEs/ECOEs with appropriate entities as listed in ID&R Manual.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. Complete COEs/ECOEs. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. Review of COEs/ECOEs. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	**Staff:** Designated SEA Reviewers Systems Specialists	Within **7** working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

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

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