

Wellington Independent School District

District Improvement Plan

2024-2025



Mission Statement

The mission of Wellington Independent School District is to provide a safe, quality education to all students through a challenging curriculum taught by a professional trained and caring staff.

Vision

Our goal is for all students to leave Wellington Independent School District with an appreciation for hard work and a desire for learning that will guide them throughout their lives as productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Wellington ISD is located in the City of Wellington, Collingsworth County, in the southeastern part of the Texas Panhandle. This farming community lies between the north and south forks of the Red River.

At Wellington ISD, we will provide a safe, quality education to all students through a challenging curriculum taught by a professional, trained and caring staff.

Enrollment Details

Total Student Enrollment 2024-2025: 534

Title 1 District - Yes

Economically Disadvantaged: 63.3%

English Learner: 6.74%

Students Receiving Special Education Services: 15.17%

Student Enrollment by Race/Ethnicity

African American: 2.25%

Asian: .19%

Hispanic: 44.38%

American Indian: 0%

Pacific Islander: 0%

Two or More Races: 2.25%

White: 50.94%

Student Enrollment by Gender

Male: 51.69%

Female: 48.31%

Demographics Strengths

- Despite the district's enrollment being down from the 2023-2024 school year, Wellington ISD continues to excel academically and athletically.
- Although our economically disadvantaged percentage is 63.3%, these students still perform at the same level as their counterparts.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our ELL population continues to remain steady. We continue to see some issues engaging parent partnership with the school despite efforts to reach them in various means such as surveys, events, social media, and letters. **Root Cause:** Our ELL populations continues to struggle with academic vocabulary, and not all platforms are translatable.

Problem Statement 2: Our EB population scores lower on STAAR assessments than our general education population. **Root Cause:** While some special education students are reaching the approaches grade level standard, many are struggling to reach the meets and mastery grade level standard on state assessments.

Student Learning

Student Learning Summary

Wellington ISD 2023 to 2024 STAAR Data Comparison						
	2023 Accountability Data			2024 Accountability Data		
<u>READING</u>	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	85%	63%	23%	85%	66%	28%
African American	78%	44%	11%	100%	50%	17%
Hispanic	78%	52%	15%	77%	51%	18%
White	91%	74%	31%	90%	79%	38%
Economically Disadvantaged	80%	53%	13%	77%	53%	13%
Special Education	47%	29%	16%	38%	14%	2%
EB	60%	33%	3%	67%	30%	7%
<u>MATHEMATICS</u>	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	79%	46%	18%	82%	57%	26%
African American	75%	13%	0%	67%	33%	33%
Hispanic	69%	29%	10%	73%	41%	14%
White	89%	62%	26%	90%	75%	37%
Economically Disadvantaged	73%	34%	9%	73%	42%	15%
Special Education	52%	31%	14%	47%	22%	2%
EB	57%	4%	4%	58%	17%	0%
<u>SCIENCE</u>	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	78%	47%	16%	81%	47%	17%

Wellington ISD 2023 to 2024 STAAR Data Comparison

African American	50%	25%	25%	67%	33%	33%
Hispanic	67%	29%	9%	69%	29%	10%
White	89%	66%	21%	92%	63%	20%
Economically Disadvantaged	70%	33%	7%	71%	33%	8%
Special Education	41%	6%	6%	39%	4%	0%
EB	64%	0%	0%	40%	0%	0%
<u>SOCIAL STUDIES</u>	Approaches	Meets	Masters	Approaches	Meets	Masters
All Students	85%	61%	22%	81%	54%	17%
African American	75%	75%	0%	100%	100%	0%
Hispanic	80%	49%	20%	73%	41%	6%
White	89%	74%	26%	91%	69%	31%
Economically Disadvantaged	77%	40%	14%	74%	39%	2%
Special Education	42%	17%	8%	35%	24%	0%
EB	50%	50%	0%	38%	13%	0%
(*) indicates results are masked due to small numbers to protect student confidentiality			(*) indicates results are masked due to small numbers to protect student confidentiality			

Student Learning Strengths

- In the All-Student Populations, our Masters grade level standard increased for all students in reading, math and science.
- Even though over 60% of our student population is economically disadvantaged, 53% of these students are meeting grade level on the reading assessments.
- 57% of all students in mathematics are meeting the Meets grade level standard.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While 7% of our EB student population scored at the masters grade level standard in reading, 0% reach mastery in mathematics, science and social studies. **Root Cause:** Our EB student population continues to struggle with academic vocabulary.

Problem Statement 2 (Prioritized): Special Ed approaches grade level standard dropped in 2024 from 2023 in all subject areas. **Root Cause:** While the special education students in our district continue to improve, they continue to struggle to achieve at the same level as our regular education students. Accommodations are being provided, but gaps are still present.

District Processes & Programs

District Processes & Programs Summary

Wellington ISD is a Title 1 district with highly qualified staff who promote student achievement both in and outside of the classroom. The curriculum is aligned with the TEKS on all campuses to best prepare students for state tests and post-secondary testing. Elementary teachers continually collaborate both vertically and at grade level. Secondary teachers maintain vertical and grade-level collaboration, as well as cross-curricular collaboration.

The district promotes an atmosphere where parents are encouraged to be a partner in their child's learning. A Parent-Teacher Organization (PTO) is in its sixth year of implementation on the elementary campus. A district-wide open house is conducted yearly where parents are encouraged to tour the campus and meet their child's teachers.

District wide we have a large percentage of students who participate and are successful in UIL academic contests. This year, the elementary and junior high hosted the UIL District Academic Meet on December 9th in Quanah. On secondary campuses, students are highly involved in extracurricular activities such as Future Farmers of America (FFA), 4-H, athletics, band, student council, art, theater, and National Honor Society (NHS). Among the Career and Technology Education (CATE) classes, the high school offers a health science program where students can earn a Certified Nursing Assistant (CNA) and a Patient Care Technician certification. This year, students could gain clinical hours through the local nursing home, nurses coming to Wellington and ZOOM meetings. CATE classes are now being offered in the junior high.

All campuses integrate technology into the learning environment. Kindergarten through 2nd grade have access to computer labs as well as iPad carts and laptop stations to use within the classroom. 3rd and 4th grades have implemented one-to-one student laptops this year, while 5th grade is in its third year of one-to-one laptop use. In addition, both secondary campuses are one-to-one with student laptops. Junior high students use Chromebooks while high school students use the MacBook Air.

District Processes & Programs Strengths

- College and Career Readiness Promotion
- Highly Qualified Staff
- Technology Integration
- Parent-Teacher Collaboration
- Successful Academic and Extracurricular Activities
- Daily RTI tutorials

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: District-wide, students struggle with higher level critical thinking skills. **Root Cause:** Students have not developed the desire and habit to read independently for an extended period of time. In addition, students struggle with the motivation to put forth the time and effort to foster higher level thinking skills.

Perceptions

Perceptions Summary

Wellington Independent School District has a culture of universal achievement with high expectations academically and athletically. Tradition of advancement is expected in academics, athletics, dual credit opportunities, UIL and fine arts. Wellington ISD strives to provide a safe environment for our students and foster positive communication with our parents and community members. Wellington ISD encourages parent and family involvement through various forms of communication including phone calls, emails, parent portal, Wellington ISD webpage and App., campus Facebook pages, Remind, our area newspaper The Red River Sun, and the local news channels. Parents are encouraged to be involved in school events like Meet the Teacher Night, Open House, Fall and Spring Title 1 meetings, Title 3 parent and family involvement meetings and the Parent Teacher Organization (PTO). Local businesses and service clubs are invested in our schools and provide financial and other forms of support throughout the year.

Perceptions Strengths

- - Parents are encouraged to attend school functions including pep rallies during football season, Meet the Teacher night, Open House and class events, as well as fundraising opportunities such as class-sponsored concession stands.
 - Parents are encouraged to monitor student academic progress through the district's online parent portal.
 - Campuses use various forms of communication to provide information to connect with parents and families.
 - Student progress and achievement are celebrated and rewarded through a Positive Behavior Improvement System (PBIS).
 - Wellington ISD fosters safe school climates at each of the three campuses.
 - Teachers support college and career readiness.
 - Sanitary precautions are being taken across the district.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental and student frustration of state-mandated tutorials. **Root Cause:** House Bill 1416 requires students who performed below standards to have 15 or 30 hours of tutorials.

Problem Statement 2: We need parents to better understand testing growth and how to actively participate in their child's education. **Root Cause:** Parents have opportunities to be involved and informed about their child's education. At this time, parents are not actively engaging in the opportunities provided.

Priority Problem Statements

Problem Statement 1: Special Ed approaches grade level standard dropped in 2024 from 2023 in all subject areas.

Root Cause 1: While the special education students in our district continue to improve, they continue to struggle to achieve at the same level as our regular education students. Accommodations are being provided, but gaps are still present.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Our ELL population continues to remain steady. We continue to see some issues engaging parent partnership with the school despite efforts to reach them in various means such as surveys, events, social media, and letters.

Root Cause 2: Our ELL populations continues to struggle with academic vocabulary, and not all platforms are translatable.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While 7% of our EB student population scored at the masters grade level standard in reading, 0% reach mastery in mathematics, science and social studies.

Root Cause 3: Our EB student population continues to struggle with academic vocabulary.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices





Goals

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 1: Our objective is to achieve 90% approaching, 60% meets and 30% masters across our general population in reading in 2024-2025.

Evaluation Data Sources: 2024 STAAR/EOC results and benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward and IXL to assess low-skill areas using data and target weak areas.</p> <p>Strategy's Expected Result/Impact: By examining knowledge gaps in these resources, teachers will focus on key areas of learning thus developing new instructional strategies and focused lessons for students who struggled in those areas as well as improving the quality of their learning time.</p> <p>Staff Responsible for Monitoring: ELA teachers</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Funding Sources: - 289 Title IV, Part A - 28911621900999224000 - \$15,806</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Reading teachers will administer STAAR Interim Assessments.</p> <p>Strategy's Expected Result/Impact: By using benchmarks, teachers will have up-to-date data on whether or not instructional strategies being used are effective for everyone.</p> <p>Staff Responsible for Monitoring: ELA teachers</p> <p>Title I: 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: WISD will provide school tutorials and follow all 4545 and 1416 requirements.</p> <p>Strategy's Expected Result/Impact: Scheduled tutorials allow students to receive small group and one-on-one instruction. Besides tutorial review, students will receive accelerated instruction and receive support to reach state passing standards.</p> <p>Staff Responsible for Monitoring: ELA teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.


Performance Objective 2: Our objective is to achieve 90% approaching, 60% meets and 30% masters across our general population in math in 2024-2025.

Evaluation Data Sources: 2024 STAAR/EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward, IXL and TTAP to assess low-skill areas using data and target weak areas</p> <p>Strategy's Expected Result/Impact: By examining low skill areas, teachers will be able to focus on key areas of learning. In this way, they will be able to develop new instructional strategies for students who struggled in those areas as well as streamline lessons to improve quality of learning time.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will administer STAAR Interim Assessments and TTAP assessments.</p> <p>Strategy's Expected Result/Impact: Scheduled tutorials allow students to receive small group and one-on-one instruction. In this way, besides review, students also receive more enriched instruction.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WISD will provide school tutorials and follow all 4545 and 1416 requirements.</p> <p>Strategy's Expected Result/Impact: Teachers will know what areas to target or focus on as well as be able to give overall lessons a more individualized focus.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.


Performance Objective 3: Our objective is to achieve 90% approaching, 60% meets and 30% masters across our general population in science in 2024-2025.

Evaluation Data Sources: 2024 STAAR/EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward, IXL, and Positive Physics to assess low-skill areas using data and target weak areas</p> <p>Strategy's Expected Result/Impact: Teachers will utilize resources available to them while taking advantage of one-on-one instruction. By examining low-skill areas, teachers will be able to focus on key areas of learning.</p> <p>Staff Responsible for Monitoring: Science teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Science teachers will administer STAAR Interim Assessments.</p> <p>Strategy's Expected Result/Impact: By using benchmarks, teachers will have up-to-date data on whether or not instructional strategies being used are effective for everyone.</p> <p>Staff Responsible for Monitoring: Science teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WISD will provide school tutorials and follow all 4545 and 1416 requirements.</p> <p>Strategy's Expected Result/Impact: By examining low skill areas, teachers will be able to focus on key areas of learning. In this way, they will be able to develop new instructional strategies for students who struggled in those areas as well as streamline lessons to improve quality of learning time.</p> <p>Staff Responsible for Monitoring: Science teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.


Performance Objective 4: Our objective is to achieve 90% approaching, 60% meets and 30% masters across our general population in social studies in 2024-2025.

Evaluation Data Sources: 2024 STAAR/EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward, IX1 and TTAP to assess low-skill areas using data and target weak areas</p> <p>Strategy's Expected Result/Impact: Teachers will know what areas to target or focus on, as well as give overall lessons a more individualized focus.</p> <p>Staff Responsible for Monitoring: Social studies teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Social studies teachers will administer STAAR Interim Assessments and TTAP assessments.</p> <p>Strategy's Expected Result/Impact: Scheduled tutorials allow students to receive small group and one-on-one instruction. In this way, besides review, students also receive more enriched instruction.</p> <p>Staff Responsible for Monitoring: Social studies teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WISD will provide school tutorials and follow all 4545 and 1416 requirements.</p> <p>Strategy's Expected Result/Impact: By using benchmarks, teachers will have up-to-date data on whether or not instructional strategies being used are effective for everyone.</p> <p>Staff Responsible for Monitoring: Social studies teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 5: Continually review and identify students with dyslexia so that we adequately serve the needs of those students so that 100% of dyslexic students meet state academic standards by 2025.

Evaluation Data Sources: Report cards, STAAR/EOC results, tests such as STAAR Interim Assessments that measure progress





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide for identification, evaluation and placement of students with dyslexia and maintain a staff member trained in dyslexia disorders.</p> <p>Strategy's Expected Result/Impact: Students will be given the appropriate education supports including the option of STAAR online.</p> <p>Staff Responsible for Monitoring: Kathy Brewer</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students with dyslexia will receive scientifically based interventions through the Texas Approved Dyslexia Intervention program, and Reading by Design.</p> <p>Strategy's Expected Result/Impact: STAAR data reading levels</p> <p>Staff Responsible for Monitoring: Kathy Brewer</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 6: Provide all students with needed support and resources to acquire the knowledge and skills necessary to meet the state performance standards developed for all children: 70% of WISD students will reach the meets grade level standard to reach performance goals and STAAR/EOC.

Evaluation Data Sources: 2025 STAAR/EOC results and local benchmarks (ie: STAAR Interim Assessments and teacher created tests)





Strategy 1 Details	Reviews			
<p>Strategy 1: WISD students that achieved master levels in 2024 will maintain that mastery level in 2025. Students who achieved approached or meets will show progress.</p> <p>Strategy's Expected Result/Impact: More students will reach Meets and Masters and will meet the progress measure on STAAR</p> <p>Staff Responsible for Monitoring: All core teachers</p> <p>Title I: 2.4 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will review testing reports and DMAC to assess low-skill areas using data.</p> <p>Strategy's Expected Result/Impact: By examining low skill areas, teachers will be able to focus on key areas of learning. In this way, they will be able to develop new instructional strategies for students who struggled in those areas as well as streamline lessons to improve quality of learning time.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Target weak areas with STAAR practice materials including phonics, IXL, Lowmans, etc. Strategy's Expected Result/Impact: Different STAAR practice materials will/can provide diagnostic data for both the group and individuals. It also provides a means for differentiated instruction. Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.4, 2.5, 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will administer STAAR benchmark tests, interim assessments and TTAP assessments. Strategy's Expected Result/Impact: By using benchmarks, teachers will have up-to-date data on whether or not instructional strategies being used are effective for everyone. Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: School tutorials will be provided. Strategy's Expected Result/Impact: Scheduled tutorials allow students to receive small group and one-on-one instruction. In this way, besides review, students also receive more enriched instruction. Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.4, 2.5, 2.6 Funding Sources: - 199 General Fund - \$135,728.48</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 7: WISD will improve the attendance rate of 98% for the 2024-2025 school year to increase attendance by 1% by 2025.

Evaluation Data Sources: PEIMS attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: The attendance review committee will meet to address attendance issues. Strategy's Expected Result/Impact: Improve attendance and maintain integrity credit requirements Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Consistent communication with parents Strategy's Expected Result/Impact: Regular attendance letters as well as attendance contracts will be issued when needed. Also, WISD will require signed notes from parents after each absence. Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer daily tutorials and credit recovery for students who get behind. Strategy's Expected Result/Impact: Keep students successful in endeavors towards promotion. Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Students will be encouraged and challenged to meet their full educational potential and will demonstrate exemplary performance as evidenced by reaching or exceeding state standards. Students will demonstrate exemplary performance in reading, writing, mathematics, social studies and science.

Performance Objective 8: WISD will increase the academic performance of EB students in language-related areas of the curriculum to improve EB students' STAAR/ EOC scores in science and social studies by 4% in 2025.


Evaluation Data Sources: STAAR/EOC/T

Strategy 1 Details	Reviews			
<p>Strategy 1: Provides school tutorials with EB aide available for translation.</p> <p>Strategy's Expected Result/Impact: Scheduled tutorials allow students to receive small group and one-on-one instruction. In this way, besides review, students also receive more enriched instruction.</p> <p>Staff Responsible for Monitoring: EB Aide/Principal</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Review current STAAR reports on minority students in order to target any weak areas.</p> <p>Strategy's Expected Result/Impact: By examining low skill areas, teachers will be able to focus on key areas of learning. In this way, they will be able to develop new instructional strategies for students who struggle in those areas as well as streamline lessons to improve quality of learning time.</p> <p>Staff Responsible for Monitoring: EB teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Bilingual instructional assistance available for students who are in the EB program</p> <p>Strategy's Expected Result/Impact: Improve communication of key points of lessons.</p> <p>Staff Responsible for Monitoring: ESL Aide</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize several technology resources such as online tutorial programs, min-iPad translator programs, online state assessment tutorials with embedded supports, etc.</p> <p>Strategy's Expected Result/Impact: Help with current language deficiency and while decreasing that provide individualized instruction.</p> <p>Staff Responsible for Monitoring: EB teachers EB aide</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Implement Summit K-12 program for elementary EB students</p> <p>Strategy's Expected Result/Impact: STAAR, benchmark and unit results</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Implement TEA Interim assessments online for all WISD EB students to monitor student growth.</p> <p>Strategy's Expected Result/Impact: STAAR, benchmark and unit results</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The teachers will include the ELPS Standards and language strategies to provide EB support.</p> <p>Strategy's Expected Result/Impact: STAAR, benchmark, unit results and TELPAS</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: A well balanced and appropriate curriculum will be provided to all students utilizing creative and innovative techniques in instruction.

Performance Objective 1: All district teachers will receive training on how to integrate technology in the classroom and on programs that will help assist teachers in analyzing assessment data.

Evaluation Data Sources: DMAC, TEKS Resource, Eduphoria reports, HMH curriculum and iXL

Strategy 1 Details	Reviews			
<p>Strategy 1: All WISD teachers were trained on DMAC on Thursday, August 8th which enables teachers to access and track student growth.</p> <p>Strategy's Expected Result/Impact: Teachers begin using DMAC during the first six weeks to begin tracking growth throughout the 24-25 school year.</p> <p>Staff Responsible for Monitoring: Campus principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All WISD teachers were trained on TEKS Resource on Thursday, August 8th to help develop a YAG (year at-a-glance) to be used during the 24-25 school year.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a better understanding of how to effectively teach the TEKS throughout the year.</p> <p>Staff Responsible for Monitoring: Campus principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The Google Suite and specifically Google Classroom will be used to access curriculum and assignments.</p> <p>Strategy's Expected Result/Impact: All learners will stay engaged and on task through Google Classroom. All WISD students will have a good understanding of how to use the Google Suite.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: A well balanced and appropriate curriculum will be provided to all students utilizing creative and innovative techniques in instruction.

Performance Objective 2: WISD will continue to employ qualified and effective teachers on all campuses.

Evaluation Data Sources: T-TESS End of the Year Conference, Highly Qualified TEA report

Strategy 1 Details	Reviews			
<p>Strategy 1: When vacancies exist, administrators will strive to hire qualified candidates.</p> <p>Strategy's Expected Result/Impact: Campus interviews will be conducted to ensure that the most effective and highly qualified candidates were selected to fill the openings at the campus.</p> <p>Staff Responsible for Monitoring: Kurt Ashmore, Deidre Kane, Jermaine Cantu, and Shannon Fisher</p> <p>Title I: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June










Goal 3: To ensure all properly identified gifted/talented students are provided services that enable them to reach their fullest potential

Performance Objective 1: Gifted and talented students are provided campus programs and services that provide for them to advance according to their identified strengths and potential.

Evaluation Data Sources: GT end-of-year report

Strategy 1 Details	Reviews			
<p>Strategy 1: All kindergarten through 12th grade students will have the opportunity to be nominated and tested for placement in the GT program. GT matrix was evaluated and adapted to update standards.</p> <p>Strategy's Expected Result/Impact: Correctly and efficiently identify and place students into the GT program</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All GT students will be encouraged to participate in UIL competitions and dual credit classes.</p> <p>Strategy's Expected Result/Impact: All 2nd through 12th grade GT students will compete in one or more UIL competitions to their highest potential.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: GT students will excel academically in all core and/or elective classes.</p> <p>Strategy's Expected Result/Impact: All GT students will reach mastery levels on all STAAR and EOC exams.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: All WISD teachers will complete the initial 30 hour GT training and then their annual six hour GT updates for each of the following school years employed in the district.</p> <p>Strategy's Expected Result/Impact: Increase awareness for GT student differences.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: GT students will be exposed to more local opportunities that will introduce them to local culture and traveling/ cultural field trip opportunities to visit exhibits, museums, science centers, etc. that stimulate them.</p> <p>Strategy's Expected Result/Impact: Educational field trips will expose gifted and talented students at WISD to opportunities that could not have been experienced otherwise.</p> <p>Staff Responsible for Monitoring: Campus Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: All students will graduate from high school.

Performance Objective 1: Appropriate strategies will be developed to prevent any student from dropping out of school.

Evaluation Data Sources: Counselor, report cards, attendance records, at-risk list, EOC data and dropout rate based on Texas Academic Performance Report (TAPR)

Strategy 1 Details	Reviews			
<p>Strategy 1: WISD will offer tutorials for all students, including at-risk students. Wellington ISD has implemented mandatory tutorials for students who did not pass the STAAR test in accordance with House Bill 4545. While most students were invited to attend Summer School to meet the requirements of HB 4545 during June and July 2024, HB 4545 tutorials are going on during the 24-25 school year for students who could not attend during the summer and for content areas such as social studies that were not offered during the summer.</p> <p>Strategy's Expected Result/Impact: Wellington High School will have 100% graduation rate, including at-risk students.</p> <p>Staff Responsible for Monitoring: teachers and principal</p> <p>Title I: 2.6</p> <p>Funding Sources: - 199 General Fund - \$135,728.48</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Credit recovery through Edmentum will be available for students.</p> <p>Strategy's Expected Result/Impact: Students will receive class credits through Edmentum so that they are able to meet graduation criteria.</p> <p>Staff Responsible for Monitoring: Denise Sexton</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Pregnancy Related Services - JH and HS.</p> <p>Strategy's Expected Result/Impact: 100% of pregnant students will graduate from WHS.</p> <p>Staff Responsible for Monitoring: Counselor and Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Counseling services for parents and students for potential dropouts.</p> <p>Strategy's Expected Result/Impact: Students who are potential dropouts will complete all high school requirements and graduate.</p> <p>Staff Responsible for Monitoring: Counselors and Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students experiencing homelessness will be identified and served to prevent dropping out of school.</p> <p>Strategy's Expected Result/Impact: All homeless students will graduate from WISD.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: WISD students will be exposed to career and postsecondary opportunities. All seniors will complete the FAFSA or the FAFSA exemption as part of legislation requiring students to complete it before graduation.</p> <p>Strategy's Expected Result/Impact: Students will be motivated to pursue postsecondary opportunities after graduation from WHS.</p> <p>Staff Responsible for Monitoring: Ashly Cantu</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: All students will graduate from high school.

Performance Objective 2: Improve overall academic achievement through communication with parents and students.

Evaluation Data Sources: Counselors





Strategy 1 Details	Reviews			
<p>Strategy 1: WHS will offer a financial aid night to all seniors and their parents on October 15, 2024, at 5:30 p.m. Parents and students will also receive information on TEXAS grant program and the Teach for Texas grant.</p> <p>Strategy's Expected Result/Impact: Students and parents will receive information on how to obtain financial aid for postsecondary education.</p> <p>Staff Responsible for Monitoring: Ashly Cantu</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 1st, 3rd, 5th, 8th and 12th grade students/parents/counselor conferences held to educate all involved about graduation requirements. Senior conferences will be held in the fall concerning higher education admissions.</p> <p>Strategy's Expected Result/Impact: Improve communication with parents about graduation requirements.</p> <p>Staff Responsible for Monitoring: Ashly Cantu, Landey Waters and Meagan O'Rear</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: WHS students are given the opportunity to make curriculum choices based on the endorsements and related graduation plans provided by WHS.</p> <p>Strategy's Expected Result/Impact: Students will make the proper educational choices based on their individual needs and interests.</p> <p>Staff Responsible for Monitoring: Counselor and Principal</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: College Readiness Mondays: Teachers and students throughout the 3 campuses wear college shirts to raise awareness of different post graduate opportunities.</p> <p>Strategy's Expected Result/Impact: Students are exposed to different colleges and universities with intent to choose one in the future.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Parents will be full partners with educators in the education of their children at Wellington ISD.

Performance Objective 1: All campuses will continue to improve parental engagement and communication.

Evaluation Data Sources: Parent Surveys and sign-in sheets from parent meetings

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses offer many activities during multiple times of the year such as Title 1 Meetings, site based meetings, Open House, Meet the Teacher, academic and athletic assemblies, and PTO meetings.</p> <p>Strategy's Expected Result/Impact: All parents and teachers will have the opportunity to be involved.</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All campuses will continue posting student news and pertinent information on campus Facebook pages, the school website, the Wellington ISD app, mail, and Remind.</p> <p>Strategy's Expected Result/Impact: Information will be streamlined across various platforms resulting in parents and students being better informed about school functions.</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The school counselor at each campus offers guidance conferences with parents and students regarding STAAR testing and academic performance.</p> <p>Strategy's Expected Result/Impact: The counselor will meet with parents/guardians as needed before the end of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: To provide students with the opportunity to develop job skills they may use throughout their lives


Performance Objective 1: Provide students with opportunities to increase real world experiences.


Evaluation Data Sources: TxEIS reports for CTE classes

Strategy 1 Details	Reviews			
<p>Strategy 1: Contact local businesses to provide employment for students in the school-to-work program. Strategy's Expected Result/Impact: Help students to be more employable and knowledgeable about job ethics. Staff Responsible for Monitoring: HS principal and Czrena Watts</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WISD will offer Career and Technical Education (CTE) classes. Strategy's Expected Result/Impact: Students in high school and junior high will be exposed to a variety of career opportunities. Beginning in junior high, students are exposed to different career options in the Career Exploration class. Other classes include Agriculture classes, Principles of Education and Training, Principles of Business, Digital Media, Touch Date, Health Science classes and Technology classes. Seniors will attend College and Career Day at Childress High School each year. Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teacher and community guests will model workplace behavior and provide opportunities for effective speaking skills. Strategy's Expected Result/Impact: Students will begin to understand the proper workplace behavior and the importance of effective speaking in the real world. Staff Responsible for Monitoring: Teachers and principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will encourage students to participate in UIL speaking events in the fall and spring meets.</p> <p>Strategy's Expected Result/Impact: At the elementary level, we will have full speaking teams for 2nd and 3rd grade storytelling and 4th and 5th oral reading. At the junior high level, we will have full teams for 6th-8th modern oratory, 6th-8th oral reading, and 6th-8th impromptu speaking. At the high school level, we will have full speaking teams for informative speaking, poetry, persuasive speaking and poetry.</p> <p>Staff Responsible for Monitoring: UIL coaches</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 1: Wellington ISD will follow all state mandated guidelines, as well as incorporate other local wellness and emergency guidelines.


Evaluation Data Sources: Staff is trained in safety procedures, and is documented with student and teacher safety survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: A safe online link will be accessible through the WISD website where students can report bullying anonymously.</p> <p>Strategy's Expected Result/Impact: Students will feel comfortable reporting bullying without having to talk to an adult if they do not feel safe or comfortable.</p> <p>Staff Responsible for Monitoring: Technology department and campus counselors</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Character Education on anti-bullying is provided to younger students to help prevent the prevalence of future instances of bullying on campuses.</p> <p>Strategy's Expected Result/Impact: Students will understand the definition of bullying and report only when necessary and the prevalence of bullying incidents will decrease from the previous school year.</p> <p>Staff Responsible for Monitoring: Campus counselors and teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Education will be given throughout the year to educate students and teachers of the causes and warning signs of suicide and suicide prevention, dating violence, sexual abuse and/or harassment, sex-trafficking, and other maltreatment of children.</p> <p>Strategy's Expected Result/Impact: Students will have an adequate understanding of suicide prevention, dating violence, sexual abuse, sex-trafficking, and other maltreatment of children.</p> <p>Staff Responsible for Monitoring: Campus counselors</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campuses will have a positive relationship with CPS and DPS officers and local law enforcement.</p> <p>Strategy's Expected Result/Impact: CPS, DPS and local law enforcement will have open communication with campus administrators and counselors.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 5) Wellington ISD has a team of trained administrators and counselors in Mental Health and First Aid.</p> <p>Strategy's Expected Result/Impact: Students will be provided a safe place to consult with a trained adult about mental health concerns.</p> <p>Staff Responsible for Monitoring: Campus Principals Counselors</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Wellington ISD installed several new HVAC systems on each campus and Ionizers to all HVAC units.</p> <p>Strategy's Expected Result/Impact: Air purification</p> <p>Staff Responsible for Monitoring: Maintenance, custodians & campus principals</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 7 Details	Reviews			
<p>Strategy 7: All classrooms will be equipped with an emergency plan in view, a Stop the Bleed Kit, a fire extinguisher in case of emergency, a safe that complies with the Defender Program and staff will have the E3 app.</p> <p>Strategy's Expected Result/Impact: Safe classrooms for students and staff.</p> <p>Staff Responsible for Monitoring: Campus principals, teachers, staff and school nurse</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 8 Details	Reviews			
<p>Strategy 8: All classrooms will be locked during school hours. All staff will be wearing school-issued IDs. All visitors will be wearing a visitor badge provided by the Raptor system. All classrooms will be equipped with secondary locks on the doors in case of a lockdown situation. The elementary campus has a new fence and security gates.</p> <p>Strategy's Expected Result/Impact: Improved safety & security</p> <p>Staff Responsible for Monitoring: Superintendent, campus principals & campus secretaries</p>	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 7: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 2: To teach students positive self-esteem skills that enable them to choose to be safe and drug free therefore reducing referrals for student conflicts, drugs, alcohol, and tobacco.





Evaluation Data Sources: Office Referrals and TxEIS Discipline Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Wellington ISD seeks to promote positive self-esteem by having students participate in Drug Awareness Week and character education. Student athletes are required to comply with random drug tests and the drug dog is utilized as needed. HALO monitors are installed in secondary campus restrooms.</p> <p>Strategy's Expected Result/Impact: To increase positive behavior expectations and decrease the number of students being detected by the drug dog each school year.</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 7: The school will maintain a challenging, positive and safe environment for learning.

Performance Objective 3: Wellington ISD students will be given the opportunity to be challenged academically and acquire college credits while enrolled at WHS.

Evaluation Data Sources: Final transcripts and Clarendon College Enrollment Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Dual credit courses will be offered to Junior and Senior level students in English, History, Math, and Social Studies.</p> <p>Strategy's Expected Result/Impact: WHS students will have the opportunity to complete 30 college credit hours by the time they graduate from WHS.</p> <p>Staff Responsible for Monitoring: Dual credit teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WISD teachers will provide differentiated instruction in all core classes to reach the needs of all students including special education students, gifted and talented students, English language learners and students who are at risk.</p> <p>Strategy's Expected Result/Impact: Students in each demographic will show progress on state assessments.</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward and IXL to assess low-skill areas using data and target weak areas.
1	1	2	Reading teachers will administer STAAR Interim Assessments.
1	2	1	Teachers will review testing reports, STAAR Interim Assessments, DMAC, Lead4ward, IXL and TTAP to assess low-skill areas using data and target weak areas
1	2	3	WISD will provide school tutorials and follow all 4545 and 1416 requirements.
1	6	1	WISD students that achieved master levels in 2024 will maintain that mastery level in 2025. Students who achieved approached or meets will show progress.
1	6	2	Teachers will review testing reports and DMAC to assess low-skill areas using data.
1	6	3	Target weak areas with STAAR practice materials including phonics, IXL, Lowmans, etc.
1	6	4	Teachers will administer STAAR benchmark tests, interim assessments and TTAP assessments.

District Improvement & Planning Committee

Committee Role	Name	Position
Administrator	Shannon Fisher	JH Principal
Testing Coordinator	Landey Waters	JH Testing Coordinator
Classroom Teacher	Shillalie Jones	JH Teacher
Classroom Teacher	Quenton Patterson	JH Teacher
Classroom Teacher	Joe Jones	JH Teacher
Administrator	Deidre Kane	Elementary Principal
Testing Coordinator	Meagan O'Rear	Elem. Testing Coordinator
Classroom Teacher	Carrie Warren	Elementary Teacher
Classroom Teacher	Kurby Mitchell	Elementary Teacher
Classroom Teacher	Amanda Davis	Elementary Special Education Teacher
Administrator	Jermaine Cantu	HS Principal
Counselor	Ashly Cantu	High School Counselor
Administrator	Greg Proffitt	HS Athletic Director
Classroom Teacher	Donna Thaten	HS Math Teacher
Classroom Teacher	Drew Taylor	HS Ag Teacher

District Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	5			\$135,728.48
4	1	1			\$135,728.48
Sub-Total					\$271,456.96
289 Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		28911621900999224000	\$15,806.00
Sub-Total					\$15,806.00

Addendums

2024-2025

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

2024-2025

2024-2025 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 Counselor		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 _____	_____

2024-2025 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 Specialist, 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 Specialist, 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 Specialist, 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 Counselor, 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 Specialist, 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 Specialist, 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	____ ____ ____ ____

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

Region 16 Migrant SSA



Identification and Recruitment of Migrant Students 2024-2025

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	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	____ ____ ____

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	____ ____