
Orangefield Independent School District

District Improvement Plan for School Year 2024-2025



**Comprehensive Needs Assessment
Demographics**

TAPR reports (2022-2023) have been reviewed and illustrate the following student demographics for Orangefield ISD.

Student Groups Rates					
Year	Eco Dis	EL	At-Risk	Minority	White
State 2022-2023	62.1	23.1	53.3	74.4	25.6
District 2022-2023	36.6	2.4	40.6	16.6	83.4
District 2021-2022	30.7	2.5	38.6	15.0	85.0
District 2020-2021	32.0	2.0	46.6	13.9	86.1
District 2019-2020	60.0	1.7	62.3	13.4	86.6
District 2018-2019	43.6	2.0	47.9	14.2	85.8

Attendance Rates								
Year	State	District	Afri Amer	Hispanic	White	SpEd	Eco Dis	EL
2021-2022	92.2	94.0	91.3	93.3	94.1	92.4	92.6	93.2
2020-2021	95.0	95.5	93.0	94.8	95.6	93.7	94.4	95.2
2019-2020	98.3	98.8	98.6	98.7	98.8	98.4	98.6	98.9
2018-2019	95.4	95.7	95.2	95.4	95.7	94.0	94.9	95.0
2017-2018	95.4	95.2	92.6	95.1	95.2	93.4	95.0	95.5

Annual Dropout Rates (Grades 9-12)								
Year	State	District	Afri Amer	Hispanic	White	SpEd	Eco Dis	EL
2021-2022	2.2	0.4	*	0.0	0.4	0.0	0.0	0.0
2020-2021	2.4	0.2	*	0.0	0.2	0.0	0.6	0.0
2019-2020	1.6	0.2	*	0.0	0.2	0.0	0.3	*
2018-2019	1.9	0.7	*	0.0	0.8	0.0	1.2	0.0
2017-2018	1.9	0.6	*	0.0	0.7	1.9	0.8	*

Dropout rate has reduced due to the purchase of the online credit recovery software and a drop-out prevention program at Orangefield HS. Staff will continue to implement effective strategies to ensure students successfully complete graduation course requirements. The high school has established partnerships with Lamar University-Orange campus to help prepare students for college and career readiness. The Career and Technology Education (CTE) program has a Memorandum

of Understanding to deliver instructional programs for students to obtain a Process Operators Certificate. This certificate helps students to obtain gainful employment upon graduation.

Enrollment growth at the high school has stabilized. Housing in the area is difficult to find. Therefore, some students have high mobility within the area due to limited housing options.

The high school coordinates with the junior high to implement a transition plan for incoming freshman, including a Freshman Parent Information Night. This transition program has been a success because it helps with the transition from Junior High to High School. Staff reported that incoming freshman students attended the “Fish Camp” this past summer and it was a success; therefore, this will continue to be implemented to help students successfully transition to high school.

Staff stated that Orangefield High School has a recent history of leading other Orange County schools in SAT scores.

English Learners (ELs) make up only 2.4% of the population (state percentage is 23.1%), and they continue to perform well on the STAAR assessment. The English as a Second Language (ESL) teacher provides supplemental academic support and communicates regularly with parents to ensure EL students’ success.

In 2018-2019, Orangefield ISD received an accountability rating of “B” from the Texas Education Agency. In 2019-2020, all school districts in the state were rated “Not Rated” because of the coronavirus pandemic resulting in school closures. For the 2020-2021 school year, Orangefield ISD provided in-person instruction and students performed well on state assessments, but was rated “Not Rated” because of the coronavirus pandemic. For the 2021-2022 school year, OISD received an accountability rating of “B”. Currently, the state has not released the ratings for 2022-2023 or 2023-2024.

Early Learning: The school is operating a full day Pre-K Program for four-year-olds. The school does not have a Head Start program. The oil and gas industry brings students in from all over the country. Many of these students have high mobility and come to the school with deficits in reading and math. Therefore, the school utilizes the support of instructional assistants to help students academically.

Curriculum: The teachers perceive the curriculum to be well aligned and report there have been major changes in the past couple of years. The TEKS Resource has been helpful to ensure curriculum alignment and staff have implemented it with fidelity. The consistency to the implementation of the TEKS Resource has provided observable benefits to improvements in curriculum, instruction, and assessment. This has led to greater accountability to ensure teachers are on target to help students meet all TEKS objectives in their grade level.

Discipline: Teachers address discipline issues in the classroom before seeking campus administrative support. All campus principals were trained on Restorative Discipline practices in 2019-2020 and have continued practicing Restorative Discipline in subsequent school years.

Special Populations: Along with an increase in the general population, the At-Risk, Economically Disadvantaged, EL and Special Education populations continue to grow. These students historically have greater academic needs.

- The district has experienced a rise in Hispanic population. The district has identified the success of the EL students due to the highly effective ESL teacher who creates relationships with both students and parents. LPAC meetings occur three times a year which are led by the ESL teachers at OISD.
- Currently the district has three fluent Spanish proficient staff members who are paid a small stipend for translation services at meetings and on written communication for the district.

Orangefield ISD STAAR Performance Reporting- Approaches Level or Above%

STAAR	Math % Met Standard		Reading/ELA % Met Standard		Science % Met Standard		Social Studies % Met Standard	
	2023	2022	2023	2022	2023	2022	2023	2022
ALL GRADES	2023	2022	2023	2022	2023	2022	2023	2022
All Students	81	81	86	82	89	83	88	66
Hispanic	76	72	87	75	89	86	90	68
White	82	82	86	83	89	83	87	67
Asian	89	83	91	80	*	100	*	80
Sp Ed	48	48	50	42	75	54	68	43
Econ Disadv	74	69	78	71	87	73	81	63
EL	79	74	85	58	80	83	100	50

* Indicates results are masked due to small numbers to protect student confidentiality

****This chart will be updated in Fall 2024 when accountability report is released****

Parents and Community / Parent and Family Engagement

Requests for parent teacher conferences are well-attended. Teachers will conference with each child's parent(s) at least once a year and additionally as needed. Newsletters and calendars are sent home regularly. The district and campuses also use Facebook/Twitter/social media, emails, texts, notes, and the school marquee to keep parents informed. The district utilizes an online parent portal that has been effective for communicating students' progress and informing parents of how their child is progressing in school. Thrillshare has been successful with communicating with parents about upcoming events and reminders of assignment due dates.

Title 1 and family engagement meetings occurred in-person this year, after being virtual during the pandemic. The Title 1 meeting included budget information, strategies for parents/guardians, as well as seeking input from stakeholders.

Survey results of Parents and Community / Parent and Family Engagement: Nine percent of respondents were elementary school parents who completed the Parent Survey. Results of the parent survey indicate the following:

- 45% of parents selected "Good" as the highest scoring rating for being satisfied with campus communication.
- 54 % of parents indicated that email is the best way for the campus to deliver communication.
- 81% of parents check the district website weekly.
- 63% of parents have not visited their child's classroom this school year.
- STAAR Night and PTA/PTO received the highest ratings for parent involvement activities.
- Open House was the highest rated parent involvement activity attended by parents.
- Instruction was rated the highest aspect of the school with "Staff respect/friendliness", "Technology", and "Response to students' academic needs" tied for second.
- 70% of parents selected "More course offerings" as an improvement needed at their child's school. 40% of parents selected "Access to technology/Technology training" and "Facilities" as the second highest rating for what needs to be improved.

Parent Teacher Organization (PTO) actively supports the campus. PTO provides gift cards and incentives to promote good grades, attendance, and positive behavior. Staff members are welcoming to parents. A Spanish translator is provided at meetings for parents who do not speak English.

Parents are supportive of the school as evidenced by attendance at school parties/programs, parent/teacher conferences, and Open House. There is a need to continue to recruit more parent volunteers to help with the workroom, laminate, and assist with classroom projects.

The campuses employ the following methods of communication which have been effective:

- Thrillshare text messages
- Google classroom
- Classroom website
- Campus newsletter every 6 weeks
- Emails
- Twitter feed
- Parent Portal

The high school utilizes College nights, Fine Arts nights, and Spring Open House to encourage parents to participate in their child's education. In the spring, the high school implements a Band/Choir concert with a display of students' art projects. Booster clubs are well attended and provide a great deal of support to the school's athletic and band programs.

Staff:

Teachers at Orangefield ISD are experienced. 43.0 percent of the teachers have 11 to 20 years of teaching experience, and 34.0 percent have 6 to 10 years of experience. On the average, Orangefield ISD teachers have 13.4 years of experience compared to the State average of 11.0 years.

Site Based Decision Meeting (SBDM) teams meet frequently as determined by the needs of the campus. There is a need to recruit new members who have students currently enrolled at the school. The campus has found it challenging for parents to attend the SBDM meetings. SBCM & DEIC meetings are planned by the Superintendent a year in advance; all principals meet with the superintendent to go over the agenda and to provide their input.

- The District Leadership Team (DLT) is aware of the teachers and campus principals need to have common planning periods. The district is working on ways to improve the schedule to incorporate common planning times as needed at the junior and high schools.
- Administrators meet with Superintendent for a 1-2 day leadership retreat to go over expectations and role of campus principal, as well as strategies to improve math and reading scores of students. This information is then shared with teachers who implement the strategies.
- The DLT confirmed the principals needed assistance in data disaggregation and plan to focus professional development resources to support this need.

Teacher retention has improved throughout the district. An increase in teacher pay as well as a change in campus/district leadership has been a big influence in retaining our teachers. The district does struggle at times to fill positions in high need areas: Math (Algebra), Science (Physics, Chemistry, Biology), Foreign Languages, and Special Education. The district was approved for the Teacher Incentive Allotment (TIA) in the Spring of 2023. We believe this will be integral in recruiting and retaining excellent teachers.

Campus leadership: Campus Leadership Team staff indicated that campus leadership turn-over has an impact on the school. The campuses have new administrators who are new to their positions. Staff stated that it has been beneficial to have school leaders who have previously attended Orangefield ISD schools and believe this will be valuable to ensuring retention of administrators. Staff support campus administration and feel the same is reciprocated. Staff members appreciate the professionalism of the current administration. Professional development is a need to grow and develop campus administrators in their role as instructional leaders. There is a need for campus administrators to receive ongoing training in leadership skills and curriculum development.

Many teachers are in a Master's degree program for administration at Lamar University or online university. Teachers are working on developing and growing in their profession as they work towards attaining additional certifications: curriculum and instruction, technology integration, and in their content area (Math, Reading, etc.).

Teachers receive two free lunches a week in the school cafeteria. This helps teacher morale and provides the opportunity for staff members to eat together.

Teachers are provided with curriculum planning days. Departments meet to review student progress on assessments and the effectiveness of the curriculum and instruction. Recommendations for improvements are discussed to further support the needs of struggling students.

Professional Development: At all campuses, teachers expressed a need for technology based professional development to support the integration of curriculum and instruction with technology. Additional training and modeling are needed to support teachers implementing technology into their instructional practice along with effective implementation and coordination of inclusion strategies with a co-teacher.

There is a need for professional development for teachers working with special populations of students, technology integration in innovative ways, how to use Google classroom and shared folders, classroom management, and how to better support new teachers.

The elementary campus has transitioned to a Professional Learning Community (PLC) campus. Therefore, teachers, campus leadership, and instructional staff have been receiving additional training to support the campus-wide implementation of PLC's. Common planning time is currently utilized for grade level meetings. Cross-curricular planning is utilized to maintain effectiveness of curriculum and instruction.

Curriculum and Instruction: Staff reported that the use of TEKS Resource has been effective and useful with enduring alignment of curriculum and instruction across grade levels.

District Staff Survey: On the most staff survey more than 45 percent of respondents rated campus communication as good and 29 percent as excellent. Staff rated “Collaborative Coworkers” under excellent for the most positive aspect of the campus. The highest rated category under “good” is “Successful curriculum”. More staff or volunteers was rated the “Greatly Needs Improvement” with a rating of over 25 percent. Over twenty-five percent rated “Facilities” was the area identified with “Greatly Needs Improvement”. The area for greatest need for future training is “Technology”.

Technology Findings

Due to the uncertainty of the 2020-2021 school year and the COVID-19 pandemic, the district took great steps to improve the technology infrastructure at all three campuses. In preparation for virtual learning, the district purchased devices (Chromebook/iPad) to meet a 1:1 device to student ratio. Wi-Fi is adequate to support the current technology available. Professional development is an ongoing need to help with integrating technology into curriculum and instruction. The district will support professional development to help teachers and instructional staff with implementing technology into the curriculum and instruction. The district also purchased additional Chromebooks so that every teacher had a device to meet the needs of students in virtual instruction. The technology department continued to improve the technology infrastructure during the 2021-2022 school year. The wireless infrastructure was upgraded to add additional bandwidth. Most classrooms are equipped with new box light technology, replacing the antiquated Smartboards. More Chromebooks were added across the district to ensure the 1:1 ratio was maintained.

Facilities Findings

Orangefield Elementary: Due to the growth in campus enrollment, the teachers reported that the lack of proximity to other members of their grade level team becomes an obstacle for cohesive collaboration. Enrollment PK-5 is 851 students. The campus is out of space to accommodate the growth in enrollment and currently utilize non-traditional spaces as needs arise for administrative offices including the use of additional portables for instructional space. Facilities are in need of an upgrade to meet the current technology needs and to provide students with access to technology infrastructure for success in college and career skills.

Buildings are well maintained considering the age of the buildings, but due to enrollment growth, the district will soon pursue the possibility of a bond to upgrade and increase facility space. The last OISD bond was passed 13 years ago. The TRE election was successful and passed in 2015. This sign of support from the community is encouraging to district staff. Several Community Townhall style meetings were held during the 2021-2022 school year to survey constituents on the perceived needs of the school district and to gauge their interest in a future bond. This data has been provided to the Board of Trustees in order to decide a path forward to benefit the Orangefield Independent School District.

Additional custodians are needed to address the growing enrollment. Maintenance is quick to respond to repairs as needed.

OISD formed a bond steering committee during the 2022-2023 school year to examine the facility needs of the district. A comprehensive list of district facility needs was developed and shared through multiple community town hall meetings, and subsequently presented to the Board of Trustees. The Board of Trustees approved for the calling of a bond and the \$42.9 million bond was passed in the Fall of 2023. Currently, the district is in the design phase for construction of multiple major improvements including additional classrooms, CTE building, new cafeterias with stages at OES and OHS, and safety upgrades around the district.

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

DISTRICT GOAL: Board/Community/Staff Relations: Orangefield ISD believes that the school is the heart of the community. OISD is a district where parents and the community are informed, welcome, and vital to the success of our students. The school and community are partners in the education of our students and parents are provided multiple opportunities to be involved.

Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Increase communication and involvement throughout the campus and with parents and community.	A. A dedicated membership team will be created for the DEIC	Superintendent	Local funds 199(99)	2024-2025	DEIC will meet a minimum of three times per year	Evaluate yearly the productivity of the DEIC and the progress made by its members.
	B. DEIC will value input from all committee members when reaching decisions and making recommendations	Superintendent	Local funds 199(99)	2024-2025	DEIC members will feel valued and ownership in the decisions of the group	DEIC will discuss all decisions and receive input from all members
	C. The district will maintain and frequently update a district and campus level website	Technology Director	Local funds 199(99)	2024-2025	The website will remain current and a viable communication tool	The superintendent and director of technology will evaluate monthly.
	D. Articles and photographs detailing student and staff accomplishments will be forwarded to local newspapers and web-based media outlets	Technology Director	Local funds 199(99)	2024-2025	Orangefield ISD will make efforts to promote student and staff accomplishments to our public	Principals, media liaisons, and the superintendent will monitor on an ongoing basis.
	E. The district will provide an opportunity for parents to support students through various activities.	Director. of Sp. Programs, Directors of Curr.	Local funds 199(99) Title Funds (I, II, III, IV, V)	2024-2025	Open house, book fair, family game night, Title informational meetings	At least one Title meeting will be held annually along with open house, book fair, and/or family game night.
	F. The district will provide an opportunity for parents to evaluate the Title program.	Director. of Sp. Programs, Directors of Curr.	Local funds 199(99) Title Funds (I, II, III, IV, V)	2024-2025	Parent surveys and Title informational meetings	Parent surveys will be conducted and at least one Title informational meeting will be conducted.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Support and encourage all campuses to hold campus programs that develop parent/school relationships	A. Meet with campus principals to create parent & community programs	Superintendent	Local funds 199 (99) Title funds (I, II, III, IV, V)	2024-2025	Review activities and programs at semester with campus principals	Increased parent attendance and involvement at programs
	B. Continue to support current campus programs that effectively foster parent/community relationships	Campus Principals	Local funds 199 (99) Title funds) (I, II, III, IV, V	2024-2025	Review parent attendance figures on a yearly review	Improve parent attendance and community support for current programs
	C. Refine and improve current campus programs that have not achieved optimal levels of success	Campus Principals	Local funds 199 (99)	2024-2025	Review all campus programs at the yearly review and discuss their relevance	Increase parent and community participation
	D. Explain to parents how they can become involved in the education of their students' education	Directors of Curriculum	Local funds 199 (99) Title funds (I, II, III, IV, V)	2024-2025	Newsletters, district website, parent meeting agendas, Title meetings	Improved parent involvement at all levels
	E. Students from each campus will be chosen for a campus Student of the Month and will be recognized at monthly school board meetings.	Superintendent	Local funds 199(99)	2024-2025	Review this program for attendance and parental support	More students will be recognized by the Superintendent and Board of Trustees
	F. Each campus will participate in the Beaumont Foundation Teacher of the Year Program	Campus Principals	Local funds 199(99)	2024-2025	Discuss with principals this process and its effectiveness	Each campus will successfully nominate a teacher for this award

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Foster business relationships while continuing to search out new entities to partner with educationally and enhance CTE programs.	A. Evaluate and support the School to Work Program	CTE Coordinator	Local funds 199 (38)	2024-2025	Minimum of 8 high school students will participate in the program	Monitor program by conducting mid-year review
	B. Partner with Lamar State College to allow students to earn articulated credit	CTE Coordinator	Local funds 199(38)	2024-2025	Complete CATEMA enrollment, Tech Prep determination, and include Accounting I in the articulation	Utilize the fall PEIMS snap shot date to evaluate the Full Time Equivalents (FTEs) and Tech Prep enrollment
	C. Continue to improve the facilities at Cormier Park so the agriculture program has a viable facility	CTE Coordinator	Local funds 199(22)	2024-2025	The CTE Coordinator and the Maintenance Director will monitor the use and condition of the facilities.	Cormier Park facilities improved
	D. Orangefield ISD will provide opportunities for the community to tour Cormier Museum	Director of Support Services	Local funds 199(99)	2024-2025	Attendance/guest records	Improved number of participants to tour Cormier Museum
OISD will employ a CTE Coordinator position to oversee all aspects of CTE	A. Increase the number of Industry based certifications that OHS students earn	CTE Coordinator	Local Funds 199	2024-2025	Number of students earning IBCs will increase from previous year	More students leaving OHS with certifications to enter the workforce
	B. Implement cohesive strategy to improve CCMR (College, Career, Military readiness) accountability rating.	CTE Coordinator	Local 199	2024-2025	Improve CCMR accountability to meet board goals	Increased student success in CCMR

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>Integrate the Boxlight interactive boards into the curriculum of all grade levels and subject areas</p> <p>Hire and retain highly effective teachers and paraprofessionals by providing intensive and sustained, high quality professional development activities</p>	A. Provide training for all district personnel on use of the Boxlight interactive boards.	Technology Director	Local funds 199(99)	2024-2025	Administrators will monitor classrooms to ensure the Boxlight is effectively used	Teachers and students are effectively using the Boxlight technology at the year end
	B. Continue to seek outside training sources for district personnel to attend that will improve the quality of instruction for students especially in the areas of Math and Reading.	Directors of Curriculum	Local funds 199(99) Title I, II, III funds	2024-2025	Training schedule Sign-in sheets Staff evaluations	Improved student passing rate on the STAAR reading and math tests
	C. Provide professional development opportunities for all staff.	Directors of Curriculum	Local funds 199(99) Title I, II funds	2024-2025	Training schedule Sign-in sheets Staff evaluations	Teachers and paraprofessionals trained to meet today and tomorrow's challenges of the classroom
	D. Ensure that all teachers and paraprofessionals meet the highly effective requirements as set forth in the ESSA statutes.	Superintendent	Local funds 199(99)	2024-2025	Personnel records	Teachers and paraprofessionals meet the ESSA requirements for being highly effective
	E. Attend at least one job fair annually to recruit highly effective teachers	Directors of Curriculum Director of Sp. Programs.	Local funds 199(99) Title I, II	2024-2025	Applications Teacher interest lists from job fair	Teacher recruitment numbers

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

DISTRICT GOAL: Student: Orangefield ISD will measure student success in many ways. Student success is systematically measured and reported using a variety of methods, including traditional state required tests, along with other oral and written processes and products, including career and tech projects. In addition, participation and success in all extracurricular activities including academic, athletic and fine arts are areas that are considered. Academic planning will be based on all relevant data, and instruction will be adjusted accordingly with appropriate resources allocated.

Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Implement an inclusion plan that will allow special education students access to the least restrictive environment and the general education grade level curriculum	A. Provide professional development for all district personnel	Directors of Curriculum	Local funds 199(23) Federal funds (IDEA-B)	2024-2025	Training schedule Sign-in sheets Staff evaluations	District teachers will have an understanding of inclusion and the district policies that support inclusion
	B. Monitor each campus for effective implementation of the inclusion plan	Director of Special Programs	Local funds 199(23) Federal funds (IDEA-B)	2024-2025 Every grading period	Director of Special Programs and Director of Curriculum will routinely meet with principals and teachers and report all findings to the Superintendent	Inclusion students will achieve success while receiving grade level instruction
	C. Review program data at the end of the school year so future recommendations and program changes can be made	Directors of Curriculum and Director of Special Programs	Local funds 199(23)	2024-2025 Every grading period	Instructional programs will be meaningful and well defined.	Summative meetings will be held with the Superintendent

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>The ongoing staff development dates will be utilized to strengthen the academic programs while allowing planning time for staff development objectives</p> <p>Provide ongoing professional development for administrators to grow and develop leadership skills</p>	A. Teachers will utilize our current technology programs (United Streaming, Boxlight, and our library databases) to incorporate into lessons and improve student participation.	Campus Principals	Local funds 199(99) Title funds (I, II, III, IV, V)	Fall and Spring 2024-2025	Incorporation of technology programs into scope/sequence and lesson plans.	Review TTESS evaluations and make observations throughout the school year.
	B. Teachers will generate grade level appropriate curriculum goals and objectives.	Campus Principals	Local funds 199(99)	Fall and Spring 2024-2025	A completed Curriculum Binder at the end of the school year.	Each course will have a Curriculum Binder at the end of the year to use as a reference and provide a written curriculum.
	C. Administrators, librarians, teachers, and other qualified individuals will present on a regular basis, best practice strategies and provide research-based data to help promote critical thinking and the sharing of ideas among professionals.	Directors of Curriculum	Local funds 199(99) Title funds (I, II, III, IV, V)	Fall and Spring 2024-2025	District training will be facilitated by employees with sufficient training and skills	Staff presentations.
	D. STAAR formatted assessments will be created and given to students in grades 2-11.	Campus Principals	Local funds 199(99)	Each grading period 2024-2025	Review test data and passing percentages to evaluate common assessments.	Students will show progress
	E. Concentrate on research-based strategies for improving reading and math skills for all students.	Directors of Curriculum	Local funds 199(99) Title funds (I, II, III, IV, V)	2024-2025	Strategies developed and implanted Lesson plans	Improved passing rates on the STAAR reading and math tests
	F. K-3 teachers will participate in the required Texas Reading Academies	Campus Principals, Directors of Curriculum	Local funds 199(36)	2024-2025	Teaches will be registered for Reading Academies	Certificates of completion

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Increase teacher proficiency in technology by providing quality staff development and time to enhance teacher performance and student achievement.	A. All teachers will be trained in google classroom and boxlight interactive board.	Technology Instructors	Local funds 199(99)	2024-2025	Training schedule Sign-in sheets Staff evaluations	Grades 3-12 will utilize the new hardware
	B. Teachers may participate in the TCEA Conference based on funding availability.	Directors of Curriculum and Director of Technology	Local funds 199(99)	2024-2025	Each campus will send teacher representatives to the TCEA Conf.	March meeting to discuss technology plan for school year
	C. Boxlight boards, iPads, and/or Chromebooks will be incorporated into the curriculum at all grade levels	Campus Principals	Local funds 19(99)9 Title funds (I, II, III, IV)	2024-2025	TTESS evaluation will require one technology lesson for the school year.	Principals will report TTESS findings with regard to teacher performance with technology
	D. Web-based instruction will be integrated into the curriculum at all applicable grade levels	Campus Principals	Local funds 199(99) Title funds (I, II, III, IV)	2024-2025	TTESS evaluation will require one technology lesson for the school year.	Principals will report TTESS findings with regard to teacher performance with technology
	E. Teachers will incorporate elements of the “flipped classroom” periodically throughout the school year (Professional Development provided 22-23 and 23-24 school year)	Campus Principals	Local funds 199	2024-2025	Reflected in lesson plans and walkthrough forms Increases student engagement and efficiency of instructional minutes	TTESS appraisals

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

DISTRICT GOAL: Operations/Fiscal: Orangefield ISD will develop a budget that is balanced and directed toward student success. OISD will have facilities that are clean, safe, and assure a positive learning environment. Facilities will be maintained to the highest levels by assuring that infrastructure is monitored and upgraded as appropriate. Technology infrastructure, operations infrastructure, and transportation will be included. Preventative maintenance will be stressed and new equipment will be efficient and of the highest quality.

Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>The district will ensure a safe and orderly environment occurs on all campuses.</p> <p>The district will utilize Handle with Care Behavior Management for students when they are a danger to themselves or others or substantial property damage.</p> <p>The district shall utilize the School Health Advisory Council (SHAC) to develop nutrition guidelines and wellness goals.</p> <p>The district will implement the trauma-informed care policy (FFB Legal) at appropriate times.</p> <p>The district will utilize Threat Assessment Teams on each campus.</p>	A. Review all campus Discipline Management Plans and Student Codes of Conduct	Superintendent	Local funds 199(99)	2024-2025	Evaluate incidents of staff and students	Evaluate incidents of staff and students
	B. Review all Campus Safety Plans	Director of Support Services	Local funds 199(99)	2024-2025	Periodic checks by building administrators	Each campus will perform evacuation drills successfully
	C. Perform a yearly safety audit on each campus	Director of Support Services	Local funds 199(99)	2024-2025	A safety audit will be conducted every other year	The findings of the audit will be reported to the DEIC and school board
	D. Each campus will incorporate a crisis management team on their campus	Campus Principals	Local funds 199(99)	2024-2025	A crisis management team will be formed on each campus;	PEIMS data will be reviewed by campus and district personnel
	E. Crisis Management Team will receive annual training	Director of Support Services	Local funds 199(99)	Summer 2024	Restraint will only be used in emergency situations.	Compare the number of discipline referrals and uses of restraint from 2022-2023 school year to 2024-2025
	F. The HWC teams will receive annual training; new members will receive initial training upon hire.	Director of Special Programs	Local funds 199(23) Federal funds (IDEA B)	2024-2025	Sign in sheet Meeting minutes	Superintendent and Campus Support Service Coordinator will meet annually to evaluate the nutrition and wellness goals.
	G. The SHAC will meet at least annually to review/establish guidelines and goals.	Campus Support Service Coordinator	Local funds 199(99)	2024-2025	Ongoing with counselors and principals	The counselors and principals will evaluate the effectiveness of the trauma informed care plan by reviewing student data.
	H. Counselors will implement trauma-informed care with students as appropriate.	Principals Counselors	Local funds 199(99) Title funds (IV)	2024-2025	Ongoing meetings with counselors and principals.	Review of threat assessment team meetings/notes.
	I. Threat assessment teams on each campus will develop and implement safe and supportive school programs as required by SB 11 (2019)	Principals Counselors Superintendent	Local funds 199(99)	2024-2025		

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
All campus personnel will know the procedures to use in the event of an emergency.	A. Schedule campus safety drills as appropriate.	Campus Principals	Local funds 199(99)	Monthly 2024-2025	Assistant Principal conducts fire drills and reviews records of fire safety presentation for all students. Safety drills will be scheduled to familiarize staff and students with procedures.	Discuss effectiveness of drills and safety procedures during staff meetings and Crisis Management Team Meetings
	B. All campus personnel will wear and display picture ID badges.	Principal, Assist. Principal, & Staff	Local funds 199(99)	2024-2025	Employees will understand the importance of wearing badges and wear badges consistently.	Discuss the overall success of ID badges with personnel.
	A. Implement a suicide prevention, conflict resolution, and violence prevention programs.	Directors of Curriculum	Local funds 199(99) Title funds (IV)	2024-2025	Lesson plans	Decrease in disciplinary referrals
	B. Continue dropout prevention activities.	High School Principal	Local funds 199(24)	2024-2025	Assignments to the alternative education program	Decrease in the dropout rate
	C. Continue using strategies that address the special needs of students with dyslexia.	Campus Principals Special Programs Director	Local funds 199(37)	2024-2025	Dyslexia teacher identified; Dyslexia program addresses the required components.	Participants pass the STAAR reading test

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
District administrators will meet frequently with campus administrators so that expectations and needs are frequently communicated.	A. Administrators will meet each grading period for staff meetings.	Superintendent	Local funds 199(99)	Each grading period 2024-2025	Administrative staff meetings will occur each six weeks Meeting agendas Sign-in sheets	The superintendent and the Directors of Curriculum will meet to evaluate program effectiveness
	B. Administrators will meet each grading period to discuss individual campus plans.	Superintendent	Local funds 199(99)	Each grading period 2024-2025	District and campus level administrators will meet each six weeks to evaluate campus progress Meeting agendas Sign-in sheets	The superintendent and the Directors of Curriculum will meet to evaluate program effectiveness
	C. District administrators will hold an administrative retreat at the start of the school year.	Superintendent	Local funds 199(99) Title funds (II)	July/August 2024	Administrators will participate in an annual district retreat prior to the start of the school year	The superintendent and the Directors of Curriculum will meet to evaluate program effectiveness

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Acknowledge faculty and staff birthdays	A. Monthly, provide teachers and staff with a birthday cake to celebrate those with a birthday within the specific month.	Campus Principals	Local funds 199(99)	2024-2025	District morale increased by teacher recognition.	Feedback from faculty and staff via end of year discussion.
The district will conduct a new teacher induction program for all new personnel	A. Each new teacher will be assigned a campus mentor	Campus Principals	Local funds 199(99)	2024-2025	New teachers will be assigned a campus mentor	New teachers will make a smooth transition into the Orangefield school system
	B. New teachers will meet with district administrators each grading period.	Directors of Curriculum	Local funds 199(99)	2024-2025	Directors of Curriculum will prepare a program agenda each six weeks; Sign-in sheets	New teachers will make a smooth transition into the Orangefield school system
Teacher leaders will be developed through department head positions	C. Each campus will have department leaders representing the faculty	Campus Principals	Local funds 199(99)	2024-2025	Department leaders will be named and assigned leadership responsibilities	The superintendent and the campus principals will meet to evaluate program effectiveness

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Increase in the number of students enrolled in a higher education program	<p>A. Implement strategies for providing to elementary, junior high, and high school students, those students' teachers, counselors, and parents information about:</p> <ul style="list-style-type: none"> ● Higher education admissions and financial aid opportunities; ● The TEXAS grant program and the Teach for Texas grant program established under TEC Chapter 56; ● The need for students to make informed curriculum choices to be prepared for success beyond high school; and ● Sources of information on higher education admissions and financial aid. 	Counselors	Local funds 199(38)	March-May 2025	Counselors' logs Parent meeting agendas	Number of students admitted to higher education programs
District will be in compliance with all elements of HB1416	<p>A. Principals will implement a plan on their campus to provide 15-30 hours of accelerated instruction to students who failed a STAAR/EOC subject area, per subject</p>	Principals	Local funds 199 and ESSER	2024-2025	Documentation is kept to ensure all eligible students receive required amount of accelerated instruction	Improved STAAR/EOC student performance

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>The district will meet the needs of students that are performing below grade level and are potential candidates for special education services</p> <p>The district will support the campuses with necessary resources to support STAAR improvement & ensure students with disabilities meet the standard on state assessments. (Safeguards)</p> <p>The district will support the campuses with necessary resources to support STAAR improvement and ensure students identified as ELs meet the standard on state assessments. (Safeguard)</p>	A. Continue to use the RTI/MTSS program to meet the needs of our students with potential learning disabilities.	Directors of Curriculum	Local funds 199(24) Title funds (I, II)	2024-2025	Students will receive additional learning opportunities	Student growth and number of students served will be reviewed
	B. Use Eduphoria-AWARE program to review objectives and student performance on STAAR test.	Directors of Curriculum	Local funds 199(99)	2024-2025	Teachers will disaggregate STAAR data	Student scores will increase on STAAR
	C. Continue to use STAAR formatted assessments to introduce students to STAAR based questioning and analysis.	Campus Principals	Local funds 199(99)	2024-2025	STAAR formatted six weeks tests will be administered	Student performance on STAAR will improve
	D. Provide STAAR tutorial sessions throughout the school year before each test administration.	Campus Principals	Local funds 199(99)	2024-2025	Students will have extra opportunities to receive instruction	Student performance on the STAAR will improve
	E. Provide extended learning opportunities for struggling students.	Directors of Curriculum	Local funds 199(99) Title funds (I, II)	2024-2025	Campus schedules	Student performance on the STAAR will improve
	F. All allowable accommodations will be considered on an individual basis and discussed in ARD meetings.	Director of Special Programs	Local funds 199(23) Federal funds (IDEA-B)	2024-2025	Individualized accommodations and modifications will be used per ARD Committee decision	The state assessment scores of students with disabilities will improve
	G. All grade levels will participate in common assessments each grading period.	Directors of Curriculum, Principals	Local funds 199(99)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Develop a plan that will provide teachers with the support for Tier I & II they need at the classroom level as well as the administrative level.	A. Review documentation process to better meet the needs of the district.	Directors of Curriculum	Local funds 199(99)	2024-2025	Faculty will effectively recognize and document student performance to provide the best quality education to our students.	Review Tier I, II, III recommendations and meet with instructors concerning documentation methods.
Provide teachers with staff development that will help them recognize, modify, and document student needs as it relates to RTI/MTSS.	B. Provide opportunity to participate in continuing education in the area of RTI/MTSS	Directors of Curriculum	Local funds 199(24) Title funds (I, II)	2024-2025	Instructors will actively seek out opportunities to grow from continuing to learn more about RTI/MTSS.	Teachers will have a better understanding of the RTI/MTSS process.
Provide services to homeless students on Title campus and non-Title I campuses when needed.	C. Provide tutorial services to homeless students on non-Title I campuses.	Director of Special Programs	Title I, Part A \$500	2024-2025	Extra duty assignments	Homeless students receive supplemental services
Provide services to students in foster care (students in foster care will be identified and provided transportation to school of origin as appropriate).	D. Foster care liaison will coordinate with DFPS and caseworkers to determine transportation to school of origin.	Foster care liaison, Director of Support Services	Local funds 199(24)	2024-2025	Documentation of collaboration between district and DFPS	Transportation to school of origin will be provided to students in foster care as determined by DFPS.
Develop and implement the district's equity plan for supporting highly effective teachers at low-income schools	E. Develop and implement the district's equity plan for supporting highly effective teachers at low-income schools	Administrators, teachers, parents, community members	Local funds 199(99)	Oct-Nov. 2024	Sign-in sheets, District Equity Plan	Increase performance on STAAR for Title I campus

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>Teacher staff development will provide instructors with the skills necessary to differentiate instruction in the classroom.</p> <p>Strategies for differentiated instruction in the classroom will be developed and data will be collected to help meet the needs of our students.</p>	<p>A. Teachers will be given opportunity to attend workshops focused on differentiated instruction and be expected to share in other locally designed staff developments.</p>	Campus Principals	Local funds 199(99) Federal funds (IDEA B) Title Funds (I, II)	2024-2025	Observe during classroom walkthroughs and review lesson plans.	Consistent efforts made by instructors and administrators to implement differentiated instruction in the classroom.
	<p>B. Instructors will be provided time during staff development days to create lessons that place focus on differentiation in the classroom.</p>	Directors of Curriculum	Local funds 199(99)	2024-2025	Staff development agendas should reflect time and emphasis placed on differentiated instruction	Teachers incorporate specific instructional strategies throughout the school year.
	<p>C. Campus administrators will attend professional development and participate in studies to help teachers meet this goal.</p>	Directors of Curriculum	Local funds 199(99) Title funds (I, II, III) Federal funds (IDEA B)	2024-2025	Observation of lesson plans and teacher instruction as a guidepost to future staff development	Administrators will attend at least one workshop or professional development program in the instruction area.
	<p>D. The Directors of Curriculum will guide principals in research for the best practices concerning differentiated instruction.</p>	Directors of Curriculum	Local funds 199(99) Title funds (I, II)	2024-2025	Meeting agendas will reflect and focus regularly on differentiated instruction.	Differentiated instruction strategies developed and implemented in the classroom

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Orangefield ISD will have a Finance Coordinator that will maintain sound financial practices for the district. Orangefield ISD will have an efficient support services department.	A. Orangefield ISD will adopt a balanced budget each year.	Superintendent	Local funds 199	2024-2025	The budget presented to the school board will be balanced.	The end of year audit will reflect the budget was balanced with no qualified findings.
	B. The district will obtain a Superior Rating on the FIRST report.	Superintendent and Finance Coordinator	Local funds 199	2024-2025	The district will follow all appropriate accounting practices.	The FIRST report will reflect a Superior Rating.
	C. Bus drivers will receive training for dealing with students of all ages.	Director of Support Services	Local funds 199	2024-2025	Bus drivers will work with students in a professional manner.	Bus reports will be reviewed at the end of the year to see if there was a decrease in referrals.
	D. Orangefield ISD will have an efficient maintenance department.	Director of Support Services	Local funds 199	2024-2025	Maintenance log	Response time will typically be within 24 hours of the call for service

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

DISTRICT GOAL: Board/Community/Staff Relations: Orangefield ISD believes that the school is the heart of the community. OISD is a district where parents and the community are informed, welcome, and vital to the success of our students. The school and community are partners in the education of our students and parents are provided multiple opportunities to be involved.

Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
Departmental long-range plans developed annually	A. Department heads will conduct planning meetings to determine the long-range goals and objectives for their departments	Superintendent	Local funds 199 (99)	Spring 2025	Department plans	Department plans implemented
	B. Management will lead the district based on the district goals and objectives.	Superintendent	Local funds 199(99)	2024-2025	Goals and objectives established	Goal and objectives accomplished

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
The percent of PK students that score Proficient in Literacy Domains on the CIRCLE EOY/Wave 3 Assessment will increase to 89% in 2025 (Early Childhood Literacy Progress Measure 1).	PK teachers will receive ongoing training in the use of CIRCLE.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Comparison of BOY and MOY CIRCLE assessments	89% of PK students will score Proficient on the CIRCLE EOY/Wave 3 Assessment.
The percent of Kindergarten students that score At or Above Benchmark level for their Composite Score on Amplify's Texas mCLASS EOY assessment will increase to 77% in 2025. (Early Childhood Literacy Progress Measure 2).	Kindergarten teachers will receive ongoing training in the TEKS and will keep a curriculum notebook for quick reference.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end.
The percent of K - 2 nd grade students that score At or Above Benchmark for their Composite Score on Amplify's Texas mCLASS EOY Assessment will increase to 76% for 2025. (Early Childhood Literacy Progress Measure 3).	First and second grade teachers will receive ongoing training in the TEKS and will keep a curriculum notebook for quick reference.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
The percent of PK students that score Proficient in Math Domain on the CIRCLE EOY assessment will increase to 94% in 2025. (Early Childhood Math Progress Measure 1)	PK teachers will receive ongoing training in the use of CIRCLE.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Comparison of BOY and MOY CIRCLE assessments	94% of PK students will score Proficient in Math on the CIRCLE EOY Assessment.
The percent of Kindergarten students that score Proficient or Approaches on the spring numeracy district assessment will increase to 82% for 2025. (Early Childhood Math Progress Measure 2)	Kindergarten teachers will receive ongoing training in the TEKS and will keep a curriculum notebook for quick reference.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Student progress will be tracked and student growth will be monitored.	82% of Kindergarten students will score Proficient or Approaches on spring numeracy assessment
The percent of 1 st - 2 nd grade students that score At or Above Benchmark on Renaissance Learning's Star Math Enterprise Assessment will increase to 85% in 2025. (Early Childhood Math Progress Measure 3)	First and second grade teachers will receive ongoing training in the TEKS and will keep a curriculum notebook for quick reference.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
The percent of 3rd grade students that Meets Grade Level or above or above on STAAR Reading will be 57% or above and Math will be 53% or above. (Board Outcome Goals).	Third grade teachers will receive ongoing training in the TEKS and will keep a curriculum notebook for quick reference.	Directors of Curriculum and Campus Principals	Local funds 199(36) Title funds (I, II)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end
The percentage of graduates that meet the CCMR criteria will be 55% and increase each subsequent year. (Boar Outcome Goal)	Implement strategies for providing to students, teachers, counselors, and parents information about: <ul style="list-style-type: none"> ● Sources of information on higher education admissions requirements; ● The need for students to make informed curriculum choices to be prepared for success beyond high school; ● Information regarding military requirements / recruitment ● Increase number of students earning industry-based certifications. 	Counselors Directors of Curriculum and Campus Principals	Local funds 199(38)	2024-2025	Student progress will be tracked and student growth will be monitored.	Students will show growth by year end.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
The district will implement a policy concerning bullying of a student as required by TEC 37.0832(d)(2)	A. District policy concerning bullying of a student will be reviewed annually.	Superintendent	Local/State Funds (199)	July (annually)	Policy description	Policy is in board manual
	C. Claims of retaliation will be investigated, documented, and addressed appropriately.	Administrator	Local/State Funds (199)	2024-2025	Records of reported retaliation will be kept	Records of reported retaliation will be reviewed
	D. Parents of an alleged victim of bullying will be notified on or before the third business day after the date of the incident is reported.	Administrator	Local/State Funds (199)	2024-2025	Date of reported incident(s) and parent contact will be recorded	Date of reported incident(s) and parent contact will be reviewed
	D. Parent/Guardian of the alleged bully will be contacted within a reasonable time after the incident (within the week).	Administrator	Local/State Funds (199)	2024-2025	Date of reported parent contact will be recorded	Date of reported parent contact will be reviewed
	E. Students will receive information on the actions to obtain assistance and intervention in response to bullying.	Administrator	Local/State Funds (199) Federal Funds (TITLE IV)	2024-2025	Information will be provided on district website, in student handbook, and through student training/ outside presenters.	Website and handbook will contain information for students to obtain assistance
	F. Available counseling options will be considered for a student who is a victim of or witness to bullying or who engages in bullying.	Administrator, Counselor	Local/State Funds (199)	2024-2025	Counselors will keep records of sessions.	Counseling records will be reviewed.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
(cont.) The district will implement a policy concerning bullying of a student as required by TEC 37.0832(d)(2)	G. The school website will have a link to report bullying anonymously.	Superintendent Director of Technology	Local/State Funds (199)	2024-2025	Website link will be reviewed.	Active link on website
	H. Administrators will use the district investigation and reporting form when determining whether the reported incident of bullying occurred. The form will be sent to the Director of Special Programs where it will be maintained for a minimum of five years.	Administrators Director of Sp. Programs	Local/State Funds (199)	2024-2025	Investigative forms will be sent to the Director of Sp. Programs	Review of submitted investigative forms
	I. Discipline will not be imposed upon students who are found to be a victim of bullying who on the basis of that used reasonable self-defense in response to the bullying.	Campus Administrator	Local/State Funds (199)	2024-2025	Review of discipline records by campus admin.	Discipline records will show no discipline for those students who used self-defense in this manner
	J. Discipline for bullying of a student with disabilities will comply with applicable requirements under federal law, including the IDEA.	Administrator Director of Sp. Programs	Local/State Funds (199)	2024-2025	Review of discipline records by campus admin.	Discipline records will show disciplinary measures that comply with federal law, including IDEA.

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Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>The district will implement a policy concerning dating violence as required by SB9 (2021) and TEC 37.0831.</p> <p>Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control a person in a dating relationship.</p> <p>OISD will not tolerate any acts of dating violence in our schools.</p>	A. District policy concerning dating violence will be reviewed annually	Superintendent	Local/State Funds (199)	July (annually)	Policy description	Policy is in board manual
	B. Any and all claims of dating violence will be investigated, documented, and addressed appropriately.	Administrator	Local/State Funds (199)	2024-2025	Records of reported retaliation will be kept	Records of reported retaliation will be reviewed
	C. Parents of an alleged victim of dating violence will be notified within 24 hours of the date of the incident is reported.	Administrator	Local/State Funds (199)	2024-2025	Date of reported incident(s) and parent contact will be recorded	Date of reported incident(s) and parent contact will be reviewed
	D. Parent/Guardian of the alleged perpetrator of dating violence will be contacted within 24 hours of the reported incident	Administrator	Local/State Funds (199)	2024-2025	Date of reported parent contact will be recorded	Date of reported parent contact will be reviewed
	E. Students will receive information on the actions to obtain assistance and intervention in response to dating violence.	Administrator	Local/State Funds (199)	2024-2025	Information will be provided on district website, in student handbook, and through student training/ outside presenters.	Website and handbook will contain information for students to obtain assistance

ORANGEFIELD I.S.D. DISTRICT EDUCATIONAL IMPROVEMENT PLAN

DISTRICT GOAL: Operations/Fiscal: Orangefield ISD will develop a budget that is balanced and directed toward student success. OISD will have facilities that are clean, *safe, and assure a positive learning environment*. Facilities will be maintained to the highest levels by assuring that infrastructure is monitored and upgraded as appropriate. Technology infrastructure, operations infrastructure, and transportation will be included. Preventative maintenance will be stressed and new equipment will be efficient and of the highest quality.

Measurable Performance Objective	Strategy & Initiative	Person Responsible	Resources & Allocations	Timeline	Formative Evaluation	Summative Evaluation
<p>(cont.)</p> <p>The district will implement a policy concerning dating violence as required by SB9 (2021) and TEC 37.0831.</p> <p>Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control a person in a dating relationship.</p> <p>OISD will not tolerate any acts of dating violence in our schools.</p>	<p>F. Available counseling options will be considered for a student who is a victim of or witness to dating violence or who engages in dating violence.</p>	<p>Administrator, Counselor</p>	<p>Local/State Funds (199)</p>	<p>2024-2025</p>	<p>Counselors will keep records of sessions.</p>	<p>Counseling records will be reviewed.</p>
	<p>G. The school website will have a link to report dating violence anonymously.</p>	<p>Superintendent, Director of Technology</p>	<p>Local/State Funds (199)</p>	<p>2024-2025</p>	<p>Website link will be reviewed.</p>	<p>Active link on website</p>
	<p>H. All OISD staff employed on the secondary campuses (OJH/OHS) will receive annual training on teen dating violence.</p>	<p>Directors of Curriculum and Instruction/Campus Administrator</p>	<p>Local/State Funds (199)</p>	<p>Annually</p>	<p>Staff Development Agenda</p>	<p>Documented completion of Teen Dating Violence training (Eduhero certificate)</p>
	<p>I. Age-appropriate educational materials/lessons on healthy relationships, dangers of teen dating violence, and of the available resources will be provided to high school students through Health course and Interpersonal Studies course.</p>	<p>Director of Secondary Curriculum/Campus Administrator</p>	<p>Local/State Funds (199)</p>	<p>2024-2025</p>	<p>Lesson Plans/materials</p>	<p>Opt-in forms will be utilized for parents to agree to</p>

Appendix B-State Compensatory Education Budget

FTE- 23.25

Allotment- \$1,296,120.70

MIGRANT PLAN FOLLOW



Title I, Part C – Migrant Education Program Priority for Service (PFS) Action Plan Template for Migratory Students

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

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

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> ● Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> ● For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

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

The **PFS Action Plan** template includes:

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

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
05	181905		Brenda Thompson, Region 5 Program Specialist
District Name:		School Year	Date:
Orangefield ISD		2024-2025	8/07/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)

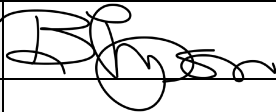
- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately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

Requirements - Program-Specific Provisions and Assurances

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

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

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority for Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	
Date		Date Review Complete	8/14/24

School Year:	2024-2025	PFS Action Plan
Region:	District Number:	District Name:
05	181905	Orangefield ISD

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

Goal(s):	Objective(s):
To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success. [§1304 [20 U.S.C. 6394](d)] .	To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Monthly , run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly	-ESC NGS Specialist -Quality Control: ESC Program Specialist	-NGS PFS Report -NGS PFS Tracking Report
Before the first day of school , develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2024	ESC MEP Staff	-NGS Priority for Service Report -ESC PFS Contact Log - Individual PFS Progress Review -Coordination of Services Log
Additional Activities			
<ul style="list-style-type: none"> Regular Monitoring: Each month, staff will review PFS (Priority for Service) reports and monthly progress forms for PFS students (as received). MEP (Migrant Education Program) staff, including program specialists, MEP recruiters, and LEA representatives (if applicable), will assess any areas requiring attention. Communication with Stakeholders: MEP staff will communicate with the LEA and migratory students to discuss progress and address any additional needs identified for PFS students. Documentation for Audits: MEP staff will keep detailed records of all coordination efforts with the LEA and migratory students to ensure thorough documentation for auditing purposes. 	Monthly	-ESC MEP Staff -LEA Staff	-NGS Priority for Service Report -ESC PFS Contact Log - Individual PFS Progress Review -Coordination of Services Log

<ul style="list-style-type: none"> • Data-Driven Insights: Use student data to identify trends and specific areas where students excel or struggle. 			
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Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-LEA Correspondence -Email PFS Criteria Document -NGS PFS Report
During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Sept. 2024 – Aug. 2025	ESC MEP Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
<ul style="list-style-type: none"> • Additionally, during the academic calendar, the Migrant Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents: <ol style="list-style-type: none"> One-on-One Meetings: Schedule regular meetings with PFS students and their families to discuss progress and address any challenges or concerns. At 1 of 3 Regional PAC Meetings; Upon parent or student request; PFS Criteria will be available on the ESC Migrant Web page and parents notified of link to site throughout the academic year. 	Year-Round	ESC MEP Staff	- Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet <ol style="list-style-type: none"> MEP Home Visit Fall Regional PAC Meeting (Virtual or Face-to-Face) Virtual or face-to-face Region 5 MEP webpage

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review
The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept. 2024 – Aug. 2025	-ESC MEP Staff -LEA Staff	-ESC PFS Contact Log -Home Visit Parent Form -Individual PFS Progress Review
Additional Activities			
<p>Identified OSY (Out of School Youth) will receive priority access to services, social workers and community social services/agencies as needed to ensure identified needs are met.</p> <p>OSY: Needs Assessment and Individualized Plans</p> <ul style="list-style-type: none"> • Conduct Assessments: Assess the educational and vocational needs of OSY to identify barriers and opportunities for engagement. • Create Individualized Plans: Develop personalized learning and development plans based on the assessments, focusing on each youth’s goals and interests. <p>Flexible Educational Opportunities</p> <ul style="list-style-type: none"> • Alternative Education Programs: Offer flexible education options such as evening classes, weekend workshops, or online learning to accommodate OSY schedules. • GED and High School Equivalency: Provide access to GED preparation programs or high school equivalency courses to help OSY complete their education. <p>All PFS:</p> <ul style="list-style-type: none"> • Joint Action Plans: Collaborate with educators to create individualized action plans for PFS students, focusing on their unique needs and goals. <p>Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services and mental health services offered and/or accepted by the student and family.</p>	Year-Round	-ESC MEP Staff -LEA Staff	-NGS PFS Report -Individual PFS Progress Review - Coordination of Services Log -Home Visit OSY Form

2024-2025 Identification and Recruitment (ID&R) Plan Region 5 Migrant Education Program & SSA Member Districts

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers</u> COEs for the new school year cannot be completed until training has occurred or as determined by the Texas Education Agency (TEA).	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	★ Currently available ID&R Online Course ★ TX-NGS as determined by TEA.
B. <u>Other- Attend follow-up trainings for ID&R, TX-NGS and MSIX</u> Follow-up training and technical assistance will be provided by the ESC for ID&R, TX-NGS and MSIX. Provide ongoing professional development to keep staff updated on best practices and regulatory changes.	Staff: All recruiters and Designated SEA Reviewers for the MEP.	★ As requested by LEA & required by TEA; ★ As offered by the ESC (targeted training opportunities).
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff to review and update plans as needed.</u> Meet with MEP staff to brainstorm and plan recruitment strategies to include in ID&R Plan. Review current logs to determine high mobility patterns and trends and plan accordingly. * Best Practice: Keep documentation of the planning session for future reference/planning.	Staff: All recruiters and Designated SEA Reviewers for the MEP	★ By August 29 (Or as instructed by TEA).
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff. Keep forms, logs, etc. digitally and readily available for review and validation.	Staff: MEP administrators, Recruiters/Reviewers for the MEP	★ By August 29
C. <u>Make recruiter assignments.</u> Assign recruitment areas, ensuring year-round, ongoing recruitment. Focus areas include school/campus, local community, growers/ranchers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families. * Best Practice: Identify recruitment areas and prioritize timeline to ensure recruitment is occurring during peak times.	Staff: All recruiters/Reviewers for the MEP	★ By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Contact potentially eligible migratory families using: <ul style="list-style-type: none"> ● door-to- door recruitment efforts; ● community recruitment / community events; ● following up on family surveys provided during registration; ● target both enrollees and non-enrollees (ages 0-21). (Complete COEs as needed) Currently Eligible Migratory Children: <ul style="list-style-type: none"> ● Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. (Complete new COEs as needed) Note: Share copies of COEs with appropriate entities as listed on COE. Media Campaigns: Use local radio, newspapers, and social media platforms to raise awareness about migrant education programs. * Best Practice: Keep digital logs of recruitment efforts ensuring logs contain notes regarding the locations visited. Migrant Program staff can then create a Google Map to track recruitment which will contain information regarding visits, contact information and result of last visit.	Staff: MEP recruiters	★ Currently eligible children; By August 29 with continued recruitment efforts throughout the year. ** ★ Potentially eligible children - Make initial outreach efforts by September 30. **
E. <u>Complete COE/ECOE.</u> Recruiter completes ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Recruiter will enter and submit ECOE and ECOE SDF on TX-NGS for Designated SEA Reviewer to review and approve. * Best Practice: Recruiters and Reviewers should keep a log of ECOEs entered and approved. This information should be kept current and readily available for auditing purposes.	Staff: MEP recruiters	★ Within 5 working days of parent signature
F. <u>Review of ECOEs.</u> Designated SEA Reviewer reviews ECOE and accompanying ECOE Supplemental Documentation Form for all families with new QADs. Return ECOE and ECOE Supplemental Documentation Form to recruiter if additional information is needed. After reviewing for accuracy, the reviewer will approve ECOE on TX-NGS and submit.	Staff: Designated SEA Reviewers TX-NGS staff	★ Within 7 working days of parent signature.

<p>★ Best Practice: SEA Reviewers are certifying that all of the information on the ECOE is correct and that all required and procedural comments have been made. SEA Reviewers should keep a log of incoming ECOE/COE SDF submitted.</p>		
<p>G. Conduct Residency Verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p> <ul style="list-style-type: none"> ● For existing COEs with Section H completed: TX-NGS Data Specialists should record residency verification date and method used on TX-NGS. ● For new COEs completed during the current reporting period: TX-NGS Data Specialists should record the signature date on Section F of the COE in the residency verification date field on TX-NGS. ● For Two-Year-Olds turning Three: The TX-NGS Data Specialist should request the Two-Year-Olds Turning Three report to share with the recruiter. For all two-year-olds turning three during the current reporting period, the recruiters must verify residency. <p>Note: For all non-enrollees, a new history line must be entered for each reporting period (September 1– August 31), along with a residency verification date for federal reporting purposes. (pg. 22 of TX-NGS Manual)</p> <p>TX-NGS Recommended Reports Campus COE Family Currently Enrolled Student List District Enrollment Comments Grade/Age Distribution Summary Unique Student Count</p>	<p>Staff: MEP Recruiters</p>	<ul style="list-style-type: none"> ★ Between Sept. 1 and Nov. 1; ★ For 2 yrs. old turning 3 – on or after 3rd birthday.
<p>**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity.</p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. Make Contact with Potential Growers/Ranchers/Employers Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p> <ul style="list-style-type: none"> ● Send Grower/Employer Survey (sample found on page 211, section 5.43, of the ID&R Manual). ● Call and request permission to visit the employers regarding the program; ● Conduct on-site visits. Bring program information, sample items for migratory families, etc. ● Document all ID&R visits with growers/ranchers/employers. ● Work with local agricultural and fishing businesses to identify families who might qualify for services. 	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<ul style="list-style-type: none"> ★ Contact all growers within the district boundaries by November 1. **
<p>B. Develop Calendar and Maps Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.</p> <ul style="list-style-type: none"> ● Recruitment logs (digital entries) can be used to create spreadsheets to populate a google map. 	<p>Staff: MEP administrators and recruiters</p>	<ul style="list-style-type: none"> ★ By December 1 and update on ongoing basis throughout the year
<p>C. Other: Utilize New Resources Available for MEP Staff</p> <ul style="list-style-type: none"> ● Utilize the IDRC Consortium Agriculture & Resource Portal including H2A worker data, crop data, registered labor housing, etc. 	<p>Staff: MEP administrators And recruiters</p>	<ul style="list-style-type: none"> ★ Update on ongoing basis throughout the year
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. Network with agencies that serve migratory families. Collaborate with Agencies Serving Migratory Families - Engage with Local and Regional Organizations: Build connections with organizations that offer services to migratory workers and their families by:</p> <ul style="list-style-type: none"> ● Meeting with their staff to discuss partnership opportunities. ● Participating in community events such as health fairs, farmers' markets, and cultural festivals to connect directly with migrant families. ● Community Involvement: Develop partnerships with community organizations, local businesses, and religious institutions that interact with migrant populations. ● Information Sharing: Distribute information to the entities listed on the back of the Certificate of Eligibility (COE) to ensure comprehensive outreach. 	<p>Staff: MEP administrators and recruiters</p>	<ul style="list-style-type: none"> ★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
<p>B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration and sharing of program information with other educational programs that provide services to all students.</p> <ul style="list-style-type: none"> ● Title I, Part A ● Title III, Part A ● McKinney-Vento Homeless Program ● Special Education Services, etc. 	<p>Staff: MEP administrators And program specialists</p>	<ul style="list-style-type: none"> ★ Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year **
<p>V. QUALITY CONTROL</p>		
<p>A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.</p>	<p>Staff: MEP Administrators and recruiters.</p>	<ul style="list-style-type: none"> ★ By August 29

<ul style="list-style-type: none"> LEAs and ESCs should maintain an updated Migrant Education Program Procedure Manual. This manual should be accessible to all MEP Staff. Utilize the ID&R Manual for information regarding compliance and program requirements. Utilize the ESSA Consolidated Grant Program Requirements to ensure quality control procedures are in line with program requirements. <p>★ Best Practice: Documentation should be kept when conducting quality control. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.</p>		<p>★ Update on an on-going basis</p>
<p>B. Eligibility Review. Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p> <p>★ Best Practice: Documentation is kept at the ESC for any COEs submitted and approved or declined. This documentation will serve as evidence that consistent quality control was being implemented within the LEA and the ESC.</p>	<p>Staff: MEP administrator</p>	<p>★ Ongoing throughout the year</p>
<p>C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year. Note: The ESC will offer target training opportunities for MEP staff.</p>	<p>Staff: All MEP staff</p>	<p>★ As needed throughout the year</p>
<p>D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name (Heading Section of COE #4) and retain records for seven (7) years from the date eligibility ends. (Eligibility: 3-year retention / 7 years after end of eligibility for 10 years total)</p> <p>★ Best Practice: Documentation should be shredded when no longer required.</p>	<p>Staff: All MEP staff</p>	<p>★ Ongoing throughout the year</p>
<p>E. Coordinate with ESC for annual eligibility validation.</p> <ul style="list-style-type: none"> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA. The ESC will contact LEA with instructions if selected for validation. 	<p>Staff: ESC, MEP staff</p>	<p>★ January – June</p>
<p>VI. EVALUATION</p>		
<p>A. Evaluate ID&R efforts for subsequent planning.</p> <ul style="list-style-type: none"> Gather input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plans for continuous improvement. Analyze data from stakeholder input, parent surveys and feedback, community partner surveys, student feedback, Recruiter feedback, recruiter logs, Recruitment Mapping, etc. Incorporate identified priority items in ID&R plans for continuous improvement. <p>★ Best Practice: LEAs should maintain documentation locally when evaluating ID&R efforts. Documentation should be kept showing school and community recruitment on a year-round basis.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.</p>	<p>★ Quarterly; ★ Final review by June 30th.</p>
<p>**Door-to-door home visits - Recruiters will follow ESC guidance regarding face-to-face/door-to-door home visits and community recruitment visits at the time of the planned activity.</p>		