

Belton Independent School District

District Improvement Plan

2024-2025



Vision

Empowering each and every learner to pursue their dreams and enrich their communities.

Value Statement

Each and Every: We believe each and every student deserves exceptional experiences according to their unique needs and passions.

Innovation: We believe in igniting and supporting innovative thinking and problem solving in our students and staff.

Continuous Improvement: We believe a mindset of continuous improvement should be modeled by our staff and cultivated in classrooms.

Community Engagement: We believe that the learning experiences of our students are enhanced through the engagement of our community.

Learning Space: We believe well designed and maintained facilities positively impacts student learning and staff efficacy.

Engaged Workforce: We believe a thriving staff will be able to create exceptional learning experiences for each and every student.

Inspiring Instruction: We believe instructional design can empower students and ignite a passion for learning.

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Goals





Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: 100% of Belton ISD departments and campuses will collect and analyze baseline customer service satisfaction data using the district measurement tool and develop and implement data-driven improvement plans by January 2025.

Performance Objective 1: Develop a process to assess the customer service experience in BISD and provide data to department and campus leaders that will result in improving the customer service experience.

Evaluation Data Sources: A standard customer service measurement tool will be rolled out across the district at all departments and campuses and evaluated for improvement

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District staff receive the customer service training and learn BISD mantras. Staff are aware that customer service feedback will be collected.</p> <p>Strategy's Expected Result/Impact: Internal stakeholders will know the BISD mantras and be aware of the high expectations regarding customer service.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Stakeholders will be aware of the measurement tool, have access to it, and use it submit feedback on their customer service experiences throughout BISD</p> <p>Strategy's Expected Result/Impact: Internal and external stakeholders will submit feedback based on their customer service experiences</p> <p>Staff Responsible for Monitoring: Executive Director of Communication</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus and department leaders will analyze the customer service data.</p> <p>Strategy's Expected Result/Impact: Campus and departments will identify key areas for improvement.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus and department leaders will develop improvement plans based on customer service feedback data by January 2025.</p> <p>Strategy's Expected Result/Impact: Each campus will implement targeted customer service improvement plans by January 2025.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p>	Formative		
	Oct	Jan	Apr





Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Customer service feedback data will be collected throughout the 2024-25 school year to evaluate improvement plans.</p> <p>Strategy's Expected Result/Impact: Additional professional learning will be provided in areas identified by the data. Successes will be celebrated.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p>	Formative		
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Goal 1: Strengthen and support the engagement of all stakeholders in the pursuit of the BISD vision.

Key Progress Measure: 100% of Belton ISD departments and campuses will collect and analyze baseline customer service satisfaction data using the district measurement tool and develop and implement data-driven improvement plans by January 2025.

Performance Objective 2: Foster strong, positive and trusting relationships within all communities and with all families to support the interests, aspirations, and needs of students.

Evaluation Data Sources: Ongoing feedback loops with students, parents, and community at the district and school levels. Event attendance. Surveys.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support and broaden educational opportunities at the district and campus levels to equip families with beneficial information to support their child's success.</p> <p>Strategy's Expected Result/Impact: To actively involve parents and families in their children's education, giving them a voice in decision-making processes, and building a collaborative partnership between schools and families to improve student academic achievement</p> <p>Staff Responsible for Monitoring: Chief Communications Officer</p>	Formative		
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Goal 2: Ensure exceptional learning experiences for each and every student.





Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 1: By January 2025, all K-12 core courses in BISD will have an aligned written curriculum that includes content based instructional block recommendations, assessments for learning, pacing guides and instructional resources for prioritized standards that support and require critical thinking.

Evaluation Data Sources: BISD Aligned Curriculum

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Collaboratively develop a 2 year curriculum development plan that includes clear target goals, essential components of curriculum documents common to all content areas, a shared understanding of content and purpose and key progress checkpoints.</p> <p>Strategy's Expected Result/Impact: Curriculum coordinators will have shared understanding and key targets for 2024-25 curriculum work. Curriculum documents will improve and provide strong support for teachers with intentional planning.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Complete the redesign and development of prioritized curriculum documents for the 2024-25 school year that align to the 3 big ideas and 4 questions of a Professional Learning Community (PLC) and have clear support and prioritization of intentional planning, established priority standards and critical thinking.</p> <p>Strategy's Expected Result/Impact: Systemic alignment to ensure:</p> <ul style="list-style-type: none"> *all students learn at high levels. *collaborative and collective efforts. *results orientation <p>Responsiveness to the questions:</p> <ul style="list-style-type: none"> *What is it we expect students to learn? *How will we know when they have learned it? *How will we respond when they haven't learned? *How will we respond when they already know it? <p>Variability in student learning opportunities and mastery of standards across the district and across campus will decrease. Teacher teams will have strong planning supports for rigorous, TEKS aligned, research based instruction that strengthens critical thinking skills of BISD students.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Collaborate with Intervention, Bilingual, Special Education and Gifted Talented departments to plan for targeted instructional recommendations within curriculum documents that support differentiated needs of learners.</p> <p>Strategy's Expected Result/Impact: Teachers will have instructional guidance and supports in meeting the needs of each and every student to include specific recommendations and instructional strategies for students who need language acquisition supports, scaffolded supports for mastery of standards and opportunities for extension of learning beyond the learning standards. All student groups will show growth in student achievement on district and state assessments.</p> <p>Staff Responsible for Monitoring: Directors of Curriculum & Instructional Design, Intervention, Special Programs and GT</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Develop and implement multiple feedback cycles to include teachers, instructional coaches and principals to inform adjustment and continuous improvement of BISD curriculum documents and resources.</p> <p>Strategy's Expected Result/Impact: Curriculum resource improvement, increased voice and investment of stakeholders</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr
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Goal 2: Ensure exceptional learning experiences for each and every student.





Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 2: During the 2024-25 school year, core content teachers and instructional leaders in BISD will be provided opportunities for high quality, curriculum embedded professional learning aligned with the practices of Professional Learning Communities and focused on shared learning, data-informed areas of need, early career teacher support and the development of collaborative teacher leadership capacity.

Evaluation Data Sources: Professional Learning Plan, Professional Learning Feedback Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Observe classroom experiences for evidence of student and teacher engagement in critical thinking in order to determine professional learning needs and establish targets for improvement at 30, 60, and 90 day intervals.</p> <p>Strategy's Expected Result/Impact: Determine need and design high quality learning provided for teachers and instructional leaders that equips them with learning that aligns with their specific needs and goals to improve experiences in critical thinking for students.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning, Executive Directors of School Leadership, Director of Curriculum and Instructional Design.</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure district curriculum based professional learning plans align to areas of highest need as indicated by student achievement data.</p> <p>Strategy's Expected Result/Impact: High quality learning provided for teachers and instructional leaders that equips them with learning that aligns with their specific needs and goals.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement teacher leadership opportunities with representation across BISD campuses in order to build campus instructional leadership capacity through professional learning, curriculum development and mentor leadership opportunities.</p> <p>Strategy's Expected Result/Impact: Increased campus support in core content areas. Development of teacher leadership pathways. Increased teacher voice and feedback in the development and improvement of district curricular resources.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Collect, analyze, and respond to feedback on all professional learning opportunities utilizing a response protocol to determine areas of improvement and plan for necessary adjustments in alignment with district goals.</p> <p>Strategy's Expected Result/Impact: Continuous improvement of adult learning experiences. Alignment of learning to district goals and the needs of participants.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide instructional leadership teams including principals, instructional coaches, and teachers leaders intensive professional learning on the integration of results oriented collaborative teams that focus on learning in partnership with Solution Tree PLC Coaching Academy by November of 2024.</p> <p>Strategy's Expected Result/Impact: Campus leadership teams will utilize the Solution Tree PLC at Work Rubric to self assess and establish collaborative team improvement targets for the 2024.2025 school year in each category including:</p> <ul style="list-style-type: none"> *Structures *What do we want students to know and be able to do? *How will we know when they are there? *What data do we use to inform our decisions and how do we use it? <p>Leaders across Belton ISD will know how and be able to build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student success.</p> <p>Staff Responsible for Monitoring: Executive Directors of School Leadership and Assistant Superintendent of Teaching and Learning.</p> <p>Funding Sources: Professional Learning - 255 Title II, Part A</p>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: By May 2025, 100% of campuses will have well established processes to ensure grade level/department teams collaborate using the BISD PLC structure.</p> <p>Strategy's Expected Result/Impact: Leaders across Belton ISD will know how and be able to build, sustain, and deepen the integration of collaborative teams utilizing best practices of instruction, district guiding principles and documents to ensure student growth and improved outcomes.</p> <p>Staff Responsible for Monitoring: Executive Directors of School Leadership, supported by Director of Curriculum and Instructional Design and Director of Assessment and Accountability.</p>	Formative		
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Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 3: By May 2025, implement a comprehensive professional learning plan focused on critical components of a balanced standards-based assessment system for 100% of district instructional leaders, campus leaders, instructional coaches, and teachers.

Evaluation Data Sources: Assessment Learning Plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Design and implement a learning plan that supports a balanced standards based assessment system including the design of high quality formative and summative assessments, questioning design that requires critical thinking, and standards based performance tasks.</p> <p>Strategy's Expected Result/Impact: Increased understanding of a balanced assessment system and the unique design and purpose of each assessment type.</p> <p>Staff Responsible for Monitoring: Director of Assessment & Accountability, Director of Curriculum & Instructional Design</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Design district wide high quality formative and summative assessments for core content areas within curriculum unit documents prioritizing high need content areas such as K-2 math and early literacy, 5th grade science, and 7th grade math.</p> <p>Strategy's Expected Result/Impact: Increase in growth of all students due to differentiated response to instructional needs.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Curriculum Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a pilot program for all contents in 5th and 7th grade utilizing the multi-test analysis tool in Aware with vetted assessments to predict alignment between district assessments and STAAR.</p> <p>Strategy's Expected Result/Impact: Increased alignment of district and state assessments of student mastery. Increase in student growth and achievement</p> <p>Staff Responsible for Monitoring: Director of Assessment & Accountability, Director of Curriculum & Instructional Design</p>	Formative		
	Oct	Jan	Apr
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Goal 2: Ensure exceptional learning experiences for each and every student.







Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 4: Establish and implement a district-wide process that equips campuses to make decisions about student instructional & related services that maximize access to grade-level standards in the least restrictive environment by May 2025.

Evaluation Data Sources: PEIMS Instructional Arrangement reports, professional learning agendas and attendance records.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By January 2025, create tools designed to guide campus conversations toward a continuum of instructional & related services rather than programs to ensure all students receive their services in their least restrictive environment.</p> <p>Strategy's Expected Result/Impact: Development of tools designed to guide campus conversation towards services needed for students based upon student needs and goals. The expected impact is to create a common language and practices surrounding student services.</p> <p>Staff Responsible for Monitoring: Special Programs Staff</p> <p>Results Driven Accountability</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By May 2025, develop a professional learning plan to ensure that 100% of campus administrators and special education staff receive learning around the tools designed to guide campus conversations toward instructional & related services rather than programs to ensure all students receive their services in their least restrictive environment.</p> <p>Strategy's Expected Result/Impact: Increased expectations for student achievement and established data routines and rituals for Special Education teachers as part of the PLC participation.</p> <p>Staff Responsible for Monitoring: Special Programs Staff</p> <p>Results Driven Accountability</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional learning for department staff and campus leaders to create a common understanding of the continuum of services using the book Your Students, My Students, Our Students by May 2025.</p> <p>Strategy's Expected Result/Impact: Develop a common understanding and utilization of inclusive practices.</p> <p>Staff Responsible for Monitoring: Special Programs Staff</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of teachers will be trained to recognize the characteristics of dyslexia through annual compliance training.</p> <p>Strategy's Expected Result/Impact: Develop a common understanding of the characteristics of dyslexia.</p> <p>Staff Responsible for Monitoring: Special Programs Staff</p>	Formative		
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<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: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 5: Increase the percentage of students meeting individual growth measures and performing at meets and masters as measured by student performance data in Reading and Language Arts.

HB 3 Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 47% (2024) to 49% by June 2025.

Key Progress Measure 1: The percent of kindergarten students who are "on-track" in reading as measured by the STAR Renaissance Early Literacy assessment will increase by 3% from BOY baseline.





Key Progress Measure 2: The percent of 1st grade students performing "on-track" in STAR Renaissance Early Literacy assessment will increase from 57% to 59% by June 2025.

Key Progress Measure 3: The percent of 2nd grade students performing "on-track" in STAR Renaissance Reading based on the state benchmark will increase from 39% to 41% by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR, STAAR Interim, STAR Early Literacy Screener, STAR Renaissance Reading

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Star Renaissance Early Literacy screener supported with professional learning to allow teachers to make data informed instructional decisions.</p> <p>Strategy's Expected Result/Impact: Increase individual student growth due to differentiated response to instructional needs.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary Math and Reading Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continued structured implementation in support of Foundations Phonics and decodables following K-2 ELAR instructional block recommendations.</p> <p>Strategy's Expected Result/Impact: Increase individual student growth due to differentiated response to instructional needs.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Elementary Reading Coordinators</p>	Formative		
	Oct	Jan	Apr

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide detailed researched informed curriculum documents with embedded professional learning.</p> <p>Strategy's Expected Result/Impact: Decrease variability in student learning experiences and increase support for teacher planning.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary and Secondary Content Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide embedded support through curriculum, assessment, and professional learning to increase writing across content areas.</p> <p>Strategy's Expected Result/Impact: Increase student critical thinking skills and overall achievement in writing.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary and Secondary Content Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide routine campus specific reporting at the individual student level, allowing for growth monitoring across formative and summative assessments at the individual student level.</p> <p>Strategy's Expected Result/Impact: Increased response to individual student, ensuring academic growth and achievement.</p> <p>Staff Responsible for Monitoring: Director of Assessment and Intervention, Coordinator of Data Reporting.</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 6: Increase the percentage of students meeting individual growth measures and performing at meets and masters as measured by student performance data in Math.

HB 3 Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% (2024) to 43% by June 2025.





Key Progress Measure 1: The percent of 1st grade students performing "on-track" in STAR Renaissance Math based on the state benchmark will increase from 29% to 31% by June 2025.

Key Progress Measure 2: The percent of 2nd grade students performing "on-track" in STAR Renaissance Math based on the state benchmark will increase from 36% to 38% by June 2025.

HB3 Goal

Evaluation Data Sources: STAAR, STAAR Interim, STAR Renaissance Math

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide focused professional learning based on the BISD Math Guiding Document for K-2 teachers. Strategy's Expected Result/Impact: Strengthen teacher math foundational practices and increase in student growth for early math. Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Elementary Math Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Fully implement the Star Renaissance Math Assessment system to include Freckle Math with supported professional learning. Strategy's Expected Result/Impact: Increase awareness of student needs and growth in order to set goals. Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary and Secondary Math Coordinators</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide detailed researched informed curriculum documents with embedded professional learning. Strategy's Expected Result/Impact: Decrease variability in student learning experiences and increase support for teacher planning. Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Director of Assessment & Accountability, Elementary and Secondary Content Coordinators</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Walk with Purpose curriculum in middle school math courses to provide an improved comprehensive, structured instructional resource to include specific coaching for 7th grade math.</p> <p>Strategy's Expected Result/Impact: Increase in math student achievement data.</p> <p>Staff Responsible for Monitoring: Director of Curriculum & Instructional Design, Secondary Math Coordinator</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide routine campus specific reporting at the individual student level, allowing for growth monitoring across formative and summative assessments at the individual student level.</p> <p>Strategy's Expected Result/Impact: Increased response to individual student, ensuring academic growth and achievement.</p> <p>Staff Responsible for Monitoring: Director of Assessment and Intervention, Coordinator of Data Reporting.</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 7: Increase the percentage of students in BISD who demonstrate College, Career or Military Readiness.

HB 3 Goal: The percentage of graduates that meet the criteria for CCMR will increase from 76% (2023 graduates) to 84% (2024 graduates) by August 2025 .







Key Progress Measure 1: The percent of graduating students that meet the threshold for TSI (SAT, ACT, and TSIA assessments) on both ELA/Reading and Math will increase to 50%.

Key Progress Measure 2: The percent of graduating seniors who earn an industry-based certification from the state approved list will increase to 37% .

HB3 Goal

Evaluation Data Sources: SAT, ACT, and TSIA, Industry-based certifications, Graduation codes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 5th/8th Grade Transition Process will be created to provide middle school and high school students information about higher education admissions, financial aid, scholarships, grants, and the need to make informed curriculum choices beyond high school for intentional four-year planning.</p> <p>Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Career exploration and STEM focused experiences will be provided to students to support development of the knowledge, skills, and competencies necessary for a broad range of career opportunities.</p> <p>Strategy's Expected Result/Impact: Students will have increased knowledge about understanding about careers.</p> <p>Staff Responsible for Monitoring: Director of Academic Advising and Counseling, Director of PK-12 Career Readiness</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Identify barriers, and develop and implement a responsive action plan that increase access to Advanced Academics courses. The plan should include but not be limited to creative financial supports.</p> <p>Strategy's Expected Result/Impact: Increased participation and success in Advanced Academic opportunities.</p> <p>Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr

Strategy 4 Details	Formative Reviews		
Strategy 4: Increase number of students taking the AP exams in comparison to the number of students enrolled in the courses. Staff Responsible for Monitoring: Director Academic Advising and Counseling	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide professional learning for PK-12 counselors to increase knowledge and understanding of career pathway mapping, career exploration tools & techniques, BISD CTE Programs of Study, Concentrator and Completer rates, and accountability impact. Strategy's Expected Result/Impact: Increased CTE Concentrator and Completer rates to 46% by May 2026. Staff Responsible for Monitoring: Director of Academic Advising & Counseling and Director of PK-12 Career Readiness	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
Strategy 6: Develop a PK-12 roadmap to expose students to career exploration and investigation experiences. Strategy's Expected Result/Impact: Increased student achievement and career readiness measures. Staff Responsible for Monitoring: Director of PK-12 Career Readiness	Formative		
	Oct	Jan	Apr
			
<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: Ensure exceptional learning experiences for each and every student.

Key Progress Measure: Increase the level of critical thinking in Belton ISD as measured by classroom observations using the Journey of a Graduate Competency Rubric from 63% to 70% by May 2025.

Key Progress Measure: Meet all House Bill 3 Goals and progress measures.

Performance Objective 8: Leverage effective Blended Learning Strategies to enhance teaching and learning.

Evaluation Data Sources: Learning walks, enrollment data, course completion data, student surveys, professional learning offered, and certifications received.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By the end of the 2024-2025 academic year, teaching and learning coordinators and one instructional staff from each campus will have completed the Foundations of Blended Learning course.</p> <p>Strategy's Expected Result/Impact: Participants will be able to demonstrate a clear understanding of Blended Learning Principles leading to more personalized and differentiated instruction for students.</p> <p>Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Course completers will contribute to at least one district-level technology initiative within six months of completing the course.</p> <p>Strategy's Expected Result/Impact: Participants will be able to offer coaching, mentoring, and professional learning of effective Blended Learning Strategies.</p> <p>Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure adequate technical support and coaching to assist staff with any challenges during the course and subsequent implementation.</p> <p>Strategy's Expected Result/Impact: A culture of continuous learning and innovation, where participants are empowered to explore new pedagogical approaches and share their successes with colleagues.</p> <p>Staff Responsible for Monitoring: Director of Instructional Technology and Coordinator of Digital Learning.</p>	Formative		
	Oct	Jan	Apr
<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: Attract, retain, and support a world-class team of employees.

Key Progress Measure: By June 2025, 100% of new employee onboarding plans will be formally assessed at 30, 60 & 90 days post-hire and year end, with documented feedback used to identify and implement improvements.

Performance Objective 1: Develop a system to assess effectiveness of onboarding plans and provide feedback to department and campus leaders that will result in improving the onboarding experience.

Evaluation Data Sources: Survey will be provided at specific intervals to attract onboarding experience and provide guidance for improvement.

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a survey for collecting data regarding a new employees onboarding experience. Strategy's Expected Result/Impact: A survey is developed. Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Share survey with key stakeholders and communicate process for sharing results. Strategy's Expected Result/Impact: Leaders have a voice in the development of questions and will know what will be asked to new employees regarding their onboarding experience. Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Identify all new employees to receive the survey based on when they began their new role. Strategy's Expected Result/Impact: Employees hired for the 2024-2025 school year will be identified to receive the survey. Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide new employees with survey at selected intervals of 30, 60, 90 days, and year end. Strategy's Expected Result/Impact: New employees will receive and complete survey. Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager	Formative		
	Oct	Jan	Apr


Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Share survey results with department and campus leaders and make changes to onboarding plans as needed.</p> <p>Strategy's Expected Result/Impact: Departments and campuses will receive input on onboarding experience and modifications made to strengthen onboarding experiences.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager</p>	Formative		
	Oct	Jan	Apr
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Identify themes and share with cabinet members throughout the year to identify possible district level support needs for implementation.</p> <p>Strategy's Expected Result/Impact: Cabinet is aware of the themes and district level support is provided as needed.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of HR, Executive Director of HR, HR Services Director, HRIS Manager</p>	Formative		
	Oct	Jan	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Attract, retain, and support a world-class team of employees.

Key Progress Measure: By June 2025, 100% of new employee onboarding plans will be formally assessed at 30, 60 & 90 days post-hire and year end, with documented feedback used to identify and implement improvements.

Performance Objective 2: All campus administrators will have continued training in rules, laws, and policies related to student/behavior management practices, including Title IX, bullying, and investigations.

Evaluation Data Sources: Ongoing feedback loops with campus administrators on depth of knowledge in district policies and practices and campus and district student data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Use monthly leadership learning opportunities to train principals and schedule monthly ongoing meetings with campus assistant principals to build their knowledge and leadership capacity.</p> <p>Strategy's Expected Result/Impact: Campus administrators will build necessary skills to be able to effectively manage student behavior while ensuring compliance with policies.</p> <p>Staff Responsible for Monitoring: Director of Student Services with support from Executive Director of Student Services, Assistant Superintendent of Operations, Assistant Superintendent of Human Resources and Executive Director of Human Resources.</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Develop resources that reflect best practice in student/behavior management. Provide monthly professional learning to campus administration on the use of these resources.</p> <p>Strategy's Expected Result/Impact: Discipline throughout the district will be consistent and reflect best practices.</p> <p>Staff Responsible for Monitoring: Director of Student Services with support from Executive Director of Student Services.</p>	Formative		
	Oct	Jan	Apr
			

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.





Key Progress Measure: By June 2025, the district will increase the number of staff and student recognitions and celebrations by 25%. Baseline data will be established by October 2024.

Performance Objective 1: By June 2025, the district will increase the number of staff and student recognitions and celebrations by 25%. Baseline data will be established by October 2024. (KPM Goal 4)

High Priority

Evaluation Data Sources: Baseline data, comprehensive list of options, recognitions list for 24-25

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a Menu of Current Recognition and Celebration Opportunities and Preferences by October 2024.</p> <p>Strategy's Expected Result/Impact: The needs assessment, brainstorming, research, and menu creation will allow BISD to see what recognitions and celebrations were used during the 2023-2024 school year.</p> <p>Process</p> <p>Needs Assessment: Survey staff and students to gather feedback on their preferred types of recognition and celebrations.</p> <p>Brainstorming and Research: Form a committee of staff, students, and administrators to brainstorm creative recognition ideas. Research best practices from other districts and organizations.</p> <p>Menu Creation: Compile a comprehensive list of recognition options, ranging from small, spontaneous gestures (e.g., handwritten notes, shout-outs in meetings) to larger celebrations (e.g., quarterly awards ceremonies, themed events).</p> <p>Staff Responsible for Monitoring: Mike Morgan</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Establish a Baseline and Recognition Tracking System by October 2024</p> <p>Strategy's Expected Result/Impact: The baseline data and tracking system will allow opportunities to measure progress toward achieving PO 3 and provide a resource for campus and department leaders to share ideas about increasing staff and student recognition and celebration opportunities.</p> <p>Process</p> <p>Data Collection: Conduct a comprehensive review of existing recognition efforts (formal and informal) across all district schools and departments. Gather data on the frequency, type, and recipients of recognition.</p> <p>System Implementation: Develop a user-friendly system to track and quantify all staff and student recognitions moving forward. Train relevant personnel on how to use the system effectively.</p> <p>Communication: Inform all staff and students about the new recognition tracking system, emphasizing the importance of recording all recognitions to accurately measure progress toward the goal.</p> <p>Staff Responsible for Monitoring: Mike Morgan</p>	Formative		
	Oct	Jan	Apr


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate and Refine the Recognition Program by May 2025</p> <p>Strategy's Expected Result/Impact: Using data and monitoring regularly will help assess the success of the initiative.</p> <p>Process</p> <p>Data Analysis: Regularly review recognition data to identify trends, assess program effectiveness, and pinpoint areas for improvement.</p> <p>Assess: Periodically assess data to ensure new recognition and celebration opportunities are being created to achieve a 25% increase by May 2025.</p> <p>Feedback Collection: Gather feedback from staff and students on their experiences with the recognition program through surveys, focus groups, or informal conversations.</p> <p>Program Refinement: Based on data analysis and feedback, adjust the recognition program to ensure it remains relevant and impactful.</p> <p>Staff Responsible for Monitoring: Mike Morgan</p>	Formative		
	Oct	Jan	Apr
<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: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: By June 2025, the district will increase the number of staff and student recognitions and celebrations by 25%. Baseline data will be established by October 2024.

Performance Objective 2: 100% of campuses will have dedicated and routine instructional time for social and emotional lessons.

Evaluation Data Sources: Evaluation of Year-at-a-Glance and implementation times.





Strategy 1 Details	Formative Reviews		
Strategy 1: Campuses will include time allotments for SEL lessons in master schedules. Staff Responsible for Monitoring: Director Academic Advising and Counseling	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement feedback opportunities through student and staff surveys for JoG competencies lessons including a response protocol process to respond to feedback. Strategy's Expected Result/Impact: Improvement of resources available to support direct instruction aligned to Journey of a Graduate competencies. Staff Responsible for Monitoring: Director Academic Advising and Counseling	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Changes to SEL lessons will be implemented to include the feedback received form the students and teachers. Staff Responsible for Monitoring: Director Academic Advising and Counseling	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct a comprehensive program review of the Character Strong curriculum alongside additional resource reviews to determine continuous improvement steps for curriculum resources and guidance lessons. Staff Responsible for Monitoring: Director Academic Advising and Counseling	Formative		
	Oct	Jan	Apr
			

Goal 4: Develop a district-wide culture of value, support, and growth amongst all students and staff.

Key Progress Measure: By June 2025, the district will increase the number of staff and student recognitions and celebrations by 25%. Baseline data will be established by October 2024.

Performance Objective 3: Students and staff will have safe learning and work environments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be trained through the district wide mandatory training mechanism on identification and signs of child abuse and will report it through the proper channels in a timely manner in order to be addressed. Staff Responsible for Monitoring: Director of Academic Advising & Counseling Services</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students at the secondary level identified through the At-Risk screening for Drop Out will be monitored and prevention measures will be put into place to ensure success through graduation. Strategy's Expected Result/Impact: Students will graduate with their cohort. Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District will implement programs to assist with the intervention of early mental health crisis, positive youth development, substance abuse prevention and intervention, dating violence and suicide prevention. Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District will provide training for teachers, school counselors, principals, and all other appropriate personnel on the early detection of mental health crisis, positive youth development, substance abuse prevention and intervention, and suicide prevention. Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: A district-wide procedure will be developed and implemented for campuses in the Pregnancy Related Services program. Staff Responsible for Monitoring: Director Academic Advising and Counseling</p>	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Support student-led safety teams at each campus to identify and plan for areas of concern (i.e. student focus group on restrooms, bullying, and cyberbullying, etc).</p> <p>Strategy's Expected Result/Impact: Students will report that bullying incidents have decreased on their campuses.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services, Director of Student Services, Executive Directors of Campus Leadership, Coordinator of Emergency Preparedness, Director of Safety and Security, Campus Sponsor</p>	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Behavior Framework.</p> <p>Strategy's Expected Result/Impact: Increased collaboration amongst campus administration, increased consistency, and a reduction of violent discipline incidents.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services, Director of Student Services, Executive Directors of Campus Leadership, Director of Academic Advising and Counseling, Director of Accountability and Intervention, Executive Director of Special Programs.</p>	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: School Resource Officers and Security personnel will partner with District and campus administration to provide a safe learning environment for students and staff. Duties are outlined in the Annual Law Enforcement MOU and Security Personnel job descriptions.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students reporting that they feel safe at school from 78% to 81%.</p> <p>Staff Responsible for Monitoring: Director of Safety and Security</p>	Formative		
	Oct	Jan	Apr
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 5: Maximize our use of resources for both current priorities and plans for the future.

Key Progress Measure: The district's processes and tools will be used to evaluate two primary programs for improvement and resource optimization by June 2025.

Performance Objective 1: Evaluate two primary programs for improvement and resource optimization by June 2025

Evaluation Data Sources: Program Evaluation Handbook, Comprehensive Program Inventory, Program Managers

Strategy 1 Details	Formative Reviews		
Strategy 1: Acquaint the Leadership Team to the program evaluation process Strategy's Expected Result/Impact: Explain the purpose and need for a program evaluation process. Discuss the steps of the process. Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
Strategy 2: Complete a comprehensive inventory of all District programs by October 2024 Strategy's Expected Result/Impact: A complete list of programs to prioritize for evaluation Staff Responsible for Monitoring: Evaluation committee, Directors and program managers	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
Strategy 3: Rank and prioritize all programs and select two of the highest ranked programs to evaluate by November 2024 Strategy's Expected Result/Impact: Selection of two programs for evaluation. Staff Responsible for Monitoring: Evaluation Committee, Cabinet	Formative		
	Oct	Jan	Apr
Strategy 4 Details	Formative Reviews		
Strategy 4: Determine purpose and scope for the two program evaluations selected Strategy's Expected Result/Impact: Defines data, information and expectations of the evaluations Staff Responsible for Monitoring: Evaluation Committee, Cabinet	Formative		
	Oct	Jan	Apr
Strategy 5 Details	Formative Reviews		
Strategy 5: Work with the program managers and build a Logic model for each program Strategy's Expected Result/Impact: Identify the activities, resources and expected outcomes of the program to determine the analysis and protocols Staff Responsible for Monitoring: Departmental leader and program manager	Formative		
	Oct	Jan	Apr

Strategy 6 Details	Formative Reviews		
Strategy 6: Establish analysis protocols, data collection and timeline for both evaluations Strategy's Expected Result/Impact: Develop a timeline and plan of action for each program to ensure completion of both evaluations Staff Responsible for Monitoring: Evaluation Committee, Chief Financial Officer	Formative		
	Oct	Jan	Apr
Strategy 7 Details	Formative Reviews		
Strategy 7: Perform both program evaluations and draft a report on key findings Strategy's Expected Result/Impact: Report key findings of both evaluation to the Board by May 2024 Staff Responsible for Monitoring: Evaluation Committee, Chief Financial Officer	Formative		
	Oct	Jan	Apr
Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to refine our handbook and program evaluation processes. Strategy's Expected Result/Impact: Continuous improvement and adjustments to processes from lessons learned from the program evaluations. Staff Responsible for Monitoring: Chief Financial Officer	Formative		
	Oct	Jan	Apr
<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>			

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	5	Professional Learning		\$0.00
Sub-Total					\$0.00

Addendums

Belton ISD 2024-2025

Title I, Part A LEA Program Plan -

13 Statutory Required Descriptions



Description 1

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]:

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Teaching & Learning with
Director of Accountability &
Intervention

- 1) The district will build a foundation in reading, writing, math, science and social studies with targeted intervention for struggling students.
- 2) A teacher may determine that a student needs additional targeted assistance for the student to achieve mastery in state-developed essential knowledge and skills based on: informal observations, evaluative data such as grades earned on assignments or tests, or results from diagnostic assessments. In addition, the 15 State Compensatory At Risk criteria is used to identify students in need of intervention.
- 3) Title I resources will support additional staffing, to include Intervention Specialists and Instructional Aides, who provide academic intervention using targeted strategies for students at risk of failing to meet State standards. The district provides enhanced learning opportunities such as summer school and summer camps to help students catch up, overcome learning loss, and stay on track with grade level curriculum in order to succeed on state standards and assessments. Students who did not meet state assessment standards follow HB4545 requirements for intervention/tutorials.
- 4) The district will assess the needs of students and parents in the school community using a variety of tools and processes. The district will use the findings to design evidence-based strategies to revise both the Title I program and improvement plans to meet current needs.

	Additional strategies at the campus level include, but not limited to, the use of before/after school tutorials, additional interventionists/educational aides, progress monitoring tools/ testing, and use of online programs to help close academic gaps
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Description 2

How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
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Human Resources Department (HR) Teaching & Learning	<p>The district has two campuses with an economical disadvantage percentage around or greater than 75%. To address any staffing disparities, the HR department has instituted sign-on bonuses of \$3000 for teachers with 3 or more years of experience and retention incentives for those committing to teach at one of these campuses.</p> <p>Review all teacher assignments to make sure teachers are certified for the classes they are assigned. This will be performed at the district level and campus principals will be notified if notification needs to be sent to parents of students who are being taught by non-certified staff.</p> <p>In the process of projecting staffing requirements, a maximum student-to-teacher ratio of 22:1 should be maintained.</p> <p>Ensure all paraprofessionals paid with Title I, Part A funds are highly qualified by federal guidelines and certified by the State.</p> <p>Each campus in Belton ISD has an instructional coach that provides prioritized and personalized learning to teachers in response to student needs. This support is job embedded and just in time.</p> <p>In literacy and math, all campuses and grade levels utilize formative classroom assessments as well as Star Renaissance Universal Digital Assessment platform to conduct universal screeners and monitor progress of students at the individual student level. Campus and district leaders monitor student performance data and put responsive plans in place to intervene with students at the skill level. Any disproportionality that is identified in the data for grade levels or individual staff members will result in increased feedback and coaching from campus leaders as well as support from our instructional coaches.</p>
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Description 3

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	Procedures, Systems, and Policies
Teaching & Learning with Director of Accountability & Intervention	In the 2024-2025 school year, the district has 3 campuses under School Improvement: Southwest: Focus Areas for Improvement (Essential Action 4.1 & 5.2) Chisholm Trail: Prioritized Focus Areas for Improvement (Essential Action 4.1 & 5.2) South Belton Middle School: Focus Areas for Improvement (Essential Action 3.1 & 5.1)
Description 4	
The poverty criteria that will be used to select school attendance areas under Section 1113 (<i>Within-LEA Allocation Procedures</i>)	
Staff/Department	Procedures, Systems, and Policies
Federal Programs Business Office	The district uses Title I, Part A funds only in eligible school attendance areas. For the identified Title I campuses, prioritization of funds is based on the campus' percentage of children counted under Title I, Section 1113(a)(5)(A). The district rank orders campuses using the poverty measure of free or reduced-price lunch (FRPL) and serves according to economic disadvantages percentages. Per pupil amounts will be calculated for each campus.
Description 5	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	
Staff/Department	Procedures, Systems, and Policies
N/A	Belton does not have a local institution for neglected or delinquent children or community day school programs; therefore, does not provide any educational services.
Description 6	
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (<i>Homeless LEA Reservation</i>)	
Staff/Department	Procedures, Systems, and Policies

Teaching & Learning, McKinney-Vento staff - Homeless Liaison	Title I, Part A provides funds for a Homeless Liaison to work directly with identified students as outlined in McKinney-Vento. In coordination with the Texas Education Homeless Children and Youth (TEHCY) Grant, Title I set-aside funds provide appropriate resources for homeless students' identified needs. Such services may include but are not limited to: clothing and shoes; student fees necessary to participate in general education program; school supplies; medical or dental services; emergency food; personal hygiene items; immunizations; and fees for AP/IB testing and, college entrance exams (SAT/ACT)
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Description 7

The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (*LEA Written Parent and Family Engagement Policy*)

Staff/Department	Procedures, Systems, and Policies
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Teaching & Learning with Director of Federal Programs	The district is required to set aside 1% of the Title I funds for Parent and Family Engagement activities. At least 90% of the 1% will be placed at the campus level for parent involvement activities addressed in campus CNA or CIP.
Title I Campus Staff, Administrators, Parents and a variety of Stakeholders	<p>The district surveys parents to gather input on the LEA Parent and Family Engagement Policy during the months of March/April. The district and Title I campuses will collaborate with stakeholders including parents, to revise and evaluate the LEA/Campus Parent and Family Policies (PFE) during the months April/May for the next school year.</p> <p>The LEA Parent and Family Engagement Policy (PFE) will be distributed by being posted on the district website.</p> <p>The LEA Parent and Family Engagement Plan is reviewed and revised yearly each spring. This plan may also be discussed and feedback sought in other district parent and community meetings, such as Parent Group Leadership Meetings or PTA/PTO Leadership Meetings.</p>

Description 8

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (*LEA Reservation for Preschool*)

Staff/Department	Procedures, Systems, and Policies
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Principals/Belton Early Childhood School and Elementary campuses	<p>BECS to Kindergarten: Prekindergarten students visit their next year elementary campuses in April/May to see the campus, meet the teachers and see what kindergarten is like. Campuses host Meet the Teacher events prior to the first day of school. The district and campuses utilize parent meetings, newsletter, and social media to help parents with transitions. Campuses maintain a welcoming environment and lay the foundation for a positive relationship with parents.</p> <p>The LEA did not reserve funds at the district level for an early childhood program.</p>
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
N/A	Belton ISD does not operate any Targeted Assistance programs. All campuses participate in a schoolwide program (SWP).
Description 10	
<p>How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills 	
Staff/Department	Procedures, Systems, and Policies
Special Programs Career Readiness Academic Advising Principals Campus Leadership	<p>Secondary campuses will host Walk the Halls after schedules are available in Skyward with information about parking stickers, reserved space purchases, ID and technology pickup, and PTSO membership information.</p> <p>Campuses will host an 8th grade parent night in the fall and the spring to introduce high school course offerings, course selections to include dual credit opportunities, advanced courses, credits for graduation, policies on attendance, grades, tardies, and important dates.</p> <p>All 8th grade students will complete a 4-year personal graduation plan with their counselor by the conclusion of their 9th grade year.</p> <p>The Career Readiness department will facilitate community engagement opportunities to highlight career-connected learning, such as, Belton Career Builders Holiday Extravaganza, Business & Industry</p>

	<p>Advisory Council meetings, and a regional 8th grade career day.</p> <p>Career & Technical Education courses begin at the middle school level to support career exploration and academic learning connections.</p> <p>PSAT testing is provided for all 8th grade students, and specific 10th - 11th grade students to enhance SAT readiness and to connect to scholarship opportunities.</p> <p>8th grade students will complete the Career Interest survey.</p> <p>FAFSA nights are conducted at the high school campuses.</p>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies
Student Services, Counseling, and Director of Accountability and Intervention	<p>In an effort to reduce the overuse of discipline practice that removes students from the classroom, collaborating departments created a behavior guiding document for classroom management to be used across the district. Monthly meetings are held with Assistant Principals to build consistent guidelines for discipline practices. District wide training for “Relationship Centered Learning” was provided to support the school climate of accountability over punishment. District policy does not allow out of school suspension for K,1,2 or McKinney-Vento students.</p> <p>During the Comprehensive Needs Assessment (CNA) process, the district and each campus will: review discipline records for any patterns of any subgroups being removed from classrooms more than others.</p>
Description 12	
<p>If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit 	
Staff/Department	Procedures, Systems, and Policies
Career Readiness Principals Campus Leadership	<p>The Career Readiness department will support campus leadership with industry-based certification opportunities and attainment for student success.</p> <p>The Career Readiness department will support campus leadership with work-based learning alignment and</p>

	<p>implementation.</p> <p>The district will coordinate with programs, but Title I funds will not be used for these purposes.</p>
Description 13	
<p>Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 	
Staff/Department	Procedures, Systems, and Policies
Teaching & Learning	The district will coordinate with programs, but Title I funds will not be used for these purposes.

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:

PFS Criteria Summary		
RECENT QUALIFYING MOVE		
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);		
+		
FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	Grade Level	Grade Level
K-3	3-12 and UG	7-12, OS, UG
Must have at least one of the following designations: <ul style="list-style-type: none"> - LEP/EL - Over age - Retained 	Must have received a state assessment score/designation of: <ul style="list-style-type: none"> - Failed - Absent - Exempt - Not Enrolled - Not Tested - At-Risk of Failing 	Must have been designated as a drop out student on NGS: <ul style="list-style-type: none"> - The Drop Out indicator and date are linked to each history line.

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.

School District:
Belton ISD
Region: 12

Priority for Service (PFS) Action Plan

Filled Out By: Tonya Ramos and Polo Vielma
Date: 07/10/2024

School Year: 2024 - 2025

***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 disadvantaged).*

<p><u>Goal(s):</u></p> <p>To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><u>Objective(s):</u></p> <p>Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<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. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
<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	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<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. 	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
<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. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
<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. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
Provide services to PFS migrant students.			

<ul style="list-style-type: none"> Region 12 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. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 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. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

<hr/> LEA Signature	<hr/> Date Completed
Polo Vielma	7/10/24
<hr/> PFS Signature	<hr/> Date Completed

Yolanda Rollins	7/10/24
<hr/> ESC Signature	<hr/> Date Received
Tonya Ramos	7/10/24
<hr/> PFS Signature	<hr/> Date Completed

Priority for Service (PFS) Action Plan for Migrant Students - Spanish

Como parte de la ley de cada estudiante tiene éxito (Essa), el plan de acción de prioridad para el servicio (PFS) es una actividad de programa requerida para el programa de Educación Migrante. Al prestar servicios con fondos recibidos en virtud de esta parte, cada receptor de dichos fondos dará prioridad a los niños migratorios que han hecho mudanza que califique dentro del período de 1 año anterior y que estén fallando en calificaciones, o en mayor riesgo de fallar, en cumplir con las exigentes normas académicas estatales; o han abandonado la escuela. [1304 [20 U.S.C. 6394](d)].

El informe de prioridad para el servicio de NGS debe ser usado para determinar a quién servir primero y principalmente con los fondos del MEP. Los estudiantes son identificados como SLP si cumplen con los siguientes criterios:

PFS Resumen de Criterios		
MUDANZA RECIENTE QUE CALIFIQUE		
Estudiante que ha hecho mudanza calificado durante el período de reporte anterior o actual (dentro del período de 1 año anterior);		
+		
FALLANDO O EN MAYOR RIESGO DE FALLAR		
Estudiante que está fallando, o en riesgo de fallar, para cumplir con los desafiantes estándares académicos estatales; o han abandonado la escuela.		
Grado	Grado	Grado
K-3	3-12 y UG	7-12, OS, UG
Debe tener al menos una de las siguientes designaciones: <ul style="list-style-type: none"> - LEP/EL - Mayor edad - Retenido 	Debe haber recibido una puntuación/designación de evaluación estatal de: <ul style="list-style-type: none"> - Falta - Ausente - Exento - No matriculado - No probado - En riesgo de fallar 	Debe haber sido designado como estudiante de abandono en NGS: <ul style="list-style-type: none"> - El indicador de abandono y la fecha están vinculados a cada línea de historial.

El siguiente documento es proporcionado por TEA para los distritos para ayudar a documentar los esfuerzos que se están realizando en nombre de los estudiantes de prioridad para el Servicio (PFS). Contiene todos los componentes requeridos como se describe en la parte 4 de la aplicación ESSA en las disposiciones y garantías, pero también permite que los distritos añadan actividades adicionales. El plan de cada distrito debe articular claramente los criterios para definir el éxito estudiantil, incluyendo los plazos para alcanzar las metas y objetivos establecidos.

Distrito Escolar:
Region: 12

Priority for Service (PFS) Action Plan Spanish

Llenado por: Tonya Ramos/ Polo Vielma
Fecha: 07/10/24

Año Escolar: 2024 - 2025

Nota: El Coordinador del título I, parte C o el personal del MEP incluirá el plan de acción de PFS en el plan de mejoramiento Distrital como una sección separada apropiadamente etiquetada o identificada (por ejemplo, "sección de plan de acción de PFS migratoria"), en lugar de integrar los elementos del plan de acción con otras secciones de DIP que se centran en otros grupos de población estudiantil (por ejemplo, bilingüe, ESL, económicamente desfavorecidos).

<p><u>Meta(s):</u></p> <p>Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.</p>	<p><u>Objetivo(s):</u></p> <p>El MEP de región 12 identificará a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.</p>
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Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			

<ul style="list-style-type: none"> Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP. 	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes
<ul style="list-style-type: none"> Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados. 	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS
Required Strategies	Línea de tiempo	Persona(s) Responsable	Documentación
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.			
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
<ul style="list-style-type: none"> Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos. 	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP usarán los reportes de PFS para dar prioridad a estos estudiantes en las actividades del programa de Educación Migrante. 	Septiembre - mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de	Informes de progreso, resultados de evaluación del estado,

	Mensual	MEP, MEP empleados, Directores, maestros, consejeros	datos de referencia, observaciones del maestro, plan de acción individualizado del estudiante
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP se asegurará de que los estudiantes de PFS reciban acceso prioritario a los servicios educacionales, así como información sobre trabajadores sociales y servicios comunitarios/agencias. 	Septiembre - mayo Mensual	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado del estudiante
<ul style="list-style-type: none"> La región 12 del título I, parte C Coordinador de migrantes o el personal del MEP determinarán qué programas federales, estatales o locales sirven a los estudiantes de PFS. 	Septiembre - Mayo	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP empleados, Directores, maestros, consejeros	Plan de acción individualizado de estudiante migrante -Nota otros programas federales: Title III, A State: State Comp Ed., OSY Local: Asesoramiento, tutorial

Firma del LEA

Fecha de finalización

Firma de ESC

Fecha Recibido

Firma de PFS

Fecha de finalización

Firma de PFS

Fecha de finalización



ESC Region 12 ID&R PLAN 2024-2025



REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for 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. <u>Meet with all ID&R Staff.</u> 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. <u>Finalize all forms, documents, logs.</u> 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. <u>Make recruiter assignments.</u> 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. <u>Conduct ID&R.</u> <i>Potentially Eligible Migrant Children:</i> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <i>Currently Eligible Migrant Children:</i> 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.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> 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. <u>Review of COEs.</u> 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. <u>Conduct residency verification.</u> 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 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within 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. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> 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. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> 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. <u>Eligibility review.</u> 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. <u>Monitor and address ongoing training needs for ID&R.</u> 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. <u>Maintain up-to-date records on file.</u> 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. <u>Coordinate with ESC for annual eligibility validation.</u> 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. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> 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. <u>Other</u>		



ESC Region 12 ID&R PLAN 2024-2025

ACTIVIDADES REQUERIDAS PARA EL RECLUTAMIENTO EQUILIBRADO	INDIVIDUOS AFECTADOS	LA LINEA DE TIEMPO
I. ENTRENAMIENTO PARA RECLUTADORES Y REVISORES DESIGNADOS DEL SEA		
<p>A. <u>Atender entrenamientos de ID&R ofrecido por el ESC – Reclutadores.</u> <u>Atender entrenamientos de ID&R y NGS ofrecidos por el ESC – Revisores designados del SEA</u> COEs para el nuevo año escolar no pueden ser completados hasta que el entrenamiento ha ocurrido.</p>	<p>El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).</p>	<p>Para el 1 de Septiembre o antes de que los esfuerzos de reclutamiento comiencen para el nuevo año escolar. Antes del 1 de Octubre para el entrenamiento de NGS.</p>
B. Otros requisitos		
II. IDENTIFICACION Y RECLUTAMIENTO		
<p>A. <u>Reunirse con todo personal de ID&R.</u> Reunirse con los Revisores designados del SEA, Reclutadores y empleados para generar ideas y planear estrategias de reclutamiento para incluirlos en el Plan de ID&R.</p>	<p>El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).</p>	<p>Para el 31 de Agosto</p>
<p>B. <u>Finalizar todas las formas, documentos y registros.</u> Disemine y ser entrenado en todas las formas y registros, etc., que serán utilizados por el personal del ID&R y MEP.</p>	<p>El Personal: Los administradores del MEP, reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).</p>	<p>Para el 31 de Agosto</p>
<p>C. <u>Hacer asignaciones para el reclutador.</u> Asignar a los reclutadores, asegurándose de explicar las cuentas de los esfuerzos de reclutamiento durante todo el año, en relación con el reclutamiento en la escuela/ campus, la comunidad, cultivadores, jóvenes que no estén en la escuela, incluyendo los niños de edad preescolar y otras agencias estatales y federales que sirven a las familias migrantes.</p>	<p>El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).</p>	<p>Para el 31 de Agosto</p>
<p>D. <u>Dirigir ID&R.</u> <i>Niños Migrantes Potencialmente Elegibles:</i> Comuníquese con las familias migrantes potencialmente elegibles utilizando los esfuerzos de reclutamiento de casa en casa, utilizando encuestas de familia, durante el registro escolar, etc. Dirigiendo la atención tanto en estudiantes inscritos como a no inscritos (edades 0 – 21). Completando COEs según sea necesario. <i>Niños migrantes actualmente elegibles:</i> Comuníquese con las familias migrantes actualmente elegibles para determinar si ha ocurrido nuevas fechas de elegibilidad. Completando nuevos COEs según sea necesario. Nota: Compartir copias de COEs con las entidades apropiadas según la lista en el COE.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Para el 31 de agosto – niños actualmente elegibles; continuar los esfuerzos de reclutamiento durante el año, los niños potencialmente elegibles hacer esfuerzos iniciales de comunicación para el 30 de septiembre.</p>

<p>E. Completar COEs. El reclutador completa el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Envíe el COE y el SDF completos al revisor designado del SEA para que lo revisen.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Dentro de los 3 días de la firma de los padres</p>
<p>F. Revisión del COE. Revisor Designado del SEA revise el COE junto con el formulario de documentación suplementaria del COE para todas las familias con nuevos QADs. Devuelva el COE y el formulario de documentación suplementaria del COE al reclutador si información adicional sea necesario. Somete la información al sitio de NGS después de que se completa la revisión de elegibilidad.</p>	<p>El Personal: Revisores designados del SEA</p>	<p>Dentro de los 5 días de la firma de los padres</p>
<p>G. Verificación de residencia. Verifique la residencia continua para todos los niños migrantes actualmente elegibles que no han hecho un nuevo (QAD) durante el periodo actual.</p>	<p>El Personal: Reclutadores del MEP</p>	<p>Entre el 1 de septiembre y el 1 de noviembre. Para los niños de 2 años de edad que pronto tendrán 3 años – en o después de cumplir 3 años de edad.</p>
<p>H. Otros requisitos</p>		

III. MAPAS Y REDES INTRAREGIONALES		
A. <u>Comuníquese con los cultivadores potenciales.</u> Hacer asignaciones de reclutador para contactar a los cultivadores dentro de los límites del distrito con respecto a las prácticas de contratación, cultivos y estaciones de cultivo.	El Personal: Todos los reclutadores y Revisores designados del SEA para el Programa de Educación Migrante (MEP).	Contactar a los cultivadores dentro de los límites del distrito para el 1 de noviembre.
B. <u>Desarrollar calendarios y mapas.</u> Desarrollar perfiles/calendarios que reflejen los cultivos principales, estaciones, prácticas de contratación de los cultivadores, etc. Desarrolle mapas para reclutadores que resalten todas las áreas/vecindarios donde residen las familias migrantes.	El Personal: Los administradores del MEP y reclutadores.	Para el 1 de diciembre y actualización continua durante todo el año.
C. <u>Otros requisitos</u>		
IV. COORDINACION INTERINSTITUCIONAL		
A. <u>Trabajar juntos con agencias que atienden a familias migrantes.</u> Coordinar/trabajar juntos con organizaciones locales/regionales que proporcionen servicios a los trabajadores migrantes y sus familias, reuniéndose con el personal y compartiendo información de las entidades que estén en la parte posterior del COE	El Personal: Los administradores del MEP y reclutadores.	Realizar esfuerzos iniciales para el 30 de septiembre y esfuerzos continua durante todo el año.
B. <u>Otros requisitos</u>		
V. CONTROL DE CALIDAD		
A. <u>PROCEDIMIENTOS DE CONTROL DE CALIDAD ESCRITOS.</u> Desarrollar procedimientos escritos que describen el control de calidad de ID&R dentro el LEA/ESC.	El Personal: Los administradores del MEP y reclutadores, Revisores designados del SEA y otros empleados del MEP.	Para el 31 de agosto
B. <u>Revisión de elegibilidad.</u> Reenviar COES con más de un comentario a ESC para revisión. Siga el protocolo para COES que justifique una revisión adicional por el ESC y/o el MEP del estado como se describe en el manual de ID&R.	El Personal: Revisores designados del SEA, Administradores del MEP y el personal del ESC MEP cuando sea apropiado.	Continuo a lo largo del año
C. <u>Monitorear y abordar las necesidades de entrenamiento continuo de ID&R.</u> Trabajar junto con el ESC regional para proveer apoyo de entrenamiento para los reclutadores del MEP, revisores designados del SEA y otros miembros del personal del MEP mientras se ve necesidades específicas durante el año.	El Personal: Todo el personal del MEP	Según sea necesario durante todo el año
D. <u>Mantenga registros actualizados en el archivo.</u> Mantenga actualizados los registros activos e inactivos. Archivar los COEs en orden alfabético por el apellido de la madre actual [sección del encabezamiento del COE, número (5)] y retenga los registros durante siete (7) años a partir de la fecha en que finalice la elegibilidad.	El Personal: Todo el personal del MEP	Continuo a lo largo del año
E. <u>Coordinar con ESC para la validación anual de elegibilidad.</u> Validar la elegibilidad a través del proceso de re-entrevista según las instrucciones establecidas por TEA.	El Personal: El personal de ESC, MEP Niños: Niños antes identificados seleccionados por el Estado MEP	Enero – Junio
F. <u>Otros requisitos</u>		
VI. EVALUACION		

<p>A. <u>Evaluar los esfuerzos de ID&R para la planificación subsecuente.</u> Juntar y analizar los datos e información de varios interesados del MEP para incorporar los cambios apropiados en el plan ID&R subsecuente para continuar mejorando.</p>	<p>El Personal: Todo el personal del MEP Otros: Junta de PAC, etc.</p>	<p>Antes del 30 de junio</p>
<p>B. <u>Otros requisitos.</u></p>		