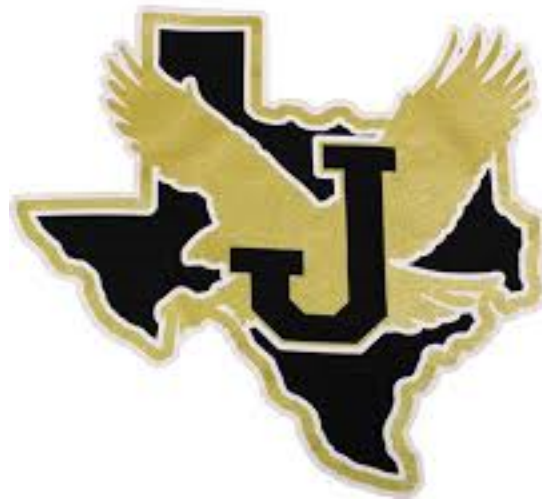


# JUNCTION ISD

## District Improvement Plan

### 2020/2021



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

10/28/2020

# JUNCTION ISD

## **Mission**

*Junction Independent School District's staff, parents, and community are committed to the task of educating all children in order to facilitate our students' reaching their full potential. We believe a team concept is the best method of educating our greatest resource - our children.*

*Casting Vision and Striving for Excellence*

## **Vision**

*Everyone matters; everything matters*

### Nondiscrimination Notice

JUNCTION ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# JUNCTION ISD Site Base

Name	Position
Joy, Vera	District Professional
Schulze, Mariana	Teacher
Guerrero, Erin	Instructional Coach
Guerrero, John	Teacher
Martinez, Jennifer	Teacher
Nowlin, Meredith	Teacher
Sexton, Misty	DIC Chair
Gardner, Robin	High School Counselor
Guzman, Norma	Elementary Counselor
McMilan, Molly	Business Member
Colvin, Patty	Community Member
Stubblefield, Robert	Parent
Hoffman, Cassie	Parent
Heap, Lisa	District Employee
Davis, Dana	Secondary Principal
Carter, Mike	District Manager
Valverde, David	Secondary Vice Principal
Gosney, Kimberlee	Teacher

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

### **The State of Texas Public Education Goals**

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **The State of Texas Public Education Objectives**

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

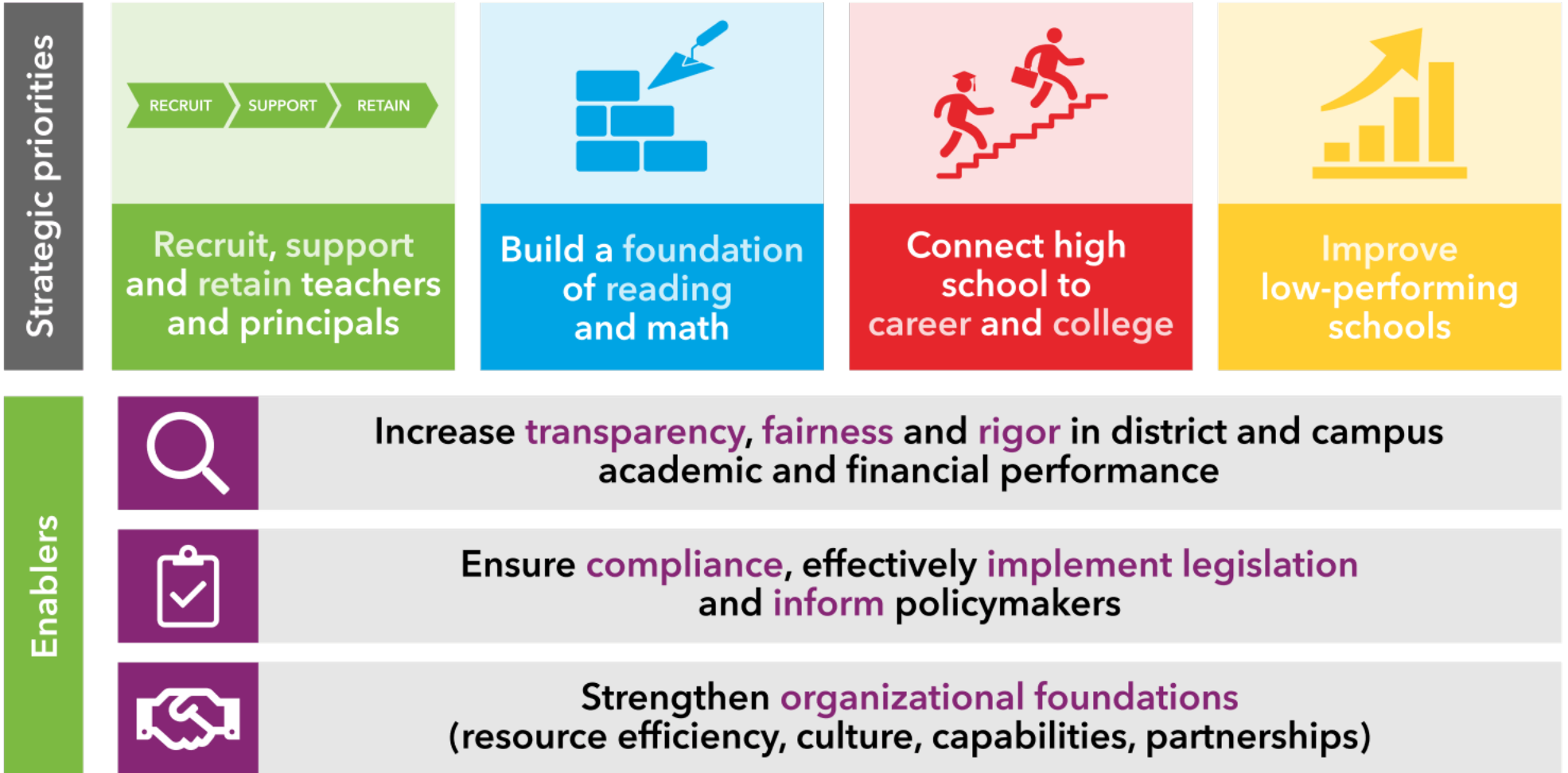
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

**Equity Plan[ESSA Sec. 1112(b)(2)]:** Junction ISD has a higher percentage of inexperienced teachers in the Title 1 campus compared to the State average. Currently Junction ISD has a high number of teachers getting close to the age of retirement; therefore, inexperienced teachers on campus and the percentage could possibly increase over the next few years.. The experienced teachers that Junction ISD has on campus have been with the district for many years and are not transfer teachers from other districts. Many started their career at Junction ISD and will end their career at Junction ISD. Many of the experienced teachers likely started at Junction ISD as an inexperienced teacher. As experienced teachers retire there are not a high number of experienced teachers that apply to Junction ISD. Junction ISD is a rural community and does not pay teachers the equivalent of a larger school in the city. Often times the teachers hired at Junction ISD are teacher aides going back for certification, a young person in the community with a degree that decides to go back for certification, and/or a young teacher out of college looking for a job. Many experienced teachers don't come to Junction, after working many years in another district, seeking a teaching assignment unless they are moving to Junction because it's their hometown, or transferring with a coach or spouse. In the upcoming years there will be high turnover of experienced teachers and the likely pool to replace them will be inexperienced teachers. First we are looking at experienced vs. inexperienced as described in the definition as number of years, but Junction ISD should also consider whether or not a teacher is staying up to standards with being highly qualified or not. This brings to conclusion that rather than inexperienced vs. experienced we should look at ineffective vs. effective teaching. Recognizing that experience does not always equate with effectiveness and vice versa. In looking at effective teaching Junction ISD should consider years of experience, but also performance, student learning and student engagement. While looking at inexperienced teachers by number of years, Junction ISD has a high percentage of inexperienced teachers working with students, but when looking at effective vs. ineffective teaching that number could be higher. Junction ISD wants every student to have the same opportunity as any other student; being taught by an effective teacher supported by an effective principal. There are a lot of things to look at when defining an effective teacher: one who is highly qualified and an expert, one who can raise students cognitive achievement test scores above the average, one who has many years experience, one who inspires resilience, one who has a love for learning, one who works to improve and shares among peers, and possibly all of these. Junction ISD will provide more equitable access to effective teachers by closing the gap. In this plan, Junction ISD will explore ways to close the gap.

**Poverty Criteria[Sec. 1112(b)(4)]:**Junction ISD determines Title I eligibility and rank/serve order through Number of children eligible for free and reduced-price lunches and Direct Certification for the Community Eligibility Provision (CEP) under the National School Lunch Program.

**Schoolwide Programs[Sec. 1112(b)(5)]:**

Junction ISD utilizes Title 1, Part A funds for schoolwide programs. The goal of the program is to improve the academic performance of all students, particularly the lowest-achieving students, students at risk of not meeting the state student academic achievement standards, students who are members of the target population of any program a campus includes in its schoolwide program. Funding is used for intervention instruction and materials for all students. Junction ISD concurs with evidence that shows it is possible to create campuses in which all students achieve high standards, even when most are poor or disadvantaged. Junction ISD has made significant changes in order to meet all needs based on comprehensive needs assessment.

**Targeted Participants[Sec. 1112(b)(5)]:** Junction ISD has a large population of Special Ed students and a high number of Special Ed students performing below average on the STAAR in all subject areas. Junction ISD will use the Response To Intervention (RTI) pre-referral process used by educators to help students who are struggling with a skill or lesson; every teacher will use interventions (a set of teaching procedures) with any student to help them succeed in the classroom; it is not just for children with special needs or a learning disability. Junction ISD will implement an effective intervention system that is strategic and prescriptive. The RTI process will appropriately identify Special Ed students for testing. After a student is identified over a six month period they will be tested by a diagnostician and placed in Special Ed if needed. In the short term training is priority for all teachers in the RTI process; using appropriate intervention strategies and software. Implementation will include standardized process for referrals, data walls, and formative assessments. Results will include teacher led data meetings and sharing strategies and assessments. With an effective intervention system in place Junction ISD will increase student outcome by appropriately targeting interventions, having more consistent data to assess, and students' knowledge and skills will improve. Overall, student success on State assessment will improve and Special Ed will decrease.

**Homeless Students [Sec. 1112(b)(6)]:** Junction ISD has designated Mrs. Norma Guzman as the District local homeless education liaison. Junction ISD ensures that each child of a homeless individual and each homeless youth has equitable access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Junction ISD ensures that homeless children and youths are provided the same free, appropriate public education as provided to other children and youths.

## **School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:**

### **Statement of Purpose**

Junction ISD is dedicated to facilitating a lifelong learning process where every student is a successful learner through family support for students, awareness of social values, academics, and strengthening of family dynamics through a positive link between school and home. Junction ISD will involve parents in all required aspects of Title I as well as other grant programs requiring parental involvement.

### **Development of Parental Involvement Policy**

A District advisory council comprised of parents, community members, teachers, business leaders, and administrators will meet in an open forum to compose and design an implementation process for the District Parent Involvement Policy. The open forum will take place during a regularly scheduled District Site Based Meeting held at a convenient time for all parties involved.

### **Title I**

JISD Elementary School, Junction Middle School and Junction High School are all Title 1 Campuses. For each JISD campus to be classified as a School Wide Title I program the student population must be greater than 40% eligible for the free and/or reduced lunch program for the 2019-2020 school year. Junction ISD eligibility percentage is approximately 65%. The primary function of the Title I program is to improve the basic educational program. Due to Junction ISD campuses being School Wide, this program can serve all students on all campuses. Title I Law requires that:

- School districts have a written Parental Involvement Policy
- Parents be involved in the design, operation and evaluation of Title I
- Parents be consulted about school activities and be trained on how to help their children
- Whenever possible, activities should be presented in the language spoken at home

Parents of students attending any of the Title I schools have the right to know the professional qualifications of the teachers in their child's classroom(s). In addition to qualifications, parents also have the right under ESSA to request the following:

- A teacher's state qualifications and licensing criteria for the grades and subject he/she teaches
- The status of the teacher's certificate
- The teacher's college major, whether the teacher has an advanced degree, in the field of their certification or degree
- The qualifications of paraprofessionals serving your student

The Title I program is designed to build school and family relationships supporting a partnership to improve student academic achievement in:

- Knowledge of content standards and student achievement standards established by the State of Texas
- Knowledge of the process for monitoring student progress
- Professional Development for campus staff regarding how to reach out to, communicate with, and work with families as equal partners, including the value of families and how to implement and coordinate family programs by offering opportunities to be involved in school events

- Providing user and language friendly format to ensure the information related to the educational process is presented clearly and uniformly

Examples of Title I communication are listed below:

- Parental Involvement Policy
- School-Parent Compact
- Newsletters
- Website (able to be translated into multiple languages)
- Progress reports
- Fall Parent Conferences
- Spring/Fall Parent Meetings

### **School-Parent Compact**

Each campus will develop a school-parent compact (agreement) with the parents of the students. This compact will be reviewed and revised annually. Contents of the compact will include information about how students, parents/guardians, and staff will share responsibility for promoting student achievement. Compacts encourage students, parents/guardians, and school personnel to collaborate toward impacting student achievement in a positive way.

### **Parental Involvement Opportunities**

Junction ISD will support a variety of ways for parent(s) to actively be involved in the student's learning, development, and achievement. At each of the district's three campuses, parents may contribute through volunteer programs and create a positive and supportive home atmosphere. Some examples of opportunities for parent and community involvement, include but are not limited to:

- Migrant/Title I meetings
- District Site Based Committee
- Campus Site Based Committee
- Parent Conferences
- Field Trips
- Awards Assemblies and Grade level Programs at JISD
- Parent/Teacher Organizations
- Academic, Fine Arts and Sports Programs

### **Evaluation**

An evaluation of the Title I program will be conducted annually and will include questions pertaining to the effectiveness of the program. The results of this survey will be compiled and used in the evaluation of the Title I program during the district's and campuses' Needs Assessments in the spring of each year. The District Site Based Committee will meet in the spring to review the Title I program and evaluate, revise and renew the Parent Involvement Policy and Title I program.

**School-Parent Compact[ESSA Sec. 1116(d)]**Junction ISD assumes the responsibility to provide an effective learning environment through which parents are involved. Parents are responsible for viewing the school website, signing up for Remind to receive notifications, and/or reading student folders or contacting school campuses for information. Parent-teacher conferences in the elementary are completed in the early Fall and are extremely important so that teachers and parents can meet and visit about expectations



and needs. Throughout the year teachers communicate with parents regarding their child's progress.

All parents and guardians have reasonable access to staff, volunteer opportunities and observation of classroom activities. Junction ISD ensures two-way, meaningful communication.

**Build Capacity for Involvement[ESSA Sec. 1116(e)]** Junction ISD provides assistance in understanding academic standards and assessment and how to monitor child's progress using the Ascender Parent Portal. All parents, guardians and students have access to the student portal identification number. Parents have the opportunity to be a part of the SHAC (School Health Advisory Committee) , EPIC (Elementary Parent Involvement Committee), and CIC (Campus Improvement Committee). Parents also have the opportunity to attend school activities with their child whether it be sports, elementary programs and/or activities.

- Provide materials and training to help parents work with children to improve achievement
- Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- Coordinate/integrate parent involvement programs, as feasible
- Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- Provide other reasonable support for parental involvement activities

**Accessibility[ESSA Sec. 1116(f)]** Parents and students have equitable access to important parent/student information on the school website in multiple languages and inside the door of all campuses in the district in paper form.

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At Risk students are identified by the campus coordinator using Texas Education Agency PEIMS criteria; a student at-risk of dropping out of school who is under age 21 and who meets one of more of the 13 criteria delineated in Texas Education Code 29.081 and redefined by Senate Bill 702 as the sole criteria in identifying students who are eligible to receive intensive, supplemental services.

At Risk students are released using the following criteria:

Decisions for exiting a student from SCE program are based upon the review of student data and may include the following under the different criteria:

Criteria #2 – Maintenance of passing grades with a score of 70 or greater

Criteria #4 – 110% level of satisfactory performance on state assessments

Criteria #5 – Condition of pregnancy or parental status

Criteria #6 – Alternative education program placements timeframe

Criteria #10 – LEP status

Criteria #13 – Residential placement status

The following criteria are automatically “exited” at the end of each school year.

Note: If students are identified under multiple criteria, only the criteria below will show an annual exit date (last day of the regular school calendar).

Criteria #1 – PK-3rd Readiness assessment

Criteria #8 – On parole, probation, or deferred prosecution

Criteria #11- In the custody or care of Dept. of Protective/Regulatory Services

Criteria #12- Is identified homeless under the McKinney-Vento Homeless Assistance Act

Students are never released when they have been identified as at risk under the following criteria:

Criteria #3 – Not advanced from one grade level to the next

Criteria #9 – Was previously reported through PEIMS to have dropped out of school

## State Compensatory Education

STAAR	Math % Met Standard				Reading/ELA % Met Standard				Writing % Met Standard				Science % Met Standard				Social Studies % Met Standard			
	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
Students At-Risk	6	7	13	15	16	14	14	16	9	2	8	3	13	19	10	20	9	20	29	17
Students Not At-Risk	57	54	62	59	63	60	69	61	54	41	46	35	68	58	77	74	68	63	66	72

	Drop Out Data		Completion Data	
	2017-2018	2018-2019	2017-2018	2018-2019
Students At-Risk	0	0	100	100
Students Not At-Risk	0	0	100	100

The comprehensive, intensive, accelerated instruction program at this district consists of after school tutorials, intervention class time and additional reading and math labs for extra instruction to reduce the risk for students dropping out of school.

Upon evaluation of the effectiveness of this program the committee finds that the extra learning opportunities and proper counseling and teacher support provides the extra support to prevent students from dropping out of school.

## Federal, State and Local Funding Sources 2020-2021 Budget Amounts

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only**/ESSA Sec. 1114(b)(7)(B)]

*\*Only include program/fund sources that are received by your district.\**

*These are some of the program/fund sources your district may receive: Title I, Part A, Title I, Part C (Migrant), Title I, Part D (Neglected/Delinquent), Title II, Part A, Title III, Title IV-A, Special Education/IDEA-B, Carl Perkins, Title V, Part B (Rural/Low Income), Priority/Focus Grant, State Compensatory Education, Gifted/Talented, Bilingual/ESL, Local funds.*

Federal			Federal	
Program/Funding Source	Amount of Funding		Program/Funding Source	Amount of Funding
Title 1 Part A	262,469		Rural Small Schools G5	29,300
Title 2 Part A	30,014		Federal Lunch Program	288,904
Title IV	18,841		Title 1 Comprehensive	100,00
State			State	
Program/Funding Source	Amount of Funding			
Foundation FSP	1,585,633		Child Nutrition State	1,000
FSP Per Capita	255,247		SHARS Reimburse	5,000
Other	323,783		E-Rate Reimburse	5,000
Local			Local	
Program/Funding Source	Amount of Funding		Program/Funding Source	Amount of Funding
Tax Collections	5,200,414		Other Resources	53,411
Athletic Gate	5,000		Child Nutrition Local	0
Rent-Head Start	0		PK Tuition	16,200

Junction ISD established school wide planning teams that conducted a comprehensive needs assessment using the Texas Academic Performance Reports (TAPR) data such as demographics, academic performance, attendance rates, and college readiness. Federal Accountability Data for AYP, disaggregated STAAR data, District PEIMS reports, Benchmark testing data, parent participation records, teacher retention data, special education data, T-TESS data, and district parent/teacher/student surveys were also observed.

# Comprehensive Needs Assessment Summary 2019-2020

## District Profile

Junction ISD is located in Junction, Texas. Junction is a tourist community. As of the census of 2000, there are approximately 2,618 people, 1,028 households, and 699 families resided in the city. The racial makeup of the city is 86.13% White, 0.04% African American, 0.38% Native American, 0.69% Asian, 11.12% from other races, and 1.64% from two or more races. Hispanics or Latinos of any race were 28.99% of the population. Of the 1,028 households, 35.4% had children under the age of 18 living with them, 52.3% were married couples living together, 12.1% had a female householder with no husband present, and 32.0% were not families. About 29.6% of all households were made up of individuals, and 16.9% had someone living alone who was 65 years of age or older. The average household size was 2.50 and the average family size was 3.11. The median income for a household in the city was \$25,833, and for a family was \$30,865. Males had a median income of \$24,096 versus \$18,750 for females. The per capita income for the city was \$14,971. About 16.4% of families and 21.7% of the population were below the poverty line, including 30.9% of those under age 18 and 16.8% of those age 65 or over.

Based on the 2018-2019 Texas Academic Performance Report (TAPR) District Profile there are 605 total students enrolled. The racial makeup of the school is White 60.2%, African American 0.0%, Hispanic 38.5%, Asian 0.3%, and Two or More Races 1.0%. There are 65% of students that are Economically Disadvantaged, 3.3% are English Language Learners (ELL) and 35.0% are At-Risk.

The population of Junction, Texas is not increasing and the Junction ISD total population is not increasing, but the demographics are changing each year. The Economically Disadvantaged, Special Education, and At-Risk numbers have increased. Identification of increased numbers in these areas creates the need for Junction ISD to find ways to promote student success in these areas.

## Data Reviewed

Junction ISD established school wide planning teams that conducted a comprehensive needs assessment using the Texas Academic Performance Reports (TAPR) data such as demographics, academic performance, attendance rates, and college readiness. Federal Accountability Data for AYP, disaggregated STAAR data, TELPAS, District PEIMS reports, Benchmark testing data, parent participation records, teacher retention data, special education data, T-TESS data, professional development records, and district parent/teacher/student surveys were also observed. (\*Quantitative and Qualitative data was included)

## Findings/Conclusions

Junction ISD found the following:

### Student Achievement

Junction ISD has earned a 2019 academic rating of B on the State's A-F Rating System. The Middle School receiving three distinctions, science, social studies, and post-secondary readiness, and the High School receiving two distinctions in ELAR and science.

Data will drive instructional and staffing decisions as Junction ISD finds equitable ways for all students to achieve success. The data will also drive the Special Ed identification process. Qualitative data collection using parent, community, teacher and student surveys found needs in counseling (career education, bullying, and mental health), discipline and professional development.



# Junction Independent School District

## Strengths

<u>Students:</u> <ul style="list-style-type: none"> <li>● Accountability Rating of B</li> <li>● Overall 95.2% attendance which is equal to State average</li> </ul>	<u>Staff:</u> <ul style="list-style-type: none"> <li>● Staff participation in school wide professional development</li> <li>● Motivated and capable staff</li> <li>● Professional Development</li> </ul>
<u>Parents/Community:</u> <ul style="list-style-type: none"> <li>● EPIC Parent Involvement Committee</li> <li>● Parent participation</li> <li>● Communication</li> </ul>	<u>Facilities:</u> <ul style="list-style-type: none"> <li>● Clean facilities</li> </ul>

## Section 5 – Weakness

<u>Students:</u> <ul style="list-style-type: none"> <li>● STAAR scores 3-8 Writing; SpEd 3-8 math and Reading</li> <li>● Writing at every level</li> <li>● High Percentage of Identified Special Education Students</li> <li>● Academic Focus</li> </ul>	<u>Staff:</u> <ul style="list-style-type: none"> <li>● Curriculum, Planning, Instructional Delivery</li> </ul>
<u>Parents/Community:</u> <ul style="list-style-type: none"> <li>● High percentage of households below poverty threshold</li> <li>● Mentors</li> </ul>	<u>Facilities:</u> <ul style="list-style-type: none"> <li>● Comprehensive Plan for replacements/improvements</li> </ul>

## Identified Needs

Prioritized Areas of Concern	
Discipline-Professional Academic Environment	T-TESS, Observations, Surveys
Closing achievement gaps between At-Risk and Non At-Risk	TAPR, PBMAS
Math, ELAR STAAR scores (3-8) - Title 1, Special Ed	TAPR, PBMAS
Special Education Identification	PBMAS
Counseling Programs (Career, Bullying, Mental Health)	Observations, Surveys
Safety and Security	Observations, Surveys
Long Range, Mid-Range, and Short Range maintenance plan	Observations, Surveys

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 1.** Monitor and facilitate ongoing curriculum alignment updates, revisions and enhancements to maintain a focus on improving ALL student performance on STAAR and EOC exams for all students including Special Ed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and Revise Campus Improvement Plans to identify areas of need. (Title I SW Elements: 1.1) (Strategic Priorities: 2,4)	DIC Committee	May 2020		Areas of need will be identified by District Improvement Plan using data from Campus Improvement Plan. Needs will be recognized and identified.
2. Federal System Safeguard Strategy Update YAG (Year at a Glance) in all core subjects and grades. Revisions will be based on the following considerations: TEKS Resource, STAAR /EOC Blueprints, and STAAR/EOC test data. (Strategic Priorities: 2,4)	Principal, Teacher(s)	Summer 2020	(O)Local Districts, (S)State Compensatory	YAG will be monitored and shared with principals showing updates and revisions using TEKS Resource and STAAR/EOC/DMAC data. Teachers will be prepared using updated and revised YAG and benchmark results will show growth.
3. District curriculum will be vertically aligned using TEKS Resource. (Strategic Priorities: 2,4)	Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State Compensatory	TEKSresource  District wide curriculum will be vertically aligned so that learning gaps are filled.
4. Federal System Safeguard Strategy Continue PLC meetings across curriculum to research, share and encourage the use of current best instructional practices. RTI, SpEd, success, needs, curriculum and communication. (Strategic Priorities: 2,4)	Principal, Teacher(s)	Ongoing		Meeting documentation, T-TESS and Walk through will show implementation of best instructional practices.  Meeting documentation, T-TESS and Walk through will show implementation of best instructional practices.

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 2.** By May, 2020, 85% of all students and each student group, including Special Education students tested, will show progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Federal System Safeguard Strategy Continue to monitor intervention support through common intervention times. Students will be monitored using the RTI model and targeted research based interventions will be used. Students in need of additional assistance will be referred to RTI, tutorials and testing. (Target Program) (Strategic Priorities: 2,4)</p>	Principal, Teacher(s)	Ongoing	(F)Title I, (O)Local Districts, (S)State Compensatory	<p>Students identified are referred for RTI, tutorials and testing with diagnostician. Data Meetings, Data Walls, DMAC, Diagnostician.</p> <p>Students identified will show growth over time and only be tested if growth is not seen. Special Ed referrals will decrease.</p>
<p>2. Continue scientifically based computerized instruction software to assist student achievement on state assessment to all students, especially at-risk. (Strategic Priorities: 2,4)</p>	Principal, Teacher(s)	Ongoing	(F)Title IV, (O)Local Districts, (S)State	<p>Students identified and performance monitored on computerized software. Students will demonstrate growth on Benchmark and State Assessment.</p>
<p>3. Federal System Safeguard Strategy Administration will meet with teachers throughout the year to evaluate the success of students in various intervention programs and make revisions as needed. (Strategic Priorities: 2,4)</p>	Principal, Teacher(s)	Quarterly		<p>Students identified and performance monitored by administration during Administration and PLC meetings using DMAC and TEKS Resource.</p> <p>Students will demonstrate growth on Benchmark and State Assessment.</p>
<p>4. The district will monitor, evaluate and track identification and instruction of students identified for special programs—GT,AP/PAP, Enriched, Bilingual / EL, Title I, Dyslexia, Compensatory Education and Special Education. (Strategic Priorities: 2,4)</p>	Counselor(s), Interventionists, Principal, Teacher(s)	Ongoing	(F)Title I Part A, (S)State, (S)State Compensatory	<p>Students identified and performance being monitored by teachers and interventionists using RTI, DMAC and Diagnostician Assessments. All student groups will demonstrate growth in</p>

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 2.** By May, 2020, 85% of all students and each student group, including Special Education students tested, will show progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				benchmarks and state assessments.
5. Maintain the districts dropout rate at 0% for all students and each student group. (Strategic Priorities: 2,4)	Principal	Ongoing	(O)Local Districts, (S)State	Students identified are monitored by principals using attendance records and TxEIS.. All students and all student groups will demonstrate success and graduate with diploma.
6. Junction ISD will provide State assessment results to parents in a language they can understand (Strategic Priorities: 2,4)	Principal	Within 10 Days of receipt of reports	(O)Local Districts, (S)State	Copy of reports; Conference agenda/sign in sheet. Parents receive and understand reports of assessment results
7. Continue the School Readiness Integration (SRI) model: a certified teacher is placed in Head Start to provide instruction for incoming Kindergartners (Strategic Priorities: 2,4)	Principal, Superintendent	Ongoing	(O)Local Districts	Teacher Documentation and records at Head Start. Students coming into Kindergarten are better prepared to begin Kindergarten curriculum.

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 3.** Facilitate the effective integration of technology into the teaching, instructional and learning process.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Federal System Safeguard Strategy All classrooms will have readily available technology (updated hardware and software) to enhance student instruction, especially for use with at-risk students. (Strategic Priorities: 3,4)</p>	Principal, Teacher(s), Tech Director	Ongoing	(F)Title IV, (O)Local Districts, (S)State	All classrooms will have the technology needed for all students as observed through walk throughs and surveys. All students will have access to online software in their classrooms so that classroom time can be utilized.
<p>2. Professional development includes technology integration and use of proven strategies that facilitate the development of higher-order thinking skills and collaboration. (Strategic Priorities: 3,4)</p>	Principal, Teacher(s), Tech Director	Summer, Ongoing, Tuesdays	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)State	TTESS Needs Assessment Survey Prof. Dev. Documentation Teachers will show strength in areas of technology on T-TESS and surveys.
<p>3. Assist campuses with the purchase of supplemental instructional technology resources, including software, hardware, licenses, and professional development to foster academic growth for all students. (Strategic Priorities: 3,4)</p>	Principal, Teacher(s), Tech Director	Ongoing	(F)Title IV, (O)Local Districts, (S)State	Campus will communicate with Tech Director and purchases will be documented using PO and walkthroughs. Teachers and students will have equitable access to technology to foster academic growth.
<p>4. Teachers and students will use a Learning Management system to share instructional information and assignments. (Strategic Priorities: 3,4)</p>	Principal, Teacher(s), Tech Director	Ongoing	(O)Local Districts, (S)State	LMS will be monitored for teacher/student usage. All students will have access to LMS for assignments.

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 4.** Improve student achievement through data-driven, relevant and rigorous instructional programs to prepare them for career and college readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly data meetings to disaggregate data and develop instructional intervention plans for each student. (Strategic Priorities: 2,3,4)	Principal, Teacher(s)	Bi Weekly		Documentation of weekly Data meetings will be monitored weekly. Each student that has an instructional intervention plan will show growth over 6 months or be referred for testing.
2. Provide tutorial times for students who are at risk of failure in core subject areas (Strategic Priorities: 2,3,4)	Principal, Teacher(s)	Weekly	(S)State Compensatory	Tutorial attendance records and grades will be monitored weekly. Students attending tutorials will show improved grades and reduced failure rate.
3. Utilize the RTI process and provide intervention programs, such as Math and Reading Labs at the secondary campuses to close the achievement gap based on clear, measurable, and reportable criteria. (Strategic Priorities: 2,3,4)	Principal, Teacher(s)	Ongoing	(F)Title I Part A, (S)State	
4. Provide flexible, focused small group instruction in the core subject areas. (Strategic Priorities: 2,3,4)	Principal, Teacher(s)	Ongoing	(F)Title I Part A, (O)Local Districts, (S)State	09/24/19 - Pending
5. Prepare, score, and provide teachers, interventionist and administrators with analysis reports on Benchmarks throughout the year . (Strategic Priorities: 2,3,4)	Interventionists, Principal, Teacher(s)	Quarterly	(O)Local Districts, (S)State	09/24/19 - Pending
6. Monitor student performance on Advanced Placement assessments through benchmarks and formative assessments (Strategic Priorities: 2,3,4)	Principal, Teacher(s)	Quarterly		09/24/19 - Pending
7. Coordinate with Higher Ed, employers, local partners, early college HS, dual/concurrent	Counselor(s), Principal, Teacher(s)	Ongoing		09/24/19 - Pending

# JUNCTION ISD

**Goal 1.** Develop and continue a process to improve curriculum, instruction, special programs, and leadership to capitalize on growth and achievement for ALL students to prepare them for college and career readiness.

**Objective 4.** Improve student achievement through data-driven, relevant and rigorous instructional programs to prepare them for career and college readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
enrollment and/or career counseling (Strategic Priorities: 2,3,4)				
8. Coordinate and integrate CTE content through instructional strategies and work based experiential learning opportunities in the community to promote in-demand occupational skills. (Strategic Priorities: 2,3,4)	Counselor(s), Principal, Teacher(s)	Ongoing		09/24/19 - Pending
9. Strategies for MS and HS: Higher education admissions, financial aid, Texas Grant Program, Teach for Texas Program, making curriculum choices to prepare students for success. (Strategic Priorities: 2,3,4)	Counselor(s), Principal, Teacher(s)	Ongoing		

# JUNCTION ISD

**Goal 2.** Recruit, develop and retain high-quality employees; core academic classes will be taught by appropriately certified teachers and 100% Highly Qualified Paraprofessionals will be maintained.

**Objective 1.** By 2020, there will be a 10% increase in staff retention.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attend Region 15 and/or other job fairs to find highly qualified teachers. (Strategic Priorities: 1)	Principal, Superintendent	May, Summer 2020	(O)Local Districts, (S)State	09/24/19 - Pending
2. Updated recruitment materials that highlight Junction ISD and the Junction Community and update posting as available (brochures, newspapers, website, Facebook) (Strategic Priorities: 1)	Admin Secretary, Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
3. Maintain a competitive pay scale for all instructional staff. (Strategic Priorities: 1)	School Board, Superintendent	Ongoing	(F)Title I Part A, (O)Local Districts, (S)State, (S)State Compensatory	09/24/19 - Pending



# JUNCTION ISD

**Goal 2.** Recruit, develop and retain high-quality employees; core academic classes will be taught by appropriately certified teachers and 100% Highly Qualified Paraprofessionals will be maintained.

**Objective 2.** Increase relevant training opportunities for certified teachers and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide research based staff development focusing on teacher and student needs to ensure effective instructional practices are being used in the classroom. (Strategic Priorities: 1)	Principal, Tech Director	Ongoing	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)State	09/24/19 - Pending
2. Provide New Teacher Training to ensure transition into Junction ISD. (Strategic Priorities: 1)	Principal, Tech Director	August 2020	(O)Local Districts, (S)State	09/24/19 - Pending
3. Provide coaching opportunity for all teachers provided by Region 15 (Strategic Priorities: 1)	Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
4. Incorporate ZOOM distance learning to make it easier for teachers to attend training opportunities in Junction (Strategic Priorities: 1)	Principal, Region 15, Teacher(s)	August 2020	(O)Local Districts, (S)State	09/24/19 - Pending
5. Incorporate Eduhero, self paced, interactive, and engaging online e-learning platform that delivers professional development credits, anytime, anywhere for needed mandatory staff development. (Strategic Priorities: 1)	Principal, Teacher(s)	May 2020 Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending

# JUNCTION ISD

**Goal 2.** Recruit, develop and retain high-quality employees; core academic classes will be taught by appropriately certified teachers and 100% Highly Qualified Paraprofessionals will be maintained.

**Objective 3.** Strengthen mentorship and instructional leadership for all employees.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure each new teacher is assigned a highly qualified campus mentor that checks in with the new teacher every week.. (Strategic Priorities: 1)	Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
2. Promote a culture of appreciation, support and concern for all employees including Eagle Excellence awards, Luncheons and socials. (Strategic Priorities: 1)	Principal, Superintendent	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
3. Maintain a \$1,000 stipend for a Master's degree. (Strategic Priorities: 1)	Principal, Superintendent	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending

# JUNCTION ISD

**Goal 3.** Implement a district-wide, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability and consequences for behavior. Junction ISD will be educated in learning environments that are safe, drug free and conducive to learning.

**Objective 1.** By May, 2020 there will be a 90% reduction in violence, tobacco, alcohol and other drug use, as measured by PEIMS and number of discipline referrals

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor discipline referrals, ISS referrals and DAEP placement and performance. (Strategic Priorities: 4)	ISS/DAEP Teacher, Principal	Ongoing		09/24/19 - Pending
2. Engage community and regional partnerships and sponsorships for character education, wellness, bullying, and digital citizenship, including assistance with character education initiatives, campus wellness centers and services, anti-bullying initiatives, and responsible digital citizenship. (Strategic Priorities: 4)	Community, Counselor(s), Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
3. Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use. (Strategic Priorities: 4)	Counselor(s), Principal	Beginning of the year		09/24/19 - Pending
4. Train and utilize counselors and teachers to teach students, parents and community members to incorporate and reiterate character, conflict resolution, suicide prevention, pregnancy, David's Law, bullying, social media, violence, tobacco, alcohol and drug programs.(Red Ribbon Week). [TEC 11.252] (Strategic Priorities: 4)	Counselor(s), Nurse, Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
5. Continue implementation of the Leader in Me, Capturing Kids Hearts and character programs to promote responsible citizenship. (Strategic Priorities: 4)	Counselor(s), Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
6. Inform parents about the local parent program (Parent University) taught at the community library.	Counselor(s), Principal, Teacher(s)	Ongoing		09/24/19 - Pending
7. Review SHAC recommendations to the school board and student, parent, teacher surveys regarding school needs. (Strategic	Counselor(s), Principal, Teacher(s)	Yearly		09/24/19 - Pending

# JUNCTION ISD

**Goal 3.** Implement a district-wide, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability and consequences for behavior. Junction ISD will be educated in learning environments that are safe, drug free and conducive to learning.

**Objective 1.** By May, 2020 there will be a 90% reduction in violence, tobacco, alcohol and other drug use, as measured by PEIMS and number of discipline referrals

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 4)				
8. Inform parents and students about mental health services such as MHDD, K-Star and local school counseling services. (Strategic Priorities: 4)	Counselor(s), Principal, Teacher(s)	Ongoing		09/24/19 - Pending

# JUNCTION ISD

**Goal 3.** Implement a district-wide, safe schools model that incorporates positive campus climates, student involvement, school safety, accountability and consequences for behavior. Junction ISD will be educated in learning environments that are safe, drug free and conducive to learning.

**Objective 2.** Junction ISD will provide safe, sufficient, attractive and comfortable facilities which are safe and functional for all subjects and students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Junction ISD will continue to maintain and update all facilities making sure they are safe and conducive to learning (Strategic Priorities: 4)	Custodial, Maintenance, Principal, Superintendent	Ongoing		09/24/19 - Pending
2. Junction ISD will implement and update security measures and equipment on all campuses; including speakers, phones, doors, and safety plans incorporated within the buildings. (Strategic Priorities: 4)	Maintenance, Principal, Tech Director	Ongoing		09/24/19 - Pending
3. Campus volunteers and subs will receive background check approval. All volunteers, subs and visitors will wear a visitor badge. (Strategic Priorities: 4)	Principal, Secretaries	As needed	(O)Local Districts, (S)State	09/24/19 - Pending
4. All required structures and facility codes will be monitored and addressed as needed; changing and making updates if needed and testing features if needed. (Strategic Priorities: 4)	Maintenance, Principal	Ongoing		09/24/19 - Pending
5. Continue to evaluate/monitor playground safety and upgrading equipment to ensure that it is safe for all ages. (Strategic Priorities: 4)	Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
6. Implement a Crisis Management Plan in all facilities and ensure all staff has been trained. (Strategic Priorities: 4)	Principal, Secretaries, Superintendent, Teacher(s)	As required		09/24/19 - Pending
7. Scheduled drills will be held: *lockdown, *evacuations, *bad weather (Strategic Priorities: 4)	Principal, Secretaries, Superintendent, Teacher(s)	Required		09/24/19 - Pending
8. Parents, teachers and students will use surveys to express thoughts about facilities being sufficient. (Strategic Priorities: 4)	Principal, Teacher(s)	End of Year		09/24/19 - Pending

# JUNCTION ISD

**Goal 4.** Junction ISD will provide an environment to develop and foster a culture of Eagle Excellence; Students, Parents and Community will be partners in education with Junction ISD to enhance trust and foster support through strategic communication to improve District effectiveness.

**Objective 1.** Junction ISD students and parents, and community members will want to be a part of Junction ISD and express Eagle Excellence Everyday in their daily lives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Capitalize on #EEE to become the culture of Junction ISD using posters, Facebook, and reminders. (Strategic Priorities: 3,4)	Principal, Superintendent, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
2. Maximize partnerships between businesses, community organizations, and schools to increase opportunities for students and share the #EEE culture. (Strategic Priorities: 3,4)	Principal, Superintendent, Teacher(s)	Ongoing		09/24/19 - Pending
3. Provide opportunities for parents and community members to share special talents with the school that embrace #EEE (Strategic Priorities: 3,4)	Principal, Superintendent, Teacher(s)	Ongoing		09/24/19 - Pending
4. Non-English speaking community will embrace #EEE through website and posters in Google translate tab. (Strategic Priorities: 3,4)	Principal, Superintendent, Teacher(s)	Ongoing		09/24/19 - Pending
5. Junction ISD will plan and schedule events which include parents in an effort to foster Eagle Excellence (Strategic Priorities: 3,4)		Ongoing		09/24/19 - Pending
6. Provide and advertise a "Parent Center" where educational and parenting information can be accessed. (Strategic Priorities: 3,4)	Counselor(s), Principal	Monitor usage each 6 week	(O)Local Districts, (S)State	09/24/19 - Pending
7. Opportunities for community members to recognize Eagle Excellence in the community.	Counselor(s), Principal, Superintendent			09/24/19 - Pending

# JUNCTION ISD

**Goal 4.** Junction ISD will provide an environment to develop and foster a culture of Eagle Excellence; Students, Parents and Community will be partners in education with Junction ISD to enhance trust and foster support through strategic communication to improve District effectiveness.

**Objective 2.** By May 2020, at least 90% of all students' parents/guardians will participate in at least one school sponsored academic activity for/with their child(ren).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Junction ISD will host specific parent involvement activities such as: Activities that involve students and parents, Open House, Meet the Teacher night / orientation for parents and students, awards assemblies for parents, students and community, and a financial aid information night for parents. (Strategic Priorities: 4)	Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
2. Provide timely, accurate communication to staff, parents, and community using the school website, calendar, conferences, and Remind software. (Strategic Priorities: 4)	Principal, Teacher(s)	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending

# JUNCTION ISD

**Goal 4.** Junction ISD will provide an environment to develop and foster a culture of Eagle Excellence; Students, Parents and Community will be partners in education with Junction ISD to enhance trust and foster support through strategic communication to improve District effectiveness.

**Objective 3.** Continue effective communication and information sharing with local law enforcement and the Junction community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue effective communication and information / device sharing with local law enforcement. (Strategic Priorities: 4)	Principal, Superintendent	Ongoing		09/24/19 - Pending
2. Continue relations with Community Service Agencies to ensure timely, effective response for students and/or families struggling with issues that are beyond the scope of the schools. Such agencies include, but are not limited to: K'STAR, MHMR, Menard Coop (Strategic Priorities: 4)	Principal, Superintendent	Ongoing		09/24/19 - Pending
3. Continue to share information and needed equipment with community entities to build relationships and support. (Strategic Priorities: 4)	Principal, Superintendent	Ongoing		09/24/19 - Pending
4. COPsinc is on all computers for emergency purposes and quick communication with law enforcement. (Strategic Priorities: 4)	Principal, Superintendent	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
5. Law Enforcement will continue to provide support and information during Red Ribbon Week. (Strategic Priorities: 4)	Counselor(s), Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending



# JUNCTION ISD

**Goal 5.** Maintain sound fiscal management of district funds by maximizing revenues and by focusing expenditures towards student achievement while advocating for an adequate and equitable Texas public school finance system

**Objective 1.** Maximize all funding sources and prioritize expenditures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify ALL economically disadvantaged students to achieve higher and correct funding level for the district. (Strategic Priorities: 4)	Principal, Superintendent	Ongoing		09/24/19 - Pending
2. Continue to maintain and develop replacement budgets for technology equipment, buses, , and other district capital assets. (Strategic Priorities: 4)	Business Manager, Principal	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
3. Continue to use management software or forms to monitor and prioritize needs (Strategic Priorities: 4)	Business Manager, Principal, Superintendent	Ongoing	(O)Local Districts, (S)State	09/24/19 - Pending
4. Maintain long range plan list to prioritize needs. (Strategic Priorities: 4)		Yearly		09/24/19 - Pending

## 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)	<p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> <li>• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period;</li> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

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

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

\*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

## Priority for Service (PFS) Action Plan

**Filed Out By:**  
ESC MEP Staff

**School Year: 2020 - 2021**

**Date:**  
08-20-2020

<b>School District:</b>
<b>Region:</b> 15

*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).*

<p><b>Goal(s):</b></p> <p>To focus on the unmet needs of migrant children who have been identified for "Priority for Services" (PFS) by providing them with supplemental instructional and support services.</p>	<p><b>Objective(s):</b></p> <p>100% of PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. 100% of PFS students will have a PFS Student Review Form completed with academic information to determine On-Time graduation.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<p><b>Monitor the progress of MEP students who are on PFS.</b></p> <ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	July 1 - August 30	NGS Data District Migrant Contact	Monthly PFS Reports

<ul style="list-style-type: none"> <li>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.</li> </ul>	July 1-August 30	ESC Migrant Department District Migrant Contact	Signed PFS Action Plan
Additional Activities			
<b>Required Strategies</b>			
<b>Timeline</b>			
<b>Person(s) Responsible</b>			
<b>Documentation</b>			
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	July 1-August 30	ESC Migrant Department District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/Monthly PFS Reports/Online platforms
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	July 1-August 30	District Migrant Contact ESC Staff	Sign-In Sheets/Zoom chat/Emails/phone logs/
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	July 1-August 30	District Migrant Contact ESC Staff	PFS Parent Form
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
<b>Provide services to PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	July 1-August 30	ESC Migrant Department District Migrant Contact	PFS Reports Emails/ District Contact log
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	July 1-August 30	ESC Migrant Department District Migrant Contact	Emails Documentation Community Resource List/Supplemental/Instruc tional Distribution Forms

<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	July 1-August 30	District Migrant Contact ESC Migrant Department	Student Participation List, Invoices, Sign In logs
<b>Additional Activities</b> <ul style="list-style-type: none"> <li>Provide parents with community resources and services.</li> </ul>	July 1-August 30	District Migrant Contact ESC Migrant Department	Community Resource list Agency Information

LEA Signature *Yvonne Anderson* Date Completed *9/23/20*

ESC Signature \_\_\_\_\_ Date Received \_\_\_\_\_