

Texas Leadership Public Schools



Accountability Rating: B

2026-2027 District Improvement Plan

Board Approval Date:
August 27, 2026

Mission Statement

To create an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life

Value Statement

Texas Leadership Public School Values:

Character: "Doing the right thing even when no one is watching."

Growth: "Continually developing and improving."

Servant Leadership: "Helping people perform as highly as possible."

Empowerment: "Giving people the authority and freedom to fulfill their responsibilities."

Commitment: "Being dedicated to accomplish our mission."

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Goals

Goal 1

Strengthen Tier 1 instruction, Multi-Tiered Systems of Support (MTSS), academic progress monitoring, and student engagement across all campuses to ensure students receive rigorous, standards-aligned instruction, timely intervention, and meaningful opportunities to actively engage in learning.

Performance Objective 1 High Priority

Increase the proportion of rigorous, questioning and active learning tasks in daily lessons across all subject areas by the end of the 2026-27 school year, as evidenced by classroom walkthrough data and formal classroom observations.

Evaluation Data Source: Walkthroughs, observations

Strategy 1

Directors of Teaching & Learning and Instructional Coaches will actively support Tier 1 and 2 instruction by providing research-based instructional strategies as appropriate and supporting high quality instructional materials from district mandated curriculum resources.

Strategy 2

Provide aligned coaching and feedback cycles for teachers and campus leaders.

Strategy 3

Monitor implementation fidelity of adopted high quality instructional materials, including Savvas, Really Great Reading, and other district-approved curriculum.

Performance Objective 2

Implement Multi-Tiered Systems of Support (MTSS) for students identified as needing Tier 2 or Tier 3 academic intervention as evidenced by documented intervention plans, progress-monitoring data, and evidence of instructional adjustments based on student response.

Strategy 1

Establish consistent district expectations for student identification, intervention, documentation, and progress monitoring and develop campus MTSS teams and establish recurring intervention-review meetings.

Strategy 2

Use universal screening, benchmark, classroom, and STAAR data to identify students requiring additional support and provide targeted intervention during designated instructional blocks.

Strategy 3

Provide campus leaders and teachers with training on effective MTSS practices.

Strategy 4

Monitor the effectiveness of interventions and adjust intensity, frequency, or instructional approach when students are not demonstrating adequate progress.

Performance Objective 3

Increase active student engagement through meaningful academic tasks, student discourse, collaboration, higher-order thinking, and opportunities for students to demonstrate understanding.

Strategy 1

Increase opportunities for students to read, write, discuss, problem-solve, and explain their thinking during instruction.

Strategy 2

Use walkthrough data to monitor the level and quality of student engagement across campuses.

Goal 2 Build Capacity of Leaders and Teachers Through Aligned Coaching and Feedback

Performance Objective 1

Implement a consistent instructional coaching and feedback process aligned to district instructional priorities, with evidence of coaching cycles, follow-up, and improved instructional practices.

Strategy 1

Directors of Teaching and Learning will actively support Tier 1 & 2 instruction through the use of various evidence-based instructional strategies.

Strategy 2

Differentiate between coaching visits and formal T-TESS walkthroughs.

Strategy 3

Provide ongoing PLCs with Directors of Teaching and Learning, math coaches, and interventionists as appropriate. Provide math lesson rehearsals to support effective instruction. Use walkthrough trends to determine professional-learning needs.

Goal 3 Strengthen Culture, Family Satisfaction, and Enrollment

Performance Objective 1

Foster a strong, supportive school culture to increase staff retention, increase overall enrollment, and reduce student withdrawals.

Strategy 1

Expand meaningful family engagement opportunities that go beyond informational meetings and provide families with opportunities for feedback, partnership, and participation in student learning.

Strategy 2

Require Leader in Me training at onboarding, with ongoing, annual refreshers.

Strategy 3

Implement consistent district and campus communication expectations, including timely, clear, and family-friendly communication regarding academics, events, student progress, and available supports.

Strategy 4

Conduct periodic family satisfaction surveys and use results to identify districtwide and campus-specific areas for improvement through the use of UpBeat.

Performance Objective 2

By May 2027, increase student enrollment while reducing student withdrawals attributable to family dissatisfaction, communication concerns, or school climate when such reasons can be identified.

Strategy 1

Strengthen family retention efforts through proactive outreach, transition support, welcoming practices, and follow-up with families who express concerns or indicate plans to withdraw.

Strategy 2

Increase community visibility through partnerships, family events, school showcases, community organizations, and targeted communication highlighting academic programs, student opportunities, and campus strengths.

Strategy 3

Review enrollment, withdrawal, transfer, and retention data at least quarterly to identify patterns and adjust recruitment or retention strategies.

Goal 4

Math Achievement: Increase Overall Performance And Growth Metrics On The STAAR/EOC Mathematics Assessments On The Spring 2027 Administration through strong Tier 1 instruction, frequent formative assessment, targeted reteach, and systematic intervention.

Performance Objective 1

By the end of the 2026-27 school year, Texas Leadership Public Schools will increase student achievement in mathematics across all grade levels, with a focus on both proficiency and growth.

Strategy 1

Progress Monitoring: Use assessment data to progress-monitor students, adjust instruction and intervention accordingly, and identify priority TEKS through STAAR, benchmark, and classroom-assessment analysis.

Performance Objective 2

By June 2027, increase academic performance and growth for identified special population groups, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, and other federally or state-identified student groups, as measured by STAAR, district assessments, and applicable accountability indicators, with a focus on reducing gaps between each identified student group and the districtwide performance rate.

Strategy 1

Provide targeted intervention supports for English learners and special populations as appropriate (scaffolded vocabulary, visuals, math supports).

Strategy 2

Use campus and district data reviews to identify disproportionality, recurring achievement gaps, and barriers to student access or success and develop targeted action steps in response.

Goal 5

English/Language Arts Achievement: Increase Overall Performance And Growth Metrics On The STAAR/EOC ELAR Assessments On The Spring 2027 Administration through strong Tier 1 instruction, frequent formative assessment, targeted reteach, and systematic intervention.

Performance Objective 1

By the end of the 2026-27 school year, Texas Leadership Public Schools will increase student achievement in ELA across all grade levels, with a focus on both proficiency and growth.

Strategy 1

Continue implementation of HQIM (high-quality instructional materials), Really Great Reading, Guided reading and phonics (elementary); writing across curriculum (secondary).

Strategy 2

Increase intentional small-group instruction and intervention for students below grade level. Incorporate writing, constructed response, and evidence-based responses throughout ELAR instruction.

Performance Objective 2

By June 2027, increase academic performance and growth for identified special population groups, including Emergent Bilingual students, students receiving special education services, economically disadvantaged students, and other federally or state-identified student groups, as measured by STAAR, district assessments, and applicable accountability indicators, with a focus on reducing gaps between each identified student group and the districtwide performance rate.

Strategy 1

Provide explicit academic vocabulary instruction for EB students and MindPlay computer licenses to support individualized literacy development.

Strategy 2

Strengthen differentiated Tier 1 instruction through scaffolds, accommodations, small-group instruction, academic language supports, and evidence-based instructional practices aligned to individual student needs.

Strategy 3

Use campus and district data reviews to identify disproportionality, recurring achievement gaps, and barriers to student access or success and develop targeted action steps in response.



Policies, Procedures, and Requirements

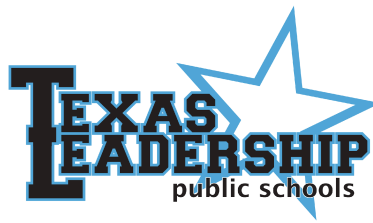
Policies, Procedures, and Requirements

Title

Person Responsible

Review Date

Addressed By**Addressed On**



BULLYING- FREEDOM FROM BULLYING AND CYBERBULLYING

TLPS prohibits bullying as defined by this section, as well as retaliation against anyone involved in the complaint process.

Bullying is defined as a single significant act or a pattern of acts by one (1) or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable harm to the student's person or of damage to the student's property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or
- Infringes on the rights of the victim at school.

Cyberbullying is defined as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The school's bullying policy applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation

of students to or from school or a school-sponsored or school-related activity; and

- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

- o Interferes with a student's educational opportunities; or

- o Substantially disrupts the orderly operation of a classroom, school, or school sponsored or school-related activity.

Reporting Procedures

Any student that believes that he or she has experienced any form of bullying or believes that another student has experienced bullying should immediately report the alleged acts to a campus administrator, a teacher, counselor, or other school employee. A report may be made orally or in writing, and may be submitted anonymously. Any school employee that receives notice that a student has or may have experienced bullying shall immediately notify the principal or assistant principal. The principal or assistant principal will notify the victim, the student who engaged in bullying, and any student witnesses of available counseling options.

The principal or assistant principal shall provide notice of incident of alleged bullying to:

- A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
- A parent or guardian of the alleged bully within a reasonable amount of time after the incident

Students and parents will be given information about an anonymous reporting system (Stopit) where they can report threats and behaviors that are concerning to them.

Investigation of Report

The principal or assistant principal shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under the harassment policy instead. The principal or assistant principal shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The principal or assistant principal shall prepare a written report of the investigation, including a determination of whether bullying occurred. If the results of an investigation indicate that bullying occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. TLPS may take action based on the results of an investigation, even if the school concludes that the conduct did not rise to the level of bullying under this policy.

Discipline for bullying of a student with disabilities shall comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). TLPS may not impose discipline on a student who,

after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

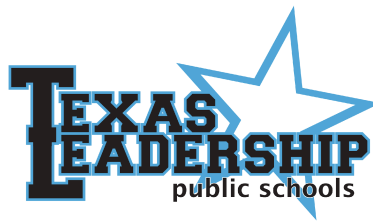
The principal, or the assistant principal, may make a report to the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if, after an investigation is completed, the principal or assistant principal has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment), Texas Penal Code.

Confidentiality

To the greatest extent possible, TLPS shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary to conduct a thorough investigation.

Appeal

A student or parent/guardian who is dissatisfied with the outcome of the investigation may appeal through the TLPS grievance procedure.



Health Screenings

Physical Fitness Assessment: TLPS shall annually assess the physical fitness of students in grades 3 or higher using an assessment instrument adopted by the Commissioner of Education. TLPS is not required to assess a student for whom, as a result of disability or other condition identified by rule, the assessment instrument is inappropriate. Individual student results are confidential.

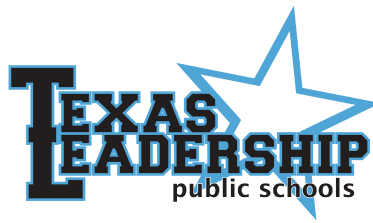
Vision and Hearing Screenings: As soon as possible after admission and within the period set by the executive commissioner of the Texas Health and Human Services Commission, a student required to be screened shall undergo approved screening for vision and hearing disorders and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS).

Children enrolled in prekindergarten and kindergarten must be screened each year within 120 days of enrollment. Children enrolled in the first, third, fifth, and seventh grades must receive vision and hearing screening in each of those grade years.

Spinal Screening: Students will be screened for abnormal spinal curvature in accordance with TDSHS rules. Parents will be notified of the results of any abnormal screening.

Acanthosis Nigricans Screening: Students will be screened for acanthosis nigricans (a skin marker associated with high insulin levels and risk for type 2 diabetes) in accordance with state requirements.

Parents may request exemption from screenings by submitting an affidavit stating that the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or member.



Decision Making and Planning Process

Texas Leadership Public Schools uses a collaborative, data-driven process to develop its Comprehensive Needs Assessment (CNA) and improvement plans. Representative stakeholders review multiple sources of quantitative and qualitative data across key areas, including student achievement, demographics, curriculum and instruction, school culture and climate, staff quality, parent and family engagement, school organization, and technology. The team identifies strengths, trends, achievement gaps, and barriers to student success, then develops prioritized problem statements and examines the underlying, district- or campus-controlled root causes.

The prioritized needs identified through the CNA serve as the foundation for the District and Campus Improvement Plans. Each priority need is addressed through measurable, time-bound goals and performance objectives supported by evidence-based strategies, clearly assigned responsibilities, appropriate resources, implementation timelines, and evaluation measures. Plans are aligned with district priorities, federal and state program requirements, and the needs of specific student groups, including Emergent Bilingual students, students receiving special education services, and other populations experiencing achievement gaps. Implementation is monitored throughout the year using student-performance data, walkthroughs, coaching and PLC evidence, curriculum-fidelity measures, attendance and discipline data, and other identified progress measures. District and campus teams periodically review the results, document progress, and revise strategies as needed to support continuous improvement.

Region 15 ESC ID&R PLAN

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. TX-NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Work with ESC ID&R Staff.</u> Communicate with Designated SEA Reviewer, 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	Ongoing
B. <u>Finalize all forms, documents, logs.</u> Disseminate forms to district staff that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	Ongoing
C. <u>Make recruiter assignments.</u> Collaborate with MEP ESC staff in 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 throughout our community	Staff: All recruiters and Designated SEA Reviewers for the MEP	Ongoing
D. <u>Conduct ID&R.</u> Potentially Eligible Migratory Children: Assist in contacting 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. Currently Eligible Migratory Children: Collaborate with ESC MEP to contact families of currently eligible migratory 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	Ongoing currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> ESC MEP recruiter completes COE and 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 5 working 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 TX-NGS Terminal Site after eligibility review is completed. TX-NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.	Staff: Designated SEA Reviewers TX-NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> <u>ESC MEP will</u> verify continued residency for all currently eligible migratory 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 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> ESC MEP Recruiter will contact 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 throughout the year.
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	Ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		Make initial outreach
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	efforts by September 30 and continue ongoing efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		Reviewed yearly
A. <u>Written quality control procedures.</u> Utilize written procedures that outline ID&R quality control within the LEA/ESC from ID&R Manual.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	
B. <u>Eligibility review.</u> COEs with more than one required eligibility comment or other reasons specified under difficult determination 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> Attend professional development provided by TEA, ESC and any virtual training pertaining to providing services to migrant students.	Staff: All MEP staff	As needed throughout the year and Ongoing throughout
D. <u>Maintain up-to-date records on file.</u> ESC MEP will maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	the year January – June
E. <u>Coordinate with ESC for annual eligibility validation.</u> Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	
F. <u>Other</u>		
VI. EVALUATION		TIMELINE
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	By June 30
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.	
B. <u>Other</u>		



Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. 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 Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows <i>No Other Preschool Support</i>.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and

TEA - Federal Program Compliance Division

(3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
15	226-801		Amanda Duncan
District Name:		School Year	Date:
Texas Leadership Public Schools		2026-2027	07/10/2026

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.	ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.
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LEA Staff Signature	<i>Amanda Duncan</i>	ESC Reviewer Signature	<i>Elizabeth Rangel</i>
Date	7/28/24	Date Review Complete	07/28/2026

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
15	226-801	Texas Leadership Public Schools

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
To focus on the unmet needs of migrant children who have been identified for “Priority for Services” (PFS) by providing them with supplemental instructional and support services.	PFS students will have access to supplemental instructional and support services documented on the PFS Student Review Form. PFS students will have a PFS Student Review Form completed with accurate information to monitor student success.

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
15	226-801	Texas Leadership Public Schools

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	July 1- August 30	ESC MEP Staff	Monthly PFS Reports
▪ 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.	July 1- August 30	Migrant District Staff	Signed PFS Action Plan
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
15	226-801	Texas Leadership Public Schools

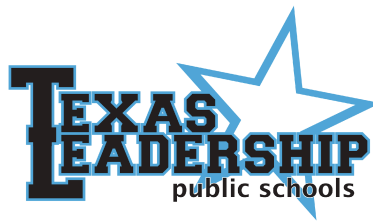
PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	July 1- August 30	District Migrant Contact	PFS Action Plan Sign In Sheets/Emails/ Monthly Reports/ Online platforms
▪ During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	July 1- August 30	District Migrant Contact	Sign-In Sheets/ Zoom chats/ Emails/phone logs/PAC Agenda
▪ During the academic calendar , the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	July 1- August 30	District Migrant Contact	PFS Parent Form, Zoom meeting Sign-In Sheets
Additional Activities			
▪			

School Year:	2026-2027	PFS Action Plan
Region:	District Number:	District Name:
15	226-801	Texas Leadership Public Schools

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	July 1- August 30	District Migrant Contact	PFS Reports, Emails, District Co logs
▪ The district's Title I, Part C 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.	July 1- August 30	District Migrant Contact	PFS Reports, Emails, District Co logs
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	July 1- August 30	District Migrant Contact	Student Participation List, Invoices, Sign In Logs, District information
Additional Activities			
▪ Provide students/parents with community resources and services.	July 1- August 30	District Migrant Contact	PAC agenda, Monthly Zoom recordings, flyers, social media



Reporting Abuse or Neglect

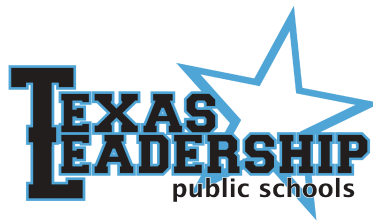
The law requires that any person who believes that a child is being abused or neglected to report the circumstances to the Texas Department of Family and Protective Services (DFPS) abuse hotline within twentyfour (24) hours of the event that led to the suspicion.

Abuse is defined as and includes the following acts or omissions:

- Mental or emotional injury to a student or minor that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning.
- Causing or permitting a student or minor to be in a situation in which the student or minor sustains a mental or emotional injury that results in an observable and material impairment in the student's or minor's development, learning, or psychological functioning.
- Physical injury that results in substantial harm to a student or minor, or the genuine threat of substantial harm from physical injury to the student or minor, including an injury that is at variance with the history or explanation given and excluding an accident or reasonable discipline; or
- Sexual conduct harmful to a student's or minor's mental, emotional, or physical welfare.

To report suspected child abuse or neglect, call the toll free phone number at 1-800-252-5400 or electronically at: <https://www.txabusehotline.org/Login/Default.aspx>. Call or report 7 days a week, 24 hours a day.

State law specifies that an employee may not delegate to or rely on another person or administrator to make the report. Under state law, any person reporting or assisting in the investigation of reported child abuse or neglect is immune from liability unless the report is made in bad faith or with malicious intent. Failure to make the required report may result in prosecution as a Class A misdemeanor. Reporting the concern to another school employee does not relieve the employee of the requirement to report it to the appropriate state agency. Employees must cooperate with child abuse and neglect investigators. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school or requiring the presence of a parent/guardian or school administrator against the desires of the duly authorized investigator is prohibited.



From COC: Duties of Security Personnel

Subject to the limitations in law, Security Officers shall have the authority to:

1. Protect the safety and welfare of any person in the jurisdiction of the school and protect the property of the School.
2. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of the provisions of the security contract as necessary.
3. Investigate violations of school policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.
4. Carry weapons as permitted by applicable law (only for Level III Commissioned Security Officers).
5. Carry out all other duties as directed by the Superintendent.

Officers are also expected to cooperate and coordinate with school officials in the implementation of the school's Multi-Hazard Emergency Operation Plan ("MEOP"). This may require the regular participation of Officers in training sessions and drills organized by School officials to prevent and prepare for emergencies on school premises.

Officers shall protect School staff members and students in the jurisdiction listed in the security agreement. Officers shall patrol by foot and vehicle around the Interior/Exterior of School property, checking for unwanted subjects and any type of suspicious activity. Officers shall provide a visible deterrent for property crimes and crimes against the School and its students, which may include but are not limited to criminal mischief, graffiti, larceny, burglary, criminal tampering, trespass, misapplication of property, etc.

Officers shall also alert law enforcement authorities of school incidents immediately, as appropriate. Officers shall provide the school with an Incident Report detailing activity, incidents, and/or maintenance problems noted by the security officer, as warranted.

From Student Handbook:

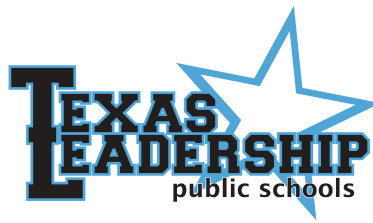
Dating Violence

Texas Leadership Public Schools prohibits dating violence and does not tolerate dating violence at school or at any school-related activity. Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship.

Students who believe they have experienced dating violence, or who have information about a dating violence incident, should immediately report it to a teacher, counselor, principal, or other school employee. Parents of students identified as alleged victims or perpetrators will be notified. Full policy information, reporting procedures, and available supports are contained in the Student Code of Conduct and Board policy.

Security Personnel

TLPS may employ or contract for security personnel to help maintain a safe and orderly environment. Security personnel have the authority to protect the safety and welfare of persons on school property, protect school property, investigate violations of school policy as requested by administration, and coordinate with law enforcement. Parents and students are expected to cooperate with security personnel in the performance of their duties.



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