DISTRICT IMPROVEMENT PLAN

ANDREWS ISD

2026-2027

DISTRICT IMPROVEMENT PLAN
Andrews ISD
2026-2027

GOAL 1: All stakeholders of the Andrews ISD will actively support the district's goals in facilitating an increase in academic excellence.

PERFORMANCE OBJECTIVES

a) **A well-balanced and appropriate curriculum will be provided to all students.**
b) **AISD will actively recruit, develop, and retain highly effective teachers, administrators, and support staff.**
c) **AISD will execute an effective long-range plan optimizing facilities, personnel assignments, material acquisitions, and financial stability.**

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
The community will be informed of the character program and activities throughout the school year.	All Principals	AISD Local & State Funds	Aug. 13	May 21	Handouts & Website Information
Programs and speakers will be provided to address the importance of character and self-discipline in making positive choices.	Asst. Supt's All Principals Campus Committees Region 18 ESC	State Funds	Aug. 13	May 21	Disciplinary Records
Character activities and principles will be developed, presented, and promoted in every class throughout the school year.	Campus Committees All Principals All Teachers & Counselors	AISD Local & State Funds & Federal Funds	Aug. 13	May 21	Calendar events on campuses and disciplinary records

Review of previous year's drug and alcohol awareness activities and assessment of effectiveness.	All Principals		Aug. 13	May 21	Review and Evaluate disciplinary reports.
Involve student groups in discussion of purposes, areas of concern, and desired results of character education programs.	AHS & AMS Principals Teachers Counselors		Aug. 13	May 21	Minutes of discussion List of targeted areas of concern
Decrease class size to better serve students.	Assistant Superintendents	Title II, Part A	Aug. 13	May 21	Personnel Meeting with Assistant Superintendents
With assistance of the ESC 18 advisory council, each campus will establish a set of goals and objectives for the safe and drug free program and implement programs designed to meet those goals and objectives.	All Principals Region 18 ESC	AISD Local & State Funds	Aug. 13	May 21	List of goals & objectives
Schedule appropriate activities for addressing target areas, i.e., internet safety, cyber bullying, bullying, dating violence, peer mediation, teen pregnancy, drug and gang awareness.	Region 18 Personnel All Principals, Counselors, & Teachers Campus Committees	AISD Local & State Funds	Aug. 13	May 21	Calendar of events and activities. Sign-in attendance sheets
AISD has a drug and alcohol abuse policy with counseling as a component of the policy.	Asst. Supt's HS Principal Extra Curricular Activity Sponsors		Aug. 13	May 21	Reports from random testing of all extra-curricular students

Give monthly reports to Board of Trustees of progress of facility projects.	Deputy Supt. District Architect		Aug. 13	June 8	Board meeting minutes
Increase participation in budgeting process to equitably fund campus programs and student activities.	Superintendent Asst. Superintendents Campus Principals	AISD Local & State Funds	Jan 6	May 21	Budget worksheets
AISD personnel will actively recruit highly effective teachers, administrators, and support staff at educational job fairs.	Deputy Supt. Personnel Officer All Principals	AISD Local & State Funds	Jan 6	Jul 15	Records of highly qualified teachers Calendar of recruiting events
AISD will provide a positive and supportive working environment to retain highly effective teachers, administrators, and support staff.	AISD Administration		Aug 3	May 21	Evaluation of exit interviews Minutes from campus-based meetings
AISD Teacher Academy will provide educational opportunities to prepare future teachers through Standard and Alternative Certification opportunities.	Teacher Academy Personnel	AISD Local & State Funds Donated Funds	Aug 3	Aug 2	New teacher certifications

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GOAL 2: The Andrews ISD will continuously improve educational programs, methods, services and communication through comprehensive planning.

PERFORMANCE OBJECTIVES

a) **A well-balanced and appropriate curriculum will be provided to all students.**
b) **AISD will evaluate and approve a budget that targets academic and student activities reflective of the community's focus on excellence.**
c) **AISD will provide effective professional development for all employees to continually develop their professional skills to maximize student learning.**

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
Decrease Student to Teacher Ratio.	All Supt's & Principals	Title II, Part A	Aug. 13	May 21	Student to Teacher Ratios
Professional development to assist teachers with aligning curriculum to the Texas Essential Knowledge and Skills (TEKS) will be provided.	Asst. Supt's All Principals Instructional Coaches	Title I, Part A AISD Local & State Funds	Aug. 13	June 26	Professional Development Sign-in Sheets Lesson plans with TEKS alignment
Staff will review and disaggregate the state assessment data.	All Principals	Title I, Part A	Aug. 3	May 21	Professional development agenda &

	All Teachers Instructional Coaches	Local & State Funds			sign-in sheets, PLC meeting minutes
District staff will utilize the TEKS Resource: Texas Curriculum Management Program Cooperative scope and sequence.	Asst. Supt's All Principals Teachers	Federal Funds AISD Local & State Funds	Aug. 3	May 21	District training of TCMPC scope and sequence, YAGs, lesson plans, and walk-through administrative feedback
Professional development to develop TEKS based curriculum plans in the four core areas with comprehensive vertical and horizontal alignment to ensure coverage of curriculum assessed via STAAR and EOC exams.	Asst. Supt's All Principals Instructional Coaches All Staff	Title I, Part A AISD Local & State funds	Aug. 3	May 21	Professional development agendas; sign-in attendance sheets; lesson plans; and walk-through administrative feedback PLC Minutes
Grade level and subject area teacher meetings to ensure the alignment and delivery of the district scope and sequence.	All Principals All Teachers		Aug. 3	July 19	Calendar of events; PLC meeting minutes; evidence found in lesson plans.
Identify specific areas in need of continuous improvement that requires additional professional development.	Asst. Supt's All Principals All Staff	Title I Funds	Aug. 3	July 20	Calendar of events; meeting minutes; evidence of findings found in campus improvement plans
Implement a Response to Intervention (RTI) Program to address the needs of struggling students.	Asst. Supt's All Principals All Counselors	AISD Local & State Funds	Aug. 13	May 21	Handbook of the AISD tiered Rti system; evidence of implementation at each campus through RTI

					plans and meeting notes.
Contract with Lead4ward to provide professional development and continuous support to district teaching staff.	Asst. Supt's All Principals All Staff	Title I Funds	Sept. 30	May 21	Training sign-in sheets; Evidence of implementation in administrator walk-throughs and feedback consultations; PLC agendas and minutes including training implementation

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GOAL 3: The Andrews ISD will employ various teaching methods and materials to meet the learning abilities of all students so that all students may become life-long learners.

PERFORMANCE OBJECTIVES

Educators will keep abreast of the development of research-based, creative, and innovative techniques in instruction, including hands-on learning activities, and implement those techniques as appropriate to improve student learning.

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
Implement research-based, creative, and innovative techniques of instruction (i.e. sheltered instruction, cooperative learning, inclusion, effective feedback to teachers, etc.).	Asst. Supt's All Principals, Directors All Staff Instructional Coaches	Region 18 ESC CSS General Fund	Aug. 3	May 21	Workshop sign-in sheets; Scope & Sequence; Lesson Plans; and Walk-through administrative feedback

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GOAL 4: Instructional technology will be implemented to increase the effectiveness of student learning, instructional management, professional development, and instructional leadership.

PERFORMANCE OBJECTIVES

a) **AISD will implement the tools of technology to create personalized learning, and effective and efficient system management.**
b) **AISD will implement a state of the art technology program that will creatively challenge every student. The program will include continual teacher training, hands-on learning for the students and faculty, and frequent upgrading by the school district.**

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
Evaluate the performance of the network.	Deputy Supt. Technology Director All Principals		Aug. 3	June 12	Meeting minutes; evaluation forms; Help desk reports
Identify areas of concern based upon the performance of software programs.	Assistant Superintendents All Principals Technology Director		Aug. 3	June 12	Program evaluations; Meeting minutes

Develop an action plan for correcting problem areas.	Technology Director	Technology Funds	Aug. 3	June 12	Action Plan
Make appropriate adjustments to correct and/or improve the system.	All Principals Technology Director	AISD Bond	Aug. 3	June 12	Notes on adjustments made
Re-evaluate the system at the end of each grading period.	All Principals Technology Director	AISD Bond	Sept. 18	May 21	Meeting minutes on re-evaluations
Improve technology integration into classrooms.	Asst. Supt's All Principals Technology Dept. Instructional Coaches	AISD Bond	Aug. 3	May 21	Prof. development agendas; sign-in attendance sheets; lesson plans; and walk-through administrative feedback
Provide professional development for staff members regarding new technology and software.	Asst. Supt's All Principals Technology Director Instructional Coaches	AISD Bond	July 25	Aug. 13	Training agendas and sign-in sheets; and walk-through administrative feedback
Provide hands-on learning activities to students using the available technologies.	All Principals All Staff	AISD Bond	Aug. 13	May 21	Walk-through administrative feedback; Lesson Plans

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GOAL 5: The Andrews ISD will increase each student's awareness of community service, citizenship, and positive mental health.

PERFORMANCE OBJECTIVES

a) **AISD employees will model behaviors and attitudes that reflect the importance of community service, good citizenship, and positive mental health.**
b) **AISD will promote good citizenship by instilling in students respect for the United States of America, the state of Texas, and the community of Andrews.**
c) **AISD will recognize and value the uniqueness of each individual student and strive to develop the dignity of every student.**
d) **AISD will promote and enhance two-way communication between our staff and our community in order to maximize the success of all our students.**

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
Professional development training regarding the district's changing student populations, ethnicity, and economic status, and the resulting variance in perceptions and tolerances which affect the school environment will be provided.	Asst. Supt's All Principals Directors Deputy Supt.	AISD Local & State Funds	Aug. 3	May 15	Professional development agendas and sign-in attendance sheets

Student performance data for all students and sub-populations will be used to design and implement appropriate compensatory and accelerated instructional services.	All Principals		Aug. 3	July 10	Records of programs and services associated with compensatory and accelerated instruction RTI Plans
All schools shall provide an accelerated reading instruction program that addresses reading deficiencies in each student who is determined to be at risk for dyslexia or other reading difficulties.	Asst. Supt's All Principals Diagnosticians Teachers Counselors	AISD Local & State Funds	Aug.13	May 21	Service records District Dyslexia Handbook RTI Documentation
Each campus will implement a plan to increase parental involvement regarding our AISD instructional techniques, strategies, and state assessments.	Asst. Supt's All Principals All Teachers	AISD Local & State Funds Federal Funds	Aug.13	May 21	Parent meetings; Open Houses; Sign-in attendance sheets and agendas
Stress the importance of students participating in a challenging curriculum to all students, teachers, counselors and parents.	All Principals All counselors All Teachers		Aug.13	May 21	Records of increased participation in advanced and challenging courses
Teachers will seek parental support before a student fails to meet promotion requirements.	Teachers All Principals	Comp Ed Funds	Aug.13	May 21	Notes on parent/teacher conferences to inform parents of student's status
Each campus will utilize effective procedures to ensure improved student	Principals	AISD Local and State Funds	Aug. 3	May 21	Attendance reports and related documentation

attendance and will contact parents when necessary.	Asst. Principals Teachers				
All programs will be evaluated for effectiveness in reducing the dropout rate/completion rate and increasing achievement of "at-risk" students.	Asst. Supt's All Principals		Aug. 3	June 11	Records of drop-out and completion rates
All personnel will have professional development opportunities for accelerating learning for students identified as "at-risk."	Asst. Supt's Director of Federal Prog. All Principals		Aug. 3	May 21	Professional development agenda and sign-in attendance sheets
Each campus will ensure instructional strategies designed to accelerate learning for students who are identified as "at-risk" are immediate, effective, and result in the students' moving towards performing on grade level.	All Principals Asst. Supt's Teachers	Comp Ed Funds	Aug. 3	May 21	Professional development agenda; sign-in attendance sheets; lesson plans; walk-through administrative feedback
Each campus will provide training on signs of child abuse and neglect.	Principals Counselors All Teachers & Staff		Aug. 3	Aug. 13	In-service training agendas
Each campus will perform regular reviews of student preparation for state assessments, student attendance, and effectiveness of remedial efforts in reducing student drop-out rates by accelerating learning of students identified as "at-risk."	All Principals Teachers Asst. Supt's	Comp Ed Funds	Aug. 3	May 21	Meeting minutes; records associated with "at-risk" students RTI Data CBA Data

AHS students will participate in Veterans Day Program.	AHS Principal AHS Student Council	AISD Local & State Funds	Nov. 11	Nov. 11	Veteran's Day Agenda
Students will be provided opportunities to participate in civic-minded activities.	All Principals	AISD Local & State Funds	Aug. 13	May 21	List of opportunities and records of student participation

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GOAL 6: The Andrews ISD will support district and campus efforts to ensure that student, faculty, and staff morale is high in order to provide exceptional learning environments and educational opportunities for each student.

STRATEGY	**PERSON(S) RESPONSIBLE**	**RESOURCE ALLOCATION**	**TIMELINE**		**FORMATIVE EVALUATION**
ACTIVITIES/ACTIONS			**IMPL.**	**COMP.**	
Solicit opportunities for staff to give input in areas such as professional development, student code of conduct, school calendar, and instructional programs.	Asst. Supt's All Principals DEIC Instructional Coaches Deputy Supt.		Aug. 3	May 21	Meeting agendas, minutes and sign-in sheets
Students will have opportunities to participate in extracurricular activities (i.e. band/choir trips, student council, athletics, assemblies, etc.)	All Principals Teachers	AISD Local Funds Student Activity Fund	Aug. 3	May 21	Records of participation in extracurricular activities

Title 1 Part C

Migrant Education Program (MEP)

Migrant Specific Section

2026 - 2027

in collaboration with

Rev. June 2026

Region 18 Education Service Center (ESC 18) will serve as the fiscal agent, and Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

Per program guidelines, Region 18 ESC Migrant Staff are required to provide technical assistance to all school systems (SS) within the region.

Region 18 ESC Responsibilities:

- Ensuring all school systems comply with the most current "TEA Letter to the Administrator," including federal requirements for the identification and recruitment (ID&R) of every eligible migratory student residing in Texas. A survey included in the student registration process is the recommended tool for initial screening.
- Supporting school systems in designating a "Migrant Contact" to oversee implementation, review completed surveys, and coordinate submission to ESC MEP staff for follow-up.
- Providing professional development, as requested by TEA, to specified school staff.
- Ensuring migrant student records are requested, received, and securely transferred in a timely manner among ESC MEP staff, school systems, and the TX-NGS/MSIX databases. *Records to include, but not limited to: student registration, designations, grades, graduation plans, assessment data, and withdrawals within a 5-day period.*
- Conducting identification and recruitment (ID&R) of eligible migratory children and entering student demographic and academic data into the TX-New Generation System and Migrant Student Information Exchange (TX-NGS/MSIX).
- Providing supplemental educational and non-instructional support services in collaboration with school systems. These services may include early childhood programs, professional development, parent and family engagement activities, advocacy and outreach, and other supports aligned to identified student needs that are allowable uses of MEP funds.

The overall goal is to reduce barriers, ensure continuity of education, support student transitions, and connect eligible migratory students and families with appropriate educational and community resources.

School Systems Responsibilities (SSA and Non-Project):

- Maintaining ongoing communication and collaboration with ESC MEP staff and participating in professional development, as needed, to support program implementation.
- Accurately coding all identified migratory students in the school system's PEIMS system and including eligible students in the free breakfast and lunch program during their eligibility period, in accordance with USDA guidance.
- Prioritizing services for students identified as Priority for Service (PFS) before addressing the needs of other migratory students.

- Collaborating in the development of a PFS Action Plan and ID&R Plan for inclusion in the migrant-specific section of the District Improvement Plan (DIP) to meet the program requirement of serving eligible migratory students.

NOTE: It is considered best practice for all school systems to include this section in their DIP, as migratory students may enroll at different times throughout the year.

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program (MEP). In providing services with funds received under this program, recipients must give priority to migratory children who have made a qualifying move within the previous one-year period and who are failing, or most at risk of failing, to meet challenging State academic standards, or who have dropped out of school. [ESSA §1304(d) [20 U.S.C. 6394(d)]]

The Priority for Service Report in the Texas New Generation System (TX-NGS) must be used to determine which students should receive MEP-funded services first and foremost. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria Students who have made a qualifying move during the current or previous reporting year (within the previous one-year period) may be identified as Priority for Service (PFS) if they meet the following criteria:	
Grades 3-12: Ungraded (UG) or Out of School (OS)	AND Have: ● Received a performance level of Approaches Grade Level or Did Not Meet Grade Level on the STAAR assessment; ● Been absent or not tested during the STAAR assessment administration; or ● Not been enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	AND Students who: ● Have been designated as EB/EL (Emergent Bilingual/English Learner) in the Student Designation section of the TX-NGS Supplemental Program Component; or ● Are in grades K–2, or grade 3 students who have not taken the STAAR assessment, and have been retained or are overage for their current grade level.

Pre-K ages 3-5 (Not in Kindergarten)	AND • Students whose data in TX-NGS indicates no other preschool support services.

Region 18 ESC MEP staff will collaborate with school system and campus personnel to ensure both PFS and non-PFS migrant students are served through implementation of the strategies outlined in the current PFS Action Plan below.

School System Name:	**Migrant Education Program (MEP) Priority for Service (PFS) Action Plan**	**Completed In Collaboration By:**
		Angie Balderrama Anna Minjarez, and School System Staff
Region: 18	**School Year: 2026- 2027**	**Date: August 1, 2026**

Note: The Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate, clearly labeled section (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan components into other DIP sections that focus on different student population groups (e.g., Bilingual/ESL, Economically Disadvantaged).

Goal(s):	**Objective(s):**
To coordinate services with Region 18 ESC, the Migrant Fiscal Agent, to ensure all migrant students who meet the Priority for Service (PFS) eligibility criteria have access to quality academic support programs that positively impact student achievement. .	100% of Priority for Service (PFS) students will have access to supplemental instructional and support services.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the academic progress of MEP students identified as Priority for Service (PFS).			
• Run monthly TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly Beginning in July	Migrant Specialist	-TX-NGS Reports -PFS Timeline Report Checklist

• Develop a PFS Action Plan prior to the first day of school for serving students identified as PFS. The plan must clearly define criteria for student success, including timelines for meeting established goals and objectives.	August	Migrant Consultant	-PFS Action Plan
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate academic progress and identify the needs of migratory students identified as Priority for Service (PFS).			
• During the academic year, the ESC Title I, Part C Migrant Education Program (MEP) staff will provide campus principals and appropriate campus staff with information regarding PFS criteria and updated TX-NGS Priority for Service (PFS) reports.	By September 30th	Migrant Consultant Migrant Specialist (MEP Staff) delivers information to the School System Contact ***Note**: **The School System Contact disseminates the information to appropriate campus staff.***	-escWorks -SSA Fulfilling Grant Requirements / MEP Overview Sessions
• During the academic year, the Title I, Part C Migrant Contact or ESC MEP staff will provide parents of PFS students with information regarding the PFS criteria.	By September 30th	MEP Staff	-PAC Agendas -PAC Minutes
• During the academic year, the school system's Title I, Part C Migrant Contact or ESC MEP staff will conduct individualized virtual, phone, or home visits to update parents on their child's academic progress.	Ongoing throughout the year (as needed)	MEP Staff	-Family Contact Log -Preliminary Needs Assessment
Provide services to migratory students identified as Priority for Service (PFS).			
• The school system's Title I, Part C Migrant Contact or ESC MEP staff will use PFS reports to provide priority placement for students in needed instructional support areas and migrant education program activities.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-MEP Activities Sign In Sheets
• The school system's Title I, Part C Migrant Contact or ESC MEP staff will ensure that PFS students receive priority access to instructional services, social workers, and community support services/agencies.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-PFS Student Progress Review Form

● The school system's Title I, Part C Migrant Contact or ESC MEP staff will determine which federal, state, and local programs are serving PFS students.	Ongoing throughout the year	MEP Staff will collaborate with School System Staff	-Correspondence

Migrant Education Program (MEP)
Identification & Recruitment (ID&R) Plan for 2026-2027

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. Training for Recruiters and Designated SEA Reviewers		
The Title I, Part C Migrant Education Program is responsible for conducting year-round Identification and Recruitment (ID&R) of all eligible migratory students, including out-of-school youth (OSY), within school system boundaries. Education Service Centers (ESCs) are responsible for recruitment activities within their designated region. Region 18 ESC services 19 counties and approximately 40 school systems. **A.** Region 18 ESC MEP Staff will participate in the Training of Trainers (TOT) offered by TEA. ● Certified ESC MEP Staff will provide annual training on ID&R and TX-NGS/MSIX to school staff, as needed. ● A Certificate of Eligibility (COE/eCOE) for the new school year cannot be completed until the recruiter has been properly certified. **B**. MEP Staff will ensure all school systems receive the most current "TEA Letter to the Administrator," outlining federal requirements for the identification and recruitment of eligible migratory students enrolled within the school system. ● Information included in the "TEA Letter to the Administrator" should be shared with appropriate school staff during beginning-of-year professional development activities.	ESC MEP Staff **School System Superintendent/ Federal Programs Director**	Determined by TEA

II. Identification and Recruitment (ID&R)		
A. Plan: ESC MEP Staff will meet to review, brainstorm, and plan recruitment strategies to be included in the annual ID&R Plan. Activities include: ● Updating and distributing a bulletin to all school systems regarding ID&R process requirements; ○ Including the current TEA Letter to the Administrator and updated Family Survey as recommended ID&R tools; ○ Updating the spreadsheet containing designated School System Migrant Contact information; ● Updating checklists outlining required data submissions for SSA contacts and non-project school systems with identified migratory students; and ● Networking with local agencies and community organizations to promote the Migrant Education Program (MEP).	ESC MEP Staff	Before the beginning of the new school year
B. Documentation: Finalize all forms, documents, and logs to be used for the current year. 1. Prepare recruiter screening forms and packets as needed 2. Update email to Employers with Survey 3. Update email to serve as Community Outreach --- ***As addressed in the "TEA Letter to the Administrator," the School systems should develop and maintain a local process for reviewing surveys to identify potentially eligible migratory families. The local review process may be attached as a separate document or appendix to this plan.***	ESC MEP Staff **School System Migrant Staff**	
C. Conduct ID&R as articulated in the most current ID&R Manual Currently Eligible Migratory Children: ● Contact families that have been previously identified and enrolled in the Region to determine if a new move has been made or if updates to the original COE are needed. Potentially Eligible Migratory Children: ● Contact the families that are possibly migratory using the family surveys received from the schools ○ Schedule a remote / or home visit	Certified Recruiter/SEA Reviewer	Before the beginning of the new school year

D. Complete Electronic Certificate of Eligibility (ECOE recommended), submitted to the SEA Reviewer Certified Recruiters must complete an Electronic Certificate of Eligibility (eCOE) for all families with a new Qualifying Arrival Date (QAD). Procedures include: ● Submit the completed eCOE to the certified SEA Reviewer within five (5) days; ● The SEA Reviewer has 7 days to complete the review process and make any necessary corrections; once approved, the eCOE is ● Returned to the TX-NGS Clerk for review of student enrollment line(s).	Certified Recruiter/SEA Reviewer	Ongoing throughout the year
E. Conduct Eligibility and Residency Verifications ● Verify eligibility and residency for all currently eligible migratory students, either by school records, remote or home visits ● For 2-year-olds turning 3, a verification must be made after their 3rd birthday	Certified Recruiter/SEA Reviewer	Between September 1st - November 1st -ongoing
F. Other: Organize a Migrant Advisory Committee (MAC) and a Local Needs Assessment Committee (LNAC) ● Members to include the SSA School System Migrant Contacts to assist in the development of the following: ○ Local Needs Assessment (LNA) ○ Review Statewide Service Delivery Plan (SDP) ○ Review of PFS and ID& Plans	ESC MEP Staff **School System Migrant Contact**	Ongoing throughout the year
III. Maps and Intraregional Networking		
A. Contact growers within the regional boundaries **B.** MEP staff can use IDRC and ISOSY resources for locating employers	ESC MEP Staff	Ongoing throughout the year

IV. Inter-Agency Coordination		

A. **Network with agencies that serve migratory families**: coordinate/network with local/regional organizations that provide services for these families.	ESC MEP Staff	Ongoing throughout the year
V. Program Quality Control		
A. The Title 1 Part C Handbook provides an overview of program guidelines for school system staff **B.** The AIIMS Portal is a highly recommended interactive resource that provides standardized operating procedures for all school systems and ESC staff in Texas to guide in the implementation of the Title 1 Part C Program. **C.** Monitor and address ongoing training needs. **D.** Maintain up-to-date records on file: a. Maintain active COES by alpha order by mother's last name, for the 3 years of eligibility b. Maintain inactive COES by chronological order for an additional 7 years to meet the 10 year record archive. c. Coordinate with TEA for annual eligibility validation reviews through a re-interview process as directed by TEA	ESC MEP Staff **School System Migrant Contact**	
VI. Program Evaluation		
A. **Subsequent Planning:** Evaluate ID&R efforts, gather and analyze data, and input from stakeholders (SS, parents) to incorporate appropriate changes into plans for the following year for continuous improvement of the Title 1 Part C Program.	ESC MEP Staff **School System Migrant Staff** MEP Parents	Ongoing throughout the year

Note: As the fiscal agent, Region 18 ESC Migrant Staff will collaborate with member school systems participating in the Shared Services Arrangement (SSA) to fulfill the requirements outlined under Title I, Part C – Migrant Education Program (MEP).

Per program guidelines, all plans detailing required program processes must be reviewed and revised annually.

Acknowledgement & Signature Page

This Migrant-Specific Section is intended to be embedded within the school system's District Improvement Plan (DIP). School systems may choose to include this section as a separately attached addendum to the DIP, provided all required migrant program components and processes are maintained.

School System (SS) Name: _____

The undersigned school system hereby acknowledges receipt of the 2026-2027 Migrant Specific Section document, which includes the Priority for Service (PFS) Action Plan and the Identification & Recruitment (ID&R) Plan.

By signing below, the school system acknowledges that:

1. They understand and agree that the migrant-specific section is a required component of the DIP under Title I, Part C.
2. The provided migrant-specific section will be included in their DIP (either within the plan, at the end, or as an addendum).
3. The school system assumes responsibility for maintaining this requirement as part of ongoing compliance with federal program guidelines and will proceed with implementation in their DIP on Board Meeting Date:

SS Contact Name _____ SS Contact Signature _____ Date Signed _____

ESC Staff Name _____ ESC Staff Signature _____ Date Signed _____

REGION 18
education service center

ADDENDUM:

State Mandated Component

School-Based Law Enforcement Duties (TEC §37.081(d))

Police Authority and Duties

Each District police officer shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, each District police officer shall:

1. **Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.**
2. **Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.**
3. **Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.**
4. **Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.**
5. **Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.**
6. **Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.**
7. **Carry weapons as directed by the chief of police and approved by the Superintendent.**
8. **Carry out all other duties as directed by the chief of police or Superintendent.**

A District police officer shall not be assigned routine classroom discipline or administrative tasks.