

Waco Independent School District



2026-2027 District Improvement Plan

Mission Statement

The mission of Waco ISD is to cultivate **WISDom**, inspire growth, and pursue excellence in every student.

Vision

Rooted in **WISDom**, Committed to Excellence.

Value Statement

In Waco ISD, we believe:

STUDENTS are empowered, equipped, and ready to lead with **WISDom**, wonder, and confidence.

PARENTS are empowered to engage as active partners and bring **WISDom** to the shared journey of their child's growth and success.

FACULTY AND STAFF are highly skilled professionals who lead with **WISDom**, foster meaningful relationships, and support every student to achieve their personal best.

CAMPUS ADMINISTRATORS are present and accessible leaders, inspiring students and staff to achieve their best, as they model **WISDom**, encouragement, and understanding.

SUPERINTENDENT AND CENTRAL OFFICE STAFF are driven by a commitment to high expectations, as they lead with **WISDom** and a strategic vision, inspiring excellence for all.

BOARD OF TRUSTEES lead with strategic focus and **WISDom**, while working together as a unified team, in service and support of Waco ISD and its community.

Strategic Plan Priorities

Priority 1: Students

- 1.1 Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth.
- 1.2 Ensure academic success for all students in math, literacy, and CCMR, as required by HB 3.
- 1.3 Create and sustain safe and supportive learning environments.

Priority 2: Staff

- 2.1 Recruit highly qualified staff and a diverse workforce committed to serving all students.
- 2.2 Train and develop all staff, in service to Waco ISD stakeholders.
- 2.3 Retain highly qualified staff and a diverse workforce committed to serving all students.

Priority 3: Community

- 3.1 Increase effective parent/family engagement opportunities to support student success and well-being.
- 3.2 Foster strong partnerships and organizations, business/industry, and higher education institutions.
- 3.3 Ensure district communication, marketing, and branding are strategic, targeted, and transparent to improve public perception of Waco ISD.

Priority 4: Financial & Operational Efficiencies

- 4.1 Ensure strategic allocation of resources to effectively address student/staff needs.
- 4.2 Technology - Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness.
- 4.3 Facilities/Operations - Ensure well-maintained, quality teaching/learning spaces and operational efficiencies.

District Improvement Plan Campus #161914

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

[2025-26 Comprehensive Needs Assessment Summary](#)

Demographics

Summary

Waco ISD educates roughly 12,900 students across 22 campuses in McLennan County.

Student Race & Ethnicity

Student Group	Enrollment Count	Percentage
Hispanic	8,081	62.5%
African American	3,452	26.7%
White	983	7.6%
Two or More Races	349	2.7%
Asian	39	0.3%
American Indian / Other	26	0.2%

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Special Populations & Student Demographics

- **Economically Disadvantaged:** 88.1% of the student body (11,391 students).
- **Emergent Bilingual / English Learners:** ~26.5% of students.
- **Special Education:** ~18.5% of the student population.
- **Student Mobility Rate:** ~24.9% (compared to the Texas state average of 16.4%).
-

The district's 2025 performance data reveals persistent and significant achievement gaps among specialized student groups compared to the district average. Understanding these gaps is essential to ensuring equitable access to rigorous instruction.

2.1 Achievement by Population (2025 Meets Grade Level)

The district-wide **Meets Grade Level** average across all subjects is 27%. Rates for student groups are substantially lower:

Subject Area	District Overall	Econ. Disadv.	Emergent Bilingual	Special Education
All Subjects	27%	24%	23%	15%
ELA / Reading	32%	29%	26%	15%
Mathematics	21%	18%	20%	13%

Note: Special Education students meet at 15% across all subjects, which is 12 points below the district average.

The CCMR section highlights systemic metrics involving college readiness and district postsecondary outcomes. Data reflects both promising growth areas and areas requiring urgent intervention. All CCMR figures were verified against the 2024-25 TAPR and are accurate as reported by the QDAC.

3.1 Areas of Improvement

CCMR Indicator	Prior Year	Current Year
Industry-Based Certifications (IBCs)	27.1% (2022-23)	32.5% (2023-24)
AP Math Performance (Examinees at Criterion)	23.8%	56.8% (+33%)
Dual/Adv. Credit Completion, Any Subject (Gr 9- 12)	36.3%	41.0% (+4.7%)
College-Ready Graduates	44.5%	47.8% (+3.3%)

Teacher & Staff Demographics

- **White:** 56%
- **Hispanic:** 26%
- **African American:** 16%
- **Two or More Races / Asian:** 3%

While the district attendance rate saw a minor improvement, staffing continues to present significant challenges in both retention and experience levels compared to state benchmarks. All staffing figures were verified against the 2024-25 TAPR and are accurate as reported.

4.1 Key Metrics at a Glance

Metric	Waco ISD	State Average
Attendance Rate	91.2% (up from 90.6%)	93.6%
Teacher Turnover Rate	21.3%	18.8%
Avg. Teacher Experience (Years)	9.6 years	11.2 years
Avg. Teacher Salary (All Experience)	\$59,883	\$63,751

Based on the Texas Academic Performance Report (TAPR), Waco ISD faces significant challenges in student retention and timely graduation when compared to both regional and state benchmarks. The data across the Class of 2024 and 2023 reveals a decline in immediate 4-year graduation success and a persistent struggle with student attrition.

5.1 District vs. Region vs. State Comparison

Metric (Class of 2024)	Waco ISD	Region 12	Texas State
4-Year Graduation Rate	83.7%	92.0%	90.7%
Dropout Rate	13.8%	5.0%	5.8%
Attendance Rate	91.2%	93.9%	93.6%
Chronic Absenteeism	27.9%	17.9%	19.0%

Strengths

Based on the document, a notable demographic strength identified is:

- **Teacher Diversity:** The district has more diverse teachers than the state, with minority staff at 55.6% versus the state average of 55.3%.
- **Student Achievement:** The Grade 7 to Grade 8 cohort showed significant growth in both Reading Language Arts (+16 points in Approaches) and Mathematics (+23 points in Approaches, +13 points in Meets).
 - **College, Career, and Military Readiness (CCMR):**
 - Industry-Based Certifications rose from 27.1% to 32.5%.
 - AP Math performance increased significantly from 23.8% to 56.8%.
 - Dual/Advanced Credit completion rose from 36.3% to 41.0%.
 - College-ready graduates increased from 44.5% to 47.8%.
 - **Attendance:** The overall attendance rate improved from 90.6% to 91.2%.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Significant performance drops at key grade transitions, specifically Gr 8 to English I (-21 points in Approaches) and Gr 6 to Gr 7 Math (-35 points in Approaches).	The district lacks dedicated "bridge programming" for these transitions and needs earlier identification systems to catch at-risk students in 6th and 7th grade before these drops occur
2	African American students consistently show the lowest performance levels, and Special Education students meet grade level at only 15% across all subjects	There is a need for more culturally responsive, differentiated instruction and dedicated, targeted academic and wraparound support for these specific subpopulations
3	A high dropout rate (13.8% vs. 5.8% state) and chronic absenteeism (27.9% vs. 19.0% state).	These are driven by high student mobility (24.9% vs 16.4% state) and a lack of early dropout prevention and credit recovery pathways, specifically in middle school (Grades 7-8).
4	Teacher turnover (21.3% vs. 18.8% state) and teachers holding no degree (5.8% vs. 2.4% state).	High turnover is concentrated in the first 1-3 years of employment. The district lacks a "layered mentorship" program, ongoing onboarding beyond the first year, and sufficient test preparation resources for staff working toward certification
5	An increase in Code 41 (fighting) incidents and a disciplinary placement rate (4.0%) nearly double the state average.	Potential issues with accurate coding of discipline incidents and a need for clearer, more consistent consequences to build accountability.

★ = Priority

Student Learning

Summary

This section tracks student progress by following specific cohorts from their 2024 grade level to their 2025 grade level in Reading Language Arts (RLA) and Mathematics. Data reveals patterns of elementary growth alongside critical dips at key transition points, particularly at the middle-to high school boundary.

1.1 Reading Language Arts (RLA) / English EOC

The RLA cohort data reveals a mixed picture with notable progress in middle school and an urgent transition gap entering high school.

Cohort Transition	Level	2024 Rate	2025 Rate	Change
Gr 3 to Gr 4	Approaches	52%	63%	+11%
Gr 3 to Gr 4	Meets	24%	31%	+7%
Gr 4 to Gr 5	Approaches	66%	60%	-6%
Gr 4 to Gr 5	Meets	27%	38%	+11%
Gr 5 to Gr 6	Approaches	61%	59%	-2%
Gr 5 to Gr 6	Meets	35%	34%	-1%
Gr 6 to Gr 7	Approaches	63%	58%	-5%
Gr 6 to Gr 7	Meets	36%	31%	-5%
Gr 7 to Gr 8	Approaches	53%	69%	+16% (High)
Gr 7 to Gr 8	Meets	31%	37%	+6%
Gr 8 to English I	Approaches	68%	47%	-21% (Alert)
Gr 8 to English I	Meets	38%	25%	-13%
English I to English II	Approaches	51%	54%	+3%
English I to English II	Meets	28%	32%	+4%

Highlight: The Gr 7 to Gr 8 Reading cohort showed significant growth with a 16-point increase in Approaches passing rates.

Critical Opportunity: The transition from 8th Grade to English I shows a sharp decline of 21 points in Approaches and 13 points in Meets, indicating a strong need for bridge support into high school.

Mathematics / Algebra I EOC

Mathematics cohort data shows a major proficiency dip in the 6th-to-7th grade transition and then a strong recovery in 7th-to-8th grade.

Cohort Transition	Level	2024 Rate	2025 Rate	Change
Gr 3 to Gr 4	Approaches	46%	41%	-5%
Gr 3 to Gr 4	Meets	19%	22%	+3%
Gr 4 to Gr 5	Approaches	40%	50%	+10%
Gr 4 to Gr 5	Meets	20%	24%	+4%
Gr 5 to Gr 6	Approaches	54%	52%	-2%
Gr 5 to Gr 6	Meets	30%	18%	-12%
Gr 6 to Gr 7	Approaches	56%	21%	-35% (Alert)
Gr 6 to Gr 7	Meets	24%	7%	-17%
Gr 7 to Gr 8	Approaches	24%	47%	+23% (High)
Gr 7 to Gr 8	Meets	7%	20%	+13%
Gr 8 to Algebra I	Approaches	60%	65%	+5%
Gr 8 to Algebra I	Meets	23%	25%	+2%

Highlight: The Gr 7 to Gr 8 Math cohort made a strong recovery, increasing Approaches by 23 points and Meets by 13 points.

Trend Alert: The Gr 6 to Gr 7 Math transition is the largest performance drop in the district, with Approaches falling 35 points and Meets falling 17 points.

An analysis of secondary subjects outside of RLA and Math shows a mixture of slight gains and declines, reflecting broader district trends.

Subject	Performance Level	Change
Grade 5 Science	Meets	13% to 14% (+1%)
Grade 8 Science	Meets	26% to 24% (-2%)
Biology EOC	Meets	31% to 34% (+3%)
Grade 8 Social Studies	Meets	12% to 14% (+2%)
U.S. History EOC	Meets	52% to 49% (-3%)
All Grades Science	Approaches	57% to 57% (0%)

Overall, these subjects reflect the broader district trend of fluctuating proficiency as students advance through secondary grade levels.

Approaches Performance by Population (2025)

- Economically Disadvantaged (88.1% of enrollment): 53% Approaches across all subjects.
- Emergent Bilingual (26.5% of enrollment): 51% Approaches in Mathematics.
- Special Education (18.5% of enrollment): 32% Approaches across all subjects.
- At-Risk Students (71.8% of enrollment): 54% Approaches in Reading.

Graduation and Dropout Rates

Based on the Texas Academic Performance Report (TAPR), Waco ISD faces significant challenges in student retention and timely graduation when compared to both regional and state benchmarks. The data across the Class of 2024 and 2023 reveals a decline in immediate 4-year graduation success and a persistent struggle with student attrition.

5.1 District vs. Region vs. State Comparison

Metric (Class of 2024)	Waco ISD	Region 12	Texas State
4-Year Graduation Rate	83.7%	92.0%	90.7%
Dropout Rate	13.8%	5.0%	5.8%
Attendance Rate	91.2%	93.9%	93.6%
Chronic Absenteeism	27.9%	17.9%	19.0%

Key Takeaway: Waco ISD's dropout rate of 13.8% is more than double the state average of 5.8%. The Federal Graduation Rate, using stricter exclusion criteria, places the district at 81.1%, compared to the state's 90.7%.

Graduation Trend Data

- 4-Year Graduation Rate: Decreased from 86.0% (Class of 2023) to 83.7% (Class of 2024).
- 4-Year Dropout Rate: Increased from 12.2% (Class of 2023) to 13.8% (Class of 2024).
- Chronic Absenteeism: Improved slightly from 30.0% (2022-23) to 27.9% (2023-24), but remains a critical barrier to graduation.
- Extended Graduation (6-Year): The Class of 2022 saw its 6-year graduation rate reach 84.8%, compared to its 4-year rate of 85.6% indicating that some students who did not graduate on time did not recover over the extended window.
- Special Education Graduation: The 4-year graduation rate for Special Education students is 72.7%, compared to the state rate of 80.0% (Two or More column per TAPR), a 7.3-point gap

requiring targeted intervention.

Graduation and Dropout QDAC Recommendations

1. **Targeted Chronic Absenteeism Intervention:** Waco ISD's chronic absenteeism (27.9%) is significantly above the state benchmark (19.0%). Implement a high-alert system for students missing more than 10% of school days. Priority demographic focus: African American students (35.3% chronic absenteeism) and Special Education students (29.4%).
2. **Strengthen FHSP-DLA Pathways:** The district's annual FHSP-DLA graduation rate (73.0%) is below the state annual rate (76.9%). Increase counseling focus on advanced degree plans to improve college and career readiness outcomes, with particular attention to African American students whose FHSP-DLA rate of 64.6% (annual) is significantly below the district rate.
3. **Support for Special Education Graduation:** The 4-year graduation rate for Special Education students is 72.7%. Develop specialized transition programs and credit recovery pathways tailored to the needs of Special Education students.
4. **Early Dropout Prevention (Grades 7-8):** While the Gr 7-8 dropout rate is low (1.0%), it exceeds the state average (0.7%). Early middle school intervention is vital to ensure students do not enter high school already behind on credits. Credit recovery and engagement programs should begin no later than 7th grade for identified at-risk students.

Strengths

Significant Middle School Achievement Growth: The district saw strong academic progress in the transition from 7th to 8th grade, which was highlighted as a major recovery area:

- **Reading Language Arts (RLA):** A 16-point increase in Approaches passing rates.
- **Mathematics:** A 23-point increase in Approaches and a 13-point increase in Meets.
- **College, Career, and Military Readiness (CCMR) Gains:** Several indicators show that students are better prepared for post-secondary opportunities:
 - **AP Math Performance:** Examinees at the criterion level rose significantly from 23.8% to 56.8%.
 - **Industry-Based Certifications:** Completion rates increased from 27.1% to 32.5%.
 - **Dual/Advanced Credit:** Completion in any subject for grades 9-12 grew to 41.0%.
 - **College-Ready Graduates:** The percentage of students meeting college-ready benchmarks increased from 44.5% to 47.8%.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Grade 8 to English I Transition: A sharp decline of 21 points in Approaches and 13 points in Meets	Lack of dedicated bridge programming between 8th grade and high school; insufficient earlier identification of at-risk students.
2 Grade 6 to Grade 7 Math Transition: The largest performance drop in the district, with Approaches falling 35 points and Meets falling 17 points	Lack of earlier student identification and consistent, targeted intervention in 6th grade before the critical transition occurs
3 Achievement Gaps (Special Populations): African American students show the lowest performance levels; Special Education students meet grade level at only 15% (12 points below district average)	Need for more culturally responsive, differentiated instruction and dedicated, targeted academic/ wraparound support
4 Grade 4 to Grade 5 RLA Decline: A 6-point decline in Approaches passing rates.	Need for targeted 4th-grade instructional support to prepare students for the grade-level transition.

 = Priority

District Processes & Programs

Summary

Waco ISD is undergoing a significant transformation. Under the current Superintendent and cabinet of executive leaders, several changes have occurred. Organizational changes include the development of the Office of School Leadership and role analysis and review to ensure we are operating at maximum and optimal efficiency. The Special Education department was moved to be directly supervised by the Deputy Superintendent. There was a substantial transition in overall district leadership with over 60% turnover in cabinet level executive positions. The Superintendent, cabinet members and Board of Trustees developed and approved Waco ISD's first ever 5-year strategic plan which was initially implemented in 2025-2026. There was a new math curriculum adopted and a streamlining of ELAR resources to align with HQIM and IMRA. The district also implemented a new approach to progress monitoring in which campus principals were asked to monitor student assessment data for progress and growth that culminated in first quarter and mid year data presentations to executive leadership and members of the Regional Service Center School Improvement team. There were multiple group facilitated, recurring district and campus teams conducting classroom observations to track fidelity of curriculum implementation. Last year we saw the majority of Math and RLA classrooms implementing new curriculum. Campuses were also asked to ensure Professional Learning Communities were organized and occurring. There was a heavy focus on the internalization process on those teams as the new approach for many teachers

Waco ISD began working with Instruction Partners to address data-informed targeted instructional areas to focus on, culminating in the creation of the WISD Instructional Pillars. The summer work bridging to 2026-2027 led to the creation of an instructional vision that aligns with the overarching district mission and vision and further clarify the work. Additionally, intense work on refining campus instructional roles took place alongside larger scope role clarity work to define the scope of roles- from teacher to district leadership. A component of this work is intended to ensure adequate support is provided for each role so that the expectations can be achieved.

Beyond the role clarity, clearly defining district PLC and Instructional Leadership Team (ILT) practices were developed alongside observation tools, most of which was utilized the TEA tools as a basis. Training took place for campus administrators and the new campus level, coaching-focused roles of Teaching and Learning Specialists before the start of the school year to review these refined areas. 2026-2027 ushers in a deeper dive of the year 1 work associated with our WISD strategic plan.

Strengths

Process Strengths

- **Data-Informed Continuous Feedback Loops:** Establishing structured quarterly (Q1) and mid-year progress presentations for campus principals creates high accountability. It elevates data monitoring from a passive compliance task to an active, leadership-driven dialogue involving executive staff and external experts (ESC 12).
- **Cross-Functional System Calibration:** Utilizing group-facilitated observation teams across district and campus levels ensures curriculum implementation is evaluated consistently across schools rather than in silos.
- **Agile Organizational Governance:** Realigning Special Education directly under the Deputy Superintendent and creating the Office of School Leadership shows executive agility—restructuring administrative lines to directly support high-priority equity and instructional needs.
- **Unified Strategic Focus:** Creating and implementing the district's first 5-year strategic plan (2025–2026) aligns campus, central office, and Board priorities around shared metrics and measurable outcomes.

Programmatic & Instructional Strengths

- **HQIM & IMRA Alignment:** Modernizing the math curriculum and streamlining ELAR resources ensures classrooms are equipped with High-Quality Instructional Materials (HQIM) aligned to state standards (IMRA), raising the bar for Tier 1 instruction district-wide.
- **Targeted Technical Partnerships:** Collaborating with Instruction Partners to establish the **WISD Instructional Pillars** grounds instructional planning in external expertise and proven frameworks.
- **Role Clarification as an Enabling System:** Treating role clarity not just as a job audit, but as a mechanism to define required *supports*, ensures teachers and campus leaders are equipped to succeed under higher expectations.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement	Root Cause
1 Inconsistent academic growth across campuses stemmed from non-aligned instructional materials, varying implementation fidelity, and a lack of a unified instructional vision.	Lack of explicit district-wide "Instructional Pillars" meant individual campuses interpreted high-quality instruction differently.
2 Data collection lacked a systematic feedback loop, causing campus-level student growth data to remain disconnected from executive leadership oversight and timely intervention.	Student assessment data was collected, but systematic cadences were not enforced for principals to analyze and present growth trends directly to senior leadership.

★ = Priority

Perceptions

Summary

While the district attendance rate saw a minor improvement, staffing continues to present significant challenges in both retention and experience levels compared to state benchmarks. All staffing figures were verified against the 2024-25 TAPR and are accurate as reported.

Key Metrics at a Glance

Metric	Waco ISD	State Average
Attendance Rate	91.2% (up from 90.6%)	93.6%
Teacher Turnover Rate	21.3%	18.8%
Avg. Teacher Experience (Years)	9.6 years	11.2 years
Avg. Teacher Salary (All Experience)	\$59,883	\$63,751

Areas of Growth

- Teacher Diversity: The district maintains a higher diversity of teachers compared to state levels. Total minority staff is 55.6% vs. the state average of 55.3%.
- Attendance Trend: Overall attendance improved from 90.6% to 91.2%.
- Period 1-4 Attendance: Has

increased by 4.14% since 2022.

- Teacher Incentive Allotment: 247 teachers hold Recognized, Exemplary, or Master designations.

Staffing QDAC Recommendations

Grow Your Own Program Support

- Provide test preparation resources for individuals currently working toward certification within the Grow Your Own program. Note: 5.8% of district teachers hold no degree, compared to the state average of 2.4%, reinforcing this priority.

Layered Mentorship

- Implement a tiered mentoring program to support teachers during their first, second, and third years addressing the high turnover window. Currently 34.5% of district teachers have 1-5 years of experience, compared to 28.3% statewide.

Continued Onboarding

- Provide ongoing support for teachers new to the district, extending beyond the initial first year of employment.

Certification and Retention

- Increase focus on growing the number of degreed and certified teachers, particularly for high-need subject areas.
- Develop and deploy additional resources, incentives, and support structures specifically designed to prevent teacher turnover.

Community and Holistic Support

- Foster a stronger sense of community and belonging within the district to improve educator satisfaction and retention.
- Emphasize understanding and addressing students' outside lives, recognizing the connection between external factors and both student learning and teacher performance.

Next Steps -- Staffing

- Improve all-around communication across the district to build trust and transparency.
- Take concrete, visible steps to genuinely value and recognize staff members.
- Commit to delivering effective professional and personal support structures.

QDAC Staffing Work Group contributors: Lisa Hughes, Hannah Parks, Rose Donaldson, and Marian Wilson.

Attendance and Discipline QDAC Recommendations

Attendance and Discipline Trends

- Positive Growth: Attendance in periods 1-4 has increased by 4.14% since 2022.
- Discipline Concern: An increase in Code 41 (fighting) incidents has been observed across the district. The district's disciplinary placement rate (4.0%) is nearly double the state average (2.1%).

Proposed Strategies

- Increase administrative awareness regarding the accurate coding of discipline incidents.
- Establish clearer, consistent consequences for poor attendance to build accountability.
- Restore credit recovery through a separate entity and night school

to address attendance equity and support overage students.

Priority Action Summary for District Improvement Plan

The following priority actions are drawn directly from the QDAC work group findings and recommendations. The cabinet is encouraged to incorporate these as the foundational pillars of the 2025-2026 District Improvement Plan.

#	Priority Area	Urgency	Lead Work Group
1	Bridge support: Gr 8 to English I transition (-21 pts Approaches)	Critical	Student Achievement
2	Gr 6 to Gr 7 Math intervention (-35 pts Approaches)	Critical	Student Achievement
3	Chronic absenteeism reduction (27.9% vs. 19.0% state)	Critical	Staffing and Attendance
4	Special Education student outcomes (15% Meets, 72.7% graduation)	Critical	Special Populations
5	Dropout rate reduction (13.8% vs. 5.8% state)	Critical	Graduation/ Dropout
6	African American student achievement gap (lowest across all groups)	High	Student Achievement
7	Teacher retention and mentorship (21.3% turnover)	High	Staffing
8	AP Science recovery (52% to 20%)	High	CCMR
9	Associate Degree pathways (3.6% to 1.0%)	High	CCMR

#	Priority Area	Urgency	Lead Work Group
10	Gr 4 to Gr 5 RLA Approaches decline	High	Student Achievement
11	FHSP-DLA pathways: district annual rate 73.0% vs. state 76.9%	Moderate	CCMR
12	EB/EL CCMR and academic support	Moderate	Special Populations
13	Grow Your Own / teacher certification pipeline	Moderate	Staffing

Summary of the **Parent/Guardian Climate Survey 2025–2026** data:

Executive Summary

Overall sentiment among parent and guardian respondents is **overwhelmingly positive**. Across nearly every metric, a strong majority of respondents selected "**Strongly Agree**" or "**Agree**" regarding campus climate, safety, staff relationships, and communication.

Area-specific scores show that **school behavioral expectations** and **staff caring/relationship-building** received the highest positive ratings, while **bullying/conflict management** and **student behavior management** had slightly higher rates of uncertainty or disagreement compared to other categories.

Key Highlights by Category

1. Safety & Campus Environment

- **Understanding Expectations: 90.2%** agree/strongly agree (53.0% Strongly Agree, 37.2% Agree) that they understand school rules and behavioral expectations.

- **Safety Policies & Communication: 79.9%** agree/strongly agree (45.3% Strongly Agree, 34.6% Agree) that the school communicates safety policies effectively.
- **Safe & Supportive Climate: 73.4%** agree/strongly agree (42.1% Strongly Agree, 31.3% Agree) that the campus offers a safe and supportive environment.
- **SRO Visibility: 65.8%** agree/strongly agree (32.2% Strongly Agree, 33.6% Agree) that School Resource Officers are regularly visible on campus.

2. Staff Relationships, Belonging & Care

- **Staff Caring & Support: 74.6%** agree/strongly agree (45.1% Strongly Agree, 29.5% Agree) that staff care about their child's well-being.
- **Relationship & Trust Building: 74.4%** agree/strongly agree (44.5% Strongly Agree, 29.9% Agree) that staff build positive, supportive relationships fostering trust and respect.
- **Sense of Belonging: 70.6%** agree/strongly agree (42.7% Strongly Agree, 27.9% Agree) that their child feels a sense of belonging at school.

3. Parent Engagement & Welcoming Atmosphere

- **Welcoming Environment: 78.0%** agree/strongly agree (50.3% Strongly Agree, 27.7% Agree) that they feel welcomed and respected when visiting the school.
- **Inviting Campus: 74.5%** agree/strongly agree (42.6% Strongly Agree, 31.9% Agree) that the campus provides an inviting environment for families.
- **Encouraging Involvement: 73.2%** agree/strongly agree (39.4% Strongly Agree, 33.8% Agree) that the campus actively encourages parent/community involvement.
- **Awareness of Involvement Opportunities: 75.1%** agree/strongly agree (40.3% Strongly Agree, 34.8% Agree) that they are aware of ways to get involved.

4. Communication & Academics

- **Informed About Events: 79.3%** agree/strongly agree (46.2% Strongly Agree, 33.1% Agree) that they are well-informed about school events.

- **Academic Progress: 76.1%** agree/strongly agree (44.1% Strongly Agree, 32.0% Agree) that the campus keeps them informed of their child's academic progress.
- **Safety Incidents: 78.1%** agree/strongly agree (45.5% Strongly Agree, 32.6% Agree) that they are kept well-informed about safety-related events.
- **Principal & District Communication: 68.1%** agree/strongly agree with principal communication frequency, and **73.7%** agree/strongly agree with overall district family engagement messaging.
- **Academic Curriculum: 69.7%** agree/strongly agree (33.1% Strongly Agree, 36.6% Agree) that curriculum meets their child's needs.

Areas for Growth & Higher Uncertainty

While positive responses remain dominant, certain areas showed noticeably higher percentages of **"Neutral"**, **"Disagree"**, or **"Strongly Disagree"** feedback:

1. **Bullying & Conflict Resolution:**
 - **Positive:** 56.2% (28.7% Strongly Agree, 27.5% Agree)
 - **Neutral:** 26.0%
 - **Negative/Disagree:** ~17.8% total disagreement
 - *Takeaway:* Bullying and conflict management represents the largest area of neutrality/uncertainty among parents.
2. **Managing Student Behavior:**
 - **Positive:** 63.5% (34.2% Strongly Agree, 29.3% Agree)
 - **Neutral:** 16.8%
 - **Negative/Disagree:** 19.6% combined Disagree/Strongly Disagree
3. **Prompt Concern Resolution:**
 - **Positive:** 68.1% (38.9% Strongly Agree, 29.2% Agree)
 - **Negative/Disagree:** 17.9% total disagreement (including 9.3% Strongly Disagree)

Survey Participation Breakdown by Campus

Out of 491 total responses (490 answering the campus identifier question), representation was distributed across campuses. The largest participating schools were:

- **Lake Air Montessori:** 65 responses (13.3%)
- **University High School:** 61 responses (12.4%)
- **Tennyson Middle School:** 59 responses (12.0%)
- **Cesar Chavez Middle School:** 47 responses (9.6%)
- **Waco High School:** 45 responses (9.2%)
- **Hillcrest PDS:** 42 responses (8.6%)

Strengths

- **Attendance Improvements:** Overall attendance improved from 90.6% to 91.2%, and Period 1–4 attendance has increased by 4.14% since 2022.
- **Staff Diversity:** The district maintains a higher teacher diversity rate (55.6% minority staff) compared to the state average (55.3%).
- **Teacher Incentives:** A total of 247 teachers hold Recognized, Exemplary, or Master designations.
- **Positive Parent Sentiment:** Families report overwhelmingly positive sentiment regarding welcoming environments (78.0%), safety rule understanding (90.2%), event communication (79.3%), and staff care/relationship-building (~74.4%).
-

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Problem Statement: High teacher turnover (21.3%) and a less experienced workforce (9.6 average years) compromise instructional continuity and place an unsustainable support burden on campuses.	Lower average teacher salaries (\$59,883 vs. \$63,751 state), a higher proportion of uncertified/degreed staff (5.8% vs. 2.4% state)
2	While overall sentiment is positive, a notable minority of parents express uncertainty and dissatisfaction regarding behavioral and conflict management--specifically, 26.0% are neutral and ~17.8% disagree regarding bullying and conflict resolution, 19.6% express negative views on student behavior management, and 17.9% report dissatisfaction with prompt concern resolution.	Communication and inconsistent school-wide execution of bullying and behavioral support protocols leave families uncertain about how disciplinary matters and individual concerns are being addressed.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

District-wide RLA performance reflects a systemic decline in entry-level foundational literacy, driven by a 7.2 percentage-point year-over-year drop in 3rd-grade Approaches performance (from 54.5% in 2025 to 47.3% in 2026). This suggests incoming cohorts are entering tested grades with lower baseline reading proficiency than in previous years.

New RLA curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while an inverted MTSS pyramid increased reliance on Tier 2/3 interventions that struggled to align consistently with Tier 1 core instruction.

2★

District-wide upper-grade cohorts in RLA demonstrate strong longitudinal growth (such as 7th-8th grade gained +13.8% and English I-II gained +7.5%), but cohort progress stalls during critical school transitions, specifically 3rd-to-4th grade (-0.3%) and 6th-to-7th grade (-1.3%), preventing consistent student movement from Approaches into Meets and Masters tiers.

Curriculum implementation adjustments, high teacher turnover (21.3%), and chronic student absenteeism (27.9%) disrupted instructional continuity and Tier 1 depth. Additionally, a heavy focus on closing gaps for below-level students limited the deep Tier 1 push needed to consistently move ready students from Approaches into Meets and Masters.

3★

Despite strong cohort gains in 4th-5th (+15.1%) and 7th-8th (+38.3%), math progress collapses during the 6th-7th grade transition (-39.0% Approaches), preventing sustained math achievement into middle school.

New Math curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while an inverted MTSS pyramid increased reliance on Tier 2/3 interventions that struggled to align consistently with Tier 1 core instruction.

4★

District-wide Mathematics performance faces foundational entry declines, marked by a drop in 3rd-grade Approaches across 11 of 14 elementary campuses (falling from 37.2% to 34.4%) and a district-wide drop in 6th-grade Approaches across all middle school campuses (falling 10.5 percentage points from 52.0% to 41.5%), lowering incoming grade-level proficiency baselines.

New math curriculum adjustments slowed lesson pacing, limiting Tier 1 flexible small-group instruction. High teacher turnover (21.3%) and chronic absenteeism (27.9%) disrupted continuity, while heavy reliance on Tier 2/3 interventions struggled to align with core instruction. Together, these factors drove declining grade-level entry readiness.

★ = Priority



Goals

Goal 1

Develop and implement plans, systems, and processes to support improved campus ratings and demonstrate accelerated student growth. Priority 1: Students

Performance Objective 1 High Priority HB3 Goal

Refine and streamline the multi-tiered instructional plan to ensure all students achieve more than 1 year's growth during the academic school year (from BOY to EOY) in both reading and math, thereby improving our accountability ratings from a D to a C. (Priority 1.1, 1.2, & 2.2)

25.

Evaluation Data Source: STAAR and EOC scores, BOY and MOY data, iReady data, attendance data

Strategy 1

Continue to refine the implementation of the curriculum for math in grades K-12 using streamlined resources and a lesson internalization process.

Strategy's Expected Result/Impact: Increased alignment in math instruction across all campuses, improved academic performance of students K-8 and 9th grade Algebra. Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. 70% of students will score at meets level plus 5 on each Quarterly Assessment in each core content tested area and on the semester exams.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Funding Sources: iReady Title 1, , edia, IXL State Compensatory Education, , Great Minds, WIN PD, BlueBonnet PD, Carnegie Learning, Eduphoria, Director of Professional Development Title II, Part A (TPTR),

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Considerable Progress

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Strategy 2

Continue to refine the implementation of the curriculum for reading in grades K-12 using streamlined resources and a lesson internalization process.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. 70% of students will score at meets level plus 5 on each Quarterly Assessment in each core content tested area and on the semester exams.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning

Funding Sources: IXL State Compensatory Education, , HMH PD, Brisbin Coaching Title II, Part A (TPTR), , iReady Title 1,

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Strategy 3

Continue to refine and monitor intervention systems and programs across the instructional program with fidelity.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. By MOY 30% of students on or above grade level will meet the typical growth goal on the iReady Diagnostic for both reading and math. By MOY, 20% of students 1+ years below grade level will meet their stretch growth goal on the iReady Diagnostic for both reading and math.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Intervention Services and State and Federal Programs

Funding Sources: ThinkCerca, Edmentum, Same Goal, PT SIT Teachers State Compensatory Education, , iReady, Summer School, Supplemental Instruction IS, Planning time, Strategist/ Interventionist Title 1,

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Strategy 4

Develop and implement Turnaround plans, Targeted Improvement Plans and Local Improvement Plans and systems and processes to support improved campus A-F ratings, focusing on removing labels (Targeted Support, Comprehensive) and ensuring academic success for students.

Strategy's Expected Result/Impact: All campuses will be rated a C or higher by state accountability measures and improved federal ratings based on Domain 3 results.

Staff Responsible for Monitoring: Director of School Improvement, Deputy-Superintendent, Executive Director of Elementary and Secondary Education

Funding Sources: Charter Title IV, , Instructional Leadership Network, Charter Title II, Part A (TPTR),

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Some Progress

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Strategy 5

Standardize district instructional support and leadership capacity by redefining the Instructional Specialist role, implementing systems for job-embedded instructional coaching and tracking, establishing explicit PLC expectations, and aligning walkthrough systems with the District Instructional Vision.

Strategy's Expected Result/Impact: Students scoring at Meets Grade Level on STAAR Math will increase 22% to 30% by May 2027. Students scoring at Meets Grade Level on STAAR Reading will increase 34% to 41% by May 2027. All campuses will earn a "C" or higher on their State Accountability Rating.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Directors of Elementary and Secondary Schools, Director of School Improvement

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Strategy 6

Standardize onboarding, mentoring, and job-embedded coaching to protect Tier 1 instruction from staffing instability and novice teacher burnout.

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Performance Objective 2 High Priority HB3 Goal

Adjust and assess our Special Education programming for our students receiving services to ensure increased academic achievement by no less than 5% in all grades as evidenced by STAAR math and reading scores. (Priority 1.1, 1.2, & 2.2)

Evaluation Data Source: STAAR and EOC math and reading scores, iReady, BOY/MOY assessments, quarter progress presentations

Strategy 1 Results Driven Accountability

Implement revised expectations of IEP development and implementation to include frequent and ongoing data collection, tracking and review. This is to occur at all campuses, but a specific emphasis with our targeted improvement schools.

Strategy's Expected Result/Impact: Improved alignment of IEP goals related to specific needs and improved adherence to student support plans. Increased student engagement and academic growth.

Staff Responsible for Monitoring: Executive Director for Special Education, Director of School Improvement

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Strategy 2 Results Driven Accountability

Increased alignment in differentiated Tier 1 instruction strategies and accommodations included in student IEPs, ensuring increased inclusion of students receiving Special Education services in the general education classroom setting. This is monitored at all schools in WISD, but a specialized emphasis is placed on our targeted improvement schools.

Strategy's Expected Result/Impact: Increased emphasis on Tier 1 instructional access for students with IEPs which will increase improved academic growth and achievement.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of Special Education, Director of School Improvement

Formative Reviews

Some Progress

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Performance Objective 3 High Priority HB3 Goal

Continue to improve the percentage of our graduating students who have earned their College, Career, or Military Readiness indicator (CCMR) by no less than 5%. (Priority 1.2, 2.2)

Evaluation Data Source: CCMR tracker data, On Data Suite, Industry based certification, SAT, TSIA-2, Advanced placement and dual credit course success completion

Strategy 1

Increase the number of students successfully completing a CTE pathway and earning an aligned industry based certification.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students earning an IBC will increase from 33% to 42% by August 2027 based on preliminary data for the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Executive Director of CTE

Formative Reviews

Considerable Progress



Accomplished



Accomplished

Strategy 2

Increase the number of students successfully completing an Associates' degree.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students earning an associate's degree will increase from 5.7% to 10% by August 2027 based on preliminary data for the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics

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Strategy 3

Increase the number of students successfully passing Advanced Placement assessments and completing Dual Credit courses.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students passing AP exams will increase from 10% to 16% by August 2027 based on preliminary data from the class of 2026. The percentage of students completing dual credit courses will increase from 11% to 15% by August 2027, based on preliminary data from the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning, Director of Advanced Academics

Funding Sources: Spring Board, Sup Scholars Title IV,

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Considerable Progress

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Strategy 4 ☒ Results Driven Accountability

Increase the number of students successfully passing TSI criteria including TSIA2 in math and reading, and the SAT.

Strategy's Expected Result/Impact: The percentage of graduates who meet the criteria for CCMR will increase from 62% to 74% by August 2027 based on preliminary data for the class of 2026. The percentage of students meeting TSI criteria in RLS will increase from 31% to 36% by August 2027 based on preliminary data from the class of 2026. The percentage of students meeting TSI criteria in Math will increase from 23% to 28% by August 2027 based on preliminary data from the class of 2026.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching & Learning

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Performance Objective 4

Create and sustain safe and supportive learning environments (Priorities 1.3, 2.2, 3.1)

Evaluation Data Source: MTSS Data Fidelity Program Review of Campus & District Implementation; Safety Audits (Sentinel) and Climate Surveys; Discipline Data Review (Frontline)

Strategy 1

Implement tiered expectations of the Multi-Tiered System of Support for Behavior (MTSS~B) intervention processes with fidelity and consistency across the district.

Strategy's Expected Result/Impact: By the end of the 2026-2027 school year, all campuses will show a reduction in behavioral incidents requiring administrative action, leading to improved student behavior, an increase in student academic engagement and achievement. (Priority 1.3)

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services

Funding Sources: Emergent Tree, CIS Title IV, , Branching Minds State Compensatory Education,

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Strategy 2

Implement and maintain yearly support and training with updated legislation and district policies, procedures, and best practices for behavior, discipline, and safety measures for both physical and mental health services.

Strategy's Expected Result/Impact: Improved alignment with updated safety requirements, as shown in district safety audits (Sentinel) submitted to TEA. All campuses will close gaps of disproportionality in discipline, specifically those associated with our students identified as male, African-American, and receiving special education services. (Priority 1.3, 2.2)

Staff Responsible for Monitoring: Assistant Superintendent of Student Services, Chief of Facilities & Operations

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Strategy 3

Develop and consistently implement a student survey to assess perceptions of safety and well-being, aiming to show an increase in positive responses related to student and building safety.

Strategy's Expected Result/Impact: Year-over-year survey data will reflect measurable progress in positive student responses regarding campus culture, well-being, and building security. (Priority 1.3, 3.1)

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services

Funding Sources: Emergent Tree Title IV,

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Strategy 4

Comply with TEC SS37.081(d) by defining law enforcement duties and with Family Code SS71.0021 / TEC SS37.0831 by implementing a dating violence policy in the District Improvement Plan, Board Policies (CKE, FFH, FFI), Student Code of Conduct, and Student Handbook.

Strategy's Expected Result/Impact: Ensure law enforcement duties exclude behavioral/administrative tasks and comply with dating violence requirements by defining dating violence, reporting and parent notification procedures, protective order enforcement, staff training, student counseling, and parent awareness education.

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services and Chief of Police

Formative Reviews



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Strategy 5

Implement a district-wide attendance intervention program to address the loss in average daily attendance and academic achievement of Waco ISD students.

Strategy's Expected Result/Impact: Increase district-wide average daily attendance from 91.6% to 93.6% by the end of 2026-2027 through phased improvements, including targeted communication and early intervention, aiming for a 0.5% increase in 2026-2027.

Staff Responsible for Monitoring: Assistant Superintendent of Student Support Services, Executive Director of Student Support, Executive Directors of School Leadership

Formative Reviews

Some Progress

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Goal 2 Recruit, develop, and retain highly qualified teachers and staff.

Priority 2: staff

Performance Objective 1 High Priority

Continue to implement systems and practices that improve district climate and morale and lead to increased recruitment and retention of highly qualified staff by at least 5%. (Priority 2.1, 2.3, & 3.3)

Evaluation Data Source: District climate surveys, exit interviews, annual retention trend data, along with MOUs, retention data related to our Grow-Our-Own pathways/pipelines, and data sources of those participating in and successfully completing programs

Strategy 1

Develop and consistently conduct a staff survey by campus/department/district to assess culture, climate, and employee satisfaction that has high levels of participation.

Strategy's Expected Result/Impact: By May 2027 conduct the following employee surveys: 1) Employee Satisfaction Survey in Fall 2026 and Spring 2027 with an expected participation rate of 85%; 2) Continuous data collection of Exit Interviews will be reviewed for continuous improvement. (1.1 & 2.1); and 3) Campus Stay Interviews to be conducted by campus administration.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Student Support Services

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Some Progress

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Strategy 2 Talent Plan

Develop, refine and strengthen partnerships with local teacher preparation programs (i.e. IHEs, ACP, ESC 12, etc.) to ensure there are qualified candidates to fill vacancies.

Strategy's Expected Result/Impact: Measurable outcomes will be assessed through analysis of partner programs, tracking the number and percentage of candidates who enroll in and complete preparation programs, and monitoring retention rates of those hired through grow-your-own initiatives, decreasing annual vacancies of paraprofessional and teacher positions. This data will inform the effectiveness of partnerships in addressing staffing needs.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Funding Sources: Talent and Pipeline Coordinator, Stipends - Succeed Mentor and BU Title II, Part A (TPTR),

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Moderate Progress

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Performance Objective 2

By June 2027, the district will make continued progress in building and securing a steady candidate pipeline through streamlined onboarding, mentorship, and alignment of leadership frameworks with teach competencies. (1.1, 2.1, & 2.2)

Evaluation Data Source: Documentation of annual engagements with local Educator Preparation Programs. Decreased in vacancy data (turnover) at the end of the hiring season. Grow Our Own pathway/pipeline 2026-2027 outcomes and tangibles related to the district developed Leadership Framework. Retention data year-to year, internal promotion data, staff climate survey results, exit surveys.

Strategy 1 ☒ Talent Plan

Begin recruitment earlier in the school year, with 5-7 day applicant review windows and scheduled hiring events to accelerate candidate selection. Continuously refine onboarding to ensure smooth integration of new hires.

Strategy's Expected Result/Impact: Continued decreased time-to-hire due to front-loaded recruitment efforts. Decrease end-of-season vacancies, as candidates are secured earlier in the hiring cycle. Improved screening efficiency, with evidence of reduced lag between application, interview and onboarding stages.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources

Funding Sources: Talent and Pipeline Coordinator Title II, Part A (TPTR),

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Strategy 2 ☒ Talent Plan

Develop, refine, and improve leadership pipeline efforts to ensure a more comprehensive and scaffolded strategic plan to decrease turnover and strengthen retention.

Strategy's Expected Result/Impact: Increase retention of internal staff from 85% to 90%. Increase overall employee participation in Waco ISD's staff climate survey to 85%. Additionally, see an improved morale of WISD employees as reported via climate survey data, moving from a 70% avg in 2026 to 72% in 2027. Consistently employed high quality staff yields improved academic achievement, so increased student growth and academic achievement would serve as further evidence of successful implementation of Strategy 2.

Staff Responsible for Monitoring: Assistant Superintendent of Human Resources, Assistant Superintendent of Teaching and Learning, Executive Directors of Secondary and Elementary Schools

Funding Sources: Title II, Part A (TPTR),

Formative Reviews



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Goal 3 Engage families and the community. Priority 3: Community

Performance Objective 1

Increase effective parent/family engagement opportunities to support student success and well-being. (Priority 3.1)

Evaluation Data Source: Annual Student Services Survey, Parent Square usage analytics, campus agendas and sign in sheets from PFE activities

Strategy 1

Develop and implement systems that accurately assess and allow tracking of parent engagement.

Strategy's Expected Result/Impact: Increased favorable response rate to prompts in parent surveys from 76% to 79% by 2027. Parent Square parent engagement will grow from 99% to 99.5% by 2027.

Staff Responsible for Monitoring: Executive Director of Intervention Services and State/Federal Funding, Executive Director of Communications

Funding Sources: Family Fest, Teen/Comic Book Fest, Title 1 Crate Title I Parent Involvement,

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Performance Objective 2 HB3 Goal

Foster strong partnerships with organizations, business/industry, and higher education institutions. (Priority 3.2)

Evaluation Data Source: Internship and externship data provided by district Career and Technical programs. The creation of a tiered partnership/sponsorship program. Year to year community partner and donation data.

Strategy 1

Develop a tiered sponsorship program to implement with current and new community partners to foster stronger partnerships and retention.

Strategy's Expected Result/Impact: Increased internships among CTE students by 25% year over year. Increased externships among staff by 20% year over year. In accordance with these increases, the goal is 42 internships and 38 externships by 2027. Increased business/industry involvement by 25% and donations valued in dollars by 10% year over year.

Staff Responsible for Monitoring: Executive Director of Communications, Director of Career and Technical Education

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Performance Objective 3

Ensure district communication, marketing, & branding are strategic, targeted, and transparent to improve public perception of Waco ISD. (Priority 3.3)

Evaluation Data Source: SMART goals that are developed within a targeted communications plans will be used as an evaluation source. Media stories on television and newspaper outlets will be tracked and quantified in dollar value and viewership. A baseline for community sentiment will be set to define measures for improvement.

Strategy 1 ☒ Talent Plan

Investigate and implement a data tracking tool to assist the district in recruitment and enrollment.

Strategy's Expected Result/Impact: The District will continue to use the centralized data tracking tool to inform recruitment, enrollment, and strategic communications, with at least 90% of relevant staff using it to generate reports and improve prospective staff and student engagement tracking.

Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff

Formative Reviews

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Strategy 2 ☒ Talent Plan

Employ a variety of marketing strategies to include special events, digital, billboards, social media, and parent communication.

Strategy's Expected Result/Impact: By June 2027, the district will create and implement a minimum of three campaign plans focused on staff recruitment, student enrollment, and attendance.

Staff Responsible for Monitoring: Executive Director of Communications, Chief of Staff

Formative Reviews

Some Progress

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<p>Strategy 3</p> <p>Continue assertive pitches to local media.</p> <p>Strategy's Expected Result/Impact: With a proactive media campaign, the district will receive increased media coverage, build stronger relationships with journalist and television reporters, improve public perception of the district; and build a track record of proactive engagement which will hedge the impact when a crisis arises. The expected result is to increase media coverage in dollar value by 5% year over year. The goal for 2027 is to reach \$1.65M in advertising value.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p> <p>Formative Reviews</p>		
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<p>Strategy 4</p> <p>Measure community sentiment through social listening tools.</p> <p>Strategy's Expected Result/Impact: To improve trust, perception and reputation for Waco ISD, it's important to measure how the community feels about the district. Measuring sentiment will help provide a more thorough picture of the feelings behind the television ad value through media placement. For 2027, a baseline sentiment will be measured to inform measures for improvement in the following years.</p> <p>Staff Responsible for Monitoring: Executive Director of Communications</p> <p>Formative Reviews</p> <div> <div>Moderate Progress</div> </div>		
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Goal 4

Evaluate, develop, and/or refine financial and operational processes and systems
Priority 4: Financial & Operational efficiencies

Performance Objective 1

Ensure strategic allocation of resources to effectively address student/staff needs (Priority 4.1)

Evaluation Data Source: District budget outline, outline of individual campus budgets, attendance data, STAAR and STAAR EOC performance data.

Strategy 1

Accurately identify and target low socio-economic status (SES) students for funding purposes, moving beyond direct certification through social service programs (e.g., SNAP, TANF, Medicaid). For the 2024-2025 school year, 86.0% of students were identified as low socio-economic. Use this data to support efforts for the 2026-2027 school year.

Strategy's Expected Result/Impact: Increased identification will generate additional funding for programs aimed at supplementing resources to these students.

Staff Responsible for Monitoring: Chief Financial Officer, Executive Director of Intervention/State and Federal Programs, Assistant Superintendent of Student Support Services, PEIMS Coordinator, Campus Principals

Formative Reviews

Some Progress

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Strategy 2 ☒ Results Driven Accountability

Distribute state/federal resources based on student need and campus needs to support increased student achievement for all groups, focusing on low socio-economically identified students

Strategy's Expected Result/Impact: Individual student needs are better met at each school, resulting in improved equitable alignment of resources based on percentage of economically disadvantaged population by campus. Improved growth and achievement of students identified as low socioeconomic status.

Staff Responsible for Monitoring: Chief Financial Officer, Assistant Superintendent of Human Resources, Executive Director of Intervention/State and Federal Programs

Funding Sources: EB Specialist, tutoring, Summit Learning, Supplies & Materials, Title III, , Supplemental Supplies, Homeless Supervisor Title 1, , Supplemental Supplies State Compensatory Education, , New Comer Program, Transportation for EB, Summer programs Title III,

Formative Reviews

Some Progress

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Performance Objective 2

Equip our educators, staff, and students with the technology and training needed to advance teaching, learning, and district effectiveness. (Priority 4.2)

Evaluation Data Source: Frontline inventory, Incident IQ deployment platform, TCEA Online Training, KACE Helpdesk Platform.

Strategy 1

Establish and maintain a minimum technology standard for classroom resources.

Strategy's Expected Result/Impact: Ensure equitable, up-to-date instructional technology district-wide to meet student needs, raising satisfaction ratings from 4.0 to 4.5 on the TCEA end of course surveys and reaching 100% classroom MTS compliance by 2026.

Staff Responsible for Monitoring: Chief Technology Officer, Coordinator of Technology Services

Funding Sources: SEESAW, Mastery Prep Title IV,

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Strategy 2

Provide on-demand professional development for all faculty, staff, and students.

Strategy's Expected Result/Impact: Build staff expertise in daily instructional technology usage, increase classroom technology integration, and raise TCEA online end of course satisfaction ratings from 4.0 to 4.5.

Staff Responsible for Monitoring: Chief Technology Officer, Director of Professional Development, Executive Directors of School Leadership

Funding Sources: Professional Development State Compensatory Education, , TCEA Title IV, , David Yaffie, Lead4Ward, Coachman Title II, Part A (TPTR),

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Strategy 3

Integrate instructional technology into the curriculum guides and lesson plans.

Strategy's Expected Result/Impact: Ensure all accessed instructional technology is vetted and district approved. Full integration into 100% of the elementary curriculum by 2026.

Staff Responsible for Monitoring: Chief Technology Officer, Assistant Superintendent of Teaching and Learning

Formative Reviews

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Performance Objective 3

Ensure well-maintained, quality teaching and learning spaces that are operating at maximum efficiency. (4.3)

Evaluation Data Source: Minimum cleanliness standards measurement tool (to be developed in 2025-2026), district work orders, energy usage reports

Strategy 1

Conduct an efficiency audit through a third-party consultant.

Strategy's Expected Result/Impact: Establish baseline data. Receive feasible recommendations that can be prioritized and carried out, resulting in improved operational efficiency.

Staff Responsible for Monitoring: Chief of Facilities and Operations

Formative Reviews

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Strategy 2

Launch campus landscape beautification pilot at at least 5 campuses.

Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school.

Staff Responsible for Monitoring: Chief of Facilities and Operations, Director of Facilities and Maintenance

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Strategy 3

Increase power washing from once to twice a year at all campuses.

Strategy's Expected Result/Impact: Improved exterior appearance of campuses. Increased favorable results on staff and student climate and culture survey prompts relating to sense of safety, pride, and/or morale. Increased favorable results on parent survey prompts related to feeling welcomed to their student's school.

Staff Responsible for Monitoring: Chief of Facilities and Maintenance, Director of Facilities and Operations

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State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 24.82

Brief Description of SCE Services and/or Programs

Personnel for District Improvement Plan

Name	Position	FTE
Adam Nulph	District Behavior Coach	1
Alain Humphrey	Reading Support	1
Alfonso Saldana	Coordinator	1
Angelica Serrano	Admin Assistant - Student Management	0.5
Beverly Williams	PCL	1
Brittany Sanders	Coordinator-Curriculum	1
Cathleen Rooney	District Instructional Prog Director	1
Danielle Conner	Curriculum Coordinator	1
Daphanie Latchison	Director-CRS	1
Debra Byford	Reading Support	1
Deedra Torres	Compensatory Ed Home Instruction	1
Donna Trigg	District Coordinator	1
Grace Benson	Director	1
Haily Parker	Coordinator-Curriculum	1
Jessica Steele	Director-Accountability	1
Kourtnei Parnell	Ex Dir-Inter & State and Fed	0.32
Lora Disney	Admin Budget Assistant	0.5
Maria Cruz	PCL	1
Mary Tate	Curriculum Coordinator	1
Metalisa Hartford	LSPSP Case Manager	1
Pamela Williams	PCL	1
Pennie Graeber	Coordinator	1
Shannon Dunn	LSPSP Case Manager	1
Shierra Shaw	Liason-Parent	0.5

Name	Position	FTE
Tiffany Flores	Coordinator-Curriculum	1
Traci Minter	Curriculum Coordinator	1
William Bronshay	PCL	1



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Waco ISD is committed to providing a well-rounded instructional program that meets the academic, social, and personal needs of all students.

- **Supplemental Instruction:** Students who need additional support in closing academic skill gaps receive targeted interventions through supplemental instruction, including built-in intervention blocks, after-school tutorials, Saturday School, and summer learning opportunities.
- **Career and Technical Education (CTE):** Waco ISD offers students access to specialized programs at the Greater Waco Advanced Health Care Academy (GWAHCA), the Greater Waco Advanced Manufacturing Academy (GWAMA), and the Greater Waco Advanced Technology Academy (GWATC). These programs prepare students to be career-ready by providing hands-on training and opportunities to earn industry-recognized certifications.
- **Advanced Academics and College Readiness:** To support students in pursuing postsecondary success, Waco ISD provides multiple opportunities for advanced coursework and dual credit. The district covers tuition support for dual credit classes, offers preparation for SAT and AP exams, and organizes college tours to increase student awareness of postsecondary opportunities.
- **Fine Arts:** Waco ISD provides robust fine arts programs—including visual arts, music, dance, and theatre—that foster creativity, critical thinking, and self-expression. Participation in fine arts helps students build confidence, collaborate with peers, and develop skills that support success both in school and beyond.
- **AVID (Advancement Via Individual Determination):** AVID is offered at multiple campuses to provide students with academic strategies, organizational tools, and college-readiness skills. The program supports students in becoming independent learners and prepares them to successfully transition to higher education.
- **Athletics:** A wide range of athletic programs are available to students across the district, promoting physical wellness, teamwork, and discipline. Athletics also provide opportunities for scholarships, leadership development, and community involvement.

Through these combined academic, career, fine arts, AVID, and athletic opportunities, Waco ISD ensures that all students are supported in developing the knowledge, skills, and experiences needed for success in college, career, and life.

1.2 Identifying students who may be at risk for academic failure;

Three times a year, comprehensive data—including universal screeners (behavioral and academic), STAAR/EOC assessments, TCAs, attendance, and behavioral incidents—are reviewed to identify students who may require additional academic or behavioral support. Based on these results, students are tiered according to their level of need and provided with supplemental instruction to close achievement gaps, behavioral coaching, and/or Social-Emotional Learning (SEL) support. In addition to these assessments, ongoing progress monitoring is conducted to ensure students are making progress in the identified academic or behavioral areas.

Classroom teachers meet regularly in Professional Learning Communities (PLCs) to review student data. The Student Assistance Team (SAT) meets every three weeks to review Tier 3 student data. If a student requires additional support or intervention, they may be moved to the next tier level and/or referred for Section 504 or Special Education evaluation.

Each campus has an At-Risk Specialist who tracks and reviews data to prevent dropouts and provide wraparound services to students identified as at risk. State and federal programs provide training and ongoing support to these specialists. Students identified as at risk are coded in the district's data tracking system. A district rubric is used for each

qualifying category, outlining the responsible personnel and the specific supports provided to reduce the likelihood of student dropout.

At the secondary level, cohort meetings are held weekly by the Assistant Principal and Counselor to review students who are at risk due to absences or failing grades. Each campus also has access to an Early Warning System that integrates data on attendance, behavior, and coursework, classifying student risk levels as high, medium, or low. The campus MTSS team reviews this data to provide proactive supports to students. This team may also include directors and coordinators from other departments (such as Highly Mobile, Emerging Bilingual/EL, SEL, and Special Education) to ensure students receive comprehensive wraparound supports that promote overall academic and personal success.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

In addition to benchmark assessments, ongoing progress monitoring is conducted to determine whether students are making growth in identified academic or behavioral areas. Tiered support is reviewed systematically:

- **Tier 2:** Classroom teachers meet in PLCs to review student data.
- **Tier 3:** The Student Assistance Team (SAT) meets every three weeks to review student data.

Students requiring further intervention may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.

Academic Support Structures

- **Extended Learning:** Students are provided additional support through after-school tutorials, Saturday School, and summer school.
- **Instructional Specialists:** Funded by Title I, specialists engage in action coaching cycles with teachers to strengthen data-driven instructional practices.
- **Data-Driven Instruction (DDI):** Following each TCA, teachers participate in DDI meetings to analyze conceptual misunderstandings and reteach standards.
- **Built-in Intervention:** Campuses provide scheduled intervention blocks where core teachers reteach essential standards and prerequisite skills to Tier 2 students.
- **Supplemental Instructional Teachers:** These teachers deliver intensive intervention for students performing two or more grade levels below. Instruction is aligned to prerequisite TEKS skills, often pre-teaching content to build readiness for grade-level learning.

Behavioral and Social-Emotional Supports

- **SEL Curriculum:** Campuses implement *Chose Love* to develop social-emotional skills, character traits, and healthy relationships, supporting academic success and college/career readiness.
- **Counselors:** Each campus staffs counselors to provide additional social and emotional support.
- **Campus Support Specialists and Paraprofessionals:** These staff provide coaching and targeted, intensive interventions for Tier 3 students struggling with behavior.

Safety and Well-Being

- Waco ISD uses *STOPit*, an anonymous online and app-based reporting system, empowering students, parents, teachers, and others to report concerns such as cyberbullying, threats of violence, or self-harm.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Three times a year, Waco ISD reviews multiple data sources—including universal screeners (academic and behavioral), STAAR/EOC, TCA, attendance, and behavior incidents—to identify students who may need additional support. Students are tiered based on level of need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support.

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Descriptor 2: Teacher Quality

Waco ISD recognizes the importance of ensuring that all students—particularly low-income students and students of color—have equitable access to effective, experienced, and appropriately certified teachers. To address and prevent disparities in teacher assignment, the district implements the following strategies:

- **Monitoring and Data Review:** The Human Resources Department regularly reviews teacher assignment data to

identify whether low-income students or minority students are disproportionately taught by ineffective, inexperienced, or out-of-field teachers. This monitoring is embedded in the district's equity plan and reported annually.

- **Targeted Recruitment and Retention:** Waco ISD actively recruits diverse and highly qualified educators, with targeted efforts to fill vacancies at campuses with the greatest need. Incentives and mentoring supports are provided to retain effective teachers in high-need schools.
- **Support for Certification and Professional Growth:** The HR Coordinator of Talent and Development Management provides direct support for teachers who are working toward certification. This includes guidance through alternative certification pathways, test preparation resources, and access to professional development aligned with state requirements.
- **Coaching and Mentorship:** Novice or out-of-field teachers are paired with instructional coaches and mentors to accelerate their growth and effectiveness in the classroom. Coaching cycles focus on evidence-based instructional practices, classroom management, and content-specific support.
- **Professional Development:** Teachers receive ongoing, differentiated professional learning to strengthen instructional skills, increase effectiveness, and ensure alignment to district and state standards.
- **Accountability and Continuous Improvement:** Principals and district leaders collaborate with HR to ensure staffing decisions are equitable. Data is regularly reviewed to evaluate progress, and adjustments are made as needed to address disparities.

Through these measures, Waco ISD works to guarantee that all students—regardless of income level or background—are taught by effective, well-prepared, and fully certified teachers.

Waco ISD provides multiple layers of support to ensure teachers are equipped for success and students receive high-quality instruction.

- **Mentor Program:** New teachers are paired with tenured staff members who serve as mentors, offering guidance, modeling best practices, and providing ongoing support throughout the school year.
- **New Teacher Orientation & Professional Development:** The district hosts new teacher orientation and additional professional development days focused on effective instructional practices, classroom management, and strategies for student engagement.
- **Professional Learning Communities (PLCs):** Each campus schedules regular PLC time for teachers to collaborate with Teaching and Learning Specialists. During PLCs, teachers analyze student data, plan lessons, and internalize curriculum to ensure instruction is data-driven and aligned to student needs.

Through these supports, Waco ISD creates a professional culture that strengthens teacher effectiveness, reduces turnover, and ensures all students have access to high-quality instruction.

Descriptor 3: School Improvement and Support Activities

In alignment with the requirements under Section 1111(d)(1) and (2) of the Every Student Succeeds Act (ESSA), Waco ISD implements targeted supports and improvement activities to assist campuses identified in School Improvement.

- **Funding and Resources:** These campuses receive funding through the Effective Schools Framework (ESF) grant and LASO, which provides resources to strengthen leadership capacity, instructional practices, and systems of continuous improvement.
- **External Partnerships:** Waco ISD partners with external vendors, including Instructional Partners and Region 12. These organizations conduct onsite visits, observe instruction and leadership practices, and provide immediate, actionable feedback to campus leaders and teachers.
- **Leadership Coaching:** Campus leaders participate in ongoing coaching sessions with the OSL Executive Directors. These sessions focus on building instructional leadership skills, monitoring progress toward campus goals, and aligning practices with identified areas of need.
- **Instructional Coaching and Support:** District curriculum coordinators provide coaching to campus Teaching and

Learning Specialist, focusing on the use of Action Coaching cycles. Through this model, instructional specialists are equipped to support teachers in implementing evidence-based instructional practices designed to close achievement gaps and address targeted areas of improvement.

- **Monitoring and Continuous Improvement:** Progress is regularly monitored through data reviews, classroom observations, and leadership meetings. Feedback loops ensure that campus leadership teams, district leaders, and external partners are aligned in their efforts to accelerate student achievement.

Through these coordinated supports, Waco ISD is addressing the requirements of Section 1111(d)(1) and (2) by providing comprehensive, evidence-based interventions that build leadership capacity, strengthen instruction, and close achievement gaps at identified campuses.

Descriptor 4: Measure of Poverty

Waco ISD determines poverty criteria for children using eligibility for free and/or reduced-price lunches under the National School Lunch Act. The district applies this same measure of poverty to:

- Identify eligible school attendance areas;
- Rank each area based on the percentage of students meeting the poverty criteria; and
- Determine Title I, Part A allocations to campuses.

This process ensures equitable distribution of Title I resources to campuses serving the highest percentages of economically disadvantaged students.

Descriptor 5: Nature of Programs

Title I, Part A funds in Waco ISD are used to support students who are at risk of falling behind or failing, regardless of their financial status. The goal is to ensure that all children have a fair and equal opportunity to receive a high-quality education.

Waco ISD operates as a **Title I schoolwide program district**, meaning that all available Title I funds are directed toward addressing the educational needs of all students. Schoolwide programs in Waco ISD provide a variety of services, including:

- **Academic Support:** Supplemental instruction, after-school tutorials, and summer school programs to help students close learning gaps.
- **Parent and Family Engagement:** Campus-level activities such as parent literacy nights and STEM nights, as well as district-wide events including PK Roundup and Family Fest.
- **Support for Homeless Students:** The district funds a Homeless Coordinator and allocates additional resources for clothing, personal care items, and transportation to ensure that homeless students have the necessary supports to succeed academically.

Waco ISD does **not** provide educational services for children living in local institutions for neglected or delinquent children, nor for neglected or delinquent children served in community day school programs.

Descriptor 6: Services to Homeless Children and Youth

Waco ISD provides comprehensive services to support the enrollment, attendance, and academic success of homeless children and youth, in alignment with the **McKinney-Vento Homeless Assistance Act**.

- **Dedicated Staffing:** District reserve funds support the salary of a Homeless Coordinator, who ensures all McKinney-Vento requirements are met and oversees services for students experiencing homelessness.
- **Provision of Essential Needs:** Title I, Part A funds are allocated to provide clothing, personal care items, and transportation to remove barriers that may prevent homeless students from attending and fully participating in school.
- **Academic Supports:** The Homeless Coordinator collaborates with the Intervention Department to ensure that homeless students are enrolled in, and able to access, supplemental academic programs such as after-school tutoring and Saturday School.
- **Enrollment and Attendance Assistance:** The Homeless Coordinator facilitates immediate enrollment for homeless students, regardless of documentation, and monitors attendance to ensure consistent participation.
- **Coordination and Advocacy:** Waco ISD ensures that homeless students have equitable access to all educational programs and services, including Title I supports, and advocates for their needs across campuses and district programs.

By implementing these strategies, Waco ISD addresses the barriers faced by homeless students and ensures compliance with federal McKinney-Vento requirements, promoting stability, equity, and academic success.

Descriptor 7: Parent and Family Engagement Strategy

Waco ISD District-Wide Parent and Family Engagement Policy* 2026-2027

Part 1: General Expectations

Waco Independent School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school parent compact consistent with - section 1118(d) of the ESEA.
- The school district will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports

required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the Texas Education Agency.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:
- Parental involvement means the participation of parents in regular, two-way, and - meaningful communication involving student academic learning and other school activities, including ensuring the following:
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school.
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
 - the carrying out of other activities, such as those described in section 1118 of the ESEA.

Part 2: Implementation of Components

Involving Parents in Planning

Waco ISD will take the following actions to involve parents in the joint development of its district-wide parental involvement plan:

- Engage a District-wide ESSA Parent Family Engagement Committee parents members which semi-annually at a minimum
- Engage parents in the Quality District Advisory Committee composed of parents representatives from each school, as well as district staff, and community members which meets quarterly.

Waco ISD will take the following actions to involve parents in the process of school review and improvement:

- Each campus will establish a Campus Decision Making Committee (CDMC) including staff, parents, community, and business members. The CDMC provides input for school improvement and regularly reviews the school processes and programs through the Campus Improvement Planning process.
- Engage parents in the Quality District Advisory Committee composed of parent

representatives from each school, as well as district staff, and community members which meets quarterly.

Program Coordination

Waco ISD will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Annual training on Title I Parent Involvement statutory requirements for campus administrators and Parent Involvement Coordinators.
- District and Campus Parent Involvement Coordinators will hold regular meetings for professional development, collaboration, networking, and planning.
- Conduct district-wide, specialized events throughout the school year.
- Involvement of the District Leadership Team in the provision of strategies within the District Improvement Plan designed to support successful school and family interactions.

Waco ISD will coordinate and integrate parental involvement programs and activities, that encourage and support parents in more fully participating in the education of their children through the following:

- Parent Square
- District and campus social media pages
- Transition Parent Information Nights (incoming freshman parents)
- Annual Family Fest to provide school supplies, vision/hearing screenings, community resources
- Waco Teen Book and Comic Fest
- Campus Parent Nights
- District PFE Committee

Annual Evaluation

Waco ISD will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by

parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The District parents in English and Spanish including:

- QDAC committee composed of parent stakeholders to identify how the use of funds can improve parental involvement activities identification of barriers to greater

participation by parents and the identification of the needs of parents and family members to assist with the learning of their children.

- ESSA PFE District Committee annual review of parent involvement policies and activities including identification of barriers to greater participation by parents and the identification of the needs of parents and family members to assist with the learning of their children.
- The District and schools will use the findings of the evaluation to design evidence-based strategies for more effective parental involvement and to revise as needed the parent and family engagement policy. Strategies will be embedded in the District and Campus Improvement Plans.

Capacity Building

Waco ISD will build the schools' and parents' capacity for strong parental involvement, to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, assist parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - State's academic content standards
 - State's Student Academic Achievement Standards
 - State and local academic assessments, including alternate assessments, the requirements of Title I, Part A,
 - How to monitor their child's progress, and
 - How to work with educators
- It will do so with the assistance of its Title I, Part A schools through the provision of:
 - Meet the teacher and parent conference events
 - ESSA PFE meetings
 - Campus CDMC with parent stakeholders
 - Parent education, including workshops/meetings on how parents can be involved in their child's education

Waco ISD will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement and foster parental involvement, such as the following activities:

- Make and take parent nights
- Books for reading at home
- Assistance with advanced math terminology and resources

- Technology training for parents and students
- Provision of district-wide awareness and training for the Parent Square
- Providing strategies for parents to extend and enrich their children's learning beyond the classroom

Waco ISD will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Provision of training for staff members annually addressing the critical importance of parent involvement in student success. This training will include parents and be provided at each Title I campus by campus personnel.
- Provision of training and information to campus Parent Involvement Coordinators regarding federal requirements of inclusion of parents in the above training and the requirement of documentation evidencing that it has occurred.

Communication

The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Public notifications about meetings, trainings, including:
 - Social Media pages
 - Email
 - Text messages
 - Sending notifications home with students
- Communication translated in Spanish, where applicable, including:
 - All communications are presented in English and Spanish
 - Callouts in both languages, for all schools
- Translation equipment is used at meetings whenever possible

*This policy is reviewed annually and revised as needed based on feedback from parents on the ESSA PFE District Committee and QDAC stakeholders, which includes parents. If you would like to provide additional feedback or suggestions on how Waco ISD can improve parent involvement, please contact the Executive Director of State and Federal Programs, Kourtni Parnell @ 254-799-0983.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Waco ISD is committed to providing high-quality early childhood education to ensure that students enter school prepared to succeed academically and socially. Key initiatives include:

- **Pre-K Programming:** Waco ISD offers high-quality Pre-K programs that focus on early literacy, numeracy, social-emotional development, and foundational skills needed for academic success. Classrooms are staffed with certified early childhood educators trained in developmentally appropriate instructional practices.
- **Family Engagement:** Families are actively involved in their children's early education through campus-level events, parent workshops, and informational sessions. These activities provide strategies to support learning at home and strengthen school-family partnerships.
- **Readiness Support:** Waco ISD provides screenings and assessments to identify students' developmental needs and ensure that instruction is tailored to support growth across all domains. Support services, including supplemental interventions and referrals to community resources, are offered as needed to address learning gaps.

Through these coordinated efforts, Waco ISD ensures that young learners are well-prepared to enter kindergarten with the skills, knowledge, and confidence necessary for long-term academic success.

[Waco ISD PK Family Engagement Plan](#)

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Waco ISD operates as a **schoolwide Title I district**. In consultation with school leaders, parents, and specialized support personnel, the district identifies eligible children in need of services through a comprehensive review of data, including universal screeners (academic and behavioral), STAAR/EOC results, TCA assessments, attendance records, and behavior incidents. District staff—including school leaders and instructional support personnel—use this information to determine which students require additional support through Targeted Assistance Programs.

- **Tiered Support System:** Students are tiered based on need and provided targeted services such as supplemental instruction, behavior coaching, and/or SEL support to close achievement gaps. Progress monitoring is conducted to track academic and behavioral growth over time.
- **Teacher Collaboration and Student Review:**
 - Classroom teachers meet in **PLCs** to review student data.
 - The **Student Assistance Team (SAT)** meets every three weeks to review Tier 3 student data.
 - If additional intervention is required, students may be moved to a higher tier and/or referred for Section 504 or Special Education evaluation.
- **Supplemental Academic Supports:** Students receive additional academic support through WIN Time (What I need, When I need it), after-school tutorials, Saturday School, and summer school programs.
- **Instructional Coaching and Professional Development:**
 - Waco ISD employs **Teaching and Learning Specialists** to coach teachers on HQIM instructional practices.
 - In PLCs, teachers review the EXIT tickets to identify conceptual misunderstandings, allowing teachers to reteach targeted standards with flexible grouping.
 - **Supplemental Instructional Teachers (SITs)** provide intensive intervention for students performing two or more grade levels below. SITs align instruction with core TEKS, reteach prerequisite skills, and often pre-

teach content so students are prepared for grade-level instruction.

Through these coordinated supports, Waco ISD ensures that students at risk of falling behind receive timely, targeted, and effective interventions, while teachers are equipped to deliver high-quality, data-informed instruction.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Waco ISD implements a variety of strategies to support students as they transition from middle school to high school and from high school to postsecondary opportunities.

- **Middle to High School Transitions:** In the spring, transition meetings are held at each Waco ISD middle school. Students and parents participate in informational sessions where they learn about high school career pathways, extracurricular activities, and state graduation requirements. These meetings provide families with guidance to make informed academic and course selection decisions.
- **High School to Postsecondary Transitions:** High school students have opportunities to attend college and career fairs, providing exposure to postsecondary education options, career pathways, and workforce opportunities.
- **Early College and Career Access:** Waco ISD increases access to early college programs by offering **dual credit courses** beginning in 9th grade for students who demonstrate readiness on state and district assessments. The district covers the tuition costs for these courses. Additionally, Waco ISD offers specialized career programs, including the **Greater Waco Health Care Academy** and the **Greater Waco Manufacturing Academy**, which allow students to gain technical skills and earn industry-recognized certifications.
- **College and Career Readiness Support:** Students receive targeted instruction during WIN time to prepare for the TSI, ACT, and AP exams, ensuring they are academically prepared for college-level coursework.
- **Recognition of Academic Achievement:** Waco ISD celebrates student success at monthly Board of Trustees meetings and hosts an annual **Academic Scholars Night**, recognizing students with a GPA of 96 or higher. The ceremony also honors National Merit Scholars and AP Scholars, highlighting excellence in academic achievement.

Through these coordinated efforts, Waco ISD ensures that students are supported academically, socially, and career-wise, providing multiple pathways to college and career readiness.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

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- **High School to Postsecondary Transitions:** High school students have opportunities to attend college and career fairs, providing exposure to postsecondary education options, career pathways, and workforce opportunities.
- **Early College and Career Access:** Waco ISD increases access to early college programs by offering **dual credit courses** beginning in 9th grade for students who demonstrate readiness on state and district assessments. The district covers the tuition costs for these courses. Additionally, Waco ISD offers specialized career programs, including the **Greater Waco Health Care Academy** and the **Greater Waco Manufacturing Academy**, which allow

students to gain technical skills and earn industry-recognized certifications.

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Descriptor 11: Discipline Disproportionality

Waco ISD implements a comprehensive approach to discipline and behavior support through data-driven decision making, professional development, and proactive, responsive strategies. These initiatives are designed to create **safe, respectful, and responsible learning environments** while minimizing disciplinary removals and maximizing instructional time.

1. Data-Driven Decision Making through Discipline Record Review

Waco ISD conducts regular, systematic reviews of discipline records at both district and campus levels to identify patterns and inform targeted interventions. Key areas of analysis include:

- **Frequency of incidents:** Identifying times of day, days of the week, or locations where incidents are more likely to occur.
- **Types of infractions:** Determining the most common behavioral issues leading to disciplinary actions.
- **Student demographics:** Examining disproportionalities in disciplinary actions based on race, ethnicity, socioeconomic status, or disability.
- **Consequences administered:** Evaluating which consequences are most effective in addressing specific behaviors.

This analysis guides professional development, resource allocation, and the creation of proactive strategies to address root causes of disciplinary issues.

2. Comprehensive Professional Development in Classroom Management

All staff—including teachers, administrators, and paraprofessionals—receive ongoing professional development focused on evidence-based classroom management strategies:

- **Clear expectations and routines:** Creating predictable, structured learning environments using common language and practices across classrooms.
- **Aligned classroom behavior systems:** Implementing proactive systems that promote a safe, responsible, and respectful learning environment for all students.
- **Proactive instructional strategies:** Teaching and acknowledging expected behaviors while providing connected feedback to reinforce positive actions and correct misbehavior.

3. Cultivating Positive Student-Staff Relationships

Strong, positive relationships are central to fostering supportive school climates and reducing disciplinary incidents. Waco ISD's strategies include:

- **Relationship-building initiatives:** Providing staff with time and resources to develop meaningful connections with students across all tiers of support.
- **Social-Emotional Learning (SEL) integration:** Explicitly teaching skills such as self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making.

- **Responsive circles and community-building activities:** Promoting empathy, understanding, and belonging within classrooms and across the school community.

4. Implementing De-escalation Strategies

Staff are trained to intervene early and de-escalate potentially challenging situations before they escalate to disciplinary actions:

- **Recognizing early warning signs:** Identifying cues of agitation or distress.
- **Verbal and non-verbal techniques:** Using calm communication, active listening, and non-threatening body language to reduce tension.
- **Problem-solving and conflict resolution:** Guiding students to collaboratively identify the root cause of conflicts and develop constructive solutions.

5. Utilizing Responsive Practices

Waco ISD implements responsive practices that emphasize repairing harm and restoring relationships rather than focusing solely on punishment:

- **Community conversations and circles:** Facilitating dialogue between those who have caused harm and those affected to understand the impact and develop ways to make amends.
- **Focus on repairing harm:** Promoting accountability and fostering empathy by encouraging students to take steps to repair relationships.
- **Reintegration support:** Assisting students in returning to the classroom after disciplinary incidents to ensure successful transitions and reduce recurrence.

Through these data-driven and relationship-focused strategies, Waco ISD creates environments where students thrive academically and socially. **Title I funds** are strategically allocated to support professional development, resources, and personnel dedicated to the effective implementation of the district's **MTSS-B (Multi-Tiered System of Supports for Behavior) framework**, ensuring equitable access to high-quality, supportive learning environments for all students.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Though Title I funds are not allocated for this area, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas.

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy (GWAHCA)** and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.
- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate

readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.

- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Title I funds are not expended for work based learning opportunities. However, Waco ISD coordinates academic and CTE instruction through a variety of **strategic and experiential approaches** to ensure students acquire the knowledge and skills needed for postsecondary success and in-demand careers in Texas

- **Coordinated Instructional Strategies:** Academic and CTE teachers collaborate to align curricula and instructional practices. Core academic content is integrated with CTE pathways, allowing students to apply foundational skills in real-world, career-related contexts.
- **Experiential Learning Opportunities:** Students participate in hands-on learning through specialized programs such as the **Greater Waco Health Care Academy (GWAHCA)** and the **Greater Waco Manufacturing Academy (GWAMA)**. These programs provide opportunities to explore career pathways, apply technical skills, and earn industry-recognized certifications.
- **Early College Access:** Waco ISD offers dual credit courses beginning in 9th grade for students who demonstrate readiness. These courses allow students to earn college credits while still in high school, reinforcing the connection between academic knowledge and career preparation.
- **Targeted Skill Development:** Instruction in both academic and CTE courses emphasizes the development of skills aligned to **in-demand occupations and industries in the state**, ensuring students are prepared for workforce opportunities or further postsecondary education.
- **Data-Informed and Tiered Support:** Students who need additional academic support are provided interventions through supplemental instruction, WIN time for exam preparation (TSI, ACT, AP), and individualized guidance from instructional specialists, ensuring equitable access to career and college readiness opportunities.

Through these coordinated strategies, Waco ISD integrates academic and technical learning, promotes experiential skill-building, and prepares students for success in high-demand careers and higher education pathways.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Title I funds are not expended for gifted and talented programs. However, Waco ISD assists schools in identifying and serving gifted and talented students by providing guidance, resources, and support to ensure appropriate instruction and enrichment opportunities are available at each campus.

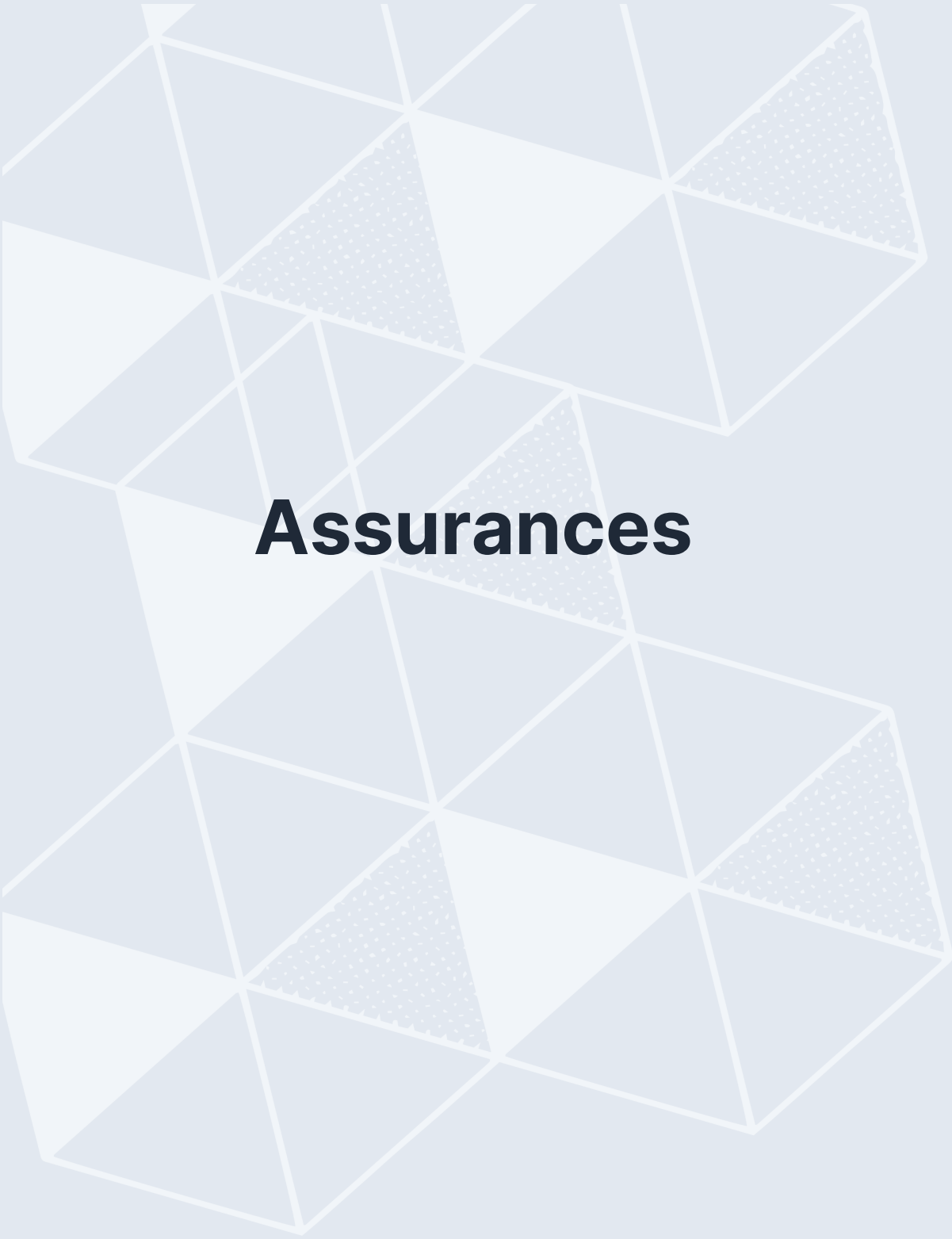
13.2 Assist schools in developing effective school library programs to provide

students an opportunity to develop digital literacy skills and improve academic achievement.

Title I funds are not expended at the district level effective school library programs. However, Waco ISD assists schools in developing effective school library programs that provide students with opportunities to develop digital literacy skills and enhance academic achievement. These programs support research, critical thinking, and technology integration, ensuring students are prepared for both academic and career success.

Title I Personnel

Name	Position	Program	FTE
Betty Mottley	Admin Budget Specialist	Title	0.9
Britonoy Porter	Highly Mobile Program Supervisor	Highly Mobile	1
Kourtni Parnell	Ex Dir Intervention & State and Fed	Title	0.41
Lora Disney	Admin Budget Specialist	Title	0.5
Rose Johnson	Supplemental In Specialist	Tilte	0.5



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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



Funding Summary

Funding Summary

State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	edia, IXL	--	\$0.00
1	1	2	IXL	--	\$0.00
1	1	3	ThinkCerca, Edmentum, Same Goal, PT SIT Teachers	--	\$0.00
1	4	1	Branching Minds	--	\$0.00
4	1	2	Supplemental Supplies	--	\$0.00
4	2	2	Professional Development	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$759,387.00
+/- Difference					\$759,387.00

Title 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iReady	--	\$0.00
1	1	2	iReady	--	\$0.00
1	1	3	iReady, Summer School, Supplemental Instruction IS, Planning time, Strategist/ Interventionist	--	\$0.00
4	1	2	Supplemental Supplies, Homeless Supervisor	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,800,913.00
+/- Difference					\$6,800,913.00

Title I Parent Involvement

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Family Fest, Teen/Comic Book Fest, Title 1 Crate	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$68,094.00
+/- Difference					\$68,094.00

IDEA B Formula

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$3,113,796.00
				+/- Difference	\$3,113,796.00

Title II, Part A (TPTR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Great Minds, WIN PD, BlueBonnet PD, Carnegie Learning, Eduphoria, Director of Professional Development	--	\$0.00
1	1	2	HMH PD, Brisbin Coaching	--	\$0.00
1	1	4	Instructional Leadership Network, Charter	--	\$0.00
2	1	2	Talent and Pipeline Coordinator, Stipends - Succeed Mentor and BU	--	\$0.00
2	2	1	Talent and Pipeline Coordinator	--	\$0.00
2	2	2		--	\$0.00
4	2	2	David Yaffie, Lead4Ward, Coachman	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$903,433.00
				+/- Difference	\$903,433.00

Title III

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	EB Specialist, tutoring, Summit Learning, Supplies & Materials,	--	\$0.00
4	1	2	New Comer Program, Transportation for EB, Summer programs	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$349,257.00
				+/- Difference	\$349,257.00

Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Charter	--	\$0.00
1	3	3	Spring Board, Sup Scholars	--	\$0.00
1	4	1	Emergent Tree, CIS	--	\$0.00
1	4	3	Emergent Tree	--	\$0.00
4	2	1	SEESAW, Mastery Prep	--	\$0.00
4	2	2	TCEA	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$504,284.00
+/- Difference					\$504,284.00

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District:
Waco ISD
Region: 12

Priority for Service (PFS) Action Plan

School Year: 2024 - 2025

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

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

<u>Goal(s):</u>	<u>Objective(s):</u>
To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.	Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.

Required Strategies		Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.				
<ul style="list-style-type: none">Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents	
<ul style="list-style-type: none">Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August	MEP Coordinator, PFS Instructor	PFS Action Plan	
Required Strategies	Timeline	Person(s) Responsible	Documentation	
Communicate the progress and determine needs of PFS migrant students.				
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts	
<ul style="list-style-type: none">During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
<ul style="list-style-type: none">During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs	
Provide services to PFS migrant students.				

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May Monthly	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September –May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials



LEA Signature

7/16/24

Date Completed

Yolanda Rollins

ESC Signature

7/10/24

Date Received

Polo Vielma

7/10/24

PFS Signature

Date Completed

Tonya Ramos

PFS Signature

7/10/24

Date Completed

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

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

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

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

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

Distrito Escolar:	Priority for Service (PFS) Action Plan Spanish			Llenado por: Tonya Ramos/ Polo Vielma	
Region: 12				Fecha: 07/10/24	
Año Escolar: 2024 - 2025					

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

<u>Meta(s):</u> Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.	<u>Objetivo(s):</u> El MEP de región 12 identificará a los niños y jóvenes migrantes que requieran acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.
--	--

Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.			

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

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



Firma del LEA

7/16/24

Fecha de finalización

Firma de ESC

Fecha Recibido

Firma de PFS

Fecha de finalización

Firma de PFS

Fecha de finalización



ESC Region 12 ID&R PLAN 2024-2025

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

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

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

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



ESC Region 12 ID&R PLAN 2024-2025

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <u>Potentially Eligible Migrant Children:</u> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <u>Currently Eligible Migrant Children:</u> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		

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

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

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

PFS Resumen de Criterios	
Grados 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; <p>AND</p> <ul style="list-style-type: none"> • Tener un nivel de grado recibido de “se acerca o no cumple” en las evaluaciones estatales (STAAR), estuvo ausente, no rindió la prueba o no estuvo inscrito en una escuela de Texas durante el período de pruebas de evaluación estatal para su nivel de grado.
Grados K-3	<ul style="list-style-type: none"> • Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; <p>AND</p> <ul style="list-style-type: none"> • Haber sido designado EL/EB (Aprendiz de inglés/Bilingüe emergente) en la sección de Designación de estudiantes del Componente del programa complementario TX-NGS; <p>OR</p> <ul style="list-style-type: none"> • Estudiantes de jardín de infantes a segundo grado o estudiantes de tercer grado que no hayan tomado la evaluación STAAR, que hayan retenido el grado o que tengan edad mayor a la requerida para su nivel de grado actual.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Que hayan realizado una mudanza calificada dentro del período anterior de 1 año; • Estudiantes cuyos datos en TX-NGS no muestran otro apoyo preescolar.

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

Distrito Escolar: Waco
Region: 12

Priority for Service (PFS) Action Plan Spanish

Año Escolar: 2026 - 2027

Numero de Distrito: 161-914
Fecha: 06/17/2026

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

<p><u>Meta(s):</u></p> <p>Asegurar que los niños migrantes identificados como prioridad que estén en un distrito escolar que forma parte de la Región 12 SSA, reciban intervenciones para tener éxito en la escuela.</p>	<p><u>Objetivo(s):</u></p> <p>El MEP de región 12 identificará a los niños y jóvenes migrantes que requieran acceso prioritario a los servicios del MEP y desarrollaran un plan para servir a esos estudiantes en los distritos de la región 12 SSA.</p>
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Estrategias Requeridas		Línea de tiempo	Persona(s) Responsable	Documentación
Monitorear el progreso de los estudiantes de MEP que son PFS.				
<ul style="list-style-type: none">Mensualmente, ejecute los informes de (PFS) en NGS para identificar a los niños y jóvenes migrantes que requieren acceso prioritario a los servicios del MEP.	Septiembre – Mayo	Especialista de datos de NGS	Copias de correos electrónicos con informes de PFS adjuntos y enviados a superintendentes	
<ul style="list-style-type: none">Antes del primer día de clases, desarrolle un plan de acción de PFS para servir a los estudiantes de PFS. El plan debe articular claramente los criterios para definir el éxito del estudiante, incluyendo plazos para alcanzar metas y objetivos declarados.	Agosto	Coordinador de MEP Instructor de PFS	Plan de acción de PFS	
Estrategias Requeridas	Línea de tiempo	Persona(s) Responsable	Documentación	
Comunique el progreso y determine necesidades de estudiantes migratorios PFS.				
<ul style="list-style-type: none">Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los directores del campus y personal del campus la información apropiada sobre los criterios para los servicios de prioridad y reportes de PFS en NGS actualizadas	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS, Consejero(a) de MEP, MEP Empleados, Directores, maestros, consejeros	Superintendente/agenda de reuniones de Directores, Descripción del MEP sesión y registro, agenda, folletos	
<ul style="list-style-type: none">Durante el calendario académico, el Coordinador de migrantes del título I, parte C o el personal del MEP proporcionará a los padres de estudiantes de PFS la información de PFS y los criterios para recibir servicios.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC	
<ul style="list-style-type: none">Durante el calendario académico, el Coordinador de migrantes del título I del distrito, parte C o el personal del MEP hará visitas individualizadas a domicilio y/o comunidad para informar a los padres sobre el progreso académico de sus hijos.	Mayo – Agosto	Coordinador de MEP, MSCs, Instructor de PFS	Reuniones y registros del PAC	
Proporcionar servicios a los estudiantes migrantes de PFS.				

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

Garantía de LEA: LEA garantiza que todos los requisitos y estrategias para los estudiantes con Prioridad de Servicios (PFS) estén identificados en el Plan de Acción de PFS de LEA mencionado anteriormente.				Garantía del ESC: El ESC garantiza que todos los requisitos y estrategias se han incluido en el Plan de Acción PFS del LEA y que el ESC ha revisado y brindado asistencia técnica según corresponda.			
LEA Staff Signature		Date	7/9/26	ESC Staff Signature		Date	06/17/2026
PFS Signature				PFS Signature		Date	06/17/2026

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards, or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p>OR</p> <ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none"> 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 of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

District Name: Waco	Priority for Service (PFS) Action Plan	District Number: 161-914
Region: 12		Date: 07/09/26
School Year: 2026 - 2027		

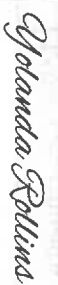
Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on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

<p><u>Goal(s):</u></p> <p>To ensure that identified Priority for Services migrant children in Region 12 Migrant SSA districts receive interventions in order to succeed in school.</p>	<p><u>Objective(s):</u></p> <p>Region 12 MEP will identify migrant children and youth who require priority access to MEP services and develop a plan for serving such students in Region 12 SSA districts.</p>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September - May	NGS Data Specialist	Copies of e-mails with PFS Reports attached and sent to Superintendents
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August	MEP Coordinator, PFS Instructor	PFS Action Plan
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	May – August	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Superintendent / Principal Meetings Agendas, MEP Overview Session sign-in, agenda, handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	May – August	MEP Coordinator, MSCs, PFS Instructor	PAC Meetings and logs

Provide services to PFS migrant students.

<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Progress Reports, State Assessment Results, Benchmark Data, teacher observations, Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	September - May	MEP Coordinator, MSCs, PFS Instructor, MEP Counselor, MEP Staff, principals, teachers, counselors	Individualized Student Action Plan
<ul style="list-style-type: none"> Region 12 Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	September – May	MEP Coordinator, MEP Counselor, PFS Instructor, Campus principal, counselor, teachers	Migrant Individualized Education Plan -Note other Fed. Programs: Title III, A State: State Comp Ed., OSY Local: Mentoring, Tutorials

LEA Assurance		ESC Assurance			
LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated above.		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		Date	7/9/26	ESC Staff Signature	
		PFS Signature		Date	06/20/2026
				Date	06/20/2026



ESC Region 12 ID&R PLAN 2026-2027

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters.</u> <u>Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 or before recruitment efforts begin for new school year. Before October 1 for NGS training.
B. Other		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 31
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 31
D. <u>Conduct ID&R.</u> <u>Potentially Eligible Migrant Children:</u> Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. <u>Currently Eligible Migrant Children:</u> Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 31 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 3 days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed.	Staff: Designated SEA Reviewers	Within 5 days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs old turning 3 – on or after 3 rd birthday.
H. Other		

III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on on-going basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue on-going efforts throughout the year
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 31
B. <u>Eligibility review.</u> Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (5)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Coordinate with ESC for annual eligibility validation.</u> Validate eligibility through re-interview process according to instructions set forth by TEA.	Staff: ESC, MEP staff Children: Previously-identified children selected by State MEP	January – June
F. <u>Other</u>		
VI. EVALUATION		
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. <u>Other</u>		



ESC Region 12 ID&R PLAN 2026-2027

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

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

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

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