

La Feria Independent School District
David Sanchez Elementary
2023-2024 Campus Improvement Plan



Mission Statement

David G. Sanchez Elementary will ensure that all students are challenged and motivated to maximize their individual potential enabling them to pursue the college or career goals. Our dedicated staff will work diligently to provide the best possible educational opportunities, driven by data, for all students.

Vision

In partnership with parents and the community of La Feria, the faculty and staff at David G. Sanchez Elementary are committed to producing college and career ready students that are successful, and accomplished professionals. The staff at David G. Sanchez is committed to challenging students and expects greatness in order for every child to achieve and excel.

Value Statement

The district motto, "Expect-Achieve-Excel" relates the belief that high expectations are essential for student and staff to be able to achieve and excel. High expectations yield high performance.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	17
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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.	18
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.	28
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.	30
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.	31
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.	34
Site-Based Decision Making Committee	38
Addendums	39

Comprehensive Needs Assessment

Revised/Approved: July 24, 2023

Demographics

Demographics Summary

David G. Sanchez is home to 350 students. As reported on the **2021-2022 Texas Academic Performance Report (TAPR)** the Campus employed 24 teachers, 1 counselor, 1 professional support staff, 2 campus administrators, 13 educational aides, for a total staff count of 41 personnel. The student population consists of 94.3% Hispanic and 87.7% economically disadvantaged students. The division of gender was 48.3% males and 51.7% females. This was about the same compared to last year. There are 169 males and 181 females.

The student population includes Hispanic 94.3%, White 4.9%, African American 0%, American Indian .9%, Asian 0%, Pacific Islander 0%, two or more races 0%, Economically Disadvantaged 87.7%, Emergent Bilinguals (EB) 18.3%, At-Risk 52.3%, Migrant 4.3%, Career and Technology 0, Gifted and Talented 1.4%, Special Education 14.3%.

The following graph depicts the number of students in each special program. Each program numbers are broken up by ethnicity, gender, or category.

Demographics	2021-2022	2022-2023	2023-2024
School Wide	350	338	350
EB/EL	64	24	22
GT	5	1	5
Dyslexia	8	2	1
RTI	NR	47	37
504	6	12	9
Special Education	50	67	55
Migrant	15	15	12
Attendance	91.46%	92.13%	94%

Demographics Strengths

1. Our diverse demographics help with closing the gap. (Accountability)
Our number of dyslexia students has declined.
Collaborative teacher approach.
Teacher-student ration is lower than the state average.
Highly qualified teachers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the 2022-2023 Public Education Information Management System (PEIMS) data report, the attendance rate is still below the district's average of 97%. **Root Cause:** Seasonal illnesses, COVID. The campus safety protocols and post pandemic safety guidelines need to be recorded for parents to view on how the campus is continuously following Covid -19 protocols for all.

Student Achievement

Student Achievement Summary

To assess the degree of learning, student's scores for the Spring 2022 STAAR assessment were used as the direct measure of student achievement for grade levels in the chart below: Students in 3rd & 4th grade participation: 100%.

2023	READING				MATH			
	Did Not Meet	Approaches	Meets	Master	Did Not Meet	Approaches	Meets	Master
3 rd Grade	21%	34%	34%	10%	19%	47%	24%	10%
4 th Grade	24%	37%	24%	16%	22%	31%	35%	12%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 26% of our students in 3rd-4th grade did not meet Approaches in the Reading STAAR 2022 assessment. **Root Cause:** Teacher implementation of small group instruction. Impact student performance by providing effective and consistent instruction delivery.

School Culture and Climate

School Culture and Climate Summary

Surveys were conducted among teachers and all staff members to determine the school climate and culture of David G. Sanchez Elementary (DGSE). Staff member surveys, which were distributed in May 2023, indicated a campus that promotes student achievement for all students at DGSE. Most staff members agreed that though DGSE has programs to promote student attendance and positive behavior, most surveys indicated emphasis on primarily attendance. Most surveys agreed that safety, teacher-student relationships, and administrative support were strengths on our campus. An overwhelming response of surveys indicated that DGSE gives honors and awards of recognition to students for academic achievement and attendance. Aside from the positive characteristics of DGSE, the survey results did indicate two areas in need of improvement. First, many results indicated that in order to have a welcoming and student-oriented environment, several indoor and outdoor areas needed to be kept clean and maintained. Secondly, some survey results indicated that to ensure a well-run school, administrators and teachers needed to collaborate with each other, especially in the area of communication.

A school wide survey for parents was conducted. The results showed several positive traits about the climate and culture at DGSE. Parents strongly agreed that they felt a welcoming environment on our campus. Parents also agreed that staff promptly responded to their inquiries and concerns, and that most teachers make themselves available to them. Educational materials provided reflect diversity among cultural backgrounds, ethnicities, and identities. Parents agreed that programs and resources offered to students with special needs and disabilities are satisfactory. Their children feel a sense of belonging and school rules are applied equally among students. The school is seen as having high expectations for students. Positive measures to ensure student safety are taken and school officials effectively communicate during school wide emergencies. In conclusion, the overall data indicated that most parents feel their children feel safe at David G. Sanchez Elementary.

Overall, students, staff, and parents are satisfied with the school's culture and climate. It is evident from the survey responses that they feel comfortable and safe at David G. Sanchez Elementary.

School Culture and Climate Strengths

Staff Strengths

- student achievement
- safety
- teacher student relationships
- administrative support

Parent Strengths

- welcoming and safe environment
- response to concerns
- programs and resources offered to students
- DGSE provides quality programs
- encourage students to be involved with their child

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: David G. Sanchez will maintain and improve the school climate and a positive atmosphere for students, teachers, parents, and the community members.

Root Cause: District salary scale is below other districts in the area.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

David G. Sanchez Elementary is concentrating its efforts on providing quality staff development as recommended by the Site Based Decision Making Committee (SBDM). The SBDM has approved the campus prioritized list of in-service programs for the upcoming 2022-2023 school year.

All teachers at David G. Sanchez Elementary are required to hold elementary certifications with most teachers being bilingual certified. Also, DGSE Administration ensures hiring qualified paraprofessionals. There is a high retention and low turnover of teachers at DGSE. However, there is a need for extra support staff to assist and cover teachers when they need to attend meetings, parent conferences, and personal breaks during instruction.

DGSE offers a teacher mentor program to assist new teachers in creating a positive transition into becoming successful educators in the classroom. The mentor helps the new teacher learn classroom management, help deliver lessons to have students engaged in learning, help guide them through the curriculum, and provide positive feedback through constructive criticism to ensure effective teacher practices to reach academic student success. The new staff are supported through their certification program, professional development, and grade level team support. New staff provide us with new and innovative ideas.

Teachers are continuously improving themselves through instructional training, professional development, and grade level planning. Follow-up data regarding teacher performance is provided through yearly formal observation (T-TESS), walk-through observations, summative, and pre and post conferences.

The focus of the staff development provided by the district will include a Savvaas Training, and will continue math in-service (Sharon Wells, Pearlized Math), and best teaching practices. The district provides online professional development using Responsive Learning (GT teachers) and Eduhero.

Staff Quality, Recruitment, and Retention Strengths

- Low teacher turn over
- All teachers are certified by T.E.A.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district struggles to recruit highly qualified applicants and offer competitive salaries. **Root Cause:** District salary scale is below other districts in the area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers from the district came together over the summer in order to help improve the curriculum by revising and editing any necessary information for the 2023-2024 school year. Resources for accomplishing this included, but were not limited to, the TEKS Resource System. Items revised and edited included a day-by-day breakdown of instruction stated in the Lesson Plan Framework, as well as Timelines, and a Year at a Glance document. Teachers made certain that all these documents were aligned to both the TEKS and ELPS.

David G. Sanchez Elementary will use the TEKS Resource System program for grades K-4. 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 3-4 will utilize state mandated assessments released by the Texas Education Agency. All student progress will be monitored consistently every 3-4 weeks using common assessments, check points and benchmarks. MAP Growth is used at the elementary campuses for grades K-1st grade as the universal screener. Children's Learning Institute (CLI) is also used for PK progress monitoring and TXKEA will be used for Kinder. Grades K-1 will continue to use Pearlized Math; Grades 2-4 will continue to use Sharon Wells Mathematics Curriculum. Accelerated Reader is used by all campuses. DMAC and Lead4ward will be used by teachers and administrators to disaggregate state assessment data as well district benchmarks and common assessments.

Teachers use data reports of weekly, unit, and six weeks exams throughout the year to evaluate student's successes and needs. Based on data, teachers can create center based differentiated instruction. Throughout the year teachers are also able to make modifications to the curriculum to meet their students' educational needs. By reviewing student assessment data, teachers can suggest several interventions. For example, small group instruction, explicit instruction, tutoring and peer-tutoring.

DMAC Solutions is used to analyze the students' performance on six weeks' test, districts, and grade level benchmarks. This web-based application provides a breakdown of TEKS objectives mastered or missed by each student. This information is then used to evaluate the lessons to ensure objects are mastered. At the end of the academic school year teachers can review the Curriculum and framework and make changes based on data for the upcoming academic school year.

The curriculum is based on The Texas Resource System which aligns TEKS and adds instructional value for classroom teachers. Teachers target and deliver TEKS for student mastery. Teachers also deliver lessons with differentiated instructional systems and scaffolding of instruction. Additionally, instructional technological tools are used to incorporate and implement activities/programs as well as project-based learning assignments using chrome books and online support.

In order for students to be successful in the classroom, effective teachers need to plan to achieve the outcome students need to master concepts being introduced. Planning includes higher order thinking questions, problem solving, and critical thinking skills. Rigor, specificity, and differentiation of instruction all contribute to maximizing student success. Every lesson needs to meet the student's needs. Lessons need to be exciting yet challenging. It is of the utmost importance that students make text, self and real-world connections. Evidence of maximum engagement will then be evident through student products, progress monitoring, and assessments.

Curriculum, Instruction, and Assessment Strengths

- The TEKS Resource System allows teachers to know what they will be teaching and when skills/concepts will be taught. In addition, it demonstrates how to teach the concepts/skills.
- Sharon Wells Strategies
- Pearlized Math Strategies
- Hands on learning and small group instruction
- New Curriculum PreK Scholastic
- SIOP Model used Emergent Bilingual Students and ALL populations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The district initiatives, programs, and curriculum are not implemented with fidelity at campus level. **Root Cause:** Staff needs more training on the initiatives, programs and/or curriculum.

Problem Statement 2: Students are not writing at grade level. **Root Cause:** The writing skills needs to be grasped at every level and integrated into content areas after being taught via English Language Arts Reading.

Parent and Community Engagement

Parent and Community Engagement Summary

David G. Sanchez Elementary strives to promote family and community involvement in order to highlight our students' achievement in both academic and extracurricular activities. To create a positive home and school environment, our campus recognizes students by hosting numerous engaging events throughout the year. 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 occurs through our website, social media, newsletters, emails, phone calls and text messaging. Parents, community members, and staff work collaboratively on the campus improvement plan, to ensure the success of all our students.

Academic accomplishments such as Perfect Attendance, Student of the Month, Accelerated Readers, End of the Year awards are celebrated throughout the year. For example, students who meet their Perfect Attendance goal are given an opportunity to participate in a "Fun Day Celebration" at the end of every six weeks students are given a choice of spending an afternoon in fun activities such as watching a movie, attending a dance, or playing games. Parents were notified that their child's photo were showcased at the campus foyer, participated lunch with the district superintendent, and students are also recognized with a field trip at the end of the year if they meet their goals. In addition, every six weeks, students who have exhibited exemplary traits in areas of behavior, academic, and attendance are chosen to represent their classroom as Student of the Month. Also, Accelerated Reader students who meet the highest point from each homeroom participate in classroom party celebrations every six weeks. The chess club students also participate in district and out of district competitions are highlighted throughout the year. All student accomplishments are also recognized during the morning Zoom announcements throughout the school year.

During career week students can create a project to identify their career choice. Community members such as firefighters, doctors, lawyers, EMT, fashion designers, and dentists are invited to share details of their career with the students. Students listen to the presenters and then are encouraged to ask questions. In some presentations, students can explore their careers through hands-on activities.

Throughout the year, our campus provided ample opportunities for parents to visit the school and take part in various events. Family members are invited to Literacy Night, where parents learn different reading strategies to help their children at home. Parents also are invited to Meet the Teacher, Open House, and a variety of academic workshops.

David G. Sanchez Elementary together with family and the community is making a huge difference in our students' life. Students become motivated to learn and succeed in order to become lifelong learners. This is why we work together to make this endeavor happen.

Parent and Community Engagement Strengths

- Promoting family and community involvement
- Hosting numerous engaging events
- Extra-curricular activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: : Lack of parent participation in school academic activities/meetings. **Root Cause:** Some parents chose to attend only activities/meetings that are not academically related, but are provided surveys, flyers to invite parents to collaborate among stakeholders.

School Context and Organization

School Context and Organization Summary

At David. G. Sanchez, our goal is to create a climate where personal growth is expected and recognized. We are focused on improving student academic achievement by utilizing data to determine needs in all aspects of the campus. We analyzed the school content and organization by looking at school processes, structure, decision making, and overall leadership affecting class instruction. Sanchez Elementary has one principal, an assistant principal, and one counselor. It is important to evaluate our school system so that there is not much interference or distractions from classroom instruction. These findings are made with hopes to improve the structure and organization of our school to better benefit our school, teachers, and students.

School Context and Organization Strengths

- Master Schedule – time worked in for interventions.
- ALLD Summit K12 program targets student’s needs
- Qualified staff
- Consistent administrative monitoring
- Lessons plans turned in weekly
- Security Guard-1
- Supportive secretarial staff
- High Expectations of Staff
- All doors are consistently closed
- Raptor system and alert app
- Teachers consistent in student monitoring and adjusting
- Campus cameras provide security

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Incorporate additional intervention time for struggling students and enrichments opportunities. **Root Cause:** David G. Sanchez struggles to implement and provide interventions with fidelity.

Technology

Technology Summary

La Feria ISD has been integrating technology into instruction K-12 through the use of software programs, student laptops, Chromebooks, and teacher laptops. 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 Computer Technicians that oversee technology at the seven 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. Short arm projectors and Interactive TVs have been purchased and installed in classrooms. 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, website links, and technology conferences. Our students are growing up in a digital age with an increased exposure to technology.

Overall, the teachers at David G. Sanchez feel confident in their use of technology in the classroom. DGSE staff feels that integrating technology in the classroom is vital. Technology allows children to be innovative and enables them to learn at their own pace. By learning to use technology in the classroom, both teachers and students will cultivate skills essential for the 21st century. When technology is integrated into daily/weekly lessons, students are more likely to be engrossed in and thrilled about the topics they are learning. Technology is being used in the classroom for content areas such as Language Arts, Math, Social Studies and Science.

Technology helps prepare, introduce, reinforce, enrich, and assess lessons. It supports curriculum, instruction and assessments with programs such as TEKS Resource System, Connect-ED site, Summit K12, and others. These programs provide PowerPoint, videos, and educational games. Students are also provided the opportunity to research, organize and present products, projects and reports. 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.

Technology Strengths

- All teachers have laptops
- Every classroom is equipped with amounted projector, document camera and teacher lap top
- Each child received a device from the school
- Teachers have planned accordingly, with administrators for the school year using Zoom, Google Classroom, and Class Dojo
- Students were given Clever accounts to help streamline student access to learning applications.
- Enrichment /STEAM Lab Paraprofessional
- Enrichment Lab and Technology for Lab
- LU Play-system install in Gym
- Every classroom has charging carts for student devices

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all teachers are integrating purposeful technology in their lessons. **Root Cause:** Staff needs additional professional development on strategies for using technology in the classroom

Priority Problem Statements

Problem Statement 1: 26% of our students in 3rd-4th grade did not meet Approaches in the Reading STAAR 2022 assessment.

Root Cause 1: Teacher implementation of small group instruction. Impact student performance by providing effective and consistent instruction delivery.

Problem Statement 1 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain
- 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 1: By Spring 2024, the LFISD will support campuses to implement Reading Language Arts, Math, Science and Social Studies STAAR and EOC strategies to increase student performances as measured by meets grade level standard. The district will focus on all grade levels and all subject areas and will monitor student progress and passing at 35% meets grade level for All, Gender, Hispanic, White, and Eco Disadvantaged, At-Risk, Sp. Ed., Migrant, Emergent Bilingual and Gifted and Talented.





High Priority

Evaluation Data Sources: STAAR, EOC, CBA, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kinder-1st Grade teachers will continue with training for Pearlized math every six weeks period. 2nd-4th grade will continue with training for Sharon Wells every six weeks period.</p> <p>Strategy's Expected Result/Impact: Teachers will learn researched based strategies that are proven to instill a solid foundation of mathematics.</p> <p>Staff Responsible for Monitoring: Sign in Sheets</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Kinder-4th Grade teachers will use SAVVAS online learning component to implement balanced literacy to enhance reading instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will use balanced literacy activities using the Pearson/SAVVAS reading resources adopted by the district to challenge every child and meet individual needs.</p> <p>Staff Responsible for Monitoring: sign in sheets, observations and walk throughs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: David G. Sanchez Elementary will host a Literacy Night event to share activities and strategies with parents.</p> <p>Strategy's Expected Result/Impact: Parents will make and take items home to have readily available for children.</p> <p>Staff Responsible for Monitoring: Sign in sheets</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: David G. Sanchez Elementary will host a Math Night event to share activities and strategies parents.</p> <p>Strategy's Expected Result/Impact: Parents will make and take items home to have readily available for children.</p> <p>Staff Responsible for Monitoring: Sign in Sheets</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students in 1st-4th grade will take the Star Renaissance reading placement test to monitor reading performance levels as they AR test throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase students fluency and comprehension.</p> <p>Staff Responsible for Monitoring: AR reports, Star Renaissance reports</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PreK3 and PreK4 will continue to use Scholastic curriculum. Updates and training will be scheduled as needed.</p> <p>Strategy's Expected Result/Impact: This program will develop strong foundation in early literacy, language, math, and science skills while encouraging personal and social development.</p> <p>Staff Responsible for Monitoring: Prek3 Teachers, Prek4 Teachers and Administration</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative		
	Aug	Jan	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: <i>David G. Sanchez students will be supplied with individual manipulative kits to promote hands on lessons during math instruction.</i></p> <p>Strategy's Expected Result/Impact: Build math skills by using manipulatives</p> <p>Staff Responsible for Monitoring: Teachers and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Aug	Jan	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Students who did not pass STAAR 2022 will be provided with the required HB1416 30 hours of accelerated instruction in the subject area they failed.</p> <p>Strategy's Expected Result/Impact: To help close the learning gaps</p> <p>Staff Responsible for Monitoring: Admin, teachers, lesson plans, Accelerated instruction walkthroughs</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: PLCs will be implemented once a six weeks to review data, discuss best practices and strategies for improving academic achievement. </></p> <p>Strategy's Expected Result/Impact: Teachers collaborate for best practices</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>-</p>	Formative		
	Aug	Jan	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Students will use Amira centers as a tool to close the gap for struggling students and increase reading fluency.</p> <p>Strategy's Expected Result/Impact: Students must use Amira with fidelity.</p> <p>Staff Responsible for Monitoring: Teachers will progress monitor students. Administration will track student usage through data tracking reports.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Aug	Jan	June
	N/A		
 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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 2: By Spring 2024, the LFISD will support campuses to implement Emergent Bilingual student performance on STAAR will increase by 3% at meets grade level.

High Priority

Evaluation Data Sources: STAAR, TELPAS, CBAs, benchmarks

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: David G. Sanchez will use Summit K-12 in which EB students will participate in activities that practice their speaking, listening, and reading skills to make progress toward their English Language Proficiency Growth Goals throughout the year.</p> <p>Strategy's Expected Result/Impact: Emergent bilingual students will show growth on TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Sign in sheets,</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will write daily language and content objectives for reading and math which will be on display in their classes.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of lesson outcomes and what is expected for the learner to achieve.</p> <p>Staff Responsible for Monitoring: Lesson plans, observations, walk throughs</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Aug	Jan	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: <i>Dr. ET will train Kinder- 4th grade teachers, parents, and EB students on tips and tricks to mastery TELPAS and on new strategies to build English language in EB students.</i></i></p> <p>Staff Responsible for Monitoring: Administration, ESL K-4th grade Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 3: By Spring 2024, the LFISD will support campuses to implement specific SPED STAAR and EOC strategies to increase student performance by 5% by the meets grade level standard.

High Priority

Evaluation Data Sources: STAAR, benchmarks, CBAs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Special Education students will be included in a push in program where paraprofessionals go into classrooms 2 times a week to target TEKS not previously mastered.</p> <p>Strategy's Expected Result/Impact: This strategy is expected to help out special education population close the gaps in areas of need.</p> <p>Staff Responsible for Monitoring: Grades, Benchmarks, check points, progress monitoring</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Prek3-4th grade classes will have an accelerated instruction period and enrichment period built into their schedule, in which the teacher is able to reteach students in multiple ways.</p> <p>Strategy's Expected Result/Impact: This extra time will give teacher the opportunity to focus on approaches, meets, and masters groups to help students be successful. Fulfill requirements for HB 4545.</p> <p>Staff Responsible for Monitoring: observation, lesson plans, check points, benchmarks</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 4: By Spring 2024, the LFISD will support campuses to implement specific GT STAAR and EOC strategies to increase student performance by 3% by the masters grade level standard.

High Priority

Evaluation Data Sources: Benchmarks, STAAR, CBAs,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: <i>Kinder through 4th grade students will use Stemsscopes to design hands on lessons in science.</i></p> <p>Strategy's Expected Result/Impact: Increase academic science vocabulary.</p> <p>Staff Responsible for Monitoring: Walk Throughs, Observations. Lesson plans</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All GT students will be participating in project based learning to complete a project by the end of the year.</p> <p>Strategy's Expected Result/Impact: Students will be challenged and given the opportunity to think on their on through inquiry learning.</p> <p>Staff Responsible for Monitoring: Leonarda Garcia, GT Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: <i>3rd and 4th grade GT and students on Master performance level will participate in Literature Circle groups in which students will read books and discuss story elements.</i></p> <p>Strategy's Expected Result/Impact: Build comprehension and mastery of critical thinking skills</p> <p>Staff Responsible for Monitoring: Admin/ Librarian</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</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 art, mathematics, science, and social studies as measured by the STAAR/STAAR End-of-Course Assessments.

Performance Objective 5: By Spring 2024, the LFISD will support campuses to implement specific Migrant STAAR and EOC strategies to increase student performance by 5% by the meets grade level standard.

High Priority

Evaluation Data Sources: STAAR, CBAs, Benchmark

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: MAP Growth will be given to Kinder-2nd grade students at the beginning of the year to get a baseline level for students in reading and math. </></p> <p>Strategy's Expected Result/Impact: Improve reading scores and assessment performance.</p> <p>Staff Responsible for Monitoring: MAP Growth Reports, Lab Schedule</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be given Checkpoints and two Benchmarks during the year to monitor progress.</p> <p>Strategy's Expected Result/Impact: Teacher will receive data to help drive instruction.</p> <p>Staff Responsible for Monitoring: DMAC Reports</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: David G. Sanchez will implement a pull out intervention with the instructional coach for approaches and did not meets to help increase growth.</></p> <p>Strategy's Expected Result/Impact: Increase growth in student not on grade level.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Schedule, Benchmark data, DMAC data</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</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 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: David G. Sanchez will promote programs that communicate with students, parents, staff, and community in a positive way.

Evaluation Data Sources: Sign in Sheets, Surveys,





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sanchez Elementary will review the responses to the surveys on the Staff Surveys to determine if they are 90% positive. Strategy's Expected Result/Impact: Staff survey participation should increase and should be 90% positive results. Staff Responsible for Monitoring: Survey Results</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sanchez Elementary will promote positive school activities by publishing articles in the Lions Roar, highlighting activities on Facebook and on our website. Strategy's Expected Result/Impact: Promote Sanchez Elementary and highlight the activities that help build the well rounded student. Staff Responsible for Monitoring: Lions Roar Publications, posts on FB and website</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative		
	Aug	Jan	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students and staff with 98% personal attendance rate will be recognized with student Brag Tags and semester incentives. Attendance Challenge. Each student will receive a Brag Tag promoting outstanding attendance. Each classroom has a banner outside their room that tracks students' attendance on a weekly basis.</p> <p>A campus banner is located at the entrance of the school to display the grade level % for the week & the grade level with the highest attendance for that week, receives a special recognition.</p> <p>Strategy's Expected Result/Impact: Attendance rate will improve.</p> <p>Staff Responsible for Monitoring: PEIMS attendance reports.</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Additional Targeted Support Strategy</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 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: David G. Sanchez Elementary will continue to expand and support the Family and Community Engagement Program in the district.

Evaluation Data Sources: Agendas, Sign in Sheets, Parent surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: <i>David G. Sanchez Elementary will host one parent meetings every six weeks along with a student performance to showcase our music program. Meetings will include explanation of curriculum standards, STAAR Testing standards, and topics parents request. </i></i></p> <p>Strategy's Expected Result/Impact: Parents will have a better understanding of curriculum and STAAR standards.</p> <p>Staff Responsible for Monitoring: Sign Sheets, Agendas</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Additional Targeted Support Strategy</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: David G. Sanchez will identify and apply strategies for supporting the use and integration of technology in learning.

Evaluation Data Sources: Software reports, Student Lab usage schedules, Requisitions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Emergent Bilingual and Parent Denials in grades K-4 will utilize software Summit K-12 to improve language acquisition. Strategy's Expected Result/Impact: Students will build language acquisition. Staff Responsible for Monitoring: Software reports, TELPAS scores</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: David. G. Sanchez will utilize mounted projectors and Inline TVs with interactive capabilities for teacher classrooms. Strategy's Expected Result/Impact: Teachers will have updated technology to allow them to have better and safer material for instruction. It will also allow more more interactive instruction. Staff Responsible for Monitoring: Technology inventory</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: <i>David G. Sanchez will utilize Imagine Learning to support students that need support in math and reading.</i> </> Strategy's Expected Result/Impact: Students will learn new strategies for academic skills while using computer software. Staff Responsible for Monitoring: Administration/ software reports</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: David G. Sanchez Elementary will develop a STEAM lab and add a Paraprofessional to manage lab. Strategy's Expected Result/Impact: Students will learn the art of coding, robotics and ESports. Staff Responsible for Monitoring: STEAM Paraprofessional, Instructional Technology Coach/ Lab Attendance</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Connect high school to career and college -</p>	Formative		
	Aug	Jan	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: <i>Play LU equipment will be utilized during physical education class to teacher across content areas.</i> </> Strategy's Expected Result/Impact: Students will build high level thinking skills while using strategies games. Staff Responsible for Monitoring: Instructional Technology Coach, Administration, Lab Schedule.</p> <p>Title I: 2.4 - TEA Priorities: Improve low-performing schools -</p>	Formative		
	Aug	Jan	June





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: David G. Sanchez Elementary will issue devices to all students to use for instruction.</p> <p>Strategy's Expected Result/Impact: Build critical thinking and problem solving with the use of technology.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: David G. Sanchez will ensure that specific events are scheduled that promote awareness for post-secondary opportunities for students.

Evaluation Data Sources: Sign in Sheets from events, evaluations from staff and volunteers,

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: David G. Sanchez Elementary will hold a Career/College event that involves parent and community volunteers. Strategy's Expected Result/Impact: Increase student awareness of possible career choices and stress the importance of post secondary schooling /training to achieve their career goals. Staff Responsible for Monitoring: Campus Administration, Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom presentations about college and career awareness will be conducted throughout the school year. Strategy's Expected Result/Impact: Students are more aware of the importance of post secondary education or training. Staff Responsible for Monitoring: Campus staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Aug	Jan	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: David G. Sanchez will display college banners and continue to build the college and career corner in the library. Strategy's Expected Result/Impact: Students become familiar with different colleges from all over the country. Staff Responsible for Monitoring: Campus staff</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Aug	Jan	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: David G. Sanchez will promote college awareness by participating in College Wednesdays by wearing College shirts.</p> <p>Strategy's Expected Result/Impact: to bring awareness of different colleges</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Aug	Jan	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: David G. Sanchez will ensure that instructional strategies are implemented for post-secondary success for college and career.

Evaluation Data Sources: Lesson plans, observations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: TEKS related to personal financial literacy will be embedded in mathematics instruction PreK4-4th grade.</p> <p>Strategy's Expected Result/Impact: Students will have a better understanding of the terminology and background of financial education.</p> <p>Staff Responsible for Monitoring: Lesson Plans</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative		
	Aug	Jan	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: David G. Sanchez will participate in the Money Savings Program.</p> <p>Strategy's Expected Result/Impact: Students will learn the value of money and the importance of saving for the future.</p> <p>Staff Responsible for Monitoring: Teachers /Parent Involvement Coordinator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 1st grade students will participate in Market Days in which they will learn basic economics by participating in saving and spending activities.</p> <p>Strategy's Expected Result/Impact: Students will have a deep understanding of the difference between spending and savings.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Aug	Jan	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Yvonne Gonzalez	Principal
Administrator	Ana Olivarez	Assistant Principal
Business Representative	Melanie Dobbs	Business
Parent	Desiree Trevino	Parent
Classroom Teacher	Clarissia Costilla	3rd Grade Teacher
Classroom Teacher	Dora Robles	Teacher-DIP
Parent	Samuel Saldivar	Parent
District-level Professional	Dr. Yvette Cantu	Director of Testing and Accountability
Classroom Teacher	Joann Miranda	1st Grade Teacher
Classroom Teacher	Leonorilda Munoz	Teacher-DIP
Classroom Teacher	Febe Rocha	PK Grade Teacher
Classroom Teacher	Yvonne Esquivel	4th Grade Teacher
Classroom Teacher	Stephanie Naylor	Special Education Teacher
Classroom Teacher	Maria Cuellar	2nd Grade Teacher
Classroom Teacher	Maria Lourdes Ochoa	Kinder Teacher

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="text-align: center;"><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="text-align: center;"><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

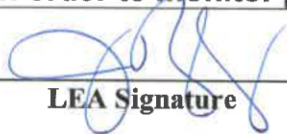
School Year: 2020 - 2021

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>
---	---

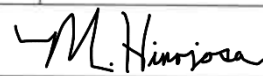
Required Strategies	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	NGS Specialist MEP Staff	Distribution Logs and monthly copies 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

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

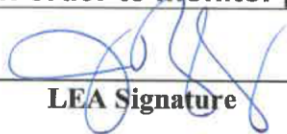
School Year: 2020 - 2021

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>
---	---

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

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="text-align: center;"><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="text-align: center;"><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

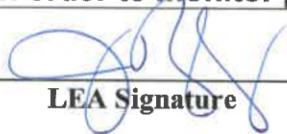
School Year: 2020 - 2021

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>
---	---

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