Ennis Independent School District

District Improvement Plan

2022-2023

Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to ensure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Vision

Educate, Encourage, Empower

Motto

Every Student is Important

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District Wide Long Term Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high-quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

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Demographics Summary

The Ennis Independent School District, formed in 1881, covers an area of 253.8 square miles. Ennis is located in southeast Ellis County. District attendance zone lines extend into both Navarro and Henderson counties. The population is home to many children who live in rural areas balanced by healthy neighborhood populations throughout the town.

Ennis ISD serves 6,012 students from our three-year-old Head Start Program through grade 12. The District operates 11 campuses. Two campuses are designated Early Childhood Centers (Pre K - Kindergarten), four elementary campuses serve grades 1-3, two intermediate campuses serving grades 4-5, one 6th grade campus, one junior high school for grades 7-8, and a high school campus for grades 9-12. The District also runs its own DAEP campus. The demographic breakdown of the students of Ennis ISD is as follows: 58.1% Hispanic, 27.6% white, 13.2% African American, and 1.1% of other races.

The district serves a diverse population in several special programs: 18.8% of the student population is served by an English Language Program, 8.5% in the Gifted and Talented Program, and 13.27% in the Special Education Program.

Ennis ISD has a total of 752 employees. Of the 752 employees, 397 are teachers, 75 are professional support, there are 23 campus administrators, 142 educational aides and 108 auxiliary staff members. The demographic makeup of the Ennis ISD staff is 81.6% female and 18.4% male. 67.7% of the staff is white, 21.1% is Hispanic, 9.7% is African American and 1.5% are classified as other. The average experience of teachers is 12 years

The City of Ennis' population (as of 2020) is 19,917. Ennis is home to several industrial plants that employ over 4,000 workers in more than 40 different industries. Economic development is a priority for the city. Traditionally, a community with a rich Czech heritage, Ennis' Hispanic population continues to grow relative to other groups. As reflected in the District's population of English learners, there are many residents who's primary language is Spanish.

The District is dedicated to offering the best education at all 11 of its campuses focusing on student achievement for all students. EISD educators are highly qualified and work to ensure all students have the best resources and instruction to succeed. The District has a long tradition of success and continues building excellence so that all students are college and career-ready when they graduate from EISD schools.

Demographics Strengths

The overall student population of EISD has been stable, characterized by slow growth, with a total number of students increased by a few percentage points over the past decade. However, the district is preparing for considerable student growth with all of the new home construction that is occuring throughout the district.

The student population of Ennis ISD is diverse, which provides students the opportunity to learn and grow with others across the economic and racial/ethnic

spectrum. The district is fortunate to enjoy broad support from parents and community members.

The community has seen increased development and construction of both multi-family housing and single family homes over the past 2 years and will continue growth with a possiblity of faster growth rates within the next 2-3 years.

The city of Ennis has made great efforts to revitalize its historic downtown, as well as the addition of several new businesses, which have begun construction along the city's I-45 corridor.

Student Learning

Student Learning Summary

The district has a robust assessment plan. Renaissance STAR Early Literacy, Math, and Reading are completed 3 times per year in grades K-3 and three times a year for grades 7-10. If students are in RtI, they are progress measured using these tools. In grades K-6, teachers assess reading levels using BAS to guide small group instruction. Additional diagnostic tools are used for kindergarten and 1st grade to determine if students are "at risk" for dyslexia. Quarterly TRS assessments are also given to measure TEKS retention and mastery. Teachers use these tools to track the growth of their students and intervene when necessary as well as make ajustments to instruction. The district uses this data to track progress of campuses and standards and to adjust curriculum and pacing, as necessary. This information also drives support for campuses.

This past year (post pandemic), the district experienced mixed results on STAAR. There are examples where we scored far better than the Region and State, but with examples of us not scoring as high. Also, there are many examples of improvement from last year, but also examples where we did not score as well.

3rd Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	80%	78%	77%	75%
Meets or better	47%	53%	52%	40%
Masters	28%	33%	31%	18%
Math				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	75%	71%	70%	78%
Meets or better	42%	44%	42%	39%
Masters	19%	23%	21%	19%

4th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	77%	78%	77%	61%
Meets or better	50%	56%	54%	32%

4th Grade				
Masters	18%	31%	29%	13%
Math				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	72%	70%	69%	64%
Meets or better	44%	44%	42%	41%
Masters	23%	25%	23%	26%
5th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	78%	81%	80%	74%
Meets or better	48%	60%	57%	48%
Masters	28%	40%	37%	28%
Math				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	77%	76%	75%	81%
Meets or better	44%	48%	46%	53%
Masters	21%	26%	23%	29%
Science				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	64%	66%	66%	71%
Meets or better	30%	38%	37%	36%
Masters	12%	18%	17%	16%
6th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	75%	70%	69%	66%
Meets or better	45%	43%	41%	33%
Masters	25%	24%	22%	15%
Math				
	Ennis ISD	Region 10	State	EISD 2020-2021
Approaches or better	77%	74%	72%	80%
Meets or better	42%	41%	37%	41%
Masters	13%	18%	15%	15%

7th Grade				
Reading				
	EJHS	Region 10	State	2020-2021
Approaches or better	75%	79%	78%	70%
Meets or better	48%	56%	55%	41%
Masters	31%	39%	37%	20%
Math				
	EJHS	Region 10	State	2020-2021
Approaches or better	61%	60%	59%	62%
Meets or better	32%	31%	29%	31%
Masters	10%	15%	12%	14%
8th Grade				
Reading				
	EJHS	Region 10	State	2020-2021
Approaches or better	83%	83%	82%	75%
Meets or better	52%	58%	57%	49%
Masters	35%	39%	37%	24%
Math				
	EJHS	Region 10	State	2020-2021
Approaches or better	59%	70%	70%	69%
Meets or better	19%	29%	38%	44%
Masters	3%	14%	13%	10%
Algebra				
	EJHS	Region 10	State	2020-2021
Approaches or better	99%	74%	74%	99%
Meets or better	84%	48%	46%	
Masters	66%	32%	30%	67%
Science				
	EJHS	Region 10	State	2020-2021
Approaches or better	69%	74%	73%	68%
Meets or better	36%	46%	43%	43%
Masters	12%	25%	22%	24%
Social Studies				
	EJHS	Region 10	State	2020-2021
Approaches or better	52%	61%	59%	54%

7th Grade					
Meets or better	20%	31%	29%	25%	
Masters	10%	19%	17%	13%	

Ennis High School

Algebra

	EHS	Region 10	State	2020-2021	EISD
Approaches or better	70%	74%	74%	68%	76%
Meets or better	36%	48%	46%	33%	45%
Masters	16%	32%	30%	15%	26%

English 1

	EHS	Region 10	State	2020-2021	
Approaches or better	51%	64%	63%	57%	
Meets or better	34%	50%	48%	35%	
Masters	4%	13%	11%	6%	

Biology

	EHS	Region 10	State	2020-2021	
Approaches or better	84%	83%	83%	81%	
Meets or better	55%	59%	58%	53%	
Masters	18%	25%	23%	17%	

English 2

	EHS	Region 10	State	2020-2021	
Approaches or better	59%	71%	71%	72%	
Meets or better	44%	58%	57%	54%	
Masters	3%	10%	9%	6%	

US History

	EHS	Region 10	State	2020-2021	
Approaches or better	85%	89%	89%	87%	
Meets or better	62%	72%	71%	68%	
Masters	32%	46%	44%	40%	

Student Learning Strengths

Based on 2022 STAAR performance, we showed growth in grades 3-8 Reading. There were also pockets of success on the Math STAAR tests.

Ennis High School experienced growth on the Algebra and Biology STAAR EOCs.

District Processes & Programs

District Processes & Programs Summary

Students in Ennis ISD are served by a number of specialized programs related to student needs. 61.05% (2021 PEIMS) of students are served by the free/reduced price lunch program, and 47.14% met the criteria of At Risk. Of the student population, 18.8% are English Language Learners (ELL), served by Bilingual or English as a Second Language (ESL) programs. Currently, 11.45 % are served through special education (Sped), 8.5% through Gifted and Talented (GT), 8.6% through Response to Intervention (RTI), 13% through 504 services, 8% through Dyslexia Therapy (DT).

Ennis ISD continues to make CCMR a district priority. Ennis High School is a TSI testing site as well as a testing site for the SAT and the ACT. The district adopted a testing protocol in 2017 that provides district funds for students to take the ACT or the SAT at no cost. The district also provides funding to supplement the cost of AP exams, PSAT, and PLAN tests.

The Academic Response to Intervention program serves over 700 students in grades K - 12. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific procedures for students on Tiers 2 and 3 are outlined in the district Response to Intervention Manual, which is updated annually to reflect programmatic changes. Most of the intervention involves a focus on reading with eight reading intervention teachers serving grades K-6. An intervention lab for grades 7-8 has seen increasing support for students in need of RTI and/or 504 supports. This learning lab focuses on a tiered level of support with targeted tutoring and pull out supports. Additional intervention resources are needed to provide more wrap around support for students to include mental health interventions.

In summary, 95% of students with Dyslexia are exiting a two year therapy program between 5th and 6th grade and in need of additional academic support in the areas of reading and writing. The addition of a Dyslexia Interventionist for 2021-2022 has supported an intervention lab setting for grades 7-8 and provided a different Dyslexia instructional curriculum. The curriculum, Multi-Teaching Approach (MTA) will provide a variety of resources to meet the growing needs of students with Dyslexia. This current curriculum will supplement the district general education Dyslexia curriculum, Take Flight. Take Flight will be delivered by trained therapists that are trained through Scottish Rite Hospital. Additionally, data from kindergarten and 1st grade Dyslexia screeners identify students with Emergent Bilingual identification in need of intervention support. This support will include Dyslexia instruction from a trained ESL/Bilingual interventionist. The addition of interventionists for Dyslexia support the district's efforts to offer a curriculum for all students identified with the condition of Dyslexia.

Each campus has a certified counselor to provide a guidance program for students and support the campus with additional assigned responsibilities. Currently counselors are providing individual, small groups, and classroom guidance services. Additional social emotional learning requires additional resources for classroom teacher and counselor to implement stratagies related to mental health needs of teachers and students.

In regards to personnel and recruiting efforts, Ennis ISD has expanded its efforts to attract and retain highly qualified teachers. The Human Services department coordinates the recruiting efforts at numerous job fairs locally and across the state. EISD offers a competitive salary and benefits package as well as a matching 403B/457 program (TERRP). In an effort to show appreciation to the staff, Ennis ISD has rewarded staff members with an annual retention incentive of $600. Beginning in the 2019-2020 school year, Ennis ISD has offered WelVia (a no deductible, mobile office visit service) to all employees at no cost to them.

Ennis ISD remains committed to supporting Emergent Bilingual students through the district's English as a Second Language and Bilingual Education programs. Students are identified as being Emergent Bilingual following the procedures set forth in Chapter 89, and the LPAC at each campus makes program placement recommendations. Students are served by ESL-certified teachers in the English as a Second Language program, and by teachers who are bilingual-certified in the transitional bilingual program and by bilingual-certified or by a combination of bilingual- and ESL-certified teachers in the dual language program.

The implementation of the district's dual language enrichment program continues to expand and will be offered in grades PK-2nd during the 2022-23 school year. The program utilizes the Gomez and Gomez Dual Language Enrichment (DLE) model, and 2nd grade presents a unique challenge for implementation, as this is the grade level at which English Language Arts is first introduced to students. Teachers will collaborate with the Bilingual/ESL Director to develop plans to interlace all language arts TEKS into both SLAR and ELAR in an effort to support fluency in both languages.

The district provides at least one instructional coach at each campus, with secondary campuses (6-12) having two coaches each. Instructional coaches provide support to teachers in planning and implementing high-quality instruction, analysis of data to inform instructional planning, and development of curricular resources when needed. Coaches support every aspect of classroom instruction and assessment.

District Processes & Programs Strengths

EISD has an established new teacher mentoring program for teachers new to the profession. Mentor teachers receive annual training and are required to provide ongoing support to their assigned mentee. District level staff including instructional coaches and principals as well as the Asst. Superintendent of Curriculum and Instruction provide training throughout the year on a variety of relevant topics such as classroom management, special education requirements, and establishing positive teacher/parent partnerships.

The assignment of campus specific instructional coaches provides Ennis ISD teachers with a variety of supports. Instructional Coaches also provide critical curriculum support in the form of subject area pacing guide creation, evaluation and training for new TEKS, professional development, data disaggregation and evaluation, unit test creation, and a host of other duties. Instructional Coaches also provide key support to campus administrators regarding student performance and plans for improvement.

Each campus has a certified counselor to deliver a balanced guidance program. Additional social emotional learning requires additional resources for classroom teacher and counselor to implement stratagies related to mental health needs of teachers and students.   Additional intervention resources are needed

to provide more wrap around support for students to include mental health interventions.

The distict provides a strong dyslexia program of services with 4 trained therapists assigned to provide a two-year therapy program for an average of 125 students across 7 campuses. Service trends for dyslexia therapy show an increase number of students served younger while additional students continue to need dyslexia instruction in seventh grade and eighth grade. The current trend has therapy services being limited because of additional campus services per grade.

Services for students identified with a Homeless status have seen an increasing number of students the past two years. The expected enrollment for homeless students during the 2022-2023 school year will be over 225 students. This is a 68% increase in students identified since 2020-2021. Additional services from the Family and Community Engagement Coordinator will target intervention with the average attendance rate for homeless students being 83% starting in 2020-2021 school year. Additional staff, school supplies, and clothing are needed to increase capacity to meet the needs of a growing population to increase the attendance rate to 87% or higher.

Perceptions

Perceptions Summary

The district conducts business with guidance from the District Core Beliefs. The district values the input of students, parents, and staff. The District-wide Educational Improvement Council serves as a voice for the community and staff. The district leaders are involved in community committees, clubs, and events. Ennis ISD has a culture of giving. EISD employees support the local United Way as the largest nonprofit organization. The district also partners with other student support organizations such as Give A Kid A Chance (Back to School - School Supplies) and weekly Lions Cubs weekend food program, Ennis Noon Lions Club (eye glasses), Salvation Army (Angel Tree), and the Boys and Girls Club of Ennis (elementary campuses host after school programs). Boys and Girls Club also uses Lummus Intermediate as a secondary site during the Summer.

According to the 2020-2021 TAPR (prior to COVID reporting), the district has an overall attendance rate of 98.5%. Campus and district administrators review Results Driven Accountability (RDA) data annually and have addressed sub group discipline rates. District administrators utilize the Walsh, Gallegos, Trevino, Russo & Kyle Bullying tool kit when investigating claims of bullying or harrassment.

All campuses are involved in the Lion Pride Way. The Lion Pride Way is a district initiative that uses common language and expectations to improve the culture, climate, and communication on campuses by teaching our students skills that will help them throughout life.

Perceptions Strengths

Ennis ISD has a history of working with community groups who support and serve its students. Ennis schools, particularly those serving grades PreK - 3rd enjoy strong parental support. The district is proactive regarding its communication with its community.

Ennis ISD made a concerted effort to get all students back on campus during the pandemic. The belief is that student attendance rates will return to pre-COVID numbers which are very strong.

The district has a competitive retention program as well as attendance and retention incentives for its staff. The district also provides a "sick bank" benefit to employees in the event of serious illness or injury.

Ennis ISD values and supports the use of technology in the classroom. The district has made a significant investment in digital resources for students and staff and is now a 1:1 (Chromebooks) district for all grade levels. All classrooms are equipped with interactive white boards across the district.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

District Goals

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.

Performance Objective 1: To maintain a B or higher designation for district ratings in the 2022-2023 school year while increasing designated special populations (EL, SPED, ECO DIS) achievement data to equal to or greater than the State average.

High Priority

Evaluation Data Sources: Texas Academic Performance Report

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1.1.1 The district will continue to support the Texas Essential Knowledge and Skills (TEKS) as the viable district-wide curriculum. Research-based resources including the TEKS Resource System (TRS) will be used to support the district-wide curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Seamless instruction as evidenced by class room walk-throughs; Improved STAAR scores; Improvement of achievement in subgroups **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** Region X, TRS Management System - 199 - General Fund: Local				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 1.1.2 Teachers will participate in purposeful planning through campus PLCs for PreK-12 and will implement the TRS curriculum resource in all core area K-12 classrooms. All core teachers will use the TRS assessments for evaluation of student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus walkthroughs; TRS Assessment Data **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Campus Principals **Funding Sources:** Time, Eduphoria AWARE - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 1.1.3 Data analysis meetings will be conducted at the district and campus level to analyze current campus and student data to guide next steps for instructional practices in the classroom.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of meetings with principals and meetings on campuses regarding data disaggregation **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, - 224 - IDEA B, Formula (SpEd)				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 1.1.4 The district will provide professional learning opportunities to support increased implementation of student-centered instructional approaches in the classroom for grades PreK-12.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Instructional observations and walkthroughs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - Special Education: State, - 224 - IDEA B, Formula (SpEd), Instructional materials and professional development - 211 - Title I, Part A Improving Basic Program, Instructional materials and professional development - 270 Title V Rural & Low Income School, Instructional materials and professional development - 199 - General Fund: Local				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 1.1.5 The district will continue to refine inclusive models of instruction throughout the district adapting to the needs of the student.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number of students served in inclusive settings on Annual RDA report **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Local, - 199 - Special Education: State				

Strategy 6 Details	Reviews			
Strategy 6: Strategy 1.1.6 English learners will receive targeted instruction at each campus to improve their level of English proficiency on the oral language tests and their reading, listening, speaking, and writing ability ratings on the TELPAS. Through support with English proficiency and academics, ELs will improve scores on state assessments to a level that is at or above State average. Teachers and administrators will be trained in instructional strategies for English learners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: RDA indicators; Increased scores on TELPAS; Increased scores on state assessments. **Staff Responsible for Monitoring:** Bilingual/ESL Director **Results Driven Accountability** **Funding Sources:** Data in AWARE - 263 - Title III, LEP, - 199 - General Fund: Local				

Strategy 7 Details	Reviews			
Strategy 7: Strategy 1.1.7 Professional learning for staff will include strategies to reach diverse learners' needs including EL, SPED, GT, Dyslexic, and struggling learners. This will include instructional strategies for language acquisition and vocabulary development for ELs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased scores on TELPAS; Increased scores on state assessments; RDA data **Staff Responsible for Monitoring:** Director of Special Education Director of Special Programs Bilingual/ESL Director Assistant Superintendent of Curriculum and Instruction **Funding Sources:** Instructional language supports. - 263 - Title III, LEP, - 199 - General Fund: Local, - 199 - Special Education: State, - 199 - GATE: State, Professional development travels - 211 - Title I, Part A Improving Basic Program, Additional training for reading dyslexia instruction - 270 Title V Rural & Low Income School, Professional development travels - 289 - Title IV, Part A				

Strategy 8 Details	Reviews			
Strategy 8: Strategy 1.1.8 EISD staff will use multiple measures to make instructional decisions to meet students' needs. They will utilize data from assessments, including but not limited to, Aware, Major Clarity, Renaissance STAR, TRS Assessments, STAAR, Skyward, College Board, BAS, Performance Assessments, and student work.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Full implementation of the software program and training sessions **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Accountability and Operations Director of Post-Secondary Readiness **Funding Sources:** - 199 - General Fund: Local, IREADY- professional devlopment and tracking interventions - 211 - Title I, Part A Improving Basic Program, Post-secondary planning software - 270 Title V Rural & Low Income School				

Strategy 9 Details	Reviews			
Strategy 9: Strategy 1.1.9 Students identified as "at risk" will be provided with intervention and accelerated instruction to improve their chances of academic success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Types of Intervention Sessions; # of Students Served; quality instructional resources, small group intervention, monitor attendance of homeless students and intervene twith phone calls and home visits. **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Assistant Superintendent of Curriculum and Instruction Campus Principals Family and Community Engagement Coordinator **Funding Sources:** Personnel, buses, time - 199 - State Compensatory Ed (SCE): State, Mentoring Program - 289 - Title IV, Part A, - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd), Identified students with Homeless status and provided needs for clothing and school supplies - 206 - TEXSHEP McKinney-Vento (Homeless), Identified students with Homeless status and provided needs for clothing and school supplies - 278 - ARP Homeless I TEHCY, Identified students with Homeless status and provided needs for clothing and school supplies - 280 - ARP Homeless II				

Strategy 10 Details	Reviews			
Strategy 10: Strategy 1.1.10 Reading Interventionists (assisted by the Reading Intervention Paraprofessionals at PreK - 3), Dyslexia Interventionist, and Dyslexia Therapists will provide specialized reading instruction at every campus to assist students who are identified as at risk due to gaps in reading skills or dyslexia. Instructional Coaches and Reading Specialists will provide support and training to identified teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students served and progress attained **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** - 199 - General Fund: Local, Dyslexia Interventionist - 211 - Title I, Part A Improving Basic Program, Supplemental reading material for differentiated curriculum needs - 289 - Title IV, Part A, Instructional material and training - 270 Title V Rural & Low Income School				

Strategy 11 Details	Reviews			
Strategy 11: Strategy 1.1.11 The district will implement Response to Intervention (RtI) for students at risk of academic failure. Administrators, counselors, and teachers will use eStar as a software management system. Student support teams (CARE teams) at each campus will document interventions electronically.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students served by interventionists/dyslexia therapy and their progress summary. **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** - 224 - IDEA B, Formula (SpEd), - 199 - Special Education: State, - 199 - General Fund: Local, Reading intervention instructional material including software database - 211 - Title I, Part A Improving Basic Program				

Strategy 12 Details	Reviews			
Strategy 12: Strategy 1.1.12 The district will provide and expand quality Career and Technology classes through qualified staff, supplies, equipment, and training for students to experience real world careers and skills. Dual credit CTE opportunities will be furthered through Institutes of Higher Education. The district will now use Eduthings software to assist with monitoring Perkins grant, certification exams, programs of studies as well as choosing courses of study.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of personnel Number of students enrolled in classes; Certifications offered/earned **Staff Responsible for Monitoring:** Director of Post Secondary Readiness **Funding Sources:** - 244 - Carl D. Perkins: Federal, - 199 - General Fund: Local, - 199 - CTE: State				

Strategy 13 Details	Reviews			
Strategy 13: Strategy 1.1.13 GT students will be identified and served through GT trained staff. The district will provide yearly training for all certified staff.	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Lists of identified gifted students at each grade level and subject area are on file in the curriculum office and identified on PEIMS; Percentage and number of students identified in grades K-12
    Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
 	
    Funding Sources: - 199 - GATE: State, - 199 - General Fund: Local				

Strategy 14 Details	Reviews			
Strategy 14: Strategy 1.1.14 Summer school will be provided for students who are identified as in need of accelerated instruction.	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Numbers of students per elementary & per secondary who attend summer school
    Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
 	
    Funding Sources: - 199 - State Compensatory Ed (SCE): State, - 199 - General Fund: Local				

Strategy 15 Details	Reviews			
Strategy 15: Strategy 1.1.15 The district will participate in a three and four year old Head Start Program for disadvantaged children. The program is located at Carver Early Childhood Center. The district will have a booth at Give a Kid a Chance (GAKAC) to provide parents with information on Pre-K and Head Start. The district will also use Social Media as a resource to inform parents about Head Start.	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Number of students enrolled and served in the program; Documentation of parent meeting and attendance
    Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
 	
    Funding Sources: - 205 - Headstart				

Strategy 16 Details	Reviews			
Strategy 16: Strategy 1.1.16 UIL academic participation will continue to be emphasized in grades 2nd-12th, and participants will have the opportunity with advanced and enriched learning opportunities through competitions at the district, area, regional, and state level.	Formative			Summative
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Students participating and levels of success on each campus.
    Staff Responsible for Monitoring: Director of Special Programs
 	
    Funding Sources: Extra Duty and gneral supplies - 199 - General Fund: Local				

Strategy 17 Details	Reviews			
Strategy 17: Strategy 1.1.17 The district will provide support services (health, parent education, and academic interventions) to insure success of migrant students. The district is a member of ESC 10 Migrant services. **Strategy's Expected Result/Impact:** Number of migrant students; Services provided; Student success **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 212 - Title I, Part C, Migrant	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 18 Details	Reviews			
Strategy 18: Strategy 1.1.18 EISD will use a Learning Management System (CANVAS) to assist staff in the utilization of mobile devices. EISD is a G-Suite for Education district. The district will provide training on programs used such as Google, Canvas, etc. **Strategy's Expected Result/Impact:** Number of technology training sessions held and attendance; Number of Google certified staff; Badges earned in Canvas **Staff Responsible for Monitoring:** Technology Director Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 19 Details	Reviews			
Strategy 19: Strategy 1.1.19 Digital learning will facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom and differentiate instruction for students. **Strategy's Expected Result/Impact:** Training documentation and sessions offered /Monitoring of software use **Staff Responsible for Monitoring:** Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 20 Details	Reviews			
Strategy 20: Strategy 1.1.20 Software will be made available for student accelerated learning at home and school in reading and math. Student use will be monitored to assure optimum participation. **Strategy's Expected Result/Impact:** Listing of software and hardware purchased; Monthly usage reports will be shared with campus principals and Digital Learning Coordinator. **Staff Responsible for Monitoring:** Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 21 Details	Reviews			
Strategy 21: Strategy 1.1.21 The district will continue implementation of mobile technology as per the district's Technology Sustainability Plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Mobile devices made available to students; Technology Sustainability Plan **Staff Responsible for Monitoring:** Director of Technology **Funding Sources:** iPads, - 410 - IMA-Instructional Materials Allotment, - 199 - General Fund: Local				

Strategy 22 Details	Reviews			
Strategy 22: Strategy 1.1.22 Credit Recovery self- paced program will be offered. Programs such as, but not limited to, APEX will be used.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students enrolled and completion rates in EHS' credit recovery program (SOAR). **Staff Responsible for Monitoring:** EHS Principal Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - State Compensatory Ed (SCE): State				

Strategy 23 Details	Reviews			
Strategy 23: Strategy 1.1.23 The district will provide instructional support through on-site targeted professional learning, job embedded professional learning, PLCs, and coaching support utilizing instructional coaches.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus data talks; IC side-by-side coaching; classroom observations; PLC minutes **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Campus Principals **Funding Sources:** Other professional learning trainings - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local				

Strategy 24 Details	Reviews			
Strategy 24: Strategy 1.1.24 Provide CTE course pathways to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students enrolled in the program; Completion rate of students in the program **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - CTE: State - $160,000				

Strategy 25 Details	Reviews			
Strategy 25: Strategy 1.1.25 The district will assist students, teachers, counselors, and parents with information about: Higher education admissions and financial aid opportunities; TEXAS grant program, Teach for Texas grants programs, Curriculum choices for student pathways through the development of resources. Full implementation grades 6-12 with post secondary resources and opportunities. District will utilize programs such as Major Clarity.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Presentation, website resources, and parent informational flyers **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness, Academic Advisor **Funding Sources:** - 199 - General Fund: Local, Software database with student resource access - 211 - Title I, Part A Improving Basic Program				

Strategy 26 Details	Reviews			
Strategy 26: Strategy 1.1.26 Provide training to staff on identifying, evaluating, and modeling best practices for technology and integration as a learning tool.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student performance on formative and summative assessments **Staff Responsible for Monitoring:** Digital Learning Coordinator				

Strategy 27 Details	Reviews			
Strategy 27: Strategy 1.1.27 Continue to enhance early exit transitional program to meet the needs of ELs for 3rd grade and up as the district implements a Dual Language Enrichment model for PreK-2nd grade for the 2022-2023 school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: RDA indicators; Number of students successfully exiting the program for transitional; Number of students showing progress in the Dual Language Enrichment model **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Bilingual/ESL Director **Funding Sources:** - 199 - General Fund: Local, - 199 - Bilingual/ESL: State, Instructional material - 263 - Title III, LEP, Instructional materials - 270 Title V Rural & Low Income School				

Strategy 28 Details	Reviews			
Strategy 28: Strategy 1.1.228 Campuses will work to maximize instructional time through master schedule, transitions, and classroom environment. EISD has purchased new software, Cardonex, in an effort to ease scheduling and maximize staffing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of instructional minutes; Increased performance on formative and summative assessments **Staff Responsible for Monitoring:** Campus Principals Assistant Superintendent of Curriculum and Instruction Deputy Superintendent				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.

Performance Objective 2: The goal of at the secondary level is to support academically rigorous coursework, advanced academic opportunity, preparation for college readiness, and improve student achievement. For the 2022-2023 school year implementation of district strategies, EISD will maintain 95% or higher percentage of students graduating from high school; enrollment in advanced courses will increase by 3%, and percentage of College, Career, and Military Ready (CCMR) will achieve 85% or higher.

Evaluation Data Sources: Class roster, course offerings, MOU with IHE, student transcipts.

Strategy 1 Details	Reviews			
Strategy 1: Strategy Strategy 1.2.1 The AVID program will be continued at Ennis High School and Ennis Junior High to prepare more students for college, to create a college going culture at both campuses, and introduce students to the processes and preparations for attending college and being successful in college. Secondary campuses will use the AVID organizational strand.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Number of students identified and participating in grades 7-12; Number of AVID seniors graduating and the percentage accepted to 4 year colleges/universities; Certification status of EJHS and EHS
 	
    Staff Responsible for Monitoring: Director of Post-Secondary Readiness
 	
    Funding Sources: - 199 - High School Allotment: State				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 1.2.2 The district will promote and support face-to-face and online dual credit opportunities for all eligible students in grades 9-12. The district will continue with current partnerships with Institutes of Higher Learning to provide these opportunities for students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Number of:
(A) dual credit courses offered
(B) students taking dual credit courses
(C) Number of students passing dual credit courses
(D) Partnerships developed with IHE
    Staff Responsible for Monitoring: Director of Post-Secondary Readiness
 	
    Funding Sources: - 199 - General Fund: Local, - 199 - High School Allotment: State				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 1. 2.3 The district will provide core and elective Advanced Placement courses at Ennis H.S. to help students be better prepared for college. In order to increase student enrollment in AP courses, teachers and counselors will advise students on the benefits of such AP courses prior to the course selection window in the spring.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students enrolled in advanced placement classes. Increase offerings of advanced placement courses. **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - General Fund: Local, - 199 - High School Allotment: State				

Strategy 4 Details	Reviews			
Strategy 4: 1.2.4 The district will continue to update its current Gifted and Talented Plan to meet the requirements of the state's new guidelines upon their adoption. A committee of teachers, administrators, and parents will work together to complete this process. For the 2022-2023 school year, the focus is the instructional arrangements/supports and the identification process/assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The district GATE plan will be reviewed, revised, and published annually **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction District GATE Coordinator				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Goal 2: Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.

Performance Objective 1: For the 2022-2023 school year, using a competitive salary schedule, the District will maintain an excellent faculty and staff through the effective recruitment and retention of quality teachers with a 90% or higher retention rate.

    Evaluation Data Sources: Department of Human Services Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 2.1 The district will recruit high quality teachers with priority given to teachers certified by the State Board for Educator Certification with a goal of 100% certified for each campus. Paraprofessionals will meet local testing requirements prior to hire and be certified through the State Board of Educator Certification during his/her first year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of certified teaching staff; Documentation of successful testing in four required areas (instruction, writing, math, & reading) for paraprofessionals; and RDA report **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local, Teachers salary and benefits - 211 - Title I, Part A Improving Basic Program, - 199 - State Compensatory Ed (SCE): State, Paraprofessionals salary and benefits - 263 - Title III, LEP, Teachers salary and benefits - 255 - Title II, Part A Training and Recruiting				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2.2 The district contribution to employees TRS insurance will be above the state minimum requirement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: % paid above the state minimum **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 2.3 The district will pay above the state base salary for teachers and will remain competitive with surrounding districts.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Difference in state minimum salary and Ennis ISD starting pay **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd), - 199 - State Compensatory Ed (SCE): State, - 211 - Title I, Part A Improving Basic Program, - 263 - Title III, LEP, - 255 - Title II, Part A Training and Recruiting				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 2.4 Bus transportation from campus to work site will be provided for all employees' children in the afternoon when school is dismissed.	Formative			Summative
Strategy's Expected Result/Impact: Daily routes **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 2.5 The district will offer a supplement to the 403(b)/457 employee retirement plans with district contributions for employees with perfect or good attendance. The district contribution will be put into a separate TERRP account until the employee separates from service.	Formative			Summative
Strategy's Expected Result/Impact: Number of dollars paid into TERRP accounts; number of participants **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Strategy 2.6 Leadership will review personnel at each campus and make adjustments to improve academic services to students.	Formative			Summative
Strategy's Expected Result/Impact: Adjustments made to staffing patterns **Staff Responsible for Monitoring:** Deputy Superintendent	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Strategy 2.7 District will continue to utilize advisory councils for special programs input. Councils will meet at a minimum two times per year.	Formative			Summative
Strategy's Expected Result/Impact: Agenda with sign in sheet **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Assistant Superintendent of Curriculum and Instruction Director of Special Education	Oct	Jan	Mar	June

Strategy 8 Details				Reviews			
Strategy 8: Strategy 2.8 A "sick leave bank" will assist teachers and staff who have a need for additional days over and above their allotment due to extenuating medical circumstances. Guidelines have been developed by the Personnel Office. **Strategy's Expected Result/Impact:** Days shared by staff members **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local				Formative			Summative
				Oct	Jan	Mar	June

Strategy 9 Details				Reviews			
Strategy 9: 2.9 The District will implement the use of Peach Jar (digital flyer/distribution system). **Strategy's Expected Result/Impact:** Implementation of Peach Jar. Number of digital flyers distributed at the district and campus level. **Staff Responsible for Monitoring:** Communications Officer				Formative			Summative
				Oct	Jan	Mar	June

Strategy 10 Details				Reviews			
Strategy 10: 2.10 The District will offer Wellvia (telemedicine provider) as a benefit for all employees. Wellvia will be provided to all district staff at no cost to employees. **Strategy's Expected Result/Impact:** Increased staff attendance due to reduced time off for personal or family illness. **Staff Responsible for Monitoring:** Chief Financial Officer				Formative			Summative
				Oct	Jan	Mar	June

Strategy 11 Details				Reviews			
Strategy 11: 2.11 The district will implement a new paperless onboarding process for all new employees through Frontline. **Strategy's Expected Result/Impact:** Reduced paper work and improvement of timeliness and security of personnel documents. **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Software - 199 - General Fund: Local - $4,000				Formative			Summative
				Oct	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

District Goal 3: Empower staff with resources to ensure student excellence.

Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Performance Objective 1: For the 2022-2023 school year, the district will maintain a Superior rating in School First by scoring 70-100 using the Financial Integrity Rating System of Texas.

    Evaluation Data Sources: School First Report

Strategy 1 Details		Reviews			
Strategy 1: Strategy 3.1 The District will manage resources by ensuring that the budget meets the needs of our students and staff. Each department and campus will carefully manage their budgets with oversight from the Business Office.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District budgets **Staff Responsible for Monitoring:** Chief Financial Officer					
Strategy 2 Details		Reviews			
Strategy 2: Strategy 3.2 The district will continue to produce general revenue through the Medicaid for school reimbursement program (SHARS).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District will continue to work with Houston Medicaid services and maintain revenue. **Staff Responsible for Monitoring:** Chief Financial Officer					

Strategy 3 Details	Reviews			
Strategy 3: Strategy 3.3 Federal funds will be utilized to support instructional programs provided to students with a focus on coordination of fund sources for all activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Programs supported by Federal dollars. List items expected to be supplemental funded for 2022-2023. **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** Total planning entitlement amount for instructional coaches, three general education teachers, bilingual/ESL specialist, dyslexia interventionist, supplemental travel and instructional materials. - 211 - Title I, Part A Improving Basic Program - $1,565,909, Total planning entitlement doe bilingual paraprofessionals. Region 10 shared serves. - 263 - Title III, LEP - $86,447, Total planning entitlement for counseling matierial, positive behavior supports, and career and college readiness tracking. - 289 - Title IV, Part A - $108,328, Expected grant planning entitlement amount for supplementing campus and district reading, math, science, and social studies not met with state, local, and Title I resources. - 270 Title V Rural & Low Income School - $100,000, Total planning entitlement amount for three general education teachers. - 255 - Title II, Part A Training and Recruiting - $237,223, Total planning entitlement amount for students identified as migrant. Region 10 shared services. - 212 - Title I, Part C, Migrant - $6,738				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 3.4 The district will continue the use of VeriTime, an automatic time keeping system for all employees.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Accurate documentation of per day/week/month hours **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Software - 199 - General Fund: Local				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 3.5 Continue to update all procedure manuals: Purchasing Manual, Activity Fund Manual, State and Federal Grant Manual.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Plan executed and followed **Staff Responsible for Monitoring:** Chief Financial Officer				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Performance Objective 1: Throughout the 2022-2023 school year, the district will provide a safe and secure learning environment with a discipline plan that is fair, honest, and open and has high expectations for student behavior by 100% compliant on all safety components.

    Evaluation Data Sources: District Policy/Procedures and Safety Audit
District PBIS

Strategy 1 Details		Reviews			
Strategy 1: Strategy 4.1 The district will provide online handbooks and the Student Code of Conduct to all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of online distribution		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent					

Strategy 2 Details		Reviews			
Strategy 2: Strategy 4.2 The district will update yearly the Multi-Hazard Operations Plan. Principals and the EISD Chief of Police will oversee practice emergency drills such as fire, inclement weather, power outages, lock downs, etc. at each campus. The Ennis ISD police force and the City Police force will participate in shared training events at campuses.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Documentation of training; Documentation of emergency drills on each campus
     Staff Responsible for Monitoring: EISD Chief of Police
 	
     Funding Sources: Plan; Time; Collaboration with city officials - 199 - General Fund: Local					

Strategy 3 Details		Reviews			
Strategy 3: Strategy 4.3 Alternative education settings (ISS, DAEP and newly established JJAEP) will maximize student learning while correcting misbehavior.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Documentation of referrals
     Staff Responsible for Monitoring: Deputy Superintendent
 Campus Principals
 	
     Funding Sources: - 199 - General Fund: Local, - 199 - State Compensatory Ed (SCE): State, - 199 - Special Education: State, - 224 - IDEA B, Formula (SpEd)					

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4.4 The district will develop behavior interventions through the PBIS structure for all students who may need these services. **Strategy's Expected Result/Impact:** Documented PBIS campus plans **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, Positive reinforcement for behavior - 289 - Title IV, Part A	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Strategy 4.5 Background checks will be conducted on all parent volunteers and college students wishing to observe in classrooms by the Human Services department. **Strategy's Expected Result/Impact:** Number of Volunteers approved for campus service; Number of college students completing observations **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Time - 199 - General Fund: Local - $1,000	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Strategy 4.6 CPR, defibrillator training, concussion training, heat training, and first aid instruction will be offered for the coaching staff, physical education staff, band directors, special education life skill teachers and aides, career and technology staff, police officers, and crisis team members. As required by new law, students in 7th-12th grade will receive a one time CPR training course. **Strategy's Expected Result/Impact:** Number of trainings held; Documentation of certification **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** Time - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: Strategy 4.7 All staff will complete online training courses on bloodborne pathogens, sexual harassment, bullying, sexual abuse of children, and suicide prevention as required by state law. **Strategy's Expected Result/Impact:** Documentation of training in Eduphoria **Staff Responsible for Monitoring:** Deputy Superintendent	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Strategy 4.8 All EISD personnel will be offered an opportunity to receive a no-cost influenza vaccine.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of opportunities and staff taking advantage of services **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Strategy 4.9 The district will update software on all Automated External Defibrillators (AED's) in the district , provide updated maintenance, and will replace AED's that are outdated. Epi pens will be available on all campuses and athletic sites to be used in case of allergic reactions.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Dates of completed updates **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local				

Strategy 10 Details	Reviews			
Strategy 10: Strategy 4.10 Counselors and school personnel will provide students with information on conflict resolution, dating violence, suicide prevention, drug prevention; and making healthy life choices. Secondary students 6-12 with parent permission (Opt-in) will participate in the AIM For Success sex education program and a program to be determined regarding child abuse, family violence, dating violence, and sex trafficing which is selected and approved by the SHAC committee.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Documentation of training sessions **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** - 199 - General Fund: Local, Instructional material and training for for counseling and guidance needs - 289 - Title IV, Part A				

Strategy 11 Details		Reviews			
Strategy 11: Strategy 4.11 The Ennis ISD attendance officer and Family/Community Engagement Coordinator will make contact with students and parents after repeated and habitual absences. Truancy proceedings will be filed on students/parents who have continued excessive absences after parent notification in line with state law.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: # of students/parents who were referred to Attendance Officer and who appeared in the justice of the peace courts for truancy proceedings; # of contacts made by the attendance officer: improve attendance rate of homeless students to 87% or higher. **Staff Responsible for Monitoring:** Chief of Police Family/Community Engagement Coordinator **Funding Sources:** Staff to monitor and intervene; Clothing and school supplies - 278 - ARP Homeless I TEHCY, Staff to monitor and intervene; Clothing and school supplies - 280 - ARP Homeless II, Staff to monitor and intervene; Clothing and school supplies - 206 - TEXSHEP McKinney-Vento (Homeless)					

Strategy 12 Details		Reviews			
Strategy 12: Strategy 4.12 The district will utilize the Raptor system to check in all guests at campuses. Security cameras in all buildings, outside facilities, and on buses will be monitored by principals or other staff members.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Lessened vandalism; increased security at check in points; Bus issues resolved by reviewing tapes **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local					

Strategy 13 Details		Reviews			
Strategy 13: Strategy 4.13 The district will maintain a plan for replacement of aging vehicles such as police vehicles, buses, and vehicles for teacher's travel.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Dates of Purchase **Staff Responsible for Monitoring:** Director of Operations **Funding Sources:** - 199 - General Fund: Local					

Strategy 14 Details		Reviews			
Strategy 14: Strategy 4.14 The district will partner with the community based non-profit organization Give A Kid A Chance to supply district students with uniforms, school supplies, medical checkups, immunizations, haircuts,weekend backpack food program, etc. each year. Partnerships with The Salvation Army Christmas Program and the North Texas Food Bank (backpacks for students) will be expanded.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Date of Event held at district facility; Number of families served **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations					

Strategy 15 Details	Reviews			
Strategy 15: Strategy 4.15 The district will maintain a safety plan for each classroom and campus. The district will implement the Standard Response Protocol (SRP) as provided by the Texas School Safety Center.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Materials on hand in case of an emergency **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local				

Strategy 16 Details	Reviews			
Strategy 16: Strategy 4.16 The district will provide information on prevention, identification, response to and reporting of bullying.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: District administrative procedures and incident data **Staff Responsible for Monitoring:** Deputy Superintendent				

Strategy 17 Details	Reviews			
Strategy 17: Strategy 4.17 In an effort to improve student social and academic outcomes, Ennis ISD has implemented the PBIS (Positive Behavioral Interventions and Supports) program. Not only is the strategy to improve our students' social and academic outcomes, but also reduce exclusionary discipline practices, and school personnel feel more effective.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Campus PBIS data **Staff Responsible for Monitoring:** Director of Special Programs				

Strategy 18 Details	Reviews			
Strategy 18: 4.18 Ennis ISD staff members have created a character education program (Lion Pride Way) that will be implemented district wide. Lion Pride Way is not a curriculum but rather a strategy that is integrated throughout the classrooms, hallways, and programs of all campuses, Pre-K through 12th grade.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Graduation Rate, Participation in post secondary student pathways **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Campus Principals				

Strategy 19 Details	Reviews			
Strategy 19: 4.19 The District maintains, and monitors a Tip Line in order for students, staff, parents, or community members to report concerns anonymously to campus principals and EISD Police. This is in direct alignment with the EISD "See Something, Hear Something, Say Something" campaign.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Safe and Secure campuses and a safe and and secure district. **Staff Responsible for Monitoring:** EISD Police Department, Campus Principals, Communications Officer				

Strategy 20 Details	Reviews			
Strategy 20: 4.20 EISD uses an advanced weather warning system for Lion Memorial Stadium and the surrounding practice and playing fields.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safety of Students - The ability to accurately detect lightening and take appropriate precautions for student, staff, and visitor safety. **Staff Responsible for Monitoring:** Athletic Director Athletic Trainers Campus Principal(s) Ennis ISD PD				

Strategy 21 Details	Reviews			
Strategy 21: 4.21 EISD will maintain and review its plan for the maintenance, replacement, upgrades of existing cameras throughout the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced incidents of criminal behavior on EISD Facilities. **Staff Responsible for Monitoring:** Director of Technology, Assistant Superintendent of Accountability and Operations Ennis ISD Police Chief				

Strategy 22 Details	Reviews			
Strategy 22: 4.22 EISD will utilize the Standard Re-unification Method (SRM) as a part of the I Love You Guys Foundation SRP program for incidents of school violence or other emergencies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The development of an organized system of student-parent/family re-unification in the event of an emergency. **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Ennis ISD Chief of Police				

Strategy 23 Details	Reviews			
Strategy 23: 4.23 EISD Guidance Department and EISD Police will develop guidance lesson material to teach and promote the EISD "See something, Hear Something, Say Something" campaign.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will understand the need to alert someone in the event a threat is made. Safety of students and staff is the ultimate desired outcome. **Staff Responsible for Monitoring:** Ennis ISD Police Assistant Superintendent of Accountability and Operations Director of Special Programs				

Strategy 24 Details	Reviews			
Strategy 24: 4.24 District administration will evaluate the current camera "coverage" areas and determine placement of additional units throughout the district.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased camera coverage and reduction of criminal activity. **Staff Responsible for Monitoring:** Ennis ISD PD Technology Director Assistant Superintendent of Accountability and Operations				

Strategy 25 Details	Reviews			
Strategy 25: 4.25 Counselors and school personnel will provide students with information on social emotional learning (SEL) to promote mental health needs with students and staff.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Classroom Guidance and Social Emotional Learning with students' mental health needs **Staff Responsible for Monitoring:** Director of Special Programs, Campus Counselors **Funding Sources:** Curriculum resources and supplies - 289 - Title IV, Part A, - 199 - General Fund: Local				

Strategy 26 Details	Reviews			
Strategy 26: 4.26 Per the TEA and Commissioner, EISD will be implementing many new safety functions included but not limited to: a) School Safety Audit for each campus b) Creation of Campus Behavioral Threat Assessment Teams c) Weekly exterior door sweeps	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Providing safer schools for our students and staff. **Staff Responsible for Monitoring:** EISD Chief of Police Assistant Superintendent of Accountability and Operations				

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.

Performance Objective 1: For the 2022-2023 school year, using multiple media sources, the District will improve communication with and to parents, community members, and all other potential stakeholders to build relationships that will work to improve and strengthen the quality of our schools by actively and consistently improving our social media presence and website traffic.

Evaluation Data Sources: Number of hits and number of followers

Strategy 1 Details	Reviews			
Strategy 1: Strategy 5.1 The Communications Department will review and update the District's Website as needed during Summer 2022.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Reviewed and Revised EISD Website. **Staff Responsible for Monitoring:** Communications Officer **Funding Sources:** - 199 - General Fund: Local				

Strategy 2 Details	Reviews			
Strategy 2: Strategy 5.2 District will provide opportunities for community and parents to interact with staff through multiple events throughout the year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Occurrence; attendance; and number of parents attending **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local, - 261 - Title III-A, Immigrant, Instruction material, snacks, to increase participation - 211 - Title I, Part A Improving Basic Program				

Strategy 3 Details	Reviews			
Strategy 3: Strategy 5.3 The Parenting Resource Center located at the Alamo Education Complex (for more accessibility by parents and community) will be staffed to provide support for parents and community members to encourage involvement in the school system and parental support in the earliest school years.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number of visitors to the parenting center **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Family and Community Engagement Coordinator **Funding Sources:** Family and Community Engagement Coordinator - 211 - Title I, Part A Improving Basic Program				

Strategy 4 Details	Reviews			
Strategy 4: Strategy 5.4 English and Spanish parenting seminars will be held on topics such as adolescent behaviors, early childhood behaviors, reinforcement of learning at home, peer pressure, self-esteem, family communication, etc. The new Latino Literacy Project will be implemented.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Occurrence, attendance, and total number of parents or community members attending
    Staff Responsible for Monitoring: Assistant Superintendent of Accountability and Operations, Director of Special Programs
 	
    Funding Sources: - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local				

Strategy 5 Details	Reviews			
Strategy 5: Strategy 5.5 Ennis ISD has an MOU with Navarro College and will host ESL and GED classes for adults in the community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Number of participants; Dates of classes
    Staff Responsible for Monitoring: Assistant Superintendent of Accountability and Operations
Family and Community Engagement Coordinator
 	
    Funding Sources: - 199 - General Fund: Local				

Strategy 6 Details	Reviews			
Strategy 6: Strategy 5.6 The Ennis ISD Education Foundation will support Ennis ISD teachers and special projects in the coming year. In addition - the district will conduct an employee contribution drive in August 2022.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: # and amount of grants awarded, Total of employee contributions raised through payroll deduction drive (August 2020) **Staff Responsible for Monitoring:** Communications Officer				

Strategy 7 Details	Reviews			
Strategy 7: Strategy 5.7 Skyward Family Access will be available for parents to view their child's grades online (grades 1-12) and receive alerts for missing assignments from any computer location. The TRS portal will allow parents and community members to see what students are learning in the four core content areas by each nine weeks. Information on how to access these two systems will be provided to parents in the fall at Open Houses.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Log-in Summary
    Staff Responsible for Monitoring: Deputy Superintendent, Director of Technology
 	
    Funding Sources: - 199 - General Fund: Local				

Strategy 8 Details	Reviews			
Strategy 8: Strategy 5.8 Counselors will provide comprehensive services on college or trade schools and career exploration. We will be using a new program, "Major Clarity" to assist with college applications, transcripts and career exploration.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number participating in the events; Documentation of events **Staff Responsible for Monitoring:** Director of Postsecondary Readiness **Funding Sources:** Business and College Partnerships - 199 - General Fund: Local, - 289 - Title IV, Part A				

Strategy 9 Details	Reviews			
Strategy 9: Strategy 5.9 The district will continue to have an after school program at all four elementary campuses. This will be a joint venture between the district and the Boys and Girls Clubs.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Student enrollment **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Principals **Funding Sources:** - 199 - General Fund: Local				

Strategy 10 Details	Reviews			
Strategy 10: Strategy 5.10 All teachers will make parent contacts (phone, conference, home visit, etc.) as designated by their principals to be sure parents are well informed about their students successes or areas of need.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Administration will monitor logs **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations				

Strategy 11 Details	Reviews			
Strategy 11: Strategy 5.11 Continue the use of an online registration system for students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Registration of students online **Staff Responsible for Monitoring:** Deputy Superintendent				

Strategy 12 Details	Reviews			
Strategy 12: Strategy 5.12 Continued development and implementation of a digital work-flow for HR processes and procedures. Human Resources will now be using the Frontline for recruiting and hiring.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Digital Work-flow plan **Staff Responsible for Monitoring:** Deputy Superintendent				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

District Goal 6: Provide high-quality facilities with an instructional focus.

Core Belief Six: We believe our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Performance Objective 1: During the 2022-2023 school year, the district's facilities and grounds crews will provide excellent facilities for students and staff and will follow a maintenance plan that assesses and monitors work order response rate.

    Evaluation Data Sources: Maximo System Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 6.1 The district will review its maintainance, grounds and custodial contract and evaluate proposals from multiple vendors to serve this function for Ennis ISD.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Improved performance comensurate with the cost of the service.
   Staff Responsible for Monitoring: Director of Transportation and Operations
Assistant Superintendent of Accountability and Operations
Principals
 	
   Funding Sources: - 199 - General Fund: Local
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Strategy 6.2 Paint and carpet will be replaced during summer maintenance projects at selected locations and a rotation will be developed among campuses.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Number and locations receiving carpet and paint
   Staff Responsible for Monitoring: Director of Transportation and Operations
Assistant Superintendent of Accountability and Operations
 	
   Funding Sources: - 199 - General Fund: Local - $20,000
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Strategy 6.3 The district will continue to maintain an ongoing sustainability plan for roofing, HVAC replacement and repair plan, and energy management plans throughout the district.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Energy savings, documentation of replacements and repairs to HAVC and roofing
   Staff Responsible for Monitoring: Director of Transportation and Operations
Assistant Superintendent of Accountability and Operations
 	
   Funding Sources: - 199 - General Fund: Local
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Strategy 6.4 Continue to use a maintenance plan to address major projects in district.	Formative			Summative
Strategy's Expected Result/Impact: Maintenance plan and Maximo **Staff Responsible for Monitoring:** Director of Transportation and Operations SODEXO Assistant Superintendent of Accountability & Operations	Oct	Jan	Mar	June

	0% No Progress		100% Accomplished		Continue/Modify		Discontinue

Title I Personnel

Name	Position	Program	FTE
Amanda Stapp	Dyslexia Interventionist	Dyslexia Intervention	1.0
Ashley Valek	Instructional Coach	Instructional Support	1.0
Barbara Miller	Instructional Coach	Instructional Support	1.0
Bobby White	Family & Community Coordinator	Parent Engagement- Position #1000203	1.0
Cindy Honza	Instructional Coach	Instructional Support	1.0
Crystal Tisdale	Instructional Coach	Instructional Support	1.0
Glen Tolar	Teacher	Instruction	1.0
Kelly Ruiz	Instructional Coach	Instructional Support	1.0
Kendal Creekmore	Teacher	Instruction	1.0
Kristen Darby	Instructional Coach	Instructional Support	1.0
Kristen Moody	Teacher	Instruction	1.0
Laurie Butler	Teacher	Instruction	1.0
Logan Gaddy	Instructional Coach	Instructional Support	1.0
Nancy Rojas	ESL/Bilingual Specialist	Admin. Other- Position #1001642	1.0
Sharon Culp	Teacher- English	Instruction	1.0
Stacy Keyte	Instructional Coach	Instructional Support	1.0
Tia Hensley	Instructional Coach	Instructional Support	1.0
Tiffany Munoz	Instructional Coach	Instructional Support	1.0
Tricia Drake	Instructional Coach	Instructional Support	1.0
Victoria Gaitan	Teacher	Instruction	1.0
Whitney Trevino	Instructional Coach	Instructional Support	1.0

District Funding Summary

			199 - General Fund: Local		
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Region X, TRS Management System		$0.00
1	1	2	Time, Eduphoria AWARE		$0.00
1	1	3			$0.00
1	1	4	Instructional materials and professional development		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	16	Extra Duty and gneral supplies		$0.00
1	1	18			$0.00
1	1	19			$0.00
1	1	20			$0.00
1	1	21			$0.00
1	1	23			$0.00
1	1	25			$0.00
1	1	27			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00

199 - General Fund: Local					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$0.00
2	1	5			$0.00
2	1	8			$0.00
2	1	11	Software		$4,000.00
3	1	4	Software		$0.00
4	1	2	Plan; Time; Collaboration with city officials		$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5	Time		$1,000.00
4	1	6	Time		$0.00
4	1	8			$0.00
4	1	9			$0.00
4	1	10			$0.00
4	1	12			$0.00
4	1	13			$0.00
4	1	15			$0.00
4	1	25			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	7			$0.00
5	1	8	Business and College Partnerships		$0.00
5	1	9			$0.00
6	1	1			$0.00
6	1	2			$20,000.00
6	1	3			$0.00
				Sub-Total	$25,000.00

199 - Bilingual/ESL: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	27			$0.00
				Sub-Total	$0.00

199 - CTE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$0.00
1	1	24			$160,000.00
				Sub-Total	$160,000.00

199 - GATE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	1	13			$0.00
				Sub-Total	$0.00

199 - State Compensatory Ed (SCE): State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Personnel, buses, time		$0.00
1	1	14			$0.00
1	1	22			$0.00
2	1	1			$0.00
2	1	3			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

199 - High School Allotment: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
				Sub-Total	$0.00

199 - Special Education: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$0.00

199 - Special Education: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	1	7			$0.00
1	1	11			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

205 - Headstart

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			$0.00
				Sub-Total	$0.00

206 - TEXSHEP McKinney-Vento (Homeless)

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

211 - Title I, Part A Improving Basic Program

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	4	Instructional materials and professional development		$0.00
1	1	7	Professional development travels		$0.00
1	1	8	IREADY- professional devlopment and tracking interventions		$0.00
1	1	10	Dyslexia Interventionist		$0.00
1	1	11	Reading intervention instructional material including software database		$0.00
1	1	23	Other professional learning trainings		$0.00
1	1	25	Software database with student resource access		$0.00
2	1	1	Teachers salary and benefits		$0.00
2	1	3			$0.00
3	1	3	Total planning entitlement amount for instructional coaches, three general education teachers, bilingual/ESL specialist, dyslexia interventionist, supplemental travel and instructional materials.		$1,565,909.00

211 - Title I, Part A Improving Basic Program

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			$0.00
5	1	2	Instruction material, snacks, to increase participation		$0.00
5	1	3	Family and Community Engagement Coordinator		$0.00
5	1	4			$0.00
				Sub-Total	$1,565,909.00

212 - Title I, Part C, Migrant

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			$0.00
3	1	3	Total planning entitlement amount for students identified as migrant. Region 10 shared services.		$6,738.00
				Sub-Total	$6,738.00

224 - IDEA B, Formula (SpEd)

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
1	1	4			$0.00
1	1	9			$0.00
1	1	11			$0.00
2	1	3			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

244 - Carl D. Perkins: Federal

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$0.00
				Sub-Total	$0.00

255 - Title II, Part A Training and Recruiting

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teachers salary and benefits		$0.00
2	1	3			$0.00
3	1	3	Total planning entitlement amount for three general education teachers.		$237,223.00
				Sub-Total	$237,223.00

261 - Title III-A, Immigrant					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2			$0.00
				Sub-Total	$0.00

263 - Title III, LEP					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Data in AWARE		$0.00
1	1	7	Instructional language supports.		$0.00
1	1	27	Instructional material		$0.00
2	1	1	Paraprofessionals salary and benefits		$0.00
2	1	3			$0.00
3	1	3	Total planning entitlement doe bilingual paraprofessionals. Region 10 shared serves.		$86,447.00
				Sub-Total	$86,447.00

289 - Title IV, Part A					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Professional development travels		$0.00
1	1	9	Mentoring Program		$0.00
1	1	10	Supplemental reading material for differentiated curriculum needs		$0.00
3	1	3	Total planning entitlement for counseling matierial, positive behavior supports, and career and college readiness tracking.		$108,328.00
4	1	4	Positive reinforcement for behavior		$0.00
4	1	10	Instructional material and training for for counseling and guidance needs		$0.00
4	1	25	Curriculum resources and supplies		$0.00
5	1	8			$0.00
				Sub-Total	$108,328.00

410 - IMA-Instructional Materials Allotment					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21	iPads,		$0.00
				Sub-Total	$0.00

270 Title V Rural & Low Income School

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional materials and professional development		$0.00
1	1	7	Additional training for reading dyslexia instruction		$0.00
1	1	8	Post-secondary planning software		$0.00
1	1	10	Instructional material and training		$0.00
1	1	27	Instructional materials		$0.00
3	1	3	Expected grant planning entitlement amount for supplementing campus and district reading, math, science, and social studies not met with state, local, and Title I resources.		$100,000.00
				Sub-Total	$100,000.00

278 - ARP Homeless I TEHCY

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

280 - ARP Homeless II

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

Addendums

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:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, 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	• Who have made a qualifying move within the previous 1-year period; <u>AND</u> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following template is provided as a resource 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.

NOTE: This tool can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

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 disadvantage).

Goal(s)	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria.	To advance student success the following will be implemented: 1. The progress of the student will be monitored by the ESC MEP in coordination with appropriate school district personnel who have Priority for Service students. Progress will be determined by the grading system of the school district and will be monitored using the PFS Progress Review Sheets. Academic goals will be revised according to the academic success of the students as outlined in their respective PFS Progress Review Sheets. 2. The progress and determined needs of the PFS will be communicated to appropriate personnel identified in the Action Plan in order to support academic success. 3. The services and/or resources provided the PFS will be aligned with the identified academic needs of the student in order to meet the requirements of the rigorous curricula implemented in the state of Texas.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	September 1-August 31 of program year	NGS Specialist	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.	Beginning of each academic school year	Migrant Administrator, migrant program consultant(s), other ESC MEP staff and district program contacts	Completed Action Plan, Monthly PFS Report, Individual PFS Progress Review Sheets, Quarterly Reports, PFS Evaluation Sheet,
Additional Activities			
▪ See Attachment			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	September 1-August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant program consultant(s), other ESC MEP staff, district program contacts	Agendas, sign-in sheets, and PFS Tracking Report
▪ During the academic calendar, the **district's** Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will provide parents of PFS information on the Priority for Service criteria.	September 1-August 31 of the program year	NGS specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Agendas and sign-in sheets for PAC meetings, telephone and mail logs, parent signatures of home visits

▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will make individualized home and/or community visits to update parents on the academic progress of their children.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), district program contacts	Telephone and mail logs, parent signatures of home visits
Additional Activities			
▪ See Attachment			

Provide services to PFS migrant students.

▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will use the PFS reports to give priority placement to these students in migrant education program activities.	September 1- August 31 of the program year	Migrant Administrator, migrant consultant(s),other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets, agendas, sign-in sheets, telephone and mail logs
▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	September 1- August 31 of the program year	NGS Specialist, Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
▪ The district's Title I, Part C Migrant Coordinator **in coordination with the** MEP staff **at the ESC** will determine what federal, state, or local programs serve PFS students.	September 1- August 31 of program year	Recruiter, migrant administrator, migrant consultant(s), other ESC MEP staff, district program contacts	Individual Priority for Service Student Progress Review Sheets
Additional Activities			
▪ See Attachment			

_____ _____ _____

LEA Signature   **Date Completed**   **ESC Signature**   **Date Received**

Region 10 ESC Migrant Education Program PFS/Migrant Plan of Action
2017-2018

PROGRAM AREA: Migrant Education Program   *Attachment

Planning Committee Members	Data Sources (Reporting Instruments or Tools, etc.)	Data Findings	Expected Results/Goals (Performance Indicators)	Activities and Person Responsible	Timeline	Resources Needed (Funds, Materials, Time, Personnel, etc.)	Evaluation (Formative and Summative or Performance Indicators)
ESC 10 MEP Coordinator and Consultants	Texas Statewide Service Delivery Plan

Office of Migrant Education 7 Areas of Concern

Migrant PFS Implementation Process

NGS Drop Out Report and OSY Report, as appropriate

MSIX Report

Attendance Reports

Grades

NGS Graduation Plan Report | **Educational Continuity***: As migrant students move outside school district or state during the school year, they often experience differences in curriculum, academic standards, policies or expectations. This lack of continuity presents barriers to academic achievement. | Maintain and identify resources that are adaptable to the highly mobile lifestyle of migrant students, particularly Priority for Service (PFS) students.

The academic progress toward identified goals of the PFS will be monitored according to the timeline identified in the PFS Implementation Process Plan Action Plan and intervention plans will be developed, as appropriate.
The academic progress of other at-risk migrant students particularly middle school students will be monitored and | ESC 10 NGS Specialist will identify PFS students by generating monthly NGS PFS reports. ESC 10 MEP Consultants, other ESC MEP staff, and District MEP Contacts will review the monthly NGS PFS report and the criteria for identifying PFS on a monthly basis.

ESC MEP consultants and/or other ESC MEP staff will discuss during consultations and/or training sessions, etc., the Migrant PFS Implementation Process (which contains the PFS Action Plan) with program contacts for | 9/1/17-8/31/18

9/1/17-8/31/18 | NGS PFS report

Retention Report

Local Needs Assessment (LNA) of migrant students including identified OSYs needs, Migrant PFS Process Plan, Performance or Intervention Logs for migrant students | 100% of PFS students will be identified and 100% of District Migrant Coordinators will receive the PFS report with criteria of PFS status.

Completed LNA for migrant students, Completed and implemented Migrant PFS Implementation Process Plan which includes the developed PFS Action Plan, Completed and implemented PFS |

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	NGS Retention Report NGS Partial Credit Report PEIMS Reports Home Visits School Visits Local Needs Assessment		intervention plans will be developed. Progress will be determined by the grading policies of the individual school districts. Migrant Out of School Youths (OSYs) will be identified and communicated needs will be met.	feedback as well as implementation at the campus level highlighting how to provide information to principal and other campus staff MEP expectations for the PFS. Discussion should include the identification of district as well as community resources available to support the academic growth of the migrant student. Identification of funding sources supporting PFS success should be determined at this time. MEP staff in coordination with program contacts will develop and implement Intervention Plans for migrant students particularly at risk middle school students and OSYs.		particularly for at-risk middle school students. Area lists of social agencies and services	Progress Review Sheets, Performance or Intervention Logs for migrant students particularly at-risk middle school students, List of identified district as well as community resources, Agendas and sign in sheets Telephone Logs List of identified funding sources
				ESC 10 MEP Consultants will provide information to District MEP Contacts regarding PFS Implementation	9/1/17-8/31/18	NGS Priority for Service Report, Coordinated Meetings, PFS Implementation	Administrators' ID&R agendas and sign in sheets, Quarterly meeting agendas and sign in

				Process Plan during consultations and/or Migrant Quarterly Meetings. Presentations and/or discussions will highlight how the utilization of PFS reports and the PFS Implementation Process Plan should serve PFS students.		Process Plan, Performance or Intervention Logs	sheets, Consultation logs, Completed PFS Implementation Process Plan, PFS Student Progress Review Sheets, Performance or Intervention Logs, PFS Tracking Report
				ESC 10 MEP Consultants will coordinate with District MEP Contacts, and/or District Counselors in order to review NGS reports to determine migrant students including PFS who are entering late and withdrawing early and communicate with appropriate district personnel and/or parents in order to provide students an opportunity to maintain credits.	9/1/17-8/31/18	NGS Reports Student transcripts PFS Implementation Process Plan, Performance or Intervention Logs	Consultation logs Completed and implemented PFS Implementation Process Plan-PFS Student Progress Review Sheets, Performance or Intervention Logs, NGS Grade/credits reports, NGS Graduation Plan reports, NGS Retention, PFS Tracking and Enrollment Reports
				ESC 10 MEP Consultants will coordinate with District MEP Contacts, and /or	9/1/17-8/31/18	TMIP Program contact information NGS Reports (PFS Reports and	List of contacts at TMIP office Student grade reports and /or and state

				District Counselors in order to facilitate access for migrant students to the TMIP-Texas Migrant Interstate Program, a special project of the TEA Division of ESSA program which coordinates state assessments and provides assistance with credit accrual issues. .		Unique Student Count Reports), PFS Implementation Process Plan, Performance or Intervention Logs	assessment results, Completed and implemented PFS Process Plan-PFS Student Progress Review Sheets, Performance or Intervention Logs *Completed Texas Education Agency (TEA) Technical Assistance Checklist, as needed for Educational Continuity section
	Texas Statewide Service Delivery Plan Office of Migrant Education 7 Areas of Concern MSIX Report NGS Drop Out and *OSY Reports* Attendance Reports Grades	**Instructional Time***: Migrant children's mobility impact the amount of time they spend receiving instruction and their attendance patterns.	Maintain and identify resources that are adaptable to the mobile lifestyle and resulting attendance patterns of migrant students and/or OSYs, as appropriate	ESC 10 MEP Consultants and other ESC staff will coordinate with District MEP Coordinators in order to facilitate access to appropriate programs designed for PFS and other migrant students, as funding is available, who are not meeting the state content standards and mastering TEKS objectives such as: • Tutorials and other RTI opportunities offered by a	9/1/17-8/31/18	Software and/or hardware and/or tutor based on individual needs assessment NGS Reports (PFS, Unique Student Count Reports, and On-Time for Graduation Report, Retention Report) Graduation Plans, Report on State Assessment Results Identified and/or communicated needs of OSYs, PFS	Log of Implemented services and/or NGS Service Reports Completed and implemented PFS Implementation Process Plan-PFS Progress Review Sheets, Performance Logs, NGS State Assessment History with Scores Report, On-Time For Graduation Report,

						Implementation Process Plan, Performance Logs	Completed needs assessment for OSY
	NGS Graduation Plan Report NGS Retention Report NGS Partial Credit Report PEIMS Reports Home Visits School Visits Needs Assessment			district and/or campus • Additional software and/or hardware • Home-based tutoring • On line tutorials • Individual tutoring on campus • Migrant and/or district summer programs or services • Community and/or district social services and/or social workers		Area lists of social agencies and services	
			The attendance patterns of PFS will be monitored and reviewed in order to ascertain and establish correlations between the attendance pattern and the academic performance of the student(s). The information will be shared with parent and/or counselors and students, as appropriate in order to effect change. The attendance records of other at-risk students particularly middle school migrant students will be monitored and reviewed	ESC MEP consultants and other ESC MEP staff will coordinate with program contacts in order to evaluate attendance records and identified district personnel will communicate and/or make home visits in order to update parents of the attendance patterns and academic	9/1/17-8/31/18	Calendar of school and/or community meetings for parents, PFS Implementation Process Plan-PFS Progress Review Sheets, Performance Logs NGS reports, Academic reports, Results of State Assessments, PFS	Completed and implemented PFS Implementation Process Plan-PFS Student Progress Review Sheets, Performance Logs, Home Visitation Logs, Telephone Logs * Completed

			in order that correlations between attendance and academic performance can be noted and addressed with parent and/or counselors and students.	progress of their PFS. ESC 10 MEP Consultants will provide support, as needed.		Implementation Process Plan-PFS Student Progress Review Sheets, List of district and/or community resources	TEA Technical Assistance Checklist, as needed for Instructional Time section
	Texas Statewide Service Delivery Plan Federal Office of Migrant Education 7Areas of Concern MSIX report NGS Drop Out and OSY Reports Attendance Reports Grades NGS Graduation Plan Report NGS Retention Report NGS Partial Credit Report	**School Engagement:** With frequent adjustments to new school settings, migrant students often face difficulty making new friends and gaining social acceptance, which can inhibit their ability to do well in school. A student's school engagement can be affected by three types of factors, which can be grouped according to behavioral, emotional and cognitive engagement.	Maintain and identify resources that meet the behavioral, emotional and/or cognitive needs of migrant students including OSYs and PFS students that result from their highly mobile lifestyle .	ESC 10 MEP Consultants and other ESC MEP staff will coordinate with District MEP Contacts, and/or District Counselors in order to provide families of all MEP students particularly PFS with information regarding school-based services or social agencies available to them particularly as needs are communicated.	9/1/17-8/31/18	Area lists of social agencies and services PFS Implementation Process Plan, Performance, Intervention Logs NGS Reports (Unique Student Report and PFS Report) Identified and/or communicated needs of the OSYs	Completed and implemented PFS Implementation Process Plan-PFS Progress Review Sheets, Performance, Intervention Logs NGS Reports Graduation and promotion rates School Club Rosters Completed needs assessment for OSYs, Logs of implemented services or NGS Service Report

PEIMS reports Home Visits School Visits Needs Assessment				ESC 10 MEP Consultants and other ESC MEP staff will coordinate with District MEP Contacts and Counselors in order to complete and/or review PFS Student Progress Review Sheets or Performance Logs in order to determine specific behavioral, emotional and cognitive engagement needs that can be addressed by additional software, hardware, tutoring and/or other services.	9/1/17-8/31/18	Area lists of social agencies and services PFS Implementation Process Plan, Progress Performance Logs, Service Log or NGS Service Report	Completed and implemented PFS Implementation Process Plan-PFS Progress Review Sheets, Performance Logs, Intervention Logs, Service Logs or NGS Service Report
				ESC 10 MEP Consultants will coordinate with District MEP Contacts and/or district counselors, to promote leadership skills and sponsor leadership activities for MEP youth i.e., MESA and support sponsored education trips	9/1/17 8/31/18	NGS Reports (Unique Student Count reports and PFS reports) PFS Implementation Process Plan or Performance Logs, as appropriate Attendance logs from school and/or community activities, PAC Attendance Logs	Flyers Correspondence with district contacts/parents, Agendas, PFS Implementation Process Plan-PFS Progress Review Sheets, Performance Logs, Attendance Logs of student activities during PAC meetings (MESA) Lists of

							participants in Close-up-Texas and Close-up Washington DC trips
				ESC 10 MEP Consultants will coordinate with District MEP Contacts to support PFS involvement (and all migrant students as resources remain available) in existing school/social activities.	9/1/17-8/31/18	NGS Reports (Unique Student Count Report and PFS Reports) PFS Implementation Process Plan or Performance Logs List of school/social activities	NGS Reports (Unique Student Count Report and PFS Reports), Attendance rosters of school and/or community attended activities, Completed and Implemented PFS Implementation Process Plan-PFS Student Review Sheets, Performance Logs, Attendance rosters of school activities, Correspondence with district contacts/parents *Completed TEA Technical Assistance Checklist, as needed for School Engagement section

Texas Statewide Service Delivery Plan Office of Migrant Education 7 Areas of Concern MSIX Report NGS Drop Out Report Attendance Reports Grades Home Visits School Visits Needs Assessment	**Education Support in the Home***: While many migrant parents value education for their children, they may not be able to support their children as the school expects or may not have the means to offer an educationally rich home environment.	Improve communication with counselors/teachers/community members and/or parents of migrant school aged particularly PFS, middle school and early childhood children so collaboration will lead to better informed parents regarding resources/services available to them in order to support the identified academic needs of their respective children.	ESC 10 MEP Consultants and other ESC MEP staff will coordinate with District MEP Contacts in order to provide opportunities for parents to learn about school expectations during attendance at school functions and Migrant PAC meetings. ESC staff will send notices and/or call parents regarding upcoming meetings.	9/1/17-8/31/18	List of school functions Migrant Parent Advisory Council meetings dates, times and locations NGS Family Report	Meeting attendance rosters Agendas Flyers
			ESC 10 MEP Consultants will coordinate with District MEP Contacts and/or District Counselors in order to provide information pertaining to the local and state requirements for promotion and graduation during parent meetings throughout the academic year. Identified school personal and/or ESC 10 MEP Consultants will facilitate communication between the home	9/1/17-8/31/18	Local and state graduation and promotion requirements Parent/teacher conference dates NGS Reports (PFS Reports) Graduation Requirements	Meeting attendance records and agendas Conference attendance records Student Performance Logs/PFS Performance Logs and Follow-up Logs

				and the school regarding the academic progress of students by home visits, telephone calls and/or notices.			
				ESC staff in coordination with program contact and/or district counselors will explain to parents of migrant children the PFS Implementation Process Plan emphasizing the criteria determining PFS status and its relationship to academic success.	9/1/17-8/31/17	PFS Implementation Process Plan, Progress and/or Intervention Logs	Completed and implemented PFS Implementation Plan, Performance and/or Intervention Logs
				ESC 10 MEP Consultants will provide opportunities particularly during PAC meetings for parent/student involvement through activities held at Region 10 ESC.	9/1/17-8/31/17	ESC 10 offerings for parents	Flyers, agendas/handouts and attendance rosters
				ESC 10 MEP Consultants and District MEP staff will coordinate services or provide home-based	9/1/17-8/31/18	Bright Beginnings Early Childhood Program, or coordinate with Local Head Start and other Early	Phone and/or home visitation logs Consultation logs Agendas and sign

						Childhood programs NGS Reports (Two turning Three Reports)	educational services to 3 and 4 year old migrant children.
							in sheets Number of students attending Early Childhood programs including A Bright Beginning *Completed Technical Assistance Checklist, as needed for S Education Support in the Home section
	Statewide Service Delivery Plan Office of Migrant Education 7 Areas of Concern MSIX Report Attendance Reports Grades Home Visits School Visits Needs Assessment	**Health:** Migrant students have higher proportions of acute and chronic health problems. They are at greater risk due to pesticide poisoning, farm injuries, heat-related illness and poverty. Migrant families are less likely to have health insurance and more likely to have difficulty accessing services to address health-related needs.	By collaborating with school districts and other health organizations, services involving dental/vision for PFS and other at risk particularly middle school age migrant children will be identified and shared with families on a need basis and as available.	ESC 10 MEP Consultants and other ESC MEP staff will coordinate with District MEP Contacts, District Counselors, District nurses, in order to provide parents of PFS and parents of other migrant students with list of supplemental health services (whenever requested) and assistance with acquiring those services, as needed.	9/1/17-8/31/18	List of area providers NGS Reports (Unique Student Reports and PFS Reports) Identified needs of migrant students including OSYs	Attendance records NGS Referred Services Reports NGS Medical Alert and Immunization data received from districts Completed needs assessments including OSYs

| Texas Statewide Service Delivery Plan

Office of Migrant Education 7 Areas of Concern

Attendance Reports

Grades

Home Visits

School Visits

Needs Assessment | **Access to Services:** Migrant families often have a newcomer status and a home language other than English. These factors often limit their access to educational and educationally-related services available in the school and community | Maintain and improve access to educationally-related and/or support services available for PFS as well as other migrant students including OSYs | District MEP Contacts, District Counselors and/or ESC 10 MEP Consultants will facilitate communication of identified educationally- related services and/or support services i.e., clothing and school supplies, etc., between the school and/or the community and the parent of the migrant students as well as OSYs. ESC MEP staff will follow-up in order to ensure services have been provided to families. | 9/1/17-8/31/18 | Calendar of conference times between school and migrant students' parents
PFS Implementation Process Plan, Performance and Intervention Logs

List of area providers including work force information, as appropriate and school related services, as needed

NGS Family Report | Completed and implemented PFS Implementation Process Plan, Performance and/or Intervention Logs

Graduation and promotion reports including HSE reports and other business and industrial achievements

Telephone Logs and/or logs of home visits |
| | | | ESC 10 MEP Consultants, District MEP Contacts, and/or District Counselors will provide migrant parents as well as OSYs with a list of educationally-related services available to migrant students as needed such as: **TMIP**-Texas Migrant Interstate Program coordinates out of state assessment and provides assistance | 9/1/17-8/31/18 | NGS Reports (PFS reports, Grade reports, On time for Graduation reports and health records)

PFS Implementation Process Plan-PFS Student Progress Review Sheets | NGS Grade Reports

Student Performance Logs, Intervention Logs, or PFS Student Review Sheets |

				with credit recovery and accrual issues**,** etc.		Identified needs of migrant students including OSYs	Completed needs assessment for migrant students including OSYs
				Migrant Student Graduation Enhancement assists migrant students including PFS and OSYs, as appropriate to graduate from high school by providing opportunities to earn credit, etc.		Approved district and university courses available at the graduation enhancement centers	Agendas Sign in sheets Handouts, telephone logs, completed courses needed for graduation and grades