La Vega ISD 2023-24 Executive Summary

Data Sources Reviewed:
- TAPR data
- DMAC
- Discipline data
- RDA/FDA/CIP
- Continuous Improvement Continuums
- PEIMS data
- Student Survey data
- Staff Survey data
- Parent Survey data
- Teacher Certifications
- VIA Notes
- Comprehensive Needs Assessment (CNA)
- Walk-Through information/Texas Teacher Evaluation & Support System (T-TESS)
- School Safety & Security Audit
- CIP & SIP documents in accordance with state (TAPR & PBMAS) and federal (System Safeguards & Title I)
- District Committees/Faculty meeting and staff development session agendas & Minutes

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, incl. how federal & state program funds will be used?
Demographics Long-Range Goals: 3, 4 Short-Term Objectives: 1, 2, & 3 **CIC:** **Information & Analysis (Who we are)**	● The district offers full day PK for qualifying students. ● Increasing student enrollment each year. ● Career and Technical Education (CTE) course offerings have expanded within clusters. ● Klaras' Center for unaccompanied youth. ● Place students in SPED appropriately in classrooms based upon individual needs. ● Provide bilingual services for PK-5th grade students. ● Communities in Schools are district-wide. ● Implemented SEL Access & Training.	● Increase staff demographics to match student enrollment, including Bilingual certified staff. ● Improve the achievement performance of all students by closing the achievement gaps. ● Increase English Learners (ELs) achievement scores. ● Establish character education at all grade levels. ● Continue to develop SEL training	● Improve the achievement performance of all students by closing the achievement gaps. ● Continue to develop SEL training

CIC: Student Achievement (Values & beliefs, mission, goals, objectives, standards, state & federal goals. Where are we & where do we want to be?)	● Student support programs (AVID, CIS, ACE, Gear Up, Comprehensive After School Program) improve student achievement and student readiness. ● Klaras Center for families. ● All campuses are conducting PLCs and data meetings. ● District-wide high impact tutoring being implemented in STAAR tested areas (Math, Reading, Science, Social Studies), using Zearn and Book Nook for K-8th, due to COVID learning loss. ● Continuation of the Opportunity Culture Model Districtwide. ● Teachers as Leaders Training ● District student STAAR performance met or exceeded regional and state performance for ELLs in all subjects. ● Provide supplemental services to all special populations through before, during, and/or after school tutorials/pullouts: Saturday School, and STAAR Academy, SAT and TSI Camps, Pirate/WIN Time ● District-wide Academic RTI Process ● Pirate Foundation student incentive grants	● Increase percentage of all students reaching Meets or Masters performance in all core content areas as measured by state assessments. ● Continue Teachers as Leaders Training ● Continue to expand Opportunity Culture Model and implement with fidelity ● Continue Opportunity Culture Redesign ● Continue to implement, monitor, and track student progress ● Analyze and compare district, region, and state EB performance ● Expand the GT Program	● Increase percentage of all students reaching Meets or Masters performance in all core content areas as measured by state assessments. ● Continue to expand Opportunity Culture Model and implement with fidelity ● Continue to implement, monitor, and track student progress ● Analyze and compare district, region, and state EB performance ● Expand the GT program

School Culture and Climate			
School Culture and Climate Long-Range Goal: 4 Short-Term DIP Objectives: 2, 5, 6 and 8 **CIC:** **Information & Analysis (Perceptions, values, beliefs)**	● All schools met the safe school Title IX. ● Employed more law enforcement officers. ● Students feel respected *(district CNA survey)*. ● District-wide foundation of AVID. ● Teachers believe students can learn *(district CNA survey)*. ● Opportunity Culture developing teacher leaders across the district. ● Teacher Incentive Allotment ● Grow Your Own ● ESL Alignment ● Additional School Guardians and Marshalls ● Addition of metal detectors across the district ● Decreased student substance abuse on campus with the addition of Vape Monitors in bathrooms across the district ● Students have been introduced to rowing and swimming programs. ● Students have access to free COVID vaccinations through partnership with MCHD	● Reduce the number of discipline referrals for students. ● Continue to provide new opportunities for extracurricular and club activities. ● AVID – Implement all aspects. ● Train/Define role of officer/behavior aide. ● Develop teacher-student relationship ● Need for character education district-wide. ● 73% of students and 78% of staff feel safe at work/school ● Include survey question to staff how they would increase morale ● Develop a strong mentorship program for students across the district. ● Continue to provide PPE on campuses as needed ● Continue the development of Rowing and Swim Safety Programs. ● Develop a Staff Boosting and Morale Committee	● Develop district-wide plan for discipline using positive behavior initiatives and relationships ● Provide appropriate PPE for campus students and staff. ● Develop a Mentor Program for Students throughout the District. ● Develop a plan to utilize funds that have been provided for families (parents and their students) throughout the district to take swimming safety classes. ● Develop a Staff Boosting and Morale Committee that is inclusive of all staff and departments to address morale issues and suggest potential solutions.

| Staff Quality/ Professional Development

Long-Range Goal: 3

Short-Term DIP Objective: 4

CIC: Professional Development; Leadership; Quality Planning; Partnership Development

(How will we implement? | ● Professional Development (PD) provided by LVISD.
● Years of experienced staff.
● Formal and informal feedback on teacher performance is maintained in a secure management system (Talent Ed) for teachers to access.
● 100% of the district's faculty and staff are certified.
● Staff is compensated at a fair and competitive salary.
● Continue to provide targeted staff development, Reading Academies PK-12)
● Disaggregate ITBS, DIBELS, MAPS, TELPAS, STAAR ALT data to determine professional development (PD) needs of instructional staff.
● Establish a common, district-wide understanding of Professional Learning Communities (PLC).
● Training on how poverty affects student's mental development for all new teachers.
● Keeping qualified staff
● Opportunity Culture
● Teacher Incentive Allotment
● Grow Your Own
● Data driven instruction to review & improve instruction | ● Continue to strengthen the mentoring program for new teachers with updated mentor training. Differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession.
● Continue to ensure that new hires are EB certified and receive training in all district initiatives.
● Continue to assign highly effective staff to highest needs students; include SPED and CTE teachers.
● Continue training in all district initiatives for all staff (ongoing goal).
● Provide professional development for culturally relevant teaching strategies.
● Targeted staff development *(Reading Academies)*.
● Decrease turnover rate *(currently 23.8%) but release ineffective teachers*.
● Develop a PD plan to include staff needs and monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed.
● PD for new staff; DMAC, TEKS resources, Eschool solutions, Skyward, Office 365, and School Status for teachers to respond to | ● Continue to strengthen mentoring for new teachers with updated mentor training and differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession.
● Continue to ensure that new hires are EB certified and trained in all district initiatives.
● Develop a PD plan to include staff needs and monitor implementation of PD on delivery of high-yield strategies, connect to teacher appraisal system (T-TESS), and provide coaching where needed.
● Implement and continue to use/expand the Opportunity Culture model with fidelity.
● Campus administrative teams will systematically calibrate their observation model using TTESS in accordance with the Teacher Incentive Allotment.
● PD for new staff; DMAC, TEKS resources, Eschool solutions, Skyward, Office 365, and School Status for teachers to respond to communications from parents. |

		● communications from parents. ● Campus administrative teams need to systematically calibrate their observation model using TTESS in accordance with the Teacher Incentive Allotment. ● Recommended online resources for quick access to additional instructional strategies. ● Administrators review lesson plans and provide feedback.	
Curriculum, Instruction, Assessment Long-Range Goal: 1 DIP Objective: 1 **CIC: Quality Planning (Difference between where we are now & where we want to be. How can we get to where we want to be?)**	● Common assessments are used for Reading, Writing, Math, Science and Social Studies. ● Data Driven Instruction ● All campuses have a RtI for academic support. ● Curriculum mapping. ● Commercial curriculum and intervention support programs, i.e. ZEARN, BOOKNOOK ● HIGH IMPACT TUTORING ● Assigning Multi-Classroom Leaders for pedagogy and content support.	● Increase teacher expertise in responding to data and providing scaffold supports. ● Implement and monitor rigorous TEKS instruction in grades PK- 12 in all content areas through PLC's. ● Increase achievement on benchmarks and state assessments ● Implement a districtwide RTI program which supports all students behaviorally. ● Increase teacher expertise in RTI implementation. ● Increase student engagement through culturally responsive instruction, AVID, Explicit Instruction, and SIOP strategy implementation. ● Provide technology/online resources to teachers ● Curriculum mapping across grade levels. ● Vertical curriculum mapping across	● Implement and monitor rigorous TEKS instruction in grades PK-12 in all content areas through PLC's. ● Implement a districtwide Response to Intervention (RtI) program to support behavior needs of all students. ● Increase student engagement through culturally responsive instruction, AVID/Path, Explicit Instruction, and SIOP strategy implementation. ● Vertical curriculum mapping across campuses ● Provide rigorous written curriculum and materials for TEKS implementation in non-tested courses.

		campuses ● Provide rigorous written curriculum and materials for TEKS implementation in non-tested courses.	
Family and Community Involvement Long-Range Goals: 1 and 4 Short-Term Objectives: 8 and 9 **CIC: Partnership Development**	● Maintains and increases parent involvement. ● Communities-in-School (CIS) continues to provide support for students and families of 1st - 12th grades. ● Parent communication is provided in English and Spanish. ● Annual Title I parent meetings are held for all Title I school-wide campuses in conjunction with Parent University. ● Annual Title III parent meeting are held for all Title III school-wide campuses ● School Status is utilized at all campuses. ● The district website provides information for students, parents, and staff. ● Skyward enables parents to check their child's grades and attendance. ● Most parent volunteers feel appreciated. ● Adequate calendar of activities as allowed by COVID- 19. ● Parent University. ● Parent education classes to support SPED and **EB populations**.	● Increase parent participation in and use of online resources such as Skyward for grades and report cards, on-line surveys, district website, online registration, and School Status. ● Continue parent education classes district wide. ● Continue parents in the campus decision-making process. ● Continue to increase parent volunteer opportunities and teach them how to become involved in district and campus processes. ● Continue parent education classes to support EB populations. ● Provide various means of communication about extracurricular opportunities that students can be involved in. ● Ongoing explanation of attendance policies for students transitioning from middle school to high school. ● Develop a plan to provide opportunities to increase parent participation for working parents	● Increase parent participation in and use of online resources such as Skyward for grades and report cards, on-line surveys, district website, online registration, and School Status. ● Continue to increase parent volunteer opportunities and teach them how to become involved in district and campus processes. ● Provide various means of communication on extracurricular opportunities that students can be involved in. ● Ongoing explanation of attendance policies for students transitioning from middle school to high school. ● Continue to include parents in the campus decision-making process. ● Develop a plan to provide evening opportunities to increase parent participation for working parents

School Context and Organization Long-Range Goals: 3 and 4 Short-Term Objective: 4 **CIC: Leadership**	● The Superintendent Advisory Council (SAC) meets regularly and has teacher membership from each campus. ● Teachers have a voice in decision making in district policies through the Vision in Action (VIA) committee. ● All stakeholders have a voice in decision making in district policies through the District Quality Improvement Council (DQIC) committee. ● Comprehensive Needs Assessment (CNA) surveys allow a voice in identifying needs in school improvement. ● Multiple opportunities for HIT Tutorials provided at all campuses. ● District-wide AVID foundation. ● Moving in a positive direction with Language/Content objectives. ● Establishment of curriculum camp (vertical alignment). ● District-wide implementation of data meetings and analysis of all subpopulations. ● Implementation of the Opportunity Culture model.	● Refine the implementation of the district student code of conduct. ● Identify strategies to support PBIS across the district. ● Continue vertical alignment efforts throughout the school year with appropriate groupings. ● Establish monthly family involvement and engagement activities on each campus. ● Continue Professional Learning Communities ● Educate stakeholders on the appropriate avenues to have a voice in decision making in district policies through the District Quality Improvement Council.	● Identify strategies to support PBIS across the district. ● Establish monthly family involvement and engagement activities on each campus.

Technology **Long-Range Goal: 1 and 4** **Short-Term Objective: 1, 3, 6, and 7** **CIC: Quality Planning (Difference between where we are now & where we want to be.** **How can we get to where we want to be?)**	● The Technology Department continues to actively pursue E-Rate funding to assist in funding technology purchases for the district. ● Reliable technology infrastructure, wireless access, and up-to-date software. ● The district has good technical support. ● 1:1 device ratio for students and very close to 1:1 device ratio for teachers. ● Strong internet connectivity (10gb pipeline) ● Successful sunset (replacement) program for technology hardware.	● Provide teacher training in how to incorporate the Technology Application TEKS. ● Teachers need training in finding, downloading, and manipulating data. ● Need additional training in the use of Skyward Qmlativ for end users. ● Need a review/vetting process for technology program purchases.	● Provide training to teachers regarding digital programs and Technology Applications TEKS. ● Provide training for end users in Skyward Qmlativ. ● Create and implement a technology program vetting process. ● Provide workshops for teachers in EXCEL and DMAC that teach the manipulation of data tables.

La Vega ISD DIP Board
Goals 2023-2024

Approved by the LVISD Board of Trustees on:
Approved by the District Quality Improvement Council on:

District Long-range Goal(s):
1. The academic performance of La Vega ISD students will meet state and federal standards.
2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.
3. La Vega ISD will retain and attract quality staff.
4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

Short-term objectives for achieving district long-range goals in the 2023-24 school year, LVISD will:
1. Meet or exceed the state and federal standards for all students and all student groups.
2. Meet or exceed 95% student attendance rate for all students and all student groups.
3. All students and all student groups will meet or exceed the state standard for graduation.
4. 100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) credit.
5. Each survey participant group will achieve 80% on the district culture and climate survey.
6. All schools will meet federal requirements for safe schools under Title IX to ensure a safe and orderly school environment.
7. Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. School Status); LMS implementation (i.e. NearPod, Google Classroom, Microsoft Teams); and digital citizenship as measured annually through district approved assessment.
8. All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.
9. All campuses will implement a Coordinated School Health program as measured by CIP activities and a 5% improvement in FitnessGram results for grades 3-12.

La Vega ISD District Improvement Plan for 2023-2024

Long Range Goal: 1
The academic performance of La Vega ISD students will meet state and federal standards.

Short-term Objective: 1
Meet or exceed the state and federal standards for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
1.1	Increase meets and masters for all students on state assessments. ● Utilizing the MCL through opportunity culture, to increase the numbers of students involved in Opportunity Culture who reach masters and meets by 25%. ● Expand OC by increasing roles such as TR, MTRT, RA, and TRT at each campus. ● Get Better Faster rigor through phases. ● Monitor student progress through PLC, High Impact Tutoring, and PD ● Conduct Data Analysis meetings after each interim and state assessment to discuss the finding and prepare a plan for targeted instruction ● Schedule vertical team meetings across campuses to align essential skills and standards within the curriculum. ● Implement and monitor rigorous TEKS instruction in grades PreK-12 in all content areas (tested & non-tested)	Chief Academic Officer; Asst. Sup C&I; Exec. Dir. of Bilingual Ed & Spcl. Progs. Principals APs for Instruction Exec. Director Of Special Education MCL Teachers AVID Teams	● Instructional Specialist ELAR ● Interventionist/ C R T ● Title I Pt A $220,000 ● Title II, Pt A $65,000 ● AVID ● SIOP ● Cultural Teaching ● Explicit Instruction ● Region 12 ● TEA ● TEKS Resource System	● August 2023 - June 2024 ● August 2023 - May 2024	● Reports each grading period ● Interim assessments each grading period ● Classroom observations ● Lesson plans ● Student writing samples ● Campus Walk-through forms	● State Assessment Scores ● Data Improvement Plans ● Screening Assessments for Literacy (CIRCLE, TxKEA, TPRI, DIBELS, Lexiles) ● Screening for Math ● CFAs ● Google Docs ● Lesson Plan Folders

	through PLC's. ● Update & review implementation of our district wide RTI program to support behavior needs of all students. ● Increase student engagement through culturally responsive instruction, AVID, Explicit Instruction & SIOP strategy implementation.					
1.2	● Continue the Migrant Priority for Services Action Plan through the Shared Service Agreement with ESC Region 12.	ESC Region 12 Exec.Dir.of Bilingual Ed & Spcl Progs. Parents	● ESC Region 12 Title I, Pt C (SSA) $10,476	● August 2023 - June 2024	● Migrant Service Plan ● Migrant Service Reports	● Interim Assessment ● End of Year Compliance Report
1.3	● Continue and refine a district wide RTI system to provide administrative support for students identified at-risk or struggling with essential academic and social behaviors.	Chief Academic Officer Asst. Sup C&I Exec. Dir. of Bilingual Ed & Special Programs Exec.Dir. of Special Ed Principals Counselors AP for Instruction Student Success Team	● SCE 30 FTEs (PK-8) $1,294,918 ● Title I, Pt A & Pt D2 $145,700 ● Title III SPED IDEA B Funding ● 10 FTEs – Teachers & 4.5 FTEs Paras ● IDEA B ● Preschool .5 FTE ● Para Totaling $630,000	● August 2023 - June 2024	● Campus and District Interim Assessments	● Attendance Reports ● Discipline Reports ● Intervention Reports ● Behavior Plan
1.4	● Continue to provide ongoing support and training to refine instructional best practices for EB learners to increase	Chief Academic Officer Asst. Sup C&I	● Staff ● Title I, Pt A ● $130,000 Local Funds Title III,	● August 2023 - June 2024	● Report Cards or Observation Lesson Plans ● T-TESS	● TELPAS Trend Reports

	progress in TELPAS.	Exec. Dir. of Bilingual Ed & Special Programs Exec. Dir. of Special Ed Principals APs for Instruction EB Coordinator	● $4,000 Database ● TEKS Resource System ● Skyward ● LASLinks		● Walk-through Reports ● DMAC Reports/ESGI Reports ● 6-Week Assessments each grading period	
1.5	● Increase student growth in reading and math by 1.25 – 1.5 years as measured by Beginning of Year and End of Year Assessments	APs for Instruction Chief Academic Officer Asst. Sup C&I Exec. Dir Of Bil Ed & Spcl Prog. Exec. Dir of Special Ed MCLs EB Coordinators	● Prosper Waco Grant ● ESSER funding ● Rapoport Foundation Grant ● Local Funding ● MCC ● Texas Tech University ● Tarleton State University ● TEKS Resource System	● August 2023 - June 2024	● Campus and District Interim Assessments ● Pre Assessments	● State Assessment Scores ● Data Improvement Plans ● Screening ● Assessments for Literacy (CIRCLE, TxKEA, TPRI, DIBELS, Lexiles) ● Math CFAs

Long Range Goal: 1

The academic performance of La Vega ISD students will meet state and federal standards.

Short-term Objective: 2

Meet or exceed 95% student attendance rate for all students and all student groups.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
2.1	● Continue to notify parents with formal written communication when absences are more than two per month.	Principals Truancy Officers Attendance Clerks	● Attendance ● Clerks ● Ascender ● School Status	● August 2023 - June 2024	● Six-weeks Attendance Reports	● TAPR ● Attendance Rates ● System Safeguards
2.2	● TAPR Attendance Rates System Safeguards	Principals Truancy Officers	● Attendance clerk ● Ascender	● August 2023 - June 2024	● Six-weeks Attendance Reports	●
2.3	● Continue to implement a campus incentive program when students have attendance rates at or above the 95% rate.	Principals APs for Instruction	● Attendance clerk ● Ascender	● August 2023 - June 2024	● Six-weeks Attendance Reports	● TAPR ● Attendance Rates ● System Safeguards
2.4	● Continue to provide Communities in School (CIS) at grades 1-12.	Principals	● 4 FTE ● $54,000 SCE funds	● August 2023 - July 2024	● CIS Reports ● Ascender ● Attendance Reports	● TAPR Reports ● System Safeguards
2.5	● Continue to monitor dropout rates for all students and all student groups, including Bilingual/ESL, SPED, Eco. Dis.	Principals	● Ascender ● Student Services Liaison ● Attendant Field	● August 2023 - June 2024	● Ascender ● Six-weeks Reports	● TAPR Reports ● PBM ● System Reports

		Officer ● Title I, Pt A & Pt D2 $92,000			

Long Range Goal: 1

The academic performance of La Vega ISD students will meet state and federal standards.

Short-term Objective: 3

All students and all student groups will meet or exceed the state standard for graduation.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
3.1	● Develop a plan for students who transition back to campus from Bill Logue/JJAEP grades 7-12.	Principals Exec. Dir.of Bilingual Ed & Spcl. Progs.	● Asst. Principals ● Student Services Liaison ● Truancy Officers ● Title I, Pt A & Pt D2 $92,000	● August 2023 - June 2024	● Monthly meetings with liaison ● Ascender reports on attendance and grades ● Multidisciplinary (MIT) plans ● Student Goal Setting Plans	● TAPR Reports ● System Safeguards ● PBMAS Reports
3.2	● Continue to offer credit recovery year round.	Chief Academic Officer SUCCESS Lead Teacher	● Credit Recovery Courseware ● Computer lab ● 1 FTE $75,000 SCE ● HS Allotment	● August 2023 - July 2024	● Edgenuity reports ● Ascender grade reports	● TAPR Completion Rate ● System Safeguards ● PBMAS Reports
3.3	● Continue to offer and expand the Pre-K program to all eligible students.	Primary Principal	● SCE funds	● August 2023 - June 2024	● Ascender Reports	● TAPR Reports ● System Safeguards ● PBMAS Reports
3.4	● Continue to provide child care services, and pregnancy and parenting related	Counselors Student Success	● TWC Grant $15,000	● Ongoing	● Ascender Reports	● End of year program report

	support to teen parents.	Team				
3.5	● Implement the state plan for GT services at each campus, focusing on improving the identification process of GT students.	Principals; Asst. Sup C&I	● GT state plan $24,000	● Fall 2023	● Lesson plans ● Written program guidelines	● Course enrollment ● Report cards
3.6	● Continue to offer and expand dual credit course offerings.	ECHS AP P-TECH AP CTE Coordinator IHE Partners	● MCC & TSTC Agreement ($20,000 local $10,000 CTE)	● August 2023 - June 2024	● Master schedule ● Ascender reports on course enrollment	● TAPR Reports
3.7	● Continue to offer and expand CTE course offerings that lead to licensure and/or certificates.	Cohort APs CTE Coordinator	● CTE funding 9 FTE $325,000 ● Perkins grant funds $39,000	● August 2023 - June 2024	● Master schedule ● Ascender reports on course enrollment	● Ascender Reports ● Perkins Effectiveness Report
3.8	● Expand the AVID program to include Path College/Career and develop a PK-12 continuum.	Principals Exec. Dir. of Bilingual Ed & Spcl. Progs.	● 1.5 FTE $100,000 ● HS Allotment Title I ● Title II Title III ($50,000) ● Local Funds	● August 2023 - ● August 2024	● Master Schedule ● Reports	● TAPR Report
3.9	● Increase TSI, PSAT, SAT, ACT testing for eligible students.	Principal of HS Cohort Asst. Principal-HS ECHS Dean CTE Coordinator HS Counselors IHE Partners	● Project LINK ● ECHS ● HS ● Allotment Local Funds ● CTE Funding	● August 2023 - July 2024	● ECHS Applicants ● Project Link Caseload	● College Entrance ● College Credit Accrued ● GPA

3.10	● Support counselors in identifying and providing campus support to at-risk students.	Principals Counselor	● Local Funds, $500	● August 2023 - June 2024	● Counseling Logs ● Ascender	● TAPR Report
3.11	● Continue to monitor the appropriate placement along the continuum service for those students eligible for special education services.	Exec. Dir. of Special Ed	● C & I Administrators ● SPED Personnel ● Counselors	● November 2023 - June 2024	● ARD documentation ● Student data	● TAPR Report
3.12	● Provide guidance, counseling, and transition services for students receiving special education services.	Principals Exec. Dir. of Special Ed	● SPED Personnel ● Counselors	● August 2023 - January 2024	● Student data ● ARD documentation	● TAPR Report ● Special Education Indicator 13 ● Special Education Indicator 14

Long Range Goal: 3

La Vega ISD will retain and attract quality staff.

Short-term Objective: 4

100% of instructional staff will obtain 15 hours of Continuing Professional Education (CPE) hours of credit.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
4.1	● Utilize Continuous/Improvement Continuum and Comprehensive Needs Assessment to monitor district systems.	Superintendent Chief Academic Officer Exec. Dir. of Bilingual Ed & Spcl. Progs. Exec. Dir. of Special Ed Principals	● CIC Documents ● Local Funds	● Annually	● Continuous Improvement Continuum (CIC) Charts	● TAPR ● Reports CIC Charts
4.2	● Implement and monitor PLCs that include collaboration for teachers in general education, SPED, BE/ESL, and CTE where applicable.	Chief Academic Officer Exec. Dir. of Bilingual Ed & Spcl. Progs. Exec. Dir. of Special Ed Principals MCLs	● Title II, Pt A ● $9,000 ● Title III, Pt A – LEP $25,000 ● Local Funds	● At least monthly	● Staff Development Survey ● Agendas ● Sign-in sheets ● Minutes	● TAPR Reports ● TELPAS T-TESS
4.3	● District-wide Vision In Action (VIA) Meetings.	Exec. Dir. of Bilingual Ed & Spcl. Progs.	● District and Campus Representatives	● October 2023 - May 2024	● Planning Documents	● TAPR Reports

				● Meet Periodically		
4.4	● Provide professional development regarding the legal requirements of interviewing, recruitment and selection of teachers.	Asst. Supt. for HR Principals	● TASB ● A Diverse Panel of Educators	● Ongoing	● Sign-in Sheets Use of School Spring Talent Ed	● T-TESS Reports
4.5	● Based on campus needs, provide relevant professional development opportunities for: ● Teachers ● Paraprofessionals ● Administrators	Asst. Supt. for Human Res. Chief Academic Officer Asst. Sup C&I Exec. Dir. of Bilingual Ed & Spcl. Progs. Exec. Dir. of Special Ed Principals EB Coordinators Technology Specialists	● Administrators C & I Directors ● EL Instructional Coach IPSI, AVID/Path ● Bilingual State Allotment ● Special Ed. Funding Title II, Pt A $9,000 Title III	● August 2023 - June 2024	● Professional Development Certifications ● Identification of appropriate trainings	● T-TESS Evaluations ● Informal Observations
4.6	● Continue to recruit bilingual teachers to meet the number identified in the bilingual exception plan.	Asst. Supt. for Human Res. Exec. Dir. of Bilingual Ed & Spcl. Progs. Principals EB Coordinators	● Local Funds	● Ongoing	● SBEC Certification Policy	● TAPR ● Reports Equity Plan
4.7	● Continue to compensate staff at a competitive/comparable salary within	Asst. Supt. for Human Res.	● TASB Survey	● Ongoing	● TAPR Reports	● TAPR Reports ● Salary Schedule

	this geographical area.	Asst. Sup Finance Superintendent				
4.8	● Continue a "Grow Your Own" program to encourage instructional aides and para- professional staff to become certified teachers and adding "Educator & Training" as a CTE pathway at LV High School with dual credit options.	Chief Academic Off Asst. Sup C&I Exec. Dir. of Bilingual Ed & Spcl. Progs. Exec. Dir. of Special Ed HS ECHS Dean CTE Coordinator	● Seek funding through grants for aides and substitutes	● Ongoing	● Hiring records ● TalentEd ● HS transcripts ● CTE Pathways documentation	● Course Catalog ● Rapoport Report ● TEA Reports ● High School Transcripts ● MCC Crosswalk
4.9	● Strengthen mentoring for new teachers with updated mentor training and differentiate the mentoring program between teachers that are new to the district and teachers that are new to the profession.	Mentor Teachers Creator of Survey Chief Academic Off.	● Survey instrument	● Annually	● Survey of mentees	● Mentoring Logs

Long Range Goal:
1. The academic performance of La Vega ISD students will meet state and federal standards.
2. The La Vega ISD Board of Trustees will approve a fiscally sound budget.
3. La Vega ISD will retain and attract quality staff.
4. La Vega ISD will provide adequate facilities that enhance teaching and learning.

Short-term Objective: 5
Each survey participant group will achieve 80% on the district culture and climate survey.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
5.1	● Continue district wide Comprehensive Needs Assessment (CNA) Surveys.	Exec.Dir. of Bilingual Ed & Spcl. Progs. Principals VIA Committee	● Title I, Part A $1,250; Local	● Dec 14, 2023 – ● Jan 24, 2024	● District/Campus Meetings to receive input and establish goals	● Survey Results ● Program Evaluations ● Agendas ● Sign-in Sheets ● Develop a plan to address the top systemic issues
5.2	● Continue publicity of positive events at school including co-curricular and extra- curricular strategies/activities, student honor rolls, etc.	Public Information Officer IT Splsts	● Local Funds	● August 2023 - July 2024	● Publications ● District Web Page ● Community Feedback	● January Comprehensive Needs Surveys
5.3	● Continue to provide communication between the superintendent, Board of Trustees, administrators, teachers, support staff, and campus and district planning and decision- making teams.	Superintendent	● E-Team ● A-Team, SAC ● DQIC ● VIA	● Weekly ● Monthly	● Meeting Minutes ● LVISD Website ● Monthly Board activity update	● CNA Surveys
5.4	● Increase morale between parents,	All district and	● Local Funds	● August	● Staff Feedback	● CNA Surveys

	students and staff by building relationships.	campus staff		2023 - June 2024	● Student Feedback ● Parent Feedback	
5.5	● Develop a Staff Boosting and Morale Committee that is inclusive of all staff and departments to address morale issues and suggest potential solutions.	Campus staff	●	● August 2023 - June 2024	● Staff Feedback	● CNA Surveys

Long Range Goal: 4

La Vega ISD will provide adequate facilities that enhance teaching and learning.

Short-term Objective: 6

All schools will meet federal requirements for safe schools for Title IX to ensure a safe and orderly school environment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
6.1	● Update all facilities (and expand ECHS) needs and long range planning on each campus as identified by faculty, community, and empirical data.	Principals Superintendent Asst. Supt for Finance Asst. Supt. for Human Res. Dir. of Maint.	● Principals ● Financial Adviser ● Engineers/Designers ● Facilities ● Review and Planning Committee	● May 2023	● Summer Work Requests	● Report of district facility needs and recommendations made to Board
6.2	● All campuses will continue to implement procedures to maintain Safe Schools.	Principals Asst. Supt. for Human Res. LV Police Dept. Campus Marshalls and Guardians	● FDE Local Board Policy	● August 2023 - July 2024	● Discipline Referrals	● PEIMS Data ● TAPR Reports
6.3	● Continue to review and refine student placement and daily structure in the DAEP Program.	Asst. Supt. for Human Res. Principals Asst. Principals for Student Svcs. Lead Teacher for DAEP	● 5 FTE $52,000 at LVHS Local Funds	● August 2023 – July 2024	● Attendance Rosters	● STAAR Performance Reports ● PEIMS Data

6.4	● Implement a tiered behavior intervention system for discipline to reduce referrals to include positive behavior tiers.	Principals Asst. Principals Truancy Officers Exec. Dir. of Special Ed	● 10 FTEs – SPED Inclusion Teachers ● $500,000 ● School Status	● August 2023 - June 2024	● Discipline Referrals ● School Status	● PBMAS Reports ● PEIMS Data ● TAPR Reports
6.5	● Improve consistency with implementation of district student code of conduct.	Campus Leadership Asst. Supt. for Human Res.	● Campus Leadership ● Student Code of Conduct	● August 2023 - June 2024	● Quarterly Review of Referrals	● PEIMS Data ● CNA Surveys
6.6	● Reduce the ethnic disparity within discipline referrals by implementing a tiered behavior intervention process.	Principals Asst. Principals	● Campus Leadership	● August 2023 - June 2024	● Discipline Referrals	● PBMAS Reports ● PEIMS Data ● TAPR Reports

Long Range Goal: 4

Meet or exceed the state and federal standards for all students and all student groups..

Short-term Objective: 7

Students and staff achieve a level of Proficient in foundational digital skills (i.e. word processing, spreadsheet, presentation software); telecommunications (i.e. School Status); LMS implementation (i.e. NearPod, Google Classroom, Microsoft Teams); and digital citizenship as measured annually through district approved assessment.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
7.1	● Actively pursue ERATE funding sources to support the purchase of additional technology.	Dir. of Technology	● ERATE Funds	● Annually	● Grant Application	● District Developed Survey ● Financial Records
7.2	● Continue to implement procedures and the district plan to enhance existing technology, acquire new technology to support education reforms, and vet new technology purchases through a district vetting process. and to improve student achievement.	Dir. of Technology Asst Supt for Finance Principals Technology Specialists Technology Planning Comm.	● Dir. of Technology ● Principals ● Technology Specialists ● Local Funds ● IMA	● August 2023 – May 2024	● Meetings ● Agenda/Minutes	● Written Replacement Plan ● District Developed Survey ● Technology Inventory ● Written Plan for Vetting New Tech purchases.
7.3	● Continue to implement LVISD's Qmlativ Student Information System that streamlines data manipulation and access.	PEIMS Coordinator Asst Supt. For Finance Instructional Specialist	● ESSR Funds ● Local Funds ● Tech Specialist ● PEIMS Coordinator ● PEIMS Clerks	● April - July 2024	● Purchase Order ● Training Logs	● PEIMS submissions and survey of end users

7.4	● Develop and conduct district wide training regarding Skyward Qmlativ.	Technology Specialists Technology Planning Comm.	● ESSR Funds ● Local Funds ● Tech Specialists, ● IMS Coordinator, ● EIIMS Clerks ● Tech Dept.	● July - August 2024	● Training Logs ● Staff Surveys	● Training Logs ● Satisfaction Surveys
7.5	● Restructure technology training for teachers before the school year begins	Chief Academic Officer Technology Specialists Principals Asst. Supt for Finance	● Tech Specialist ● Campus Admin ● Asst. Supt for Personnel	● Summer Inservice	● Teacher Survey ● Training Evaluations ● Summer Inservice Agendas	● District Developed Survey for best time for training of staff ● District PD Evaluations
7.6	● Continue to implement the Finalsite website while restructuring the webmaster position/process.	Director of Technology Asst. Supt for Finance Technology Specialists	● Local Technology Funds	● April 2023 – July 2024	● Review of department and campus pages	● Staff and Community survey and comments.

Long Range Goal: 1

The academic performance of La Vega ISD students will meet state and federal standards.

Short-term Objective: 8

All campuses will uniformly implement the Family and Community Participation Reporting Process to document a 10% increase in involvement.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
8.1	● Provide opportunities for parents and the community to participate in the educational process.	Asst. Supt. for Human Resources Exec. Dir. of Bilingual Ed & Spcl. Progs. Principals Parent Liaisons	● Title I, Title III Local Funds	● August 2023 - May 2024	● Agendas ● Sign-in sheets	● CNA Survey ● State Assessments ● Attendance data
8.2	● Increase parental involvement by 10% at each campus. ● Create a parent survey to assess topics of interest	Principals Teachers Parent Liaisons	● Title I, Part A; Title III Local Funds ● Campus Websites ● Parent Portals	● August 2023 - May 2024	● Agendas ● Sign-in sheets	● Parent Activity Log
8.3	● Continue to assure that family and community members are informed of involvement opportunities in a timely manner in English and Spanish.	Principals Teachers IT Splsts Parent Liaisons	● School Status marquees ● Emails ● Text messages ● Notes and letters ● Campus Websites ● LMS/Schoology	● August 2023 - May 2024	● School Status logs ● Marquees ● Emails ● Text messages ● Notes & letters	● Review of communication in both English and Spanish to determine if delivered in a timely manner

			● District Website ● Social Media Platforms			
8.4	● Continue to provide individual academic results to parents. Provide parents information on state assessments, testing and skills being taught.	Principals Asst. Principals for Instruction Classroom Teachers	● Assessment Data ● Mailing Materials ● Updates on campus websites ● teacher websites ● parent meetings	● BOY ● MOY ● EOY ● Every six weeks	● Progress Reports ● Report Cards ● TPRI ● STAAR ● EOC ● CPALLS ● TELPAS ● Parent Portal ● Texas Assessment Management Systems (TAMS)	● Parent Conference Logs ● Signed Progress Reports and Report Cards
8.5	● Continue to host Annual Title I and Title III Parent meetings to review campus Parent Involvement Policy & Staff meetings to discuss the value of parent involvement.	Principals Exec. Dir. of Bilingual Ed & Spcl.Progs. Parent Liaisons	● Campus Staff Title I, $1,000 Title III funds	● September 2023 - January 2024	● Parent Involvement Policy ● Parent Agreement Compact	● Agendas ● Sign-in Sheets ● Revised Campus Parent Involvement Policy and Parent Agreement Compact ● in student handbook and on campus webpage
8.6	● Involve parents in the campus decision making process through campus meetings, parent workshops, volunteer opportunities, PAC, DQIC, SHAC, and campus decision making committees.	Exec. Dir. of Bilingual Ed & Spcl. Progs. Parent Liaisons Principals Teachers	● Title I & Title III ● Notes ● Letter ● Community Members ● Community Calendar ● Local	● August 2023 - May 2024	● Survey Parent Questionnaire ● Sign-in Sheets	● Survey Parent Questionnaire ● Sign-in Sheets

			Newspaper ● School Status			
8.7	● Utilize the district wide automated system to contact parents about upcoming events.	Superintendent Principals Teachers	● School Status	● August 2023 - July 2024	● Board Updates	● Program Reports

Long Range Goal: 1

The academic performance of La Vega ISD students will meet state and federal standards..

Short-term Objective: 9

All students and all student groups will meet or exceed the state standard for graduation.

	Strategies/Activities & Title 1 School-wide Components	Persons(s) Responsible	Resources (Human, Material, Fiscal)	Timeline	Formative Evaluation (Benchmarks, Assessments)	Summative Evaluation
9.1	● The academic performance of La Vega ISD students will meet state and federal standards.	Principals Dir. of Bilingual Ed & Spcl. Progs.	● The academic performance of La Vega ISD students will meet state and federal standards.	● The academic performance of La Vega ISD students will meet state and federal standards.	● The academic performance of La Vega ISD students will meet state and federal standards.	● The academic performance of La Vega ISD students will meet state and federal standards.
9.2	● PE teachers will increase activities that build upper body strength and endurance.	Principals PE Teachers	● Healthy & Wise Curriculum ● Fitnessgram Website	● August 2023 - June 2024	● Six week performance assessments	● Fitness Gram: Grades 3-8
9.3	● Continue "Big Decisions" sex education curriculum to be implemented at grades 6- 12.	Principals Exec. Dir. of Bilingual Ed & Spcl.Progs. Student Success Team	● Big Decisions	● August 2023 - June 2024	● Pre-Surveys by students ● SHAC Committee Input	● Post-Surveys by students
9.4	● Provide appropriate training and support for events where PPE is	Nurses Police Dept	● Local Funds ● Title IV	● August 2023 -	● Review number of students/staff	● School Line Lists ● Attendance

	required, i.e. anaphylactic shock, opioid overdose, or COVID.	Exec. Dir. of Bilingual Ed & Special Programs Principals		June 2024	documented for potentially contagious event	Reports of All Sentinel Events

Appendix A

Priority for Services Action Plan
Region 12 Shared Service Arrangement

Priority for Services (PFS)

NCLB P.L. 107-110 §1303 (d) requires that "In providing services with funds received under this part, each recipient of such funds shall give priority y to migratory children who are failing, or most at risk of failing, to meet the State's challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year." In their NCLB Consolidated Application for Funding, districts are required to target MEP services to "Priority for Services" students. These students must be identified through NGS by running a Priority for Services Report. Information regarding services provided to these students will be monitored through the Texas Education Agency's monitoring system called the Performance- Based Monitoring Analysis System (PBMAS).

Criteria for Priority for Services

Students are flagged who:

- Have made a move during the previous or current regular school year;

AND AT LEAST ONE OF THE FOLLOWING:

- Are in Grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more of the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
- Are in grades K-3 and have been designated as LEP in the current or previous school year.
- Are in grades K-2 and have been retained in the same grade during two subsequent years, or are over-age for their current grade level.

Objective:

Region 12 MEP SSA Districts will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students.

Goal:

To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.

Summative Results:

Students advancing to the next grade level, passing state assessments, regular school attendance, passing grades.

Activities/Action	Staff Responsible	Timeline	Resources	Documentation
1. Train District Staff and Parents on PFS criteria	● MEP Coordinator, MSCs, PFS Instructor	● May - August	● PFS Action Plan ● District Calendars	● PAC Minutes ● Superintendent Meetings Agendas ● MEP Overview Session sign-in ● Agenda/handout
2. Ensure that Migrant Priority for Service Student Reports are run monthly. Each monthly PFS Report will be mailed and also sent electronically to Superintendents by the second Friday of each month.	● NGS Data Specialist	● September - May	● Texas MEP NGS ● Implementation Guidelines	● Copies of emails with PFS Reports attached and sent to Superintendents
3. On a monthly basis, the ESC MEP Staff will review the PFS reports to determine possible academic intervention(s) needed. In consultation with principals, counselors, and teachers a Migrant Individualized Education Plan (MIEP) will be developed for each PFS student. **(narrative –explanation for priority placement for PFS students)**	● MEP Coordinator ● MSCs ● PFS Instructor ● MEP Counselor ● MEP Staff ● Principals ● Teachers ● Counselors	● September – May ● Monthly	● Texas Migrant Education Program Guidance – Section D	● Progress Reports, State Assessment Results, Benchmark data, teacher observations
4. The academic status of each PFS student will be reviewed after each six-week grade reporting period. In consultation with campus administrator(s), counselor(s), and teacher(s) the MIEP will be revised to address the needs of each student at risk of or not meeting all academic standards.	● Migrant Program Coordinator ● Migrant Counselor ● PFS Instructor ● MSCs ● Campus Staff	● September – May ● During the first week following the next six week reporting period.	● Texas Migrant Education Program Guidance – Section D	● Report Cards ● Teacher Observations

5.	Include services, strategies, and interventions by non-migrant funded programs in the MIEP of each PFS student. This will allow ESC Region 12 to know that all services offered to migrant and PFS students are supplemental. **(narrative related to describing federal, state, and local programs also serve PFS students)**	● MEP Coordinator ● MEP Counselor ● PFS Instructor ● Campus ● Principal ● Counselor, ● Teachers	● September – May ● During the first week following the next six week reporting period.	● Texas Migrant Education Program Guidance – Section D	● Migrant Individualized Education Plan – Note other Fed. Programs: Title 1, A, Title III, A, ● State: State Comp Ed., OEY ● Local: Mentoring, Tutorials
6.	Focus services on PFS students according to MIEPs and ensure coordination of services to facilitate access of services to community entities/agencies. **(narrative addresses that PFS students receive priority access to instructional services as well as social workers and community agencies)**	● MEP Coordinator ● MEP Counselor ● PFS Instructor ● Campus principal ● Counselor ● Teachers	● September – May ● During the first week following the next six week reporting period.	● Texas Migrant Education Program Guidance – Section D	● MSC and MEP Staff Logs ● Time and Effort reflecting services/time spent with students.

ESC Region 12 ID & R Plan
2023-2024

	Required Activities For Balanced Recruitment	Affected Individuals	Timeline
I.	**Training For Recruiters And Designated Sea Reviewers**		
A.	**Attend Identification & Recruitment (ID&R) training offered by ESC Recruiters.** **Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.** COEs for the new school year cannot be completed until training has occurred.	● **Staff:** All recruiters and Designated, SEA Reviewers for the Migrant, Education Program (MEP)	● By September 1 or before recruitment efforts begin for new school year ● Before October 1 for NGS training
B.	**Other**		
II.	**Identification & Recruitment**		
A.	**Meet with all ID&R Staff.** Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	● **Staff:** All recruiters and Designated SEA Reviewers for the MEP	● By August 31
B.	**Finalize all forms, documents, logs.** Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	● **Staff:** MEP administrators, recruiters and Designated SEA, Reviewers for the MEP	● By August 31
C.	**Make recruiter assignments.** Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	● **Staff:** All recruiters and Designated SEA Reviewers for the MEP	● By August 31
D.	**Conduct ID & R.** **Potentially Eligible Migrant Children:** Contact potentially eligible migrant families using door-to-door	● **Staff:** MEP recruiters	● By August 31 – currently eligible children; continue ● recruitment efforts throughout year

recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. **Currently Eligible Migrant Children:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.		– potentially eligible children ● Make initial outreach efforts ● by September 30
E. **Complete COEs.** Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	● **Staff:** MEP recruiters	● Within 3 days of parent signature
F. **Review of COEs.** Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	● **Staff:** Designated SEA Reviewers	● Within 5 days of parent signature
G. **Conduct Residency Verification.** Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	● **Staff:** MEP recruiters	● Between Sept. 1 and Nov. 1. For 2 years old turning 3 – on or after 3rd birthday
H. **Other**		
III. **Maps And Intraregional Networking**		
A. **Make contact with potential growers.** Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops and growing seasons.	● **Staff:** All recruiters and Designated SEA Reviewers for the MEP	● Contact all growers within the district boundaries by November 1
B. **Develop calendar and maps.** Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods	● **Staff:** MEP administrators and recruiters	● By December 1 and update on on-going basis throughout the year

	where migrant families reside.		
C.	**Other**		
IV.	**Interagency Coordination**		
A.	**Network with agencies that serve migrant families.** Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	● **Staff:** MEP administrators and recruiters	● Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B.	**Other**		
V.	**Quality Control**		
A.	**Written quality control procedures.** Develop written procedures that outline ID&R quality control within the LEA/ESC.	● **Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	● By August 31
B.	**Eligibility review.** Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	● **Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	● Ongoing throughout the year
C.	**Monitor and address ongoing training needs for ID & R.** Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	● **Staff:** All MEP staff	● As needed throughout the year
D.	**Maintain up-to-date records on file.** Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	● **Staff:** All MEP staff	● Ongoing throughout the year
E.	**Coordinate with ESC for annual eligibility validation.** Validate eligibility through re-interview process according to instructions set forth by TEA.	● **Staff:** ESC, MEP staff Children: Previously-identified children selected by State MEP	● January – June

F.	Other		
VI.	**Evaluation**		
A.	**Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	● **Staff:** All MEP staff ● Others: Local Migrant Parent Advisory Council (PAC), etc.	● By June 30
B.	Other		

APPENDIX B

AVID – Advancement Via Individual Determination is an in-school academic support program that prepares students for college eligibility and success. By targeting students who are capable of completing rigorous curriculum but are falling short of their potential, AVID pulls these students out of their unchallenging courses and puts them on the college track.

CIS – Communities in Schools brings community resources into schools to empower success for all students, removes barriers for vulnerable students at risk of dropping out, and keeps kids in school and on the path to graduation by leveraging evidence, relationships and local resources to drive results.

CRP – Culturally Relevant Pedagogy.

EL – An English Learner is a person who is learning the English language in addition to his or her native language.

ID&R – Identification and Recruitment.

IHE – Institute of Higher Education.

LEP – An acronym which stands for Limited English Proficiency. Hence, a LEP student is considered an English Learner or EL.
Project Link – A charitable and educational organization that helps children and families navigate to become healthier, safe, and educated.

SIOP – The Sheltered Instruction Observation Protocol was developed to make learning comprehensible to English Learners.

VIA – Vision in Action

The Texas Education Agency evaluates public schools and districts under state and federal accountability requirements.

State Accountability - The ratings and the data used to determine the rating for each campus and district. The 2019 accountability rating overall was a "C".

Texas Consolidated School Rating Report - Combines the accountability ratings, distinction designations, Financial Integrity Rating System of Texas (FIRST) rating, and community and student engagement rating for each district and campus in Texas.

School Report Card - Produced annually for each Texas public school campus. Contains some information from the Texas Academic Report as well as some information from the State Accountability Ratings. Archived report card information is available for the past five school years.

Texas Academic Performance Report (TAPR) - Pulls together a wide range of information annually on the performance of students in each school and district. The report provides extensive information on staff, programs, and demographics for each school and the district.

Snapshot School District Profiles - Provides an overview of public education for a particular district in a specific school year. In addition to state-level information, the profile contains characteristics of the district. Additional historic data is available for each district beginning with 2002-03 from the TEA Performance Reporting website.

Results Driven Accountability (RDA) - A data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, certain federal Title programs, and special education).

Performance-Based Monitoring Analysis System (PBMAS) - A data system that reports annually on the performance of school districts and charter schools in selected program areas (bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act). . . PBMAS Reports and Data website.

Financial Integrity Rating System of Texas (FIRST) - Texas Education Agency's Financial Accountability Division oversees public school financial accountability and provides each district with a rating.