

La Feria Independent School District
C.E. Vail Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Mission:

We are committed to empower students with the skills needed to become productive members of their community.

Vision

Vision:

We strive to create a safe environment of life-long learners where all students feel included and empowered to reach academic excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

C. E. Vail is a PK3 through 4th grade level elementary school. We have 372 students enrolled. 92% of our students are economically disadvantaged students. We have 19% English Learners. Our mobility rate is 6%. Our special education population is 11%.

Demographics Strengths

C.E. Vail has a balanced number of students demographically.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Spanish speaking population is decreasing. **Root Cause:** Our three and four year old students that are enrolling are not Spanish dominant.

Student Achievement

Student Achievement Summary

Grade	C.E. Vail Reading STAAR					
	2017	2018	2019	2021	2022	2023
				STAAR		
3rd	57%	66%	76%	52%	77%	91%
4th	59%	63%	70%	51%	78%	79%

2023 Reading-STAAR/EOC Results-Special Populations

Reading	All	Hispanic	ESL	Sp. Ed.	Eco. Dis.
3rd	91%	91%	75%	100%	90%
4th	79%	78%	78%	70%	80%

Reading-STAAR Results-Performance Levels

Reading 2022 STAAR	Masters	Meets	Approaches	Did Not Meet	Reading STAAR 2023	Masters	Meets	Approaches	Did Not Meet
3rd	14%	51%	78%	22%	3rd	25%	59%	91%	9%
4th	17%	47%	78%	22%	4th	17%	44%	79%	21%

Grade	C.E. Vail Math STAAR					
	2017	2018	2019	2021	2022	2023
				STAAR		
3rd	54%	72%	78%	39%	79%	75%

Grade	C.E. Vail Math STAAR					
	2017	2018	2019	2021	2022	2023
4th	67%	78%	87%	40%	77%	79%

2023 Math-STAAR Results-Special Populations

Math	All	Hispanic	E.L.	Sp. Ed.	Eco. Dis.
3rd	75%	75%	62%	100%	75%
4th	79%	78%	78%	70%	80%

Math STAAR Results-Performance Levels

Math 2022 STAAR	Masters	Meets	Approaches	Did Not Meet	Math 2023 STAAR	Masters	Meets	Approaches	Did Not Meet
3rd	18%	43%	82%	18%	3rd	14%	41%	75%	25%
4th	27%	44%	77%	23%	4th	25%	52%	79%	21%

Root Cause 1: Students are not on grade level and struggle with the fundamentals of reading. C.E. Vail will increase classroom monitoring through walkthroughs with an emphasis on differentiation as well as high expectations and a focus on academic vocabulary. Problem Statement 1: Reading is our area of concern due to students struggling with fluency and reading comprehension.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading is our area of concern due to students struggling with fluency and reading comprehension. **Root Cause:** Students are not on grade level and struggle with the fundamentals of reading.

School Culture and Climate

School Culture and Climate Summary

Our school culture and climate have been one of our focus areas. We have worked on building relationships with students and staff throughout the year. We have weekly shout-outs for attendance as well as incentives for perfect attendance throughout the year.

La Feria ISD campus themes reflect social-emotional learning, College Career Readiness Expectations, Financial Literacy Awareness, and student health and safety. Guidance and Counseling services focus on bullying, conflict resolution, drug/alcohol awareness, and mental health. The Family and Community Engagement program will continue to support and increase parental and community school involvement. All campuses will work on improving attendance through the use of incentives.

Strengths:

C.E. Vail has implemented activities to target our culture and climate such as "High-Five Fridays" and "Caught Being Good" bracelets. We will continue to look for ways to improve our school culture and climate.

Problem Statement:

C.E. Vail teachers and staff need to work on building relationships with students.

Root Cause:

Social-emotional learning has not been an area of focus. We have embedded a time in the schedule where we can do SEL activities daily.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): C.E. Vail teachers and staff need to work on building relationships with students. **Root Cause:** Social-emotional learning has not been an area of focus. We have embedded a time in the schedule where we can do SEL activities daily.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

La Feria ISD is concentrating its efforts on providing quality staff development as recommended by the District Planning Committee (DPC). The DPC has approved the campus's prioritized list of in-service programs for the upcoming 2022-2023 school year. The focus of the staff development provided by the District will include a review of the Alphabetic principle, writing for all grade levels, continued math in-service (Sharon Wells, Pearlized Math), science inquiry training, reading intervention strategies, new TEKS training and best teaching practices. In addition to focusing on targeted areas of needs, the District has made a concentrated effort to provide instructional coaching in areas of needs with the use of instructional interventionists, instructional coaches, and Deans of Instruction. The District will continue to employ consultants in the areas of English Language Arts for our campuses. The District provides online professional development through the use of Responsive Learning (GT teachers) and Eduhero.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

La Feria ISD uses the TEKS Resource System curriculum program for grades K-12. The TEKS Resource System provides planning guides such as Instructional Focus Documents, Scope and Sequence as well as newly created TEKS Clarification Documents. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities. Teachers will be expected to utilize common assessments provided by the TEKS Resource System, state adopted materials and supplementary curriculum. Grades 3-12 will utilize common assessments released by the Texas Education Agency. 3-4 week common assessments/checkpoints will be utilized to monitor student progress as well as benchmarks. Istation is used at the elementary campuses for grades PK-4th grade as the universal screener. Children's Learning Institute (CLI) is also used for PK progress monitoring. Grades K-1 will continue to use Pearlized Math; 3-5 will continue to use Sharon Wells Mathematics Curriculum. Renaissance Learning includes Accelerated Reader and is used by all campuses. Edgenuity is the credit recovery online program used by LFHS. DMAC and Lead4ward are used by teachers and administrators to disaggregate state assessment data as well district benchmarks and common assessments. The PK High Quality Grant expectations will continue to be used in PK.

Parent and Community Engagement

Parent and Community Engagement Summary

All campuses host various parental meetings at different times and throughout the year, in order to meet the needs of our parents and community. The meetings include, but are not limited to, Meet the Teacher, Open House, Financial Literacy, and a variety of academic workshops. Communication to parents and the community occur through our website, social media, newsletters, emails, phone calls and text messaging. Community members, parents and staff work collaboratively on the district improvement plan, to ensure the success of all of our students.

School Context and Organization

School Context and Organization Summary

La Feria ISD is made up of seven campuses. Sam Houston Elementary (PK-4), C.E. Vail Elementary (PK-4), David Sanchez Elementary (PK-4), Noemi Dominguez Elementary (5-6), W.B. Green Junior High (7-8), La Feria High School (9-12) and La Feria Academy (9-12). La Feria ISD prides itself in instilling a small teacher/student ration and positive school atmosphere. All day PK 3 and PK 4 is offered at all three elementary campuses. La Feria is beginning its 5th year in the implementation of the neighborhood concept which includes Sam Houston, C.E. Vail and David Sanchez Elementary. Each campus has its own site-based decision making committee to advise administration. Grades PK-4 are self contained while 5th grade is taught through teams. Each elementary school has one assistant principal and one counselor. The elementary campuses have embedded in their master schedule an intervention/enrichment period. The middle school has one assistant principal and two counselors and a Gear-up coordinator. The high school has two assistant principals and three counselors. The Academy has one counselor. The District has its own Special Education Department which employs diagnosticians, specialists, and 2 (LSSPs) licensed specialist in school psychology. There is a District wide PPCD unit which will now be housed at David Sanchez Elementary beginning the 2019-2020 school year. All campuses have a life skills unit in place. Students identified as EL (English Learners) are provided services through sheltered instruction strategies.

Technology

Technology Summary

La Feria ISD has been integrating technology into instruction K-12 through the use of software programs, student laptops, Ipads, and teacher laptops. For the past three years, La Feria ISD is committed to providing a coordinated effort in the integration of technology at all campuses by becoming a G Suite member which allows for an increase in the use of technology. The district has a Technology Director, a Network Administrator, and three Computer Technicians that oversee technology at the 7 campuses as well as all administrative offices. Each campus has a representative that serves in the District Technology Committee. This committee meets a minimum of twice a year to discuss all aspects of technology in the district. These members serve as a voice to bring forth the needs of the campus as well as to take back information about technology changes. As funds allow, we will be placing ceiling mounted projectors to the campuses. A technology survey is sent out to the district stakeholders to create a needs assessment for technology needs. In order for teachers to facilitate the use of technology integration, technology staff development is offered throughout the year through Curriculum and Instruction, through website links, technology conferences, and through Region One meetings or Region One Megabytes. Our students are growing up in a digital age with an increased exposure to technology. It is the goal of La Feria ISD to incorporate as much technology as possible to ensure that our students become active and productive learners of the 21st Century. La Feria ISD provides campus technology conferences every year for our parents and students.

Priority Problem Statements

Problem Statement 1: Our Spanish speaking population is decreasing.

Root Cause 1: Our three and four year old students that are enrolling are not Spanish dominant.

Problem Statement 1 Areas: Demographics

Problem Statement 2: C.E. Vail teachers and staff need to work on building relationships with students.

Root Cause 2: Social-emotional learning has not been an area of focus. We have embedded a time in the schedule where we can do SEL activities daily.

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: Reading is our area of concern due to students struggling with fluency and reading comprehension.

Root Cause 3: Students are not on grade level and struggle with the fundamentals of reading.

Problem Statement 3 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: August 22, 2023

Goal 1: By 2024, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments

Performance Objective 1: C.E. Vail will implement Reading Language Arts, Math, Science and Social Studies STAAR and EOC strategies to increase student performances by 3% as measured by meets by grade level standard. The District will focus at all grade levels and all subject areas and will monitor student progress and passing standards for All, Gender, Hispanic, White, and Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, Emergent Bilinguals (EB) and Gifted and Talented.





High Priority

HB3 Goal

Evaluation Data Sources: CBAs

- Weekly Assessments
- Benchmarks
- STAAR data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will continue a partnership with Head Start to provide educational services to three year old children in our community. The campuses will meet with Head Start to ensure a smooth transition of preschool children.</p> <p>Strategy's Expected Result/Impact: Three year old students will be ready with the skills necessary to be successful in Pre-Kinder 4.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
	X	X	X











Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The RTI process will be implemented to target students that are not successful in reading, math, and behavior. C.E. Vail will follow the district template and tailor interventions to meet specific campus needs.</p> <p>Strategy's Expected Result/Impact: Students will have opportunities to improve in their academic areas of need.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers and administrators will be allowed staff development opportunities to learn new strategies such as how to disseminate data, how to use data to drive instruction, small groups, literacy centers, and differentiated instruction that can impact student performance overall and on STAAR.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically at the end of the year and show success on the STAAR exam.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.5</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: C.E. Vail will focus on science vocabulary by creating interactive science vocabulary word walls and bulletin boards.</p> <p>Strategy's Expected Result/Impact: All students will be exposed to grade level science vocabulary.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4 Funding Sources: - 199 - General Fund - \$500</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Master schedules will reflect an RTI block that will allow for teachers to work with students in order to be in compliance with HB1416 Accelerated Instruction.</p> <p>Strategy's Expected Result/Impact: less number of students who fail consecutively</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: By 2024, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments

Performance Objective 2: C.E. Vail will support teachers and students to implement strategies to increase ESL student performance by 3% as measured by the meets grade level standard and improve TELPAS scores.

High Priority











Evaluation Data Sources: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will monitor teachers to ensure that they are providing opportunities for oral language development for ESL students through instructional supports (read alouds, use of cognates, etc)</p> <p>Strategy's Expected Result/Impact: Improved student performance, close the achievement gap</p> <p>Staff Responsible for Monitoring: Campus administrators, Bilingual director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students taking the TELPAS assessment will use the Summit K-12 TELPAS program to prepare for the assessment.</p> <p>Strategy's Expected Result/Impact: TELPAS scores will improve overall as well as their understanding of the English language.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-PIC 25 State Bilingual/ESL</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By 2024, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments

Performance Objective 3: C.E. Vail will support teachers to implement specific SPED STAAR strategies to increase performance by 3% as measured by the meets grade level standard.





Evaluation Data Sources: Significant progress made toward meeting Performance Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will implement the Spire Pro Software to assist students being serviced through resource with their reading difficulties.</p> <p>Strategy's Expected Result/Impact: Improve student performances, close achievement gap</p> <p>Staff Responsible for Monitoring: SPED Director, Campus administrators, SPED teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: ECSE and Self-Contained/Life Skills special education teachers will continue to implement Unique Learning Systems (ULS) to increase student achievement. ULS will help provide differentiated lessons in the Self-contained classroom setting.</p> <p>Strategy's Expected Result/Impact: Improve student performances, close achievement gap</p> <p>Staff Responsible for Monitoring: SPED Director, Campus administrators, SPED teachers</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By 2024, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments

Performance Objective 4: C.E. Vail will support teachers to implement specific GT STAAR strategies to increase student performance by 3% as measured by the masters grade level standard.





Evaluation Data Sources: Significant progress made toward meeting Performance Objective.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Gifted and Talented students will learn the independent investigation method and complete a project as outlined in the Texas Performance Standards Project (TPSP). Student will be provided opportunities to present their projects to parents and community members.</p> <p>Strategy's Expected Result/Impact: Increase enrichment time and development of innovative projects</p> <p>Staff Responsible for Monitoring: GT Director, GT teachers, Campus administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: By 2024, the students at La Feria I.S.D. will meet expectations and show progress toward closing the achievement gap in reading language arts, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments

Performance Objective 5: Monitoring and tracking of the STAAR growth measure will be used to set goals for students and teachers to ensure at least one years growth is achieved by all students.

Evaluation Data Sources: Student data, rosters








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students who failed STAAR will receive 30 hours of Accelerated Instruction in the subject that they failed. (HB1416)</p> <p>Strategy's Expected Result/Impact: Students will improve in the areas they did not perform well on.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
	✘	✘	✘
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: La Feria I.S.D. will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 1: C.E. Vail will promote programs that communicate with students, parents, staff, and community 100% of the time, in a positive way such as Class Dojo and Remind. Success will be measured by sign in logs of participation of various activities.

High Priority

Evaluation Data Sources: Written, verbal communication, social media, surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will provide incentives to students and staff to complete surveys.</p> <p>Strategy's Expected Result/Impact: Increase in submission of effective schools assessment and parental surveys</p> <p>Staff Responsible for Monitoring: Campus administrators</p> <p>Title I: 4.1</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: La Feria I.S.D. will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 2: Attendance rate for all students will increase 3% from the prior year.

High Priority

Evaluation Data Sources: Daily, weekly and end of year attendance reports.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: <i>Students who have perfect attendance every six weeks will participate in a campus-wide reward that has been shared with all students and parents.</i></p> <p>Strategy's Expected Result/Impact: C.E. Vail will maintain a 97% or above attendance average.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk, Teachers</p> <p>Title I: 2.5</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: <i>Daily phone calls and/or home visits will be made for students that are absent.</i></p> <p>Strategy's Expected Result/Impact: We will decrease the number of absences.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, PEIMS clerk, Teachers</p> <p>Title I: 2.5</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: <i>The House System will be implemented campus wide to help improve behavior and attendance. Every student and staff member belongs to one of six houses, which are based on the pillars of character. Staff and students earn points for going above and beyond, attendance, participation and grades are some examples.</i></p> <p>Strategy's Expected Result/Impact: Student behavior and attendance will increase.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative		
	Aug	Jan	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: La Feria I.S.D. will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 3: C.E. Vail will promote a safe and disciplined environment 100% of the time to decrease safety and behavioral issues. Behavioral referrals and safety logs will be logged daily and reviewed regularly.





Evaluation Data Sources: PEIMS data, student discipline reports, staff sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will implement the Anti-Bullying Policy district-wide to include cyberbullying. All administration and staff will be trained on the plan. Systems and procedures will be implemented to support the needs of our students. Campus counselor will provide counseling for students on bullying.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying issues</p> <p>Staff Responsible for Monitoring: Campus administrators, Counselor</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be exposed to the SRP, Standard Response Protocols, during scheduled dates.</p> <p>Strategy's Expected Result/Impact: Students will be prepared in the event of any given emergency.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p>	Formative		
	Aug	Jan	June
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: La Feria I.S.D. will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 4: The District will help campuses to promote a comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors as per the District Wellness Policy. 100% of students will participate in the Fitness Gram program. 100 % of students will participate in the weekly nutrition lessons during PE.











Evaluation Data Sources: Fitnessgram records, SHAC agenda and sign-in sheets, food nutrition meetings

Strategy 1 Details	Formative Reviews		
Strategy 1: CE Vaill will assess the physical fitness of students enrolled in grades 3 through 4 annually and report summary results to TEA. Strategy's Expected Result/Impact: Increase in student physical activity Staff Responsible for Monitoring: Athletic Director, Campus Administration, Physical education teachers	Formative		
	Aug	Jan	June
	✗	✗	✗
Strategy 2 Details	Formative Reviews		
Strategy 2: All students will participate in mini lessons on nutrition during PE where they will be exposed to fruits and vegetables that they will get to sample weekly. Strategy's Expected Result/Impact: Students will gain knowledge of foods that are healthy good for you. Staff Responsible for Monitoring: Administration, Director of Food and Service, Teachers	Formative		
	Aug	Jan	June
	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: La Feria I.S.D. will maintain or improve the school climate and a positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual district Survey. Success will additionally be measured by increasing response rates to surveys.

Performance Objective 5: The District will utilize strategies to attract and be at 100% highly qualified professional staff by the end of the school year.










Evaluation Data Sources: Health insurance roster, teacher schedules, list of stipends and recipients





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will create a collaborative and challenging culture of excellence.</p> <p>Strategy's Expected Result/Impact: staff surveys</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: C.E. Vail will implement activities throughout the year that will impact social, emotional and mental health in a positive way --for both staff and students</p> <p>Strategy's Expected Result/Impact: This will impact campus culture and will impact teacher retention of highly qualified professional staff.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 461 - Campus Activity Fund - \$5,000</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: La Feria I.S.D. will continue to support and increase parental and community school involvement as measured by 90% positive responses on the La Feria I.S.D. Parent Survey.

Performance Objective 1: C.E. Vail will continue to expand and support the Family and Community Engagement Program by recruiting 2 -4 more parents to volunteer throughout the year.

Evaluation Data Sources: Survey results and parental sign in sheets.











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will have meetings on topics such as parenting, STAAR information, financial literacy and ways to help foster the love of reading with their children.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and support.</p> <p>Staff Responsible for Monitoring: FACE Director, Campus Principal</p> <p>Title I: 4.1 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: C.E. Vail will provide parents with dates of events and have student incentives for parent participation.</p> <p>Strategy's Expected Result/Impact: Increase in community engagement in campus and district activities</p> <p>Staff Responsible for Monitoring: FACE Coordinator, Campus administration</p>	Formative		
	Aug	Jan	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: <i>A Parental Liaison will be available part time as a resource for parents.</i></p> <p>Strategy's Expected Result/Impact: <i>There will be readily support available for our parents.</i></p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Parent Liaison Director</p> <p>Title I: 4.1 Funding Sources: - 211 - Title I, Part A - ESSER</p>	Formative		
	Aug	Jan	June
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students and parents will participate in 21st Century activities afterschool to build on academics and well as enrichment activities.</p> <p>Strategy's Expected Result/Impact: Students will improve on their academics and participate in activities that interest them.</p> <p>Staff Responsible for Monitoring: 21st Century Site Coordinator and Director, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Aug	Jan	June
	✗	✗	✗
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: La Feria I.S.D. will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies

Performance Objective 1: C.E. Vail will identify and apply strategies for supporting the use of technology in learning so students can be 100% capable to take online assessments successfully by the end of the year.











Evaluation Data Sources: Evidence of technology use by students and staff, walk through documentation, staff surveys, staff sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C. E. Vail will utilize Amira, Summit K-12 ELAR, STAR Renaissance, Spire, Clever, Google Classroom, and other web-based grade appropriate computer applications.</p> <p>Strategy's Expected Result/Impact: Increase in students' academic skills</p> <p>Staff Responsible for Monitoring: Campus administrators, Campus staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students in Prek-3, Prek-4 and Kindergarten will be issued out an iPad. Students in 1st through 4th grade will be issued a Chromebook.</p> <p>Strategy's Expected Result/Impact: Student will have the technology they need to be engaged during class.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Director</p> <p>Title I: 2.4</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: La Feria I.S.D. will implement a technology program that will prepare students to succeed in today's technological society including developing clear goals and objectives in the technology plan, staff development, budgeting strategies, and assessment of telecommunication strategies

Performance Objective 2: C.E. Vail will provide 100% training for administrators, teachers, staff on all new technology programs implemented this year, such as Amira and Summit K-12 ELAR.





Evaluation Data Sources: Staff sign-in sheets, professional development opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will conduct a survey that will assess and determine the technological training needs of administrators, teachers, support staff and school library media personnel. (as per the Technology and Strategic Plan)</p> <p>Strategy's Expected Result/Impact: Campus staff will receive training on relevant topics based on survey results.</p> <p>Staff Responsible for Monitoring: Technology Department, Campus Administrator, Campus Staff</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: C.E. Vail will continue to allow staff, where applicable, to attend staff development workshops/conferences offered through the district, Region One ESC, for the purpose of improving technology use in the schools. (as per the Technology Plan)</p> <p>Strategy's Expected Result/Impact: Campus teachers will have the opportunity to attend and stay current on latest technological trends, applications, etc.</p> <p>Staff Responsible for Monitoring: Technology Department, Campus Administrator, Campus Staff</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: La Feria I. S. D. will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications

Performance Objective 1: C.E. Vail will promote college and career awareness through various campus activities, to include "College Wednesdays" every week until the end of the year.





Evaluation Data Sources: Staff sign-in sheets, calendar events, social media

Strategy 1 Details	Formative Reviews		
Strategy 1: C.E. Vail will continue with College Wednesdays and recognize students who wear their college shirts. Strategy's Expected Result/Impact: Students will be familiar with college options after high school Staff Responsible for Monitoring: Campus administrators, campus staff	Formative		
	Aug	Jan	June
	✘	✘	✘
Strategy 2 Details	Formative Reviews		
Strategy 2: C.E. Vail classrooms will adopt a college and post information about the university they research. Strategy's Expected Result/Impact: College information will be visible throughout the campus Staff Responsible for Monitoring: Campus administrators, Campus staff	Formative		
	Aug	Jan	June
	✘	✘	✘
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: La Feria I. S. D. will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications

Performance Objective 2: C.E. Vail will ensure that instructional strategies are implemented for post-secondary success for college and career readiness by having at least 1 college and career day hosted by the La Feria ISD Early College High School.











Evaluation Data Sources: Lesson plans, walk throughs

Strategy 1 Details	Formative Reviews		
Strategy 1: TEKS related to personal financial literacy are to be embedded in mathematics instruction at all campuses K-4. Strategy's Expected Result/Impact: Increase students' understanding of personal financial literacy Staff Responsible for Monitoring: Campus, administration, Teachers	Formative		
	Aug	Jan	June
	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: La Feria I. S. D. will implement a program that will prepare students to succeed in college or other post-secondary educational opportunities as well as preparing students for career readiness through Career and Technical courses and certifications

Performance Objective 3: C.E. Vail will implement strategies to facilitate effective transitions for students through coordination with 2 other institutions of higher education and other local partners, by the end of the year.

Evaluation Data Sources: Campus administration, Teachers, Head Start personnel

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: C.E. Vail will coordinate with Head Start personnel to provide parents with information for transitioning PK 3 to PK 4 full-day and PK4 from Head Start to Kinder full-day at their campus that includes a walk through the campus to help familiarize students with the facilities.</p> <p>Strategy's Expected Result/Impact: Increase community awareness on Head Start program</p> <p>Staff Responsible for Monitoring: Campus administrators, Teachers, Head Start Personnel</p>	Formative		
	Aug	Jan	June
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: C.E. Vail will coordinate with Noemi Dominguez administration to provide parents of fourth-grade students going to fifth grade with information for transitioning from neighborhood schools to Dominguez Elementary that includes a tour of the facilities for the students.</p> <p>Strategy's Expected Result/Impact: Increase community awareness and prepare students for transitioning to fifth grade</p> <p>Staff Responsible for Monitoring: Campus, administration, Teachers</p>	Formative		
	Aug	Jan	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rosalinda Garza	Principal
Administrator	Reynaldo Lucio	Assistant Principal
Classroom Teacher	Daisy Ybarra	Teacher
Classroom Teacher	Zachary Martinez	Teacher
Classroom Teacher	Sandra Salazar	Teacher
Classroom Teacher	Ida Perez	Teacher
District-level Professional	Umberto Flores	District Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$500.00
Sub-Total					\$500.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3		ESSER	\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	2			\$5,000.00
Sub-Total					\$5,000.00

Addendums

ADDENDUM

Title One Components

Schoolwide Program Plan (Ten Schoolwide Components)

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by highly qualified professional teachers
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff
5. Strategies to attract highly qualified teachers
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individuals students and the overall instructional program
9. Activities to ensure effective timely assistance for students who experience difficult mastering the proficient or advanced levels of academic achievement standards
10. Coordination and integration of federal, state and local services and programs

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENTPLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	<p>TEC 11.252(a)(3)(E)</p>	<p>Director of Guidance & Counseling, Counselors</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>
<p>2. Coordinated Health Program</p> <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Nurse Coordinator, Physical Education Teachers, PEIMS, Health Services</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)</p>	<p>Principal of the Academy, PEIMS</p>	<p>The school will follow Board policies: FOCA legal, FOC, FO, FOA, FOD, FOE</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Executive Director of Curriculum and Instruction	The school will follow Board policies: BQA, BQB
5. Dropout Prevention	TEC 11.252	SSMT (Student Success Monitoring Team), PEIMS, Campus administration	The school will follow Board policies: EHBC, EHL
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	SPED department	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Migrant Director	Migrant Handbook
8. Pregnancy Related Services		Counseling Department, Nurse	The school will follow Board Policy: FFAC

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Coordinator, Health Services	
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Campus administration, Director of College and Career Readiness, Director of Guidance and Counseling</p>	<p>The school will follow Board policy: GNC</p>
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all 	<p>ESSA</p>	<p>Assistant Superintendent</p>	<p>The school will follow Board Policies: AE, DEA</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>classes taught by state certified, highly effective teachers</p> <ul style="list-style-type: none"> • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 			
<p>11. Sexual abuse, trafficking and other maltreatment of Children</p>	<p>TEC 38.0041(c) TEC 11.252(9)</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Trauma informed care policy • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p> <p>TEC 38.036</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>The school will follow Board Policy FFB and FNF.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8)</p> <p>TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Counseling department, Health Services, LSSPs</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2)</p> <p>Board Policy DMA(Legal)</p>	<p>SPED, Campus administrators</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D)</p> <p>TEC 28.001</p>	<p>Director of Technology</p>	<p>Technology Plan</p>
<p>16. Emergency Operations Plan (EOP)</p>	<p>TEC 37.108</p>	<p>Principal of the Academy</p>	<p>Emergency Operation Plan on file</p> <p>Board Policy CKC (Legal & Local)</p>

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)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR/EOC), 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	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> • 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 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.

School District: La Feria ISD
Region: 1

Priority for Service (PFS) Action Plan

Filled Out By: Jaime Rodriguez
Date: August 01, 2020

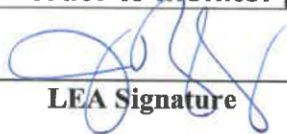
School Year: 2020 - 2021

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>Goal(s):</p> <p>To focus on the unmet needs of migrant students who are Priority for Services (PFS) by providing them with supplemental instruction and support services.</p>	<p>Objective(s):</p> <p>All PFS students will have access to supplemental instruction and support services. All parents of PFS students will be informed of their child's academic progress and the instructional services provided.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	NGS Specialist MEP Staff	Distribution Logs and monthly copies of PFS reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2020	Migrant Director Educational Specialists	PFS Action Plan filed with DIP and Region 1 ESC
Additional Activities			
<ul style="list-style-type: none"> Monthly PFS reports will be given to all principals, counselors, and migrant staff for review. 	August – July	NGS Specialist MEP Staff	Distribution Logs

Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Migrant Director MEP Staff	Sign-in Log
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	August - July	Migrant Director MEP Staff Ed. Specialists	Sign-in Sheets, Agenda, Handouts
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August – July	Recruiters and Home Educators	Home Visit Logs
Additional Activities			
<ul style="list-style-type: none"> During the academic calendar, counselors will communicate with PFS students and explain to them the criteria for PFS. 	August – July	Counselors MEP Staff	PFS Documentation
g			
<ul style="list-style-type: none"> 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. 	August – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> 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. 	August – July	Migrant Director HS Migrant Counselor	PFS reports and PFS documentation logs
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August – July	Federal Programs Migrant Director Migrant Staff	PFS reports and PFS documentation logs
Additional Activities			
<ul style="list-style-type: none"> Counselors will have individual face-to-face meetings with students who appear on PFS reports in order to monitor progress. 	August – July	Counselors Migrant Director	PFS Reports PFS Documentation


LEA Signature

Date Completed


ESC Signature

Date Received