

Wortham Independent School District

District Improvement Plan

2023-2024



Mission Statement

Dedicated to excellence in education, the District is committed to the development of productive citizens with integrity, respect, and responsibility.

Vision

Our vision is for students to be lifelong learners who flourish in the future they create with a desire to positively impact the world around them.

District Commitments

We believe:

- establishing positive relationships with students through an investment of time, love, devotion, and excellence is the most important piece of a quality education.
- in creating a culture of error by teaching students how you handle a mistake is more important than the mistake that was made.
- attitude and approach sets the climate for the day and for the classroom environment.
- learning is a lifelong, inclusive process that benefits both educators and students.
- we all come from different backgrounds, but in the end, we share the need for unity, dependability, compassion, and love.
- educators are facilitators of learning, not just as professors of knowledge, but as enablers of student success.
- an impactful education requires collaboration, partnership, and support among all stakeholders.
- students achieve and flourish in environments where they feel respect, encouragement, and support.

- a culture of accountability accelerates learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

We met with our District Site-based committee to review our goals and strategies for the 2022-2023 school year. We believe that our goals are strong and we will continue with our objectives and with some of the strategies from our 2021-2022 plan. We continue to build on our learning from the previous year because we believe that our root causes for our problem statements are still accurate. We have added and tweaked strategies to reflect our trajectory for this academic year. We believe that solid planning and alignment to our TEKS will continue to help our students grow. Additionally, we created targeted improvement plans for each of our campuses, including a voluntary plan for the high school to help us monitor our goals and student growth, especially within the Closing the Gaps domain.

Demographics

Demographics Summary

Demographics Strengths

At Wortham ISD we provide a safe and secure environment for students, staff, and community. Our students and teachers benefit from small student to teacher ratios, and we get to know our students and families well. Our community is very involved with our school district, and our school board members are actively involved in goal-setting and ensuring quality education for our students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our staff does not see the entire student body, inclusive of special populations and demographics, as "our" students. **Root Cause:** Our staff lacks training on differentiation and planning for students with varying academic needs, especially for those students within our special populations.

Student Learning

Student Learning Summary

Student Achievement: While we saw some student growth in Approaches, our student growth is below state in most areas of achievement, especially within Closing the Gaps, which measures Meets and Masters standards.

When looking at academic performance for all grades in in all subjects, 69% of our students met standard in 2022, and we increased that percentage to 72% in 2023. 35% of all tests were at Meets grade level or above in 2022, and we increased that percentage to 40% in 2023. 15% of all tests were at the Masters grade level in performance in 2022, and we saw a decline to 10% in 2023. In ELA/Reading, 71% of all students met standard in 2022, and that percentage increased to 78% in 2023. In math, 67% of all students met standard in 2022, and in 2023, the percentage increased 70%. In Science, we saw a decline in all students met standard in 2023, from 69% to 64%. In Social Studies, we saw an increase in the number of students who met standard in 2023. Our elementary school is required to create a targeted improvement plan to create goals and a specific plan to address the learning gaps for our students. This is year 2 of school improvement for WES and WMS is no longer in school improvement due to the gains they have made. While WHS is not in school improvement, data from all 3 campuses reveal the we need to continue to focus on closing the gaps, and the goals are reflected in the targeted improvement plans.

Student Learning Strengths

As a district, we have a strong graduation rate, and our percentage of students who graduate with a College, Career, and Military-Ready indicator is increasing significantly. We are strengthening our Dual Credit and Honors program for students at the high school, so student participation has increased.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Each year, our special populations of students show significant gaps when compared to all students. **Root Cause:** Our teachers need targeted professional development to help close the gaps for all students through differentiation in planning.

District Processes & Programs

District Processes & Programs Summary

Recruiting and retaining teachers is one of our weak areas. We do place teachers in areas that fit their strengths.

We have a CLT (Campus Leadership Team) team that meets often. We also have instructional coaches that come from the service center to help model and mold our teachers into great instructional leaders.

We used an effective school evaluation to target our most needed improvements and built an improvement plan around that. I think we could have done a better job of including all stakeholders. We track progress in three month intervals in our TIP, we also track progress by monitoring student achievement through BOY, MOY, and EOY testing and progress monitoring.

We use specific days in our calendar that are for PD. As a district, we subscribe to TEKS Resource System for curriculum, and we use this curriculum as the basis for content planning.

As a district, we do not have a systemic mentoring program established to support our new teachers, and we will work on implementation of a model that fits the needs of our staff.

District Processes & Programs Strengths

We recognized the need for planning time for our teachers to use data in creating lessons for students, so we built professional planning days into the 2023-2024 school calendar to provide extended opportunities for our teachers and grade levels to work together and create quality lessons for our students. As a district, we are also aware of what's going on at each campus and work together to help strengthen each other instead of working in isolated silos at each school level.

Perceptions

Perceptions Summary

As a district, we want to create a warm and welcoming environment on each campus for our staff, students, families, and community. All stakeholders have high expectations for our students, and we work collectively to meet the needs of all students and push them to grow in every way. WISD has a low rate of discipline referrals, and in pre-pandemic years, we enjoy high attendance rates. Also, our community has great pride in our school and we have wonderful turnouts for school events. Our parents are encouraged to participate with campuses in a variety of ways, including PTO, booster clubs, campus and district committees, and attendance in extra-curricular activities.

Perceptions Strengths

We enjoy strong parental and community support and student involvement in extracurricular activities. Our district is perceived to be a safe environment for students and staff. We take pride in the appearance of our facilities and maintain clean buildings and grounds.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our parents are not engaged in the academic programming and processes of their children. **Root Cause:** We do not provide the same academic engagement opportunities for our families that we do with extracurricular activities.

Priority Problem Statements

Problem Statement 1: Our staff does not see the entire student body, inclusive of special populations and demographics, as "our" students.

Root Cause 1: Our staff lacks training on differentiation and planning for students with varying academic needs, especially for those students within our special populations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Each year, our special populations of students show significant gaps when compared to all students.

Root Cause 2: Our teachers need targeted professional development to help close the gaps for all students through differentiation in planning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our parents are not engaged in the academic programming and processes of their children.

Root Cause 3: We do not provide the same academic engagement opportunities for our families that we do with extracurricular activities.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Support Systems and Other Data

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

Goals

Goal 1: All students will reach high academic standards attaining proficiency in reading, science, language arts, social studies, and mathematics.

Performance Objective 1: The percent of all 3rd - 5th-grade students that score meets grade level or above on ALL tests on the STAAR in ALL subjects will increase from 40% to 50% by June 2029.

High Priority

HB3 Goal

Evaluation Data Sources: Growth Progress Measures will be used to monitor student's growth on district benchmarks and the yearly STAAR Assessment.

Strategy 1 Details	Reviews			
<p>Strategy 1: The administrative team will continue to practice collaborative observations learned through Texas Instructional Leadership (Action Coaching) to help us calibrate on effective instructional practices in the classroom and to better coach and grow teachers.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and in teacher self-efficacy</p> <p>Staff Responsible for Monitoring: Superintendent and Campus principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Region 12 Instructional Coaches will work with teachers of Math, Reading, Science, and Social Studies to assist teachers in Lesson Plans and student expectations.</p> <p>Strategy's Expected Result/Impact: Teacher lesson plans will include student engagement and will focus on data-informed decisions.</p> <p>Staff Responsible for Monitoring: Middle School Principal</p> <p>Title I: 2.4</p> <p>Funding Sources: - School Improvement</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Wortham Middle School and Elementary will implement WIN (What I Need) time to provide intervention for students.</p> <p>Strategy's Expected Result/Impact: Staff will address student learning gaps every six weeks using Exact Path Math and Achieve Learning ELAR.</p> <p>Staff Responsible for Monitoring: Elementary and Middle School Principals</p> <p>Title I: 2.6</p> <p>Funding Sources: Paraprofessionals - ESSER, - Bilingual, Reading Interventionist - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Professional Development on Integrated Language Processes will continue to be provided for District teaching staff with a focus on sentence stems and incorporating language domains in planning.</p> <p>Strategy's Expected Result/Impact: The district will provide training on ILP.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide instructional support to district instructional staff to support the school improvement process.</p> <p>Strategy's Expected Result/Impact: Principals will assist instructional staff with instructional strategies and data desegregation.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Wortham ISD will offer a Credit Recovery program.</p> <p>Strategy's Expected Result/Impact: Edgenuity will be used to offer student Credit Recovery allowing students to stay current with pathway expectations.</p> <p>Staff Responsible for Monitoring: HS Academic Advisor</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Wortham ISD will offer focused tutoring for students outside the instructional day.</p> <p>Strategy's Expected Result/Impact: Intervention to close learning gaps in core content areas utilizing these programs: Edgenuity, Exact Path, Achieve 3000, Imagine Learning,</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: STAAR Remediation for students that have not successfully passed EOC requirements.</p> <p>Strategy's Expected Result/Impact: Students that have not met EOC requirements for graduation will be given the opportunity for remediation. WISD will utilize Edgenuity, Exact Path, Achieve 3000, and Imagine Learning to assist with individualized learning paths.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.6</p> <p>Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Wortham ISD staff will create Year At a Glance document for each core content area using the TEKS Resource System and utilize TEX Guides, PreK Outcomes, the TRS assessment bank, and BoardWorks for instructional planning support resources.</p> <p>Strategy's Expected Result/Impact: Aligned grade-level Student Expectations throughout the district.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.4</p> <p>Funding Sources: - Title I, - ESSER</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 10 Details	Reviews			
<p>Strategy 10: District leadership will participate in TIL Lesson Alignment and Formative Assessment training through Region 12 and will provide ongoing professional development for all campuses with a specific focus on implementation of Aggressive monitoring and writing aligned daily learning goals.</p> <p>Strategy's Expected Result/Impact: More robust and TEKS-aligned lesson plans that will provide students with opportunities to process learning and grow academically. More engaging lessons that allow students to utilize language domains and monitor their own learning.</p> <p>Staff Responsible for Monitoring: Superintendent and campus principals</p> <p>Title I: 2.4, 2.6 - Equity Plan</p> <p>Funding Sources: - ESSER</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11 Details	Reviews			
<p>Strategy 11: In accordance with HB 4545, Wortham ISD will implement individualized tutoring for 3-8 and high school students who did not meet the passing standards on STAAR assessments. Each campus will tutor students during dedicated in-school learning time as well as after school opportunities when needed. Summer school 2022 will also provide opportunities for students to receive targeted intervention in subject/TEKS.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on standardized testing and closing of student learning gaps created by school closure of 2020.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Funding Sources: - ESSER</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 12 Details	Reviews			
<p>Strategy 12: The district leadership team will conduct monthly classroom walk-throughs to help with calibration, collaboration, and focus on formative assessment and lesson planning feedback.</p> <p>Strategy's Expected Result/Impact: Increase in quality lesson planning and student engagement and academic growth through observation feedback sessions.</p> <p>Staff Responsible for Monitoring: Superintendent and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Wortham ISD will participate in the Texas Strategic Leadership Pilot with TEA and Region 12 to create a literacy and math frameworks and align district-wide systems to create authentic and engaging students learning experiences.</p> <p>Strategy's Expected Result/Impact: We will have a strategic plan in place to help us monitor and sustain student growth and success.</p> <p>Staff Responsible for Monitoring: Superintendent and Principals</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: All students will reach high academic standards attaining proficiency in reading, science, language arts, social studies, and mathematics.

Performance Objective 2: The percentage of Wortham ISD 3rd graders scoring at MEETS or above on Reading STAAR will increase from 37% to 47 by August 2029.

Yearly Target Goals: 41% by 2026; 43% by 2027; and 45% by 2028; and 47% by 2029.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuation of Leveled Literacy and Guided Reading programs in grades K-3. Strategy's Expected Result/Impact: Students will show growth in BOY assessments. Staff Responsible for Monitoring: Elementary Principal and Reading Interventionist</p> <p>Title I: 2.6 Funding Sources: - ESSER</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: K-3 teachers and the principal will attend Teacher Literacy Achievement Academies (Science of Teaching Reading). Note: Specifics of training may be added. Strategy's Expected Result/Impact: Integration of Literacy Reading strategies in grades K-3 with student growth. Staff Responsible for Monitoring: Elementary Principal</p> <p>Title I: 2.4 - Results Driven Accountability Funding Sources: - ESSER</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Reading Interventionist will help with implementation of LLI and Guided Reading program in K-3 and will provide instructional support and professional development for early literacy teachers.</p> <p>Strategy's Expected Result/Impact: Increased literacy achievement and closing of gaps in literacy skills</p> <p>Staff Responsible for Monitoring: Principal and Reading Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Reading Interventionist - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All students will reach high academic standards attaining proficiency in reading, science, language arts, social studies, and mathematics.

Performance Objective 3: The percentage of Wortham ISD 3rd graders scoring at MEETS or above on Math STAAR will increase from 44% to 54% by August 2029.

Yearly Target Goals: 48% by 2026; 50% by 2027; 52% by 2028; and 54% by 2029.

HB3 Goal

Evaluation Data Sources: STAAR data, Interim assessments, formative and summative classroom assessments, teacher observation, small group/RTI data

Strategy 1 Details	Reviews			
<p>Strategy 1: Wortham ISD will use the TEKS Resource System to align mathematics objectives. Strategy's Expected Result/Impact: WISD Teachers will use TRS resources to assist and align mathematics. Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.4 Funding Sources: - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: WISD will have scheduled intervention time to address GAPS in Math objectives. Strategy's Expected Result/Impact: WIN Time, Remediation classes will address gaps in math skills. BOY Assessments will be used to assess learning gaps. Edmentem resources, Imagine Learning, GPS Math, Fast Focus, and small group instruction will be used to address individual learning plans. Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.6 Funding Sources: - ESSER, - Title I</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Our math interventionist will work with specific students to help close instructional gaps and coach math teachers on effective instructional practices and planning. Strategy's Expected Result/Impact: Growth in math performance; closing the gaps among student sub populations Staff Responsible for Monitoring: Principal and math interventionist</p> <p>Funding Sources: - School Improvement</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A	N/A		



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: All students will reach high academic standards attaining proficiency in reading, science, language arts, social studies, and mathematics.

Performance Objective 4: The percentage of growth in all 3rd-5th grade Economic Disadvantage students will increase from 31% to 38% and decrease academic gaps across grade levels and close the gaps.

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct monthly progress monitoring meetings with campus special teachers and campus principals. Strategy's Expected Result/Impact: The monitoring meeting will review the progress of special education students at each campus. Staff Responsible for Monitoring: Campus Special Education Teachers</p> <p>Title I: 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue differentiated instruction strategies training and develop summer PD on differentiated instruction and student growth and goal setting. Strategy's Expected Result/Impact: Differentiated instruction training will give teachers the tools to meet the student's instructional needs. Academic growth for special education students in Reading will increase. Staff Responsible for Monitoring: Campus principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development for special education paraprofessionals Strategy's Expected Result/Impact: Through focused professional development, paraprofessionals will use appropriate instructional support strategies to assist teachers and students. Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide staff on training on special ed policy and procedures.</p> <p>Strategy's Expected Result/Impact: Staff will understand the requirements when working with special education students.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Train special education staff on implementation of +10 goal setting for students.</p> <p>Strategy's Expected Result/Impact: Special education students will achieve academic growth through the +10 process.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 2.6 - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All students will reach high academic standards attaining proficiency in reading, science, language arts, social studies, and mathematics.

Performance Objective 5: The percent of all 3rd-12th grade students that score MEETS grade level or above on all tests on ALL STAAR tests in ALL subjects will increase from 40% to 50% by June 2029.

HB3 Goal

Evaluation Data Sources: classroom walk-throughs, lesson plans, interim/assessment data





Strategy 1 Details	Reviews			
<p>Strategy 1: The Leadership team will partner with Region 12 for Lead Like a Champion that will allow us to work together to identify roles and responsibilities, calendar classroom priorities, and effectively progress monitor our student growth.</p> <p>Strategy's Expected Result/Impact: increased student achievement, effective communication and specific, aligned expectations regarding roles and responsibilities, communication</p> <p>Staff Responsible for Monitoring: superintendent, principals</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: In Wortham ISD 100% of core academic classes will be taught by qualified teachers and 100% qualified staff will be maintained.

Performance Objective 1: All instructional professional development attended by Wortham ISD instructional staff will be aligned with the District and Campus CNA identified needs.

Evaluation Data Sources: Professional development offered for instructional staff will be tied back to CNA prioritized problem statements.





Strategy 1 Details	Reviews			
Strategy 1: Instructional Staff will be offered the one day GT refresher at the beginning of the school year. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Wortham ISD will provide data-focused curriculum summer learning opportunities for teachers. Strategy's Expected Result/Impact: Alignment of the curriculum to data. Staff Responsible for Monitoring: District Administration Title I: 2.4 Funding Sources: - Title II	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Wortham ISD will increase the number of ESL certified K-12 teachers in Reading. Strategy's Expected Result/Impact: Reading Teachers will be certified in ESL. This will give teachers the certification to assist EL students. Staff Responsible for Monitoring: Campus Principals	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: WISD will conduct a staff survey in the spring to assess professional development needs for staff and students. Strategy's Expected Result/Impact: Targeted professional development based on the needs of our district. Staff Responsible for Monitoring: Superintendent Title I: 2.5 - Equity Plan	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Wortham ISD will conduct "stay" interviews with random staff members to assess the strengths and weaknesses of the district in an ongoing manner. Additionally, we will conduct "well visits" with all new staff members to better help support them as they transition to our district and/or new roles.</p> <p>Strategy's Expected Result/Impact: Decrease percentage of teacher turnover within the district to better maintain systems and learning.</p> <p>Staff Responsible for Monitoring: Superintendent</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: All students in Wortham ISD will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: Wortham ISD will conduct activities to support a safe, drug-free learning environment for all students.

Evaluation Data Sources: The activities will give students experiences that will help with life choices and support a conducive learning environment.

Strategy 1 Details	Reviews			
Strategy 1: Campuses will participate in Red Ribbon Week activities which include instruction on staying drug-free and making good healthy choices. Staff Responsible for Monitoring: District Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Campuses will participate in Voice during the spring semester.	Formative			Summative
	Nov	Feb	Apr	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: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 80% by August 2029.

Yearly Target Goals: 67% by 2024; 70% by 2025; 74% by 2026; 77% by 2027; 78% by 2028; 80% by 2029

HB3 Goal

Evaluation Data Sources: certifications, dual credit courses, student achievement data, ACT and SAT performance





Strategy 1 Details	Reviews			
<p>Strategy 1: Wortham HS will offer a course for TSI, ACT, & SAT Review. Strategy's Expected Result/Impact: Meet CCMR criteria through TSI, ACT, or SAT. Staff Responsible for Monitoring: HS Academic Advisor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wortham HS will offer Certifications for Career advancement. Strategy's Expected Result/Impact: Welding Course will include Welding Certification, OSHA 30 Certification, and NCCER Safety Certification. Culinary Arts Course will include ServSafe Certification; EMT certification Staff Responsible for Monitoring: CTE Instructors</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Wortham ISD will expand PrAP offerings across content areas and provide professional development for content design. Strategy's Expected Result/Impact: Increase our college readiness opportunities. Staff Responsible for Monitoring: HS Academic Advisor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: All parent, community members, and educators at Wortham ISD will be active partners in the education of our students.

Performance Objective 1: During this school year, the number of available opportunities for parent and community engagement in the education of Wortham ISD students will increase by 10%.

Evaluation Data Sources: The campuses will monitor parent and community involvement including face to face and virtual opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff at WES will implement parent/teacher conferences with each student from PreK - 5th Grade with a goal of 95% participation.</p> <p>Strategy's Expected Result/Impact: Communication with parents will increase.</p> <p>Staff Responsible for Monitoring: Elementary Principal</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wortham ISD will conduct Meet the Teacher at the beginning of the school year.</p> <p>Strategy's Expected Result/Impact: Teacher/Parent relationships will be built to foster collaboration throughout the school year.</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Wortham ISD will develop and revise the District Parent Involvement Policy.</p> <p>Strategy's Expected Result/Impact: The district will work collaboratively with the district improvement committee to revise and update.</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: In accordance with Title I requirements, Wortham ISD will survey families regarding the culture, climate, and effectiveness of the Title I program.</p> <p>Strategy's Expected Result/Impact: Better parent and family engagement in the implementation of Title I program and improvement in culture and climate of district/campuses.</p> <p>Staff Responsible for Monitoring: Superintendent</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Feb	Apr	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>				

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Interventionist		\$0.00
1	1	8			\$0.00
1	1	9			\$0.00
1	2	3	Reading Interventionist		\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
Sub-Total					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Paraprofessionals		\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
1	1	11			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00

Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
Sub-Total					\$0.00

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Dating Violence and Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior • Non-tolerance of dating violence in school and reporting procedures, guidelines, prevention, and notification of dating violence 	TEC 11.252(a)(3)(E) TEC 37.0831 FFI Local and FFH Local			The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)			The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)			

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Recidivism rates 				
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)			
5. Dropout Prevention	TEC 11.252			
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)			The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)			
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 				
9. Post-Secondary Preparedness/Higher Ed Information/Career Education	TEC 11.252(4) TEC 11.252(3)(G)			

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 				
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA			

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)			The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)			The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831			Board Policies: FFB, FOC, FOCA, DMA and FFE

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	FUND SOURCE (INCLUDE AMOUNT)	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 21.451(d)(2) Board Policy DMA(Legal)			Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001			

Wortham ISD 2020-23 ESSER II Entitlement - \$318,258

Budget Line 6100	Preaward	2021-22	2022-23	Program Identifier
Retention Stipend (all returning staff) \$600 yrly		\$ 42,000	\$ 45,600	A-1
Recruiting Stipend (15@ \$600 yr 1; 9@ \$600 yr 2)		\$ 9,000	\$ 5,400	A-1
benefits on recruiting/retention stipend		\$ 2,451	\$ 2,451	A-1
Reading Academy Stipend 12@ \$3,000			\$ 36,000	A-1
	\$ -	\$ 53,451	\$ 89,451	

Total payroll \$ 142,902.00

Budget Line 6200				
ESC Region 12-Reading Academy 4-8 Registration			\$ 4,800	B-2
Freestone Navarro Bi-County Co-op		\$ 100,312		A-2
Agee - Grant Technical Assistance		\$ 2,683	\$ 2,682	B-10
		\$ 102,995	\$ 7,482	

Total Contract Service \$ 110,477.00

Budget Line 6300				
		\$ -	\$ -	

Total Sup/Materials \$ -

Yearly Totals \$ 156,446.00 \$ 253,379.00

Unrestricted Indirect Cost @ 16.041%	16.041%	\$ 24,665	\$ 40,214	\$ 153,763
				\$ 250,697

Total Indirect Cost \$ 64,880
reduce idc to balance \$ 1

Total Budgeted \$ 318,258

Wortham ISD 2020-24 ESSER III - Final Entitlement - \$714,994

Budget Line 6100	Preaward	2020-21	2021-22	2022-23	2023-24	Program Identifier
Summer School/Extended Year (Jump Start)			\$ 15,000	\$ 15,000		A-16
After School Tutoring Extra Duty Pay			\$ 20,000	\$ 20,000		A-17
Warren - In-school Intervention Para			\$ 27,500	\$ 28,050		B-2
L. Norcross - In-school Intervention Para			\$ 27,500	\$ 28,050		B-2
Benefits			\$ 881	\$ 880		B-2
K-3 Reading Academy Stipend 10 @ \$3,000			\$ 30,000			B-10
			\$ 120,881	\$ 91,980	\$ -	

Total payroll **\$ 212,861.00**

Budget Line 6200	Preaward	2020-21	2021-22	2022-23	2023-24	Program Identifier
ESC 12 Counselor's Cooperative			\$ 750	\$ 750		A-15
ESC 12 PD/Coaching - Lesson Planning & informative assesmt			\$ 5,800			B-2
ESC 12 Reading Academy K-3 Registration (10)			\$ 4,000			B-2
Agee - Grant Technical Assistance			\$ 6,648	\$ 6,647		B-10
	\$ -	\$ -	\$ 17,198	\$ 7,397	\$ -	

Total Contract Service **\$ 24,595.00**

Budget Line 6300	Preaward	2020-21	2021-22	2022-23	2023-24	Program Identifier
Technolgy Devices - Chrome Books/Carts				\$ 67,630		A-14
Technolgy Devices - Interactive projectors			\$ 40,819			A-14
Interest 2-10; Fast Focus 3-8)			\$ 26,000	\$ 26,000		A-1
Fountes & Pinnel 3rd Grade Rdg Intervention Kit			\$ 4,950			A-1
GPS Math Invention 2-10 (manipulatives, consumables)			\$ 4,425	\$ 4,425		A-1
Fast Focus Math 3-8			\$ 1,080	\$ 4,230		A-1
	\$ -	\$ -	\$ 77,274	\$ 102,285	\$ -	

Total Sup/Materials **\$ 179,559.00**

Budget Line 6400	Preaward	2020-21	2021-22	2022-23	2023-24	Program Identifier
Freestone Navarro Special Ed Cooperative	\$ 91,229			\$ 100,312		A-2
Freeston Navarro Bi-Cnty Co-op Behavioral Specialist			\$ 5,500	\$ 5,500		A-2
	\$ 91,229		\$ 5,500	\$ 105,812		

Total Other Operating **\$ 202,541.00**

Budget Line 6600 - Capital Outlay	Preaward	2020-21	2021-22	2022-23	2023-24	Program Identifier
			\$ -			

Total Capital Outlay **\$ -**

Totals by Year	\$ 91,229.00	\$ -	\$ 220,853.00	\$ 307,474.00	\$ -	\$ 203,655	with idc reduction
						300,077	with idc reduction

Unrestricted Indirect Cost @ 16.041%	16.041%	\$ 14,634.04	\$ 32,668.30	\$ 48,135.35	\$ -
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Total Indirect Cost **\$ 95,438**

Reduce icr to balance

Budgeted Indirect Cost **\$ 95,438**

Total Budgeted **\$ 714,994**

Identified under loss of learning/mental health - \$194,161 (27%)

District Name:	2022-23 Wortham ISD				
Campus	Enrolled	F/R #		Per Pupil Amount	Campus Allotment
2020-2021 Data					
Wortham High School	141	80	56.73758865	223.41	\$ 17,873.00
Wortham Middle School	124	77	62.09677419	123.77	\$ 9,530.00
Wortham Elementary	230	154	66.95652174	495.71	\$ 76,339.00
DISTRICT LIP %	495	311	62.82828283		
					\$ 103,742.00

Initial Title I Allocation	\$109,068	
PS 3101 1		
PS 3101 2		
PS 3101 3		
PS 3101 4		
PS 3101 5	Tech Asst Contract	(\$5,226)
PS 3101 6		
PS 3101 7	Homeless Students	(\$100)
PS 3101 8		
PS 3101 9		
PS 3101 10		
PS 3101 11 (Other)		
Campus \$\$		\$103,742

Based on 5.25% of Title I, A revised planning entitlement (+ adl \$500 from local)

Budget Line 6100		
Barnett-EOC	HS-EOC 12.5%	\$ 8,000
Penny Meredith	Elem Reading Interventionist	\$ 70,319
		\$ 78,319

Budget Line 6200		
Technical Asst	Agee Contract	\$ 5,226
		\$ 5,226

Budget Line 6300		
Achieve 3000	HS - Intervention	\$ 9,873
Achieve 3000	MS - Intervention	\$ 8,187
Achieve 3000	Elem - Intervention	\$ 6,020
Supplies/Mat	Middle School	\$ 1,343
Homeless	Supplies/Mat	\$ 100
		\$ 25,523

Budget Line 6400		
		0
Total	\$	109,068.00

Initial Title II, A Fund 255, Entitlement \$15,885
REAP to Title I, A

Budget Line 6200		
Prof Dev	registration / contract service	\$ 1,375
ESC Region 12	Eduphoria	\$ 7,800
	School Health Cooperative	\$ 850
	Leadership Co-Op	\$ 2,050
	Video Streaming	\$ 3,120
		\$ 15,195

Budget Line 6300		
Supplies/Materials		
Budget Line 6400		
Prof Dev	Travel expenses	\$ 690

Total \$ 15,885

Final Title IV, A Fund 289, Entitlement \$10,000
REAP to Title I, A

Budget Line 6200		
Prof Dev	registration/contract services	\$ 845
ESC Region 12	TEKS Resource Sys	\$ 4,570
	TEKS Assess Bank	\$ 4,500
	PreK Outcomes	\$ 85
		\$ 10,000

Total \$ 10,000

Approximate Carry-over funds - \$5,000



ESC Region 12 ID&R PLAN 2022-2023



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
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.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> 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 COEs as needed. <i>Currently Eligible Migrant Children:</i> Contact families of currently eligible migrant 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.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA 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.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment 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.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> 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.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on 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:

PFS Criteria Summary		
RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);		
+		
FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations:	Must have received a state assessment score/designation of:	Must have been designated as a drop out student on NGS:
<ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	<ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	<ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Wortham

Region: 12

Priority for Service (PFS) Action Plan

School Year: 2022 - 2023

Filled Out By: Tonya Ramos and Polo Vielma

Date: 06/10/2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district 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, economically disadvantaged).

<p>Goal(s):</p> <p>To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p>Objective(s):</p> <p>Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.</p>
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Required Strategies		Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents	
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies		Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.				

<ul style="list-style-type: none"> Region 12 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. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 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. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September - May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

Melissa Bradley
LEA Signature

9/26/22
Date Completed

Jonny Ramos
PFS Signature

10/10/22
Date Completed

Yolanda Rollins
ESC Signature

10/10/22
Date Received

Felo Velazquez
PFS Signature

10/10/22
Date Completed