

Consider Approval
2023-2024 District Improvement Plan & Campus Improvement Plans
October 9, 2023

1. Background: Title I, Part A, Section 1116 School Improvement Program provides supplemental funds to Title I campuses. Campuses use funds to implement their revised campus improvement plan, which incorporates strategies based on scientifically based research, in ways that have the greatest likelihood of improving the performance of participating children in meeting the state's student performance standards.
2. Process: The District Improvement plan was developed using the input of a committee to gather the needs assessment data. The Campus Improvement plan followed the same process and included individuals that were part of each specific campus.
3. Fiscal Impact: The campus and district will continue to fund instructional needs and activities with Title I funds.
4. Recommendation: Approval of the 2023-2024 District and Campus Improvement Plans
5. Action Required: Action required
6. Contact Person: Dr. Bryan Perez & Norma Carranza

2023-2024

UCISD

**District & Campus
Improvement Plans**



Board Presentation: October 9, 2023

Mission Statement

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VISION



MISSION:

The mission of Uvalde CISD is to ensure that each student has an excellent foundation to reach his or her goals through enrichment and exposure, inclusivity, social-emotional development, attendance, graduation, and post-secondary readiness.

VISION:

The Uvalde CISD is committed to providing all students with engaging educational experiences so that they are able to make significant contributions to an ever-changing global society.

GOAL #1

**Enrichment and Exposure:
Students will be highly
engaged in real-world
learning and in rich academic
experiences.**



OBJECTIVES

Performance Objective 1:

By June 2024, the percentage of early learners (Pk-2) performing at Approaches will increase by 10%, Meets by 5%, and Masters by 2% in reading and math compared to 2023 based on district screeners.

Performance Objective 2:

By June 2024, the percentage of Kindergarten students performing "On-Track" Meets grade level in TX KEA will increase by 5%.

Performance Objective 3:

By June 2024, there will be an increase at each performance level of 10% (Approaches), 5% (Meets), and 2% (Masters) for each STAAR Assessment (3rd Grade- EOC) compared to 2023.

Performance Objective 4:

By June 2024, 75% of students identified as Gifted and Talented will achieve Masters Grade Level on STAAR and Interim Assessments.

Performance Objective 5:

*** Review! By June 2024, the percentage of Tier 3 (Did Not Meet) students will decrease by 5% in Math and Reading according to the Star Consolidated State Performance Report.

GOAL #2

Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.



OBJECTIVES

Performance Objective 1: By the end of school year 2023-2024, at least 95% of all Emergent Bilingual students districtwide, PK to 12th grade, will be participating in Dual Language Instruction delivered in three main campuses: UDLA (PK-6th); Morales JH (7-8th), and Uvalde HS (9-12th)

Performance Objective 2: By the end of school year 2023-2024, at least 95% of all teachers, administrators, and staff working with Dual Language students PK-12th, will participate in intensive dual language instruction training.

Performance Objective 3: By the end of the school year 2023-2024, at least 70% of all students participating in Dual Language Instruction will exhibit growth in Spanish proficiency development as measured by district-selected screeners (BOY to EOY) and formative reading assessments.

Performance Objective 4: By the end of the school year 2023-2024, at least 70% of all students participating in Dual Language Instruction will exhibit growth in English proficiency as measured by district-selected screeners (BOY to EOY) and formative literacy assessments.

Performance Objective 5: The percentage of Migrant students who will qualify as post-secondary ready" will increase by 15%.

Performance Objective 6: Through instructional re-design, training, support, and administrative oversight the secondary campuses will demonstrate an increase in Special Education STAAR/EOC success rates in more than 50% of the categories at the end of the 2023-2024 school year.

GOAL #2 Continued

Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.



OBJECTIVES

Performance Objective 7:

By August 2023, UCISD 504 operating procedures will be updated to include the requirement that campuses will document annual 504 meetings and student progress on a list of current 504 students provided from central office. The list will indicate a due date for annual 504 meetings to be held and a means to add new students.

Performance Objective 8:

By June 2024, 88% of graduates will achieve a college, career, or military readiness indicator.

Performance Objective 9:

***UCISD will increase the number of students who earn "Completor" status in their program of study and have the opportunity to: earn an industry certification, dual credit, and/or participation in a work-based learning opportunity by 10%.

Performance Objective 10:

By June 2024, the Texas Afterschool Centers on Education (ACE) program will provide academic and enrichment services to 20% of Uvalde CISD students and educational opportunities to 50% of ACE Parents.

GOAL #3

**Safety and Social-Emotional Support:
UCISD will provide a safe, disciplined,
and healthy environment conducive to
teaching and learning, promoting
physical and mental health in all
students, their families, and employees.**



OBJECTIVES

Performance Objective 1:

***100% of campuses will implement Positive Behavior Intervention Supports (PBIS)

Performance Objective 2:

***By June 2024, the district office discipline referral will decrease from 11.3% to 9%.

Performance Objective 3:

By the end of the 2023-2024 academic year, Pregnancy-Related Services (PRS), including Compensatory Education Home Instruction (CEHI), will be provided so that 100% of students in need receive support services to help them adjust academically, mentally, and physically and stay in school.

Performance Objective 4:

UCISD will continue to ensure the physical health, safety, and well-being of students, staff, parents, and community members.

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GOAL #4

Graduation and Attendance: Students will be encouraged to attend school regularly so that schools can support them in academics and with behavior.



OBJECTIVES

Performance Objective 1:

By the end of the 23-24 school year, the district will have an average daily attendance of 94% (21-22 Dist 88.7, down from 96.2; Region 20 94.6 down from 98; ST 95, down from 98.3)

Performance Objective 2:

***By June 2024, 92% of the class of the graduating class (Class of 2024) will receive a high school diploma.

GOAL #5

Communications and Community Involvement: Increase partnership and engagement with staff, parents, students, and the community.



OBJECTIVES

Performance Objective 1:

***By June 2024, UCISD will provide family and outreach supports and services through targeted Parent Involvement opportunities.

Performance Objective 2:

By the end of school year 2023-2024, at least 60% of all parents of emergent bilingual students would have participated in bilingual/Dual language education information meetings (in-person or online) or received more information aimed to expand their knowledge about the benefits of the program.

Performance Objective 3:

The district will promote effective community relations and meaningful communication with all stakeholders

GOAL #6

**Fiscal and Operational
Management: Operate in an
efficient and effective manner to be
good stewards of available
resources.**



OBJECTIVES

Performance Objective 1:

By July 2024, 100% of federal, state, and local programs will coordinate services to meet requirements and align to program intent.

Performance Objective 2:

***By June 2024, retention of beginning teachers will increase by 5 percentage points.

BATESVILLE ELEMENTARY

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will engaged daily in relevant and challenging learning experiences and options.

Goal 2: Inclusive Learning Environment: Students will use their strengths and interests to be more engaged in their learning while collaborating with others..

Goal 3: Social-Emotional Activities: Students will learn in a environment that encourages and supports students' learning styles and prepares them for future opportunities and successes.

Goal 4: Attendance: Students will be encouraged to attend school regularly so that school can support them in academics and behavior with a targeted support.

Goal 5: Parental and Community Involvement: Increase partnerships and engagement with staff, parents, students, and community.
(Communications and Community Involvement)

DALTON ELEMENTARY

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be introduced to and will be involved in new learning and experiences.

Goal 2: Inclusive Learning Environment: Students will use their gifts to be more deeply engaged in their learning and their campus.

Goal 3: Social Emotional Activities: Students will learn in a culture that builds upon prior knowledge and prepares them for future learning.

Goal 4: Attendance: Students will be encouraged to attend school regularly so that school can support them in academics and behavior with a targeted increase of attendance of 8% higher than the 22-23 school year.

Goal 5: Campus culture, climate, and staff morale: Dalton will work to create positive culture and climate and increase teacher morale by providing monthly incentives for teachers and mini celebrations to honor all staff

Goal 6: During the 23-24 school year, Dalton will host opportunities for parent involvement and learning.

Goal 7: Develop & retain campus instructional leaders.

UVALDE ELEMENTARY

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and enrich academic experiences.

Goal 2: Inclusivity: Students will learn in a culture that promotes individual growth, well-being, and resiliency.

Goal 3: Safety and Social-Emotional Support: UCISD will provide a safe, disciplined, and healthy environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees

Goal 4: Graduation and Attendance: Students will be encouraged to attend school regularly so that schools can support them in academics and behavior.

Goal 5: Communications and Community Involvement: Increase partnership and engagement with staff, parents, students, and the community.

UVALDE DUAL LANGUAGE ACADEMY

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and in rich academic experiences.

Goal 2: Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.

Goal 3: Social-Emotional Support: Students will learn in a culture that builds upon prior learning and prepares them for future experiences.

Goal 4: Graduation and Attendance: Students will be encouraged to attend school regularly so that school can support them in academics and behavior.

Goal 5: Communications and Community Involvement: Increase partnership and engagement with staff, parents, students, and community.

FLORES ELEMENTARY

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and in rich academic experiences.

Goal 2: Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.

Goal 3: Safety and Social-Emotional Support: UCISD will provide a safe, disciplined, and healthy environment conducive to teaching and learning, promoting physical and mental health in all students, their families, and employees.

Goal 4: Students will be encouraged to attend school regularly so that schools can support them in academics and behavior.

MORALES JUNIOR HIGH

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and in rich academic experiences.

Goal 2: Inclusivity: All student will learn in a culture that promotes individual growth and resiliency.

Goal 3: Safety and Social-Emotional Support: UCISD will provide a safe, disciplined, and healthy environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

Goal 4: Graduation and Attendance: Students will be encouraged to attend school regularly, so that schools can support them in academics and behavior.

Goal 5: Communications and Community Involvement: Increase partnership and engagement with staff, parents, students, and the community.

UVALDE HIGH SCHOOL

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and in rich academic experiences.

Goal 2: Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.

Goal 3: Social-Emotional Support: Students will learn in a culture that builds upon prior learning and prepares them for future experiences.

Goal 4: Graduation and Attendance: Students will be encouraged to attend school regularly so that schools can support them in academics and behavior.

Goal 5: Safety: Students and staff will implement and maintain high safety standards.

Goal 6: Communications and Community Involvement: Increase partnerships and engagement with staff, parents, students, and community.

Crossroads Academy

2023-2024

GOALS



GOALS

Goal 1: Enrichment and Exposure: Students will be highly engaged in real-world learning and in rich academic experiences.

Goal 2: Inclusivity: All students will learn in a culture that promotes individual growth and resiliency.

Goal 3: Safety and Social-Emotional Support: UCISD will provide a safe, disciplined, and healthy environment conducive to teaching and learning, promoting physical and mental health in all students, their families, and employees.

Goal 4: Graduation and Attendance: Students will be encouraged to attend school regularly so that schools can support them in academics and behavior.

Goal 5: Goal 6: Communications and Community Involvement: Increase partnership and engagement with staff, parents, students, and the community.

Goal 6: Fiscal and Operational Management: Operate in an efficient and effective manner to be good stewards of available resources.

MIGRANT PROGRAM

**PFS (Priority for Service)
&
IDR (Identification & Recruitment)**

Plans

2023-2024

Included in your packets



UCISD ID&R PLAN 2023 – 2024

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1 and March 30 for ID&R training or as determined by TEA. NGS training to be determined
B. <u>Other</u>		
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 29
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 29
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 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: 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. Currently Eligible Migrant Children: 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 29 – 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 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> NGS Data Specialist is to enter data from each child's COE into the Texas New Generation System (TXNGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working 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 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> 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 ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migratory families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families by meeting with staff and sharing information	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing 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 29
B. <u>Eligibility review.</u> Forward COEs with more than one required eligibility comment or other reasons specified under difficult determination 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 (4)] 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> Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Other</u>		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
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

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 Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service 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 style="text-align: center;"><u>AND</u></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 style="text-align: center;"><u>AND</u></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; <u>or</u> • For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Uvalde CISD

Region: 20

Priority for Service (PFS) Action Plan

Completed By: Dr. Mario Ferron Sr.

Date: 08/31/2023

School Year: 2023 - 2024

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "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., Emergent Bilingual, economically disadvantaged).

Goal(s):

100% of eligible migratory, Priority for Service (PFS) students will be entered into the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program.

For the 2023-2024 school year, 100% of the PFS migrant students will be provided with opportunities to acquire knowledge and skills needed to guide college and career choices.

Objective(s):

To ensure 100% of PFS students are provided with an array of intervention strategies that will address their individual needs.

To ensure 100% of PFS students are prepared to transition to the next grade level through supports offered at the campus level.

Required Strategies

Monitor the progress of MEP students who are PFS.

- **Monthly**, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.
- **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.

Timeline	Person(s) Responsible	Documentation
Before the end of each month; September 2023 - July 2024	MEP Director NGS Specialist	PFS Tracking Report
By the end of the first month of school	MEP Director	PFS Report

Additional Activities			
Additional Activities	Timeline	Person(s) Responsible	Documentation
<ul style="list-style-type: none"> Implement district policies and procedures outlining strategies for credit accrual, make-up coursework, and placement in required/elective courses. Identify students whose education has been interrupted one or more times during the school year, and monitor their progress reports/report cards. Ensure migrant students(failing or at risk of failing) are prioritized for services by teachers and counselors. 	<p>Before the end of each month; September 2023 - July 2024</p> <p>Before the end of each month; September 2023 - July 2024</p>	<p>MEP Director MEP Specialist Campus Administrators Homeroom Teachers School Counselors</p> <p>MEP Director MEP Specialist Campus Administrators Homeroom Teachers School Counselors</p>	<p>Uvalde CISD MEP Taskforce Monthly Meetings: Agenda, PPT, Minutes</p> <p>MEP Taskforce Monthly Meetings: Agenda, PPT, Minutes</p>
Required Strategies			
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 TX-NGS Priority for Service (PFS) reports. During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	<p>Before the end of each month; September 2023 - July 2024</p> <p>Before the end of each month; September 2023 - July 2024</p> <p>Ongoing 2023 – 2024 School Year</p>	<p>MEP Director MEP Specialist Campus Administrators Homeroom Teachers School Counselors</p> <p>MEP Director MEP Specialist Campus Administrators Homeroom Teachers</p> <p>MEP Director MEP Specialist Campus Administrators</p>	<p>PFS Reports, Student Progress Review Forms, Monthly meetings: Agendas, PPT, Minutes</p> <p>Emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters</p> <p>Visit agendas and notes</p>
Additional Activities			
<ul style="list-style-type: none"> District MEP director, staff and parents will attend workshops, conferences, and trainings promoting best practices, teacher quality, strategies, and improvement in student performance. Focus in areas of high need. Work with counselors on developing and maintaining graduation plans and ensuring appropriate planning of courses and placement for PFS migrant students including extra-curricular activities. 	<p>Each quarter; September 2023 - July 2024</p> <p>Each semester; September 2023 - July 2024</p>	<p>MEP Director MEP Specialist Campus Administrators</p> <p>MEP Director MEP Specialist Campus Administrators</p>	<p>Conference Documents, Certificates, MEP Taskforce Monthly Meetings</p> <p>Meeting agendas and minutes</p>

<ul style="list-style-type: none"> Establish a Migrant Parent Advisory Committee to provide leadership opportunities for parents. Establish a Migrant Education Program (MEP) Taskforce including; teachers, campus and district administrators to meet each month to monitor program implementation. 	<p>Each month; September 2023 - July 2024</p> <p>Each quarter; September 2023 - July 2024</p>	<p>MEP Director MEP Specialist Local Resource Representatives</p> <p>MEP Director MEP Specialist Campus Administrators Homeroom Teachers</p>	<p>Meeting agendas and minutes</p> <p>MEP Taskforce Monthly Meeting: Agenda, PPT, Minutes</p>
<p>Provide services to PFS migrant students.</p>			
<ul style="list-style-type: none"> The district's 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. 	<p>Ongoing, as students enroll in schools</p>	<p>MEP Director MEP Specialist Campus Administrators</p>	<p>Bright</p>
<ul style="list-style-type: none"> The district's 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. 	<p>Each month; September 2023 - July 2024</p>	<p>MEP Director MEP Specialist Campus Administrators</p>	
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	<p>Each month; September 2023 - July 2024</p>	<p>MEP Director MEP Specialist Campus Administrators</p>	
<p>Additional Activities</p>			
<ul style="list-style-type: none"> Provide PFS students with homework assistance and essential tools for academic success. 	<p>Each month; September 2023 - July 2024</p>		
<ul style="list-style-type: none"> Provide migrant students necessary instructional materials to achieve success in all academic areas. 	<p>Each month; September 2023 - July 2024</p>		
<ul style="list-style-type: none"> Provide opportunities to secondary migrant students to explore career pathways by visiting colleges and experience college environment. Provide opportunities for migrant students to attend leadership conference in Washington DC. 	<p>Spring and Summer of 2024</p>		
<ul style="list-style-type: none"> Identify students at risk of failing state assessments. Monitor PFS students as they attend tutoring classes and/or Saturday extended day classes. Identify migrant students not on-time for graduation. 	<p>Each month; September 2023 - July 2024</p>		



 LEA Signature



 Date Completed

ESC Signature _____ Date Received _____