Shiner ISD
District Improvement Plan
2026-2027

Date of School Board Approval

June 17, 2026

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the superintendent of each school **district**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

District Vision Statement

Shiner ISD's *vision* is a collective mental picture of the desired future condition we want things to be. We are convinced that when this vision becomes reality, we will accomplish our stated mission and give evidence to what we say we believe and value.

For more than twenty years, research has consistently shown that in effective schools where student achievement and general satisfaction are high, certain characteristics are consistently present. These characteristics have come to be known as the Correlates of Effective Schools. It is upon these correlates that our vision is based.

Correlate #1: Instructional Focus

The stated mission of Shiner ISD is understood and supported by all students, staff, parents, and community members, and serves as the basis for all important decisions. The commitment to mission is enduring and drives not only planning efforts but also the implementation and evaluation of resulting plans. Mission, values, and beliefs ensure consistency in all phases, programs, and people.

Because of the instructional focus inherent in the school's mission, basic skills in reading, writing, and math are taught

early and are continually emphasized. Teaching strategies include the thoughtful application of basic skills to real-life situations.
There is clear alignment between what should be taught, what is actually taught, and what is tested.
The instructional needs of all students, including those at risk of school failure, are determined and met.
Discrepancies in assessment results among various student groups are negligible or non-existent.
Students, staff, parents, and the community are generally excited and enthusiastic about the school's instructional programs, seeing them as adding value to their lives.

Correlate #2: Safe and Orderly Environment
There is an atmosphere of mutual respect and demonstrated care among all adults and students. Individuals embrace personal values (including courage, kindness, self-control, forgiveness, honesty, etc.) which lead to corporate health.
Positive interpersonal relationships are consistently forming and growing.
Shiner campuses are orderly but not oppressive. There are clearly written and accepted guidelines of conduct for students and staff, and all understand that actions have consequences. All are safe from violence.
Buildings and grounds are clean, attractive, and free of physical hazards. Students and adults demonstrate pride in the appearance of facilities as well as in their own appearance. Up-to-date physical resources, including technology-related equipment and infrastructure, are available to promote real-world student competencies. Because the school and classrooms are nurturing places, attendance is high, and tardiness is low.

Correlate #3: Instructional Leadership
Shiner school leaders, especially campus principals, effectively define and communicate the school's mission to staff, students, parents, and the community. The principal leads the campus staff in the planning process and sees that plans are implemented and results evaluated. He/she ensures persistence of effort and consistency with declared values and beliefs.
More specifically, the principal:

- Is accessible for discussion of instructional matters
- Keeps lines of communication open to all
- Plans and implements meaningful staff development
- Promotes collegiality among his/her staff
- Involves staff, students, parents, and community in improvement planning

- Secures needed instructional resources
- Regularly schedules faculty meetings to discuss instruction, curriculum, and student achievement
- Frequently observes classroom activities and discusses lesson plans and teaching strategies with teachers
- Leadership is shared with all who have expertise and the will to contribute, who have the competence and character to establish trust.

Correlate #4: High Expectations

The behavior of all instructional staff indicates that they believe all Shiner students can learn all they need to know to successfully assume the various roles of a productive American adult. These high expectations are consistently conveyed to students, parents, and the community. Grading scales and mastery standards are set at a level that promotes quality work and learning.

Because of the size and location of the school and because of the high quality of the community, parents, staff, and students, expectations of student achievement include:

- High school students score above the national average on college entrance exams.
- 90-100% of non-special education students pass required state assessments
- The average daily attendance is at least 98% for the current academic year.
- The graduation rate is 100% annually.
- All students are technologically literate and up to date with current technological standards.

Student academic achievements are praised, celebrated, paraded, and featured through various media. Teachers and students take pride in and enjoy quality work.

Correlate #5: Time and Opportunity to Learn

Because time is precious and learning is critical to productive American adult life, decisions are made to ensure ample time and opportunity to learn.

Learning time is extended and opportunities are varied for those who have a need for such. More capable, talented students are offered opportunities to enrich their learning in regular class and by taking higher level classes. All students engage in learning experiences outside the classroom and all students are taught through “hands-on”, “real-world” applications. There are a variety of extra-curricular activities to meet the needs of all students and they are scheduled to avoid disruption of instructional time. Core curriculum basic skills, taught early, continually

reinforced, built upon and applied, are preeminent.

Correlate #6: Monitored Progress
Shiner ISD is committed to accountability, assessment of student learning, and honest introspection.
Student learning is assessed regularly, frequently, and systematically through a variety of formal and informal means.
Students are provided immediate feedback on assessments so that learning can be corrected or reinforced.
Teachers use assessments for diagnostic and prescriptive purposes.
Assessment data are used in teachers' daily planning of lessons, in short-term campus curriculum and instructional strategy decisions, and in campus and district long-range planning.
Because everything we do and ask students to do has a meaningful purpose, its effect merits measure.

Correlate #7: Parent and Community Support
Because education is a shared responsibility, parents and other community members are afforded significant roles and assume them in helping all Shiner students learn what they need to know.
Parent-teacher conferences are regularly scheduled, well attended, and focus primarily on student learning.
Parents visit school and observe instructional programs as partners.
The community provides settings and opportunities for student learning outside the classroom.
Community folk serve as instructional resource persons in their areas of expertise and experience.
Teachers communicate with parents frequently and in various ways. Homework is a home/school coordinated activity with meaningful purpose.

Conclusion: Shiner ISD's Vision includes not only these desired future school conditions aligned with the correlates, but also certain resulting student qualities. We envision and expect that all district students will graduate and will have acquired the following qualities:
1. Realistic positive self-esteem as a person and as a learner
2. Cognitive knowledge and skills, progressing to high levels
3. Ability to solve problems, make decisions, accept responsibility, and positively interact and communicate with others
4. Self-directed, continuous learning
5. Contributing, involved citizenship/patriotism

6. Concern and respect for others, evidenced by positive actions toward others
7. Technological knowledge and skills

District Mission Statement

The Mission of Shiner ISD
is to help all Shiner students learn all
they need to know to successfully assume
the various roles of a productive American adult.

Motto

Continued Excellence in Education

State Board of Education Mission, Goals, and Objectives

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and to fully participate, now and in the future, in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals of public education are:

1. Students in the public education system will demonstrate exemplary performance in reading and writing in English.
2. The students in the public education system will demonstrate exemplary understanding of mathematics.
3. The students in the public education system will demonstrate exemplary understanding of science.
4. The students in the public education system will demonstrate exemplary understanding of social studies.

The objectives of public education are:

1. Parents will be full partners with educators in their children's education.
2. Students will be encouraged and challenged to meet their full educational potential.

3. Through enhanced dropout-prevention efforts, all students will remain in school until they earn a high school diploma.
4. A well-balanced and appropriate curriculum will be provided to all students.
5. Qualified and highly effective personnel will be recruited, developed, and retained.
6. Texas students will demonstrate exemplary performance in comparison to national and international standards.
7. School campuses will maintain a safe and disciplined environment conducive to student learning.
8. Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.
9. Technology will be implemented to enhance the effectiveness of student learning, instructional management, staff development, and administration.

Equal Educational Opportunity

No officer or employee of the District shall, when acting or purporting to act in an official capacity, refuse to permit any student to participate in any school program because of the student's race, religion, color, sex, or national origin.

Superintendent's Advisory Committee (SAC)
Lee Vi Moses, Chairperson – Superintendent

1. **Elected Members**
    a. Kristin Neal - SES Teacher
    b. Michele Knight - SES Teacher
    c. Rebecca Joslin - SJH Teacher
    d. Zach Sims - SJH Teacher
    e. Eric Winkenwerder - HS Teacher
    f. Kori Landmann - SHS CTE Teacher
    g. Teri Williams - Sped Teacher
2. **Campus Principals**
    a. Chris Wegener - SHS/SJH Principal
    b. Dr. Michelle Turek - SES Principal
3. **District Level Professional Staff**
    a. Sherri Vincik - SISD Human Resources
4. **Campus-Based Non-Teacher Professional**
    a. Jamie Steffek - SJH/SHS Counselor
    b. Heather Boner - SES Counselor
5. **Parent Members**
    a. Wendy Boedeker
    b. Wade Johnson
6. **Community Members**
    a. Laura Stluka
    b. Michelle Kalina
7. **Business Community Members**
    a. Julie Boehm
    b. Danna Murrile
8. **Student Representatives (Members of the SISD Student Senate)**
    a. 4th Grade - Jessa Caka
    b. 4th Grade - Ellis Colman
    c. 7th Grade - Cam Turek
    d. 7th Grade - Ava Sefcik
    e. 11th Grade - Layne Barnick
    f. 11th Grade - Marco Lara

COMPREHENSIVE NEEDS ASSESSMENT (TIA 13.1)

The Shiner Independent School District conducted a comprehensive needs assessment based on TAPR data, including STAAR performance/school report cards, attendance rates, dropout rates, and SAT/ACT data. Additionally, the data were disaggregated by population group (males and females) for both general education and special programs. Individual students' strengths and weaknesses were identified by disaggregating STAAR data at the grade-level, subject-area, and objective levels.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program, considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, and budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and Results Driven Accountability (RDA) analysis were also considered.

District and campus improvement plans from the 2025-2026 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2026-2027 district and campus improvement plans include all identified priority needs.

SHINER ISD NEEDS ASSESSMENT
2026-2027

- Ensure that students identified as having reading difficulties or limited English proficiency are systematically assessed and monitored annually to determine academic progress.
- Close the testing achievement gap between the white subgroup and other accountable subgroups.
- Meet or exceed the state's requirements for safety and security drills.
- Ensure that each campus develops strategies to provide "targeted" (objective-specific) interventions as a part of the district-wide RTI system.
- Continue the "walkthrough" process to facilitate instructional improvement in the classrooms.
- Continue content mastery to provide instructional support for struggling learners – ES, JH, HS.
- Continue opportunities for credit recovery at SJH and SHS.
- Continue using Messenger XR, Remind, and the school district website for parent communication for the entire district.
- Continue using social media as one part of district communication.
- Continue to ensure access to special education services via reliable and appropriate transportation.
- Continue STAAR standards focus for all core areas at each campus.
- Continue professional development based on a needs assessment at each campus.
- Continue Eduhero for mandatory and optional professional development courses for staff to include Bullying, Cyberbullying, Mental Health, Social Emotional, Substance Abuse, Suicide Prevention, Trauma-Informed Practices, Behavior Intervention, Positive School Climate and Youth Development.
- Continue to provide teachers with technology tools for the classroom to promote student use of technology.
- Implement T-TESS for Teacher appraisals as we move to develop our Teacher Incentive Allotment Application.
- Continue to evaluate staffing patterns related to student enrollment.
- Continue to provide resources and organizational support for staff curricular needs.
- Continue social-emotional learning opportunities for students.
- Continue inclusion for special education students to provide high level instruction to students with the highest needs.
- Evaluate annually all needs pertaining to staff, facilities, safety, and technology.
- Continue Dyslexia Support and reading intervention with a Dyslexia specialist/Reading Interventionist.
- Continue the use of Istation for 7th and 8th Grade Dyslexia screening.
- Continue to provide required and locally appropriate training to all staff to include safety, Mental Health First Aid, and Trauma Informed Care.
- Continue a continuous safety monitoring and maintenance system for the SISD campus in accordance with TEA guidelines. Remain in compliance with all TXSSC and TEA safety guidelines.

- Continue School Resource Officer for the District
- Continue the Guardian Program for added safety and security in the district.
- Implement the Capturing Kids' Hearts program district-wide to address students' social-emotional and Behavioral needs.
- Implement NWEA MAP diagnostic testing to measure achievement and growth in math, reading, and language.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year.
7. Has been expelled during the preceding or current school year.
8. Is currently on parole, probation, deferred prosecution, or other conditional release.
9. Was previously reported via PEIMS as having dropped out of school.
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS.
12. Is homeless.

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State, and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source	
Federal Programs (Planning Amts for 26-27)	
Title 1, Part A	***$84,534***
Title I, Part C (Migrant)	***$2,450***
Title II, Part A (TPTR)	***$21,989***
Title III, Part A(Eng. Learners)	***$1,365***
Title IV	***$10,000***
Carl Perkins (CTE)	***$6,500***
State Programs/Funding Source (25-26 Estimates)	
Career/Technology Education	***$508,948***
State Compensatory Education	***$278,355 (Closing Gaps)***
College, Career, Military Readiness	***$81,000***
Special Education	***$1,037,714***
Bilingual/ESL Program	***$8,564***
Dyslexia	***$27,968***
Early Education Allotment	***$70,229***
Local Programs/Funding Source	
Grants	

Goal 1: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 1: **Discipline referrals (as determined by incident total) will be under 75 for the 2026-2027 School Year.**

Summative Evaluation: **There is a reduction in both incidents noted and discipline referrals by the amount stated.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize Positive Behavior Interventions aligned with Capturing Kids Hearts (CKH) Training	Principals, Counselors,	Annually, Daily.	Local Funds	Principal Documentation	Reduction in discipline referrals.
Utilize Corporal Punishment for consistent behavior issues	Principals	Daily	Local Funds	Principal documentation	Reduction in discipline referrals
Utilize district-controlled filtering software to limit student exposure to inappropriate material on the Internet.	Principals, Technology Director	Daily	State and Local Funds	Software is budgeted. Software can be tested in Real Time.	Reduction in discipline referrals

Goal 1: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 2: **Tobacco, alcohol, and drug offenses (as determined by incident total) will decrease from 10 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Provide character education through the following: * Tobacco awareness information in Health/PE classes. * Red Ribbon Week * School Health Advisory Committee (SHAC)	Principals, Counselor, Teachers,	Throughout the school year, by the end of the school year.	State and Local Funds	Scheduled on the school calendar. SHAC minutes.	Tobacco, alcohol, and drug offenses will be decreased.
2) Deter presence of drugs and weapons on district campus through the following: * Student Code of Conduct * Extracurricular Code of Conduct * Random Drug dog services as needed *Implement Halo program for Vape detection	Principals	Daily, Monthly	State and Local Funds	Code of Conduct approved by the Board of Trustees. Scheduled drug dogs and drug testing.	Tobacco, alcohol, and drug offenses will be decreased.

Goal 1: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 3: **Incidents of violence will decrease from 0 to 0.**

Summative Evaluation: **Review PEIMS-TSDS data to determine if the decrease in incidents was achieved.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Implement the district crisis management plan	Principals, Counselor,	Daily	State and Local Funds	Emergency Operations plans are available on campuses.	Incidents of violence will be decreased to 0.
2) Develop district and campus-specific emergency operations plans and conduct monthly safety drills.	Principals, Counselors, Teachers	Annually, Monthly	State and Local Funds	Monthly logs of safety drills.	Incidents of violence will be decreased to 0.

Goal 1: **The district will provide a safe and orderly school climate, conducive to learning.**

Objective 4: **Child Abuse & Sexual Abuse will be addressed and reported appropriately.**

Summative Evaluation: **Administration will determine whether staff were trained and whether the proper reports were made in a timely fashion, in accordance with statute.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Child abuse/sexual abuse reported in accordance with district crisis management plan	Principals, Counselors,	Daily	State and Local Funds	Documentation of reports made.	Child abuse and sexual abuse is addressed and reported appropriately
2) Child Abuse and other child-related training- EduHero (TEA)	Principals, Counselors	Annually	State and Local Funds	Training Logs.	Child abuse and sexual abuse is addressed and reported appropriately

Goal 2: **All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B" on the State of Texas Accountability System.**

Objective 1: **All students and each accountability group will meet or exceed 80% passing rates for each test taken.**

Summative Evaluation: **STAAR results will show that all students and each accountability group meet or exceed the 90, 60, 30 goals in Approaches, Meets, and Masters.**

Assessment	# of Students	Does Not Meet	Approaches	90	Meets	60	Masters	30
3rd Grade Reading	57	11	7	81%	21	58%	12	21%
3rd Grade Math	57	9	11	84%	22	64%	15	26%
4th Grade Reading	47	5	10	89%	15	68%	17	36%
4th Grade Math	47	5	8	87%	14	70%	19	40%
5th Grade Reading	60	5	17	92%	17	63%	21	35%
5th Grade Math	60	4	14	92%	21	68%	20	33%
6th Grade Reading	50	6	7	88%	12	74%	25	50%
6th Grade	50	2	7	96%	17	82%	24	48%

Math								

Assessment	# of students	Likely DNM	Zone of Uncertainty	Likely Passed
5th Grade Science	60	4	14	42

	Current Year	State	% +/- State	Meets + Masters	State M+M	% +/- State	Masters	State Masters	% +/- State	90/60/30
7th RLA	96%			76%			42%			👍
7th Math	83% (89%)			52% (68%)			7% (25%)			0/3
8th RLA	95%			82%			61%			👍
8th Math	95%			86%			42%			👍
8th Science	*			*			*			
8th S.S.	86%			58%			32%			1/3
Alg I	96%	82%	14%	88%	54%	34%	54%	30%	24%	👍
Biology	96%	93%	3%	92%	71%	21%	50%	35%	15%	👍
Eng I	96%	71%	25%	80%	55%	25%	15%	13%	2%	2/3
Eng II	95%	72%	23%	75%	60%	15%	14%	9%	5%	2/3

U.S. History	**100%**	**93%**	**7%**	**89%**	**70%**	**19%**	**45%**	**37%**	**8%**	👍
2022 CCMR = 52%			**2024 CCMR = 90%**							
2023 CCMR = 64%			**2025 CCMR = 98%**		**2026 CCMR = 100% (2 by IEP)**					
*90/60/30 Goal, work on shifting students "right"										
*?/11 tested areas, our M+M is higher than State passing % (yellow boxes); two areas missed by ?%										
*8th Grade S.S. appears to be performance area of weakness, 1st STAAR S.S. test for students, highest App & Meets standard										
*CCMR numbers are good; state changing the rules here										
*8th Grade Science is an unknown with "zone of uncertainty"; *1st year for Accelerated Math; cause 7th Math numbers to take a dip										

Activity/Strategy	**Person(s) Responsible**	**Timeline**	**Resources** (Local Funds, State, SCE, Title, etc.)	**Evidence of Implementation**	**Evidence of Impact**
1) District staff will disaggregate and analyze STAAR data, unit assessments, and benchmark data for each testing area and focus on objective weaknesses below 80% mastery	Core subject teachers, Principal	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis.	Improved six weeks' grades Reduced failure rate Improved performance on State assessments.

for all students, including K, ESL, migrant, CTE, dyslexia, GT, and special education.					
2) Continue vertical and horizontal curriculum teams for each core content area and implement the district's vertical alignment plan.	Core subject teachers Principal	Every six weeks and at the end of each unit.	State and Local Funds	Record of PLC meetings and data from discussions and data analysis	Principal's review of lesson plans to confirm alignment. Walkthroughs showing alignment
3) Campuses will use D-MAC to identify objective deficiencies for each individual student and develop accelerated programs to target those deficiencies. A variety of resources will be used to develop objective-specific assessments.	Core subject teachers, Principal	Every six weeks and at the end of each unit.	State and Local Funds	DMAC data will be discussed at PLC's. Principal will confirm DMAC usage.	Improved performance on identified deficient objectives.
4) Ensure professional development plans are meaningful and relevant to the classroom: Teachers with identified pedagogical deficiencies will work collaboratively with	Core subject teachers, Principal Superintendent Calendar Committee	Annually by August 1st.	Federal, State and Local Funds. Title II A-	Each principal will require appropriate individualized professional development plans for each instructor.	Teachers will improve their content knowledge and/or instructional effectiveness. Teachers will seek professional growth opportunities as a

the campus principal in developing an individual professional development plan. Each campus principal will submit a "needs-driven" professional development plan to the superintendent for budgetary considerations. The district will provide 2 comp days in the school calendar to allow teachers to attend professional development sessions of individual interest during the summer.				The calendar will be developed to include the two "Comp Days."	result of the two "Comp Days."
5) Maintain district teacher/student ratio below state average and satisfy 22:1 (25:1 for DOI)requirement for elementary grades.	Principal, Superintendent and School Board	Weekly	State and Local Funds	Principal will monitor to ensure 22:1. Ability to go 25:1 via DOI Plan	Improved student performance due to smaller class size.
6) Establish a walkthrough process for PDAS/T-TESS, utilizing DMAC.	Core subject teachers, Principal	Daily, Weekly	State and Local Funds	Principals are using DMAC to conduct walkthroughs.	Principals will be able to systematically collect and organize walkthrough data.

					Principals will be able to provide valuable feedback to instructors regarding walkthroughs.
7) Strategies to improve the Reading Intervention and Dyslexia Program: * Review/revise district dyslexia plan as needed. * Provide training to staff in identifying dyslexia and related disorders. * Set program goals based on student gains in Instructional Reading and Reading Comprehension. * Reading by Design program for Dyslexia Pull-out program.	Core subject teachers, Principal,	Every six weeks and at the end of each unit. Annually	State and Local Funds	The District Dyslexia Plan is appropriate and meets State requirements. Dyslexia Plan is being followed, and instruction is individualized and research-based.	Dyslexic-identified students' needs will be met through an individualized plan and a pull-out program. Dyslexic students' performance on relevant assessments will improve.
8) Strategies to improve the 504 program: * Review/revise district 504 plan as needed. * Provide 504 professional development opportunities for each campus coordinator.	Core subject teachers, Principal, Counselors District 504 Coordinator	Every six weeks and at the end of each unit. Annually	State and Local Funds	Principals and Counselors working with the 504 Coordinator will ensure that the district's plan is updated and that accommodations are being appropriately	504 Identified students' performance of the State assessment and other district metrics will improve.

* Conduct a folder review for each 504 student to ensure accommodation compliance. * Disaggregate STAAR data for all students in the 504 program and focus on objectives not meeting minimum expectations.				administered to identified students.	
9) Strategies to improve the State Comp Ed – “At-Risk” program: (TIA 13.9, 13.10) * Offer tutoring * Imagine Learning lab for high school students needing credit recovery. * Content mastery for grades 7-12. * Counseling services for grades PreK-12. * Use SCE funds for class size reduction. * Utilize Study Island for grades 7-12. * Accelerated Reader for grades K-12. * STAAR/EOC Prep program for grades 9-12.	Core subject teachers, Principal, Counselors Superintendent Librarian	Daily	Federal, State (Compensatory Education Funds) and Local Funds Local Funds	Superintendent has appropriately budgeted Compensatory Education funds to support programs for at-risk students. Principals will ensure that the compensatory education programs support the intended population of students.	At-risk students will improve their performance on state and district assessments. The dropout rate at Shiner ISD remains at 0%.

10) Strategies to improve the GT program: * District-wide GT scope and sequence and GT curriculum framework aligned with the regular education TEKS and differentiated with the pull out program. * Ensure all teachers with GT assignments have completed required GT training. * Disaggregate STAAR data for all students in the GT program and focus on objectives not mastered. * Review and revise GT plan as needed.	Core subject teachers, Principal, GT Coordinator Counselors	Every six weeks and at the end of each unit. Annually	State and Local Funds	The GT Coordinator, working with principals and counselors, will ensure that the GT Plan complies with State regulations and aligns with our expectations. Principals can verify staff members' GT certifications.	GT students will excel in the GT pull-out program. GT teachers can demonstrate that they have completed required training. GT students will meet or exceed proficiency on the State and local assessments.

Goal 2: **All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".**

Objective 2: **All students will demonstrate a minimum of one year of academic growth as indicated by TAPR.**

Summative Evaluation: **The TAPR will indicate that all students demonstrated one year of academic growth.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Provide early school transition and campus-to-campus transition: Pre-K & Kindergarten Registration. 7th grade orientation. 9th grade orientation. Intercampus meetings for transitioning students Open house for all incoming students.	Teachers, Principals	Annually, before May 1	State and Local Funds	Orientations and Open Houses are scheduled on the school calendar.	Students, due to a smooth campus-to-campus transition, will begin the year in a positive manner, giving them an opportunity to grow.
2) Provide after-school tutoring for state test preparation	Teachers, Principals	Spring Semester	Federal, State and Local Funds Title I Part A	Logs will reflect the usage of after-school tutorials	Improved student performance on the State Assessment of students who participated in content mastery.
3) Continue STAAR prep program for tested classes for all campuses.	Teachers, Principals	Weekly	Local and State Funds	STAAR Prep classes will be listed in master schedules.	Improved student performance on the State Assessment.
4) Imagine Learning (All Core Subjects 7-12)	Teachers, Principals	Daily, Weekly	Local and State Funds	Logs will verify student participation.	Improved student performance on the

					State Assessment and local assessments.
5) Mentoring Minds (STAAR Grade Levels) Education Galaxy and IXL (ELAR & Math) K-6	Teachers, Principals	Daily, Weekly	Local and State Funds	The principal will have documentation demonstrating the program's schedule.	Improved student performance on the State Assessment and local assessments.

Goal 2: **All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".**

Objective 3: **The district and all campuses will satisfy all federal requirements.**

Summative Evaluation: The district's federal program evaluation will determine if all federal requirements are met.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Strategies to recruit and retain highly qualified staff: *Continue student-to-teacher ratios below the state average. *Staff appreciation dinner and awards ceremony. *Include staff in the development of campus professional development plans.	Superintendent, School Board	Annually by August 1st	Local and State Funds	All strategies are budgeted and listed on the district's board agenda calendar.	District will see an increase in the retention of high-quality staff members.

*Continue a “buy-back” policy for unused state leave days upon retirement. *Conduct annual certification audit. * Assess and revise teacher salary schedule annually					
2) Ensure paraprofessionals are appropriately trained.	Principals	Annually before hired	Local and State Funds	District paraprofessionals will have evidence of their training.	All district paraprofessionals will be appropriately and effectively trained.
3) Achieve and maintain a student to workstation ratio of a minimum 3:1 (Title I)	Principals, Technology Director	Annually before June 1	Federal, Local and State Funds (Title IV- $10,000.)	Purchases of student computer workstations are included in the district budget.	Improved student access to technology in the district.
4) Board review of federal programs annually.	Superintendent, School Board	Annually before May 30.	Local Funds	The review is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
5) Conduct public hearing on federal program budget annually.	Superintendent, School Board	Annually before May 30	Local Funds	The public hearing is scheduled on the board agenda calendar.	Improved effectiveness and efficiency of federal programs and their expenditures.
6) Review federal program budget and services with district and campus SBDM Committees	Superintendent, Principals, Superintendent’s SBDM, Principal’s SBDM	Annually before May 30	Local Funds	SAC minutes will reflect the federal program review.	Improved effectiveness and efficiency of federal programs and their expenditures.

Goal 2: **All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".**

Objective 4: **The district will meet or exceed the state standard for SAT / ACT testing.**

Summative Evaluation: **Reviewing TAPR data will determine if the state standard was met or exceeded on the SAT/ACT.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Offer dual credit opportunities to grades 9-12.	Principal, Superintendent	Annually	Local Funds	Interlocal agreement with Victoria College and UT Permian Basin	Students will receive college credit through dual credit courses.
2) Provide Honors opportunities for students.	Teachers, Principal, Superintendent	Annually	Local and State Funds	Honors courses are scheduled in the high school master schedule.	Students will receive weighted credit for completion of the course.
3) Encourage 10th &11th grade students to take PSAT. Provide an appropriate testing environment.	Counselor, Principals, Teachers	Weekly, Annually	Local Funds	Counselor documentation of the meeting to encourage participation in PSAT.	Students will be better prepared for the SAT/ACT.
4) Disseminate information regarding registration timelines, scholarship deadlines,	Counselor, Principal, Teachers	Weekly	Local Funds	Counselor documentation of timelines met.	Students will receive scholarships and financial aid for college.

fee waivers, and tutorial resources.					
5) Continue serving as host testing site for SAT / ACT	Principal, Counselor, Teachers	Annually	Local Funds	The SAT/ACT tests are scheduled at our site on the district events calendar.	Increase SISD student participation on SAT/ACT.

Goal 2: **All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than a "B".**

Objective 5: **The district will meet or exceed the state standards for all special programs evaluated by the Results Driven Accountability (RDA) System.**

Summative Evaluation: The district will review the current Results Driven Accountability (RDA) document to determine if the State standards are met or exceeded.

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) Strategies to improve ESL program: * Review and revise the district ESL plan as needed. * Encourage parents to participate in LPAC meetings. * LPAC training for all committee members. * Provide all district	ESL Teachers, General Ed Teachers, Principals, Counselors	Throughout school year	State and Local Funds	ESL plan is in place, and all campuses have properly endorsed ESL teachers.	Improved performance for ESL students on the State assessment and on six-week grades, resulting in improved Results Driven Accountability (RDA) performance.

correspondence in English and Spanish as needed. * Teacher training for TELPAS as necessary. * Provide an interpreter for each campus as needed * Ensure properly endorsed ESL teachers on each campus.					
2) Strategies to improve the CTE program: * Review/revise the "coherent sequence of courses" as needed. * Develop student career plans. * Integration and coordination between regular education and CTE teachers. * Reference special education modification in CTE lesson plans. * Conduct CTE surveys to plan for program improvements. * Develop strategies to implement ACHIEVE Texas.	CTE Teachers, Principals, Counselors	Throughout school year	State and Local Funds	Counselors can demonstrate through individual graduation plans a coherent sequence of CTE courses.	Students will follow a well-planned, coherent sequence of CTE courses, resulting in an improved SISD CTE program and better Results Driven Accountability (RDA) performance.
3) Strategies to improve special education: * Implement Inclusion model of instruction. * Continue the SIT (student intervention team) process to ensure appropriate and timely referrals and placement.	Special Education Teachers, Principals, Counselors	Throughout school year	State and Local Funds	Principals can produce schedules which reflect the inclusion model of special	Improved special education performance on the State assessment, resulting in better performance on the

* Assess Results Driven Accountability indicators and develop appropriate strategies for indicators exceeding a 2 intervention level.				education instruction.	Results Driven Accountability.

Goal 3: **Student attendance will exceed the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 1: **The student attendance rate will be above 96% in 2025-2026.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the student attendance rate improved by goal rate.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
Utilize campus attendance committees	Principals, Counselors, Teachers	Annually	Local Funds	Record of attendance committee meetings	Students will be placed in appropriate grade levels based upon all circumstances.
Semester test exemption based on grades and attendance	Principals, Counselors, Teachers	End of each semester	Local Funds	List of student exemptions	Student attendance will improve.

Student incentive parties and recognition at awards ceremonies	Principals, Counselors, Teachers	Annually, every six weeks	Local Funds	Agendas of award ceremonies reflect recognition.	Student attendance will improve.
Phone contact for excessive absences	Principals, Counselors, Teachers	Throughout school year	Local Funds	Phone logs	Student attendance will improve.
Written notification after 3rd absence	Principals, Counselors	Throughout school year	Local Funds	Written documentation of letters.	Student attendance will improve.
Campus principals will enforce attendance policies and utilize county courts to enforce compulsory attendance laws	Principals	Throughout school year	Local Funds	Documentation from courts	Student attendance will improve.
Institute truancy prevention measures (TPM)	Principal, Counselors, Teachers	Throughout school year	Local Funds	Documentation of TPM	Student attendance will improve.

Goal 3: **Student attendance will meet the 94% state standard for attendance and the district dropout rate will meet the state standard of 1% or less.**

Objective 2: **The district dropout rate will be 0%.**

Summative Evaluation: **PEIMS-TSDS data will be reviewed to determine if the improvement goal rate was met.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds,	Evidence of Implementation	Evidence of Impact

			State, SCE, Title, etc.)		
Utilize Counseling services	Principals, Counselors, Teachers	Throughout school year	Federal, State and Local Funds	Counselor logs and event schedule.	Dropout rate will decrease.
Utilize Imagine Learning program for credit recovery	Principals, Counselors, Teachers	Throughout school year	State and Local Funds	The budget reflects funding for the program, and the documentation demonstrates student attendance.	Dropout rate will decrease.

Goal 4: **The SISD community and parents will become a full partner in educational improvement efforts. The district will maintain lines of communication with the school community.**

Objective 1: **The participation of parents and the community will improve in the following areas: Volunteers, Open House, and special program meetings/presentations.**

Summative Evaluation: **The Superintendent's Site-Based Committee will evaluate whether the district has met the desired improvement outcome of this objective.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE,	Evidence of Implementation	Evidence of Impact

			Title, etc.)		
1) Campuses will use social media, Blackboard, school website, Remind, and newsletters to keep the community informed of school activities and events.	Principal, Teachers, Counselors	Daily	State and Local Funds.	School activities and events are up to date on the school website. Remind accounts for parents are established.	The participation of parents as district partners will improve.
2) The district will improve the district website and ensure information is current.	Principals, Technology Director, Superintendent	Annually, Monthly.	State and Local Funds.	School activities and events are up to date on the school website. Brochure is updated.	The participation of parents and community members as district partners will improve.
3) Community forums to obtain input regarding school issues	Principals, Superintendent	Annually	State and Local Funds.	Scheduled community forums.	The participation of parents and community members as district partners will improve.
4) Effectively utilize Principal Advisory Councils and Superintendent Advisory Council	Principals, Superintendent	Each semester	State and Local Funds.	PAC and SAC minutes.	The participation of parents and community members as district partners will improve.
5) Public meetings for district and campus School rating reports	Principals, Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.

6) Public meeting to review proposed budget for all Title programs	Superintendent	Annually	State and Local Funds.	Documentation of public meeting.	The participation of parents and community members as district partners will improve.
7) Effective teacher/parent communication: Progress Reports, Email/phone contacts, parent conferences	Principals, Teachers, Counselors.	Every six weeks	State and Local Funds.	Documentation of parent/teacher communication.	The participation of parents and community members as district partners will improve.
8) Communicate all special program policies and regular education assessment to parents: * Provide written information in Spanish when requested * Provide translator, if needed, at meetings * Parents Right to Know Notice in home language * School-Parent Compacts in English and Spanish	Principals, Teachers,	Annually and when appropriate.	State and Local Funds.	Copies of communication.	The participation of parents and community members as district partners will improve.

Goal 5: **SISD will utilize appropriate technology at all campuses.**

Objective 1: **SISD will use Local and Federal resources to ensure that appropriate technology is available to teachers and students in district classrooms.**

Summative Evaluation: **The network Administrator will provide the district with two semester technology reports that will determine if the district is achieving its goal.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources (Local Funds, State, SCE, Title, etc.)	Evidence of Implementation	Evidence of Impact
1) The district will develop a replacement schedule for district technology devices, to include laptops, desktops, Chromebooks, and handheld devices.	Technology Director, Superintendent	Annually	State and Local Funds	Documentation of replacement schedule.	Students and teachers have access to appropriate technology.
2) Strive to attain a student-to-workstation ratio of at least 3:1.	Technology Director, Principals, Superintendent	Annually	Federal, State and Local Funds (Title IV-$10,000)	Documentation that 3:1 is achieved.	Students and teachers have access to appropriate technology.
3) District staff will receive appropriate technology training.	Technology Director	Annually and when appropriate.	State and Local Funds	Scheduled training.	Students and teachers have access to appropriate technology.

SHINER ISD BULLYING PLAN

Bullying is defined in state law as a single significant act or a pattern of acts by one 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 fear of 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;
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- Infringes on the rights of the victim at school.

Bullying includes cyberbullying. Cyberbullying is defined by state law of the Education Code 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 district is required to adopt policies and procedures regarding:

- 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 interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Bullying is prohibited by the district and could include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor-spreading, or ostracism.

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, principal, or another district employee as soon as possible to obtain assistance and intervention. The administration will investigate any allegations of bullying or other related misconduct. The district will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. A student may anonymously report an alleged incident of bullying by providing a written document to the principal's office that accurately describes the incident, including the names of the perpetrator(s) and victim(s). Utilize the "Campus Eye" link on Shiner ISD's Website under Policies – David's Law

If the results of an investigation indicate that bullying has occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not constitute bullying. Available counseling options will be provided to these individuals and to any students identified as witnesses to the bullying.

Any retaliation against a student who reports an incident of bullying is prohibited.

Upon the administration's recommendation, the board may, in response to an identified case of bullying, decide to transfer a student found to have engaged in bullying to another classroom on campus. In consultation with the student's parents, the student may also be transferred to another campus in the district. The parent of a student who the district has determined to be a victim of bullying may request that their child be transferred to another classroom or campus within the district. [See **Safety Transfers/Assignments**.]

A copy of the district's policy is available in the principal's office, superintendent's office, and on the district's website, and is included at the end of this handbook in the form of an appendix. Procedures related to reporting allegations of bullying may also be found on the district's website.

A student or parent who is dissatisfied with the outcome of an investigation may appeal through policy FNG (LOCAL).

[See **Safety Transfers/Assignments**, **Dating Violence, Discrimination, Harassment, and Retaliation**, **Hazing** on Page 80, policy FFI, the district's Student Code of Conduct, and the district improvement plan, a copy of which can be viewed in the campus office.]

Role of the Shiner ISD Resource Officer

Security Personnel

The board utilizes police officers, a school resource officer(s) (SRO), *and/or* security personnel to ensure the security and protection of students, staff, and property. In accordance with the law, the board has coordinated with the CBC and other district employees to ensure that appropriate law enforcement duties are assigned to these persons. Provisions addressing the various types of security personnel can be found in the CKE policy series.

The law enforcement duties of school resource officers are to meet the requirements of section 37.0814 of the Texas Education Code – Armed Security Officer Required.

Dating Violence Policy

Dating Violence, Discrimination, Harassment, and Retaliation (All Grade Levels)

Students learn best, and their welfare is best served, in a school environment that is free from dating violence, discrimination, harassment, and retaliation.

Students are expected to treat peers and district employees with courtesy and respect, avoid offensive behavior, and stop such behavior when directed. District employees are likewise expected to treat students with courtesy and respect.

The board has established policies and procedures to prohibit and promptly address inappropriate and offensive behavior based on a person's race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. A copy of the district's policy is available in the principal's office and in the superintendent's office or on the district's website at ***Shiner ISD Policy Online***. [See the FFH series of policies for more information.]

Dating Violence

Dating violence will not be tolerated at school. To report dating violence, see **Reporting Procedures.**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship or any of the person's past or subsequent partners.

This type of conduct is considered harassment if it is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Examples of dating violence against a student may include, but are not limited to:

- Physical or sexual assaults
- Name-calling
- Put-downs
- Threats to hurt the student, the student's family members, or members of the student's household
- Destroying property belonging to the student
- Threats to commit suicide or homicide if the student ends the relationship
- Threats to harm a student's past or current dating partner
- Attempts to isolate the student from friends and family
- Stalking
- Encouraging others to engage in these behaviors

In accordance with law, when the district receives a report of dating violence, a district official will immediately notify the parent of the alleged victim and alleged perpetrator.

The counselor's office has information about the dangers of dating violence and resources for seeking help.

For more information on dating violence, see:

- Texas Attorney General's Office recognizing and responding to dating violence flier (https://www.texasattorneygeneral.gov/sites/default/files/files/child-support/papa/session%2010/recognizing-relationship-violence-en.pdf)
- The CDC's Preventing Teen Dating Violence (https://www.cdc.gov/intimate-partner-violence/about/about-teen-dating-violence.html)

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 ***No Other Preschool Support***.

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 the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

Note: This document is sent out electronically to the designated District MEP Representative, but can be obtained electronically in MS Word format from Regional ESC MEP staff upon request.

Region:	District Name:	Priority for Service (PFS) Action Plan	Completed By:
Region 3	Shiner		Fatima Flores
		School Year	Date: 9/9/2026
		2026-2027	

Note: Title 1 Part C, Coordinator or designated District MEP Staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migratory PFS Action Plan"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL/EB, economically disadvantaged).

Goal(s):	Objective(s):
To 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, EB students in grades K-3; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from TX-NGS, and documentation kept to track progress towards student success.	**To assist all PFS students with the necessary supplemental services to address identified needs. All PFS students will be served according to program requirements/guidelines and documentation of all efforts made towards achieving student success will be kept on file for review by the state agency.**

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.	Monthly	ESC TX-NGS Data Clerk, ESC Program Specialist	TX-NGS PFS Report TX-NGS Tracking Report
▪ **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.	September 2026	ESC MEP Staff	LEA PFS Action Plan
Additional Activities			
▪ Monthly, staff will monitor PFS reports and PFS student progress forms per semester. MEP staff (program specialist, MEP recruiter & LEA, if applicable) will review any areas of need. ▪ MEP staff will communicate with LEA and migratory students on progress made and/or other identified needs of PFS students. ▪ MEP staff will document all coordination efforts with LEA and migratory students for auditing purposes.	Monthly Per Semester	ESC MEP Staff, LEA Staff	TX-NGS Priority for Service Report, ESC PFS Contact Log, Individual PFS Progress Review, Coordination of Services Log

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining 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.	Sept. 2026-Aug. 2027	ESC MEP Staff	LEA Correspondence, Email PFS Criteria Document, TX-NGS PFS Report
▪ **During the academic calendar**, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Sept. 2026- Aug. 2027	ESC Mep Staff	ESC PFS Contact Log, Home visit Parent Contact Log, Individual PFS Progress Review
▪ **During the academic calendar**, the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home	Sept. 2026- Aug. 2027	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review

and /or community visits to update parents on the academic progress of their children.			
Additional Activities			
▪ Additionally, during the academic calendar, the MEP Coordinator or MEP staff will communicate information on the Priority for Service criteria to parents via the following: ▪ a. One-on-one with student, parent and or district staff at time of student appearing on PFS Report. ▪ b. At 1 of 3 Regional PAC Meetings; ▪ c. Upon parent or student request; ▪ d. PFS Criteria will be available on the ESC MEP Web page and parents are notified of link to site throughout the academic year.	a. MEP Home Visit b. Regional PAC Meeting (Virtual or Face-to-Face) c. Region 3 MEP webpage	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes, Sign-in Sheets

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.	Sept. 2026-Aug. 2027	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
▪ **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.	Sept. 2026-Aug. 2027	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review
▪ **The district's Title I, Part C Coordinator or MEP staff will** determine what federal, state, or local programs serve PFS students.	Sept. 2026-Aug. 2027	ESC MEP Staff, LEA Staff	ESC PFS Contact Log, Home Visit Parent Contact Log, Individual PFS Progress Review
Additional Activities			

▪ Identified OSY will receive priority access to services, and community social services/agencies as needed to ensure identified needs are met. ▪ Documentation will be kept locally by MEP staff of all coordination of services, referrals, academic services, and mental health services offered and/or accepted by the student and family.	Year-round	ESC MEP Staff, LEA Staff	TX-NGS PFS Report, Individual PFS Progress Review, Coordination of Service Log, Home Visit OSY Log/Form

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.	
LEA Staff Signature	X Sherri Vincik Sherri Vincik (Sep 10, 2026 09:12:17 CDT)	**ESC Reviewer Signature**	Fatima Flores Fatima Flores (Sep 10, 2026 09:19:52 CDT)
Date	X09/10/2026	**Date Review Complete**	09/10/2026

Shiner PFS Action Plan 26-27.docx

Final Audit Report 2026-09-10

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