Ennis Independent School District

District Improvement Plan

2023-2024

Mission Statement

The Ennis Independent School District (ISD) shall be an educational institution that continuously challenges and stimulates its students. Ennis ISD shall provide the highest quality instructional staff and the appropriate facilities to ensure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in Ennis ISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by Ennis ISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Vision

Educate, Encourage, Empower

Motto

Every Student is Important

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District Wide Long Term Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high-quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character and high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with an instructional focus.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Ennis Independent School District, formed in 1881, covers an area of 253.8 square miles. Ennis is located in southeast Ellis County. District attendance zone lines extend into both Navarro and Henderson counties. The population is home to many children who live in rural areas, balanced by healthy neighborhood populations throughout the town.

Ennis ISD serves 6,013 students from our three-year-old Head Start Program through grade 12. The District operates 11 campuses. Two campuses are designated Early Childhood Centers (Pre K - Kindergarten), four elementary campuses serve grades 1-3, two intermediate campuses serving grades 4-5, one 6th grade campus, one junior high school for grades 7-8, and a high school campus for grades 9-12. The District also runs its own DAEP campus. The demographic breakdown of the students of Ennis ISD is as follows: 56.6% Hispanic, 27.5% white, 13.1% African American, and 2.8% of other races.

The district serves a diverse population in several special programs: 19.6% of the student population is served by an English Learner Program, 7.6% in the Gifted and Talented Program, and 12% in the Special Education Program.

Ennis ISD has a total of 773 employees. Of the 773 employees, 428 are teachers, 66 are professional support, there are 22 campus administrators, 140 educational aides and 110 auxiliary staff members. The demographic makeup of the Ennis ISD staff is 80.8% female and 19.2% male. 79.3.% of the teaching staff is white, 14.4% is Hispanic, 4.2% is African American and 2.2% are classified as other. The average experience of teachers is 12 years.

The City of Ennis' population (as of 2021) is 21,210. Ennis is home to several industrial plants that employ over 4,000 workers in more than 40 different industries. Economic development is a priority for the city. Traditionally, a community with a rich Czech heritage, Ennis' Hispanic population continues to grow relative to other groups. As reflected in the District's population of English learners, many residents' primary language is Spanish.

The District is dedicated to offering the best education at all 11 of its campuses focusing on student achievement for all students. EISD educators are highly qualified and work to ensure all students have the best resources and instruction to succeed. The District has a long tradition of success and continues building excellence so that all students are college and career-ready when they graduate from EISD schools.

Demographics Strengths

The overall student population of EISD has been stable, characterized by slow growth, with a total number of students increased by a few percentage points over the past decade. However, the district is preparing for considerable student growth with all of the new home construction that is occuring throughout the district.

The student population of Ennis ISD is diverse, which provides students the opportunity to learn and grow with others across the economic and racial/ethnic

spectrum. The district is fortunate to enjoy broad support from parents and community members.

The community has seen increased development and construction of both multi-family housing and single family homes over the past 2 years and will continue growth with a possiblity of faster growth rates within the next 2-3 years.

The city of Ennis has made great efforts to revitalize its historic downtown, as well as the addition of several new businesses, which have begun construction along the city's I-45 corridor.

Student Learning

Student Learning Summary

In addition to state-required STAAR and TELPAS assessments, the district has a robust local assessment plan. Pre-K students are assessed as required by law using CLI assessments, and Kindergarteners are tested using MCLASS. In grades K-6, students are assessed with the i-Ready Diagnostic Assessment in Reading and Math (in English and/or Spanish) three times per year. These assessments provide teachers with data that informs both small group and class instruction and allows them to provide student-specific interventions early in the year. In grades 1-3, teachers also assess reading levels using BAS to guide small group instruction. Additional diagnostic tools such as MCLASS are used for kindergarten and 1st grade to determine if students are "at risk" for dyslexia. The data from this diagnostic tool will be used to drive student intervention for students with significant reading difficulties. Reading intervention will design strategies to focus on the core skills of reading from grades K-5. TRS assessments are also given after each unit of instruction to measure TEKS retention and mastery. Teachers use these tools to track student growth and progress and to intervene when necessary as well as make adjustments to instruction. The district uses this data to track progress of campuses toward students' standards mastery and to adjust curriculum and pacing as necessary. This information also drives support for campuses.

Spring 2023 STAAR scores have been reported in only a "preliminary" format; therefore, the district currently does not have definitive scores for students. Campuses will base decisions regarding accelerated instruction based on the preliminary scores and make adjustments upon receipt of final scores in September 2023. Students in grades 3 and up will take STAAR Interim assessments during the 2023-2024 school year, which will also assist administrators and teachers in planning for and adjusting targeted instruction and intervention prior to students taking the Spring 2024 STAAR and EOC assessments.

3rd Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	80%	78%	77%	75%
Meets or better	47%	53%	52%	40%
Masters	28%	33%	31%	18%
Math				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	75%	71%	70%	78%
Meets or better	42%	44%	42%	39%
Masters	19%	23%	21%	19%

4th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	77%	78%	77%	61%
Meets or better	50%	56%	54%	32%
Masters	18%	31%	29%	13%
Math				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	72%	70%	69%	64%
Meets or better	44%	44%	42%	41%
Masters	23%	25%	23%	26%
5th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	78%	81%	80%	74%
Meets or better	48%	60%	57%	48%
Masters	28%	40%	37%	28%
Math				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	77%	76%	75%	81%
Meets or better	44%	48%	46%	53%
Masters	21%	26%	23%	29%
Science				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	64%	66%	66%	71%

4th Grade				
Meets or better	30%	38%	37%	36%
Masters	12%	18%	17%	16%
6th Grade				
Reading				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	75%	70%	69%	66%
Meets or better	45%	43%	41%	33%
Masters	25%	24%	22%	15%
Math				
	Ennis ISD	Region 10	State	EISD 2022-2023
Approaches or better	77%	74%	72%	80%
Meets or better	42%	41%	37%	41%
Masters	13%	18%	15%	15%
7th Grade				
Reading				
	EJHS	Region 10	State	2022-2023
Approaches or better	75%	79%	78%	70%
Meets or better	48%	56%	55%	41%
Masters	31%	39%	37%	20%
Math				
	EJHS	Region 10	State	2022-2023
Approaches or better	61%	60%	59%	62%
Meets or better	32%	31%	29%	31%
Masters	10%	15%	12%	14%
8th Grade				
Reading				
	EJHS	Region 10	State	2022-2023

7th Grade				
Approaches or better	83%	83%	82%	75%
Meets or better	52%	58%	57%	49%
Masters	35%	39%	37%	24%
Math				
	EJHS	Region 10	State	2022-2023
Approaches or better	59%	70%	70%	69%
Meets or better	19%	29%	38%	44%
Masters	3%	14%	13%	10%
Algebra				
	EJHS	Region 10	State	2022-2023
Approaches or better	99%	74%	74%	99%
Meets or better	84%	48%	46%	
Masters	66%	32%	30%	67%
Science				
	EJHS	Region 10	State	2022-2023
Approaches or better	69%	74%	73%	68%
Meets or better	36%	46%	43%	43%
Masters	12%	25%	22%	24%
Social Studies				
	EJHS	Region 10	State	2022-2023
Approaches or better	52%	61%	59%	54%
Meets or better	20%	31%	29%	25%
Masters	10%	19%	17%	13%
Ennis High School				
Algebra				

	EHS	Region 10	State	2022-2023	EISD
Approaches or better	70%	74%	74%	68%	76%

Ennis High School					
Meets or better	36%	48%	46%	33%	45%
Masters	16%	32%	30%	15%	26%
English 1					
	EHS	Region 10	State	2022-2023	
Approaches or better	51%	64%	63%	57%	
Meets or better	34%	50%	48%	35%	
Masters	4%	13%	11%	6%	
Biology					
	EHS	Region 10	State	2022-2023	
Approaches or better	84%	83%	83%	81%	
Meets or better	55%	59%	58%	53%	
Masters	18%	25%	23%	17%	
English 2					
	EHS	Region 10	State	2022-2023	
Approaches or better	59%	71%	71%	72%	
Meets or better	44%	58%	57%	54%	
Masters	3%	10%	9%	6%	
US History					
	EHS	Region 10	State	2022-2023	
Approaches or better	85%	89%	89%	87%	
Meets or better	62%	72%	71%	68%	
Masters	32%	46%	44%	40%	

Student Learning Strengths

Based on 2023 STAAR performance, we showed growth in grades 3-8 Reading. There were also pockets of success on the Math STAAR tests.

Ennis High School experienced growth on the Algebra and Biology STAAR EOCs.

District Processes & Programs

District Processes & Programs Summary

Students in Ennis ISD are served by a number of specialized programs related to student needs. 70.27% (2022 PEIMS) of students are served by the free/reduced price lunch program, and 46.50% met the criteria of At-Risk. Of the total student population, 17.67% are Emergent Bilingual students (EB), served by Bilingual or English as a Second Language (ESL) programs. Currently, 13.05 % are served through special education (Sped), 8.02% through Gifted and Talented (GT), 11.6% through Response to Intervention (RTI), 13% through 504 services, 7.84% through Dyslexia Therapy (DT).

Ennis ISD continues to make CCMR a district priority. Ennis High School is a TSI testing site as well as a testing site for the SAT and the ACT. The district adopted a testing protocol in 2017 that provides district funds for students to take the ACT or the SAT at no cost. The district also provides funding to supplement the cost of AP exams, PSAT, and PLAN tests.

 The Academic Response to Intervention (RTI) program serves over 717 students in grades K - 12. Intervention services for students in Tier 2 or 3 per campus are shown below as the percentage of students served by supplemental intervention:

Carver ECC- 21%; Crockett ECC- 13%; Austin Elementary- 20%; Bowie ELementary- 29%; Houston Elementary- 27%; Travis Elementary- 28%; Lummus Intermediate- 15%; Miller Intermediate; 13%; Alamo Middle School- 9%: EJHS -6%; EHS- no students reported; and EISD- 11.6%.

The intent of the program is to provide supplemental intervention services for a target rate of 20% of the campus population. Students are identified for tiered intervention services using data from universal screeners administered three times each year and through consideration of other performance evidence by a collaborative conference committee. The specific procedures for students on Tiers 2 and 3 are outlined in the district Response to Intervention Manual, which is updated annually to reflect programmatic changes. Most of the intervention involves a focus on reading with eight reading intervention teachers serving grades K-6. An intervention lab for grades 7-8 has seen increasing support for students in need of RTI and/or 504 support. This learning lab focuses on a tiered level of support with targeted tutoring and pull-out support.   Additional intervention resources are needed to provide more wrap-around support for students to include mental health interventions. An Intervention Coordinator would support a consistent process of intervention supports across all 11 campuses. A greater emphasis on consistent intervention services will be supported through a Kindergarten through 5th-grade reading intervention program to assess skill weaknesses, plan intervention, group students to receive specific remediation and track them on a 10-day progress monitoring schedule.

 In summary, 95% of students with Dyslexia are exiting a two-year therapy program between 5th and 6th grade and in need of additional academic support in the areas of reading and writing. The addition of a Dyslexia Interventionist for 2021-2022 has supported an intervention lab setting for grades 7-8 and provided a different Dyslexia instructional curriculum. The curriculum, Multi-Teaching Approach (MTA) will provide a variety of resources to meet the growing needs of students with Dyslexia. This current curriculum will supplement the district general education Dyslexia curriculum, Take Flight. Take Flight will be delivered by trained therapists that are trained through Scottish Rite Hospital.   Additionally, data from kindergarten and 1st-grade Dyslexia screeners identify students with Emergent Bilingual identification in need of intervention support. This support will include Dyslexia instruction from a trained ESL/Bilingual interventionist. The addition of interventionists for Dyslexia supports the district's efforts to offer a curriculum for all students identified with the condition of Dyslexia. The district will be sponsoring two dyslexia interventionists to become certified academic language therapists through the Scottish Rite Hospital. These additional staff will join three other trained therapists to create a more balanced and diversified curriculum program to serve 485 students with dyslexia.

Each campus has a school counselor to provide a comprehensive guidance program for students and support the campus with additional assigned

responsibilities. Currently, counselors are providing individual, small group, and classroom guidance services. Additional social-emotional learning requires additional resources for classroom teachers and counselors to implement strategies related to the mental health needs of teachers and students. As the guidance programs become more comprehensive there will be an increasing need for guidance resources to implement consistent intervention services to support the whole student with a multi-tiered system of supports.

In regard to personnel and recruiting efforts, Ennis ISD has expanded its efforts to attract and retain highly qualified teachers. The Human Services Department coordinates the recruiting efforts at numerous job fairs locally and across the state. EISD offers a competitive salary and benefits package as well as a matching 403B/457 program (TERRP). In an effort to show appreciation to the staff, Ennis ISD has rewarded staff members with an annual retention incentive of $600. Beginning in the 2019-2020 school year, Ennis ISD has offered WelVia (a no-deductible, mobile office visit service) to all employees at no cost to them.

Ennis ISD remains committed to supporting Emergent Bilingual students through the district's English as a Second Language and Bilingual Education programs. Students are identified as being Emergent Bilingual following the procedures set forth in Chapter 89, and the LPAC at each campus makes program placement recommendations. Students are served by ESL-certified teachers in the English as a Second Language program by teachers who are bilingual-certified in the transitional bilingual program and by bilingual-certified or by a combination of bilingual- and ESL-certified teachers in the dual language program.

The implementation of the district's dual language enrichment program continues to expand and will be offered in grades PK-2nd during the 2022-23 school year. The program utilizes the Gomez and Gomez Dual Language Enrichment (DLE) model, and 2nd grade presents a unique challenge for implementation, as this is the grade level at which English Language Arts is first introduced to students. Teachers will collaborate with the Bilingual/ESL Director to develop plans to interlace all language arts TEKS into both SLAR and ELAR in an effort to support fluency in both languages.

The district's Academic Support Team consists of the Assistant Superintendent of Curriculum and Instruction, Elementary and Secondary Learning Coordinators, Instructional Strategists, and Instructional Facilitators. Instructional Facilitators provide support to teachers in planning and implementing high-quality instruction, analysis of data to inform instructional planning, and development of curricular resources when needed. Facilitators support every aspect of classroom instruction and assessment. Instructional Strategists ensure that district-created assessments are aligned with TEKS-based classroom instruction and that data from these assessments is shared with district and campus administrators as well as teachers in a timely manner. Learning Coordinators work closely with campus administrators to analyze student- and teacher-level data in order to develop and implement plans for continuous improvement of instruction and therefore student performance.

District Processes & Programs Strengths

EISD has an established a new teacher mentoring program for teachers new to the profession. Mentor teachers receive annual training and are required to provide ongoing support to their assigned mentee. District level staff including instructional facilitators, instructional strategists, special program directors, and principals, as well as the Asst. Superintendent of Curriculum and Instruction provide training throughout the year on a variety of relevant topics such as classroom management, effective instructional practices, special program requirements, and establishing positive teacher/parent partnerships. Each Instructional Facilitator carries a caseload of first-year teachers with whom they work closely to ensure that teacher's growth and success over the course of their first year

in the profession. Facilitators and Mentor Teachers work in tandem to support new teachers. Facilitators may also support teachers who are pursuing alternative certification.

Instructional Strategists provide critical curriculum support in the form of subject area pacing guide creation, evaluation and training for new TEKS, professional development, data disaggregation and evaluation, unit test creation, and a host of other duties. Learning Coordinators provide key support to campus administrators regarding student performance and plans for improvement.

Each campus has a school counselor to deliver a balanced guidance program. Additional social emotional learning requires additional resources for classroom teacher and counselor to implement strategies related to mental health needs of teachers and students.   Additional intervention resources are needed to provide more wrap around support for students to include mental health interventions.

The district provides a strong dyslexia program of services with 5 trained therapists assigned to provide a two-year therapy program for an average of 125 students across 7 campuses. Service trends for dyslexia therapy show an increase number of students served younger while additional students continue to need dyslexia instruction in seventh grade and eighth grade. The current trend has therapy services being limited because of additional campus services per grade.

Services for students identified with a Homeless status have seen an increasing number of students the past two years. The expected enrollment for homeless students during the 2022-2023 school year will be over 225 students. This is a 68% increase in students identified since 2020-2021. Additional services from the Family and Community Engagement Coordinator will target intervention with the average attendance rate for homeless students being 83% starting in 2020-2021 school year. Additional staff, school supplies, and clothing are needed to increase capacity to meet the needs of a growing population to increase the attendance rate to 87% or higher.

The district will support each campus with supplemental funding from Title I entitlements. The plan to provide supplemental supports is described in the Ennis ISD Title I Program- School Year 2023-2024 and attached as an addendum to the District Improvement Plan. These federal funds will be used with the coordination of state /local funds and other federal funds to increase student achievement socially and academically.

Perceptions

Perceptions Summary

The district conducts business with guidance from the District's Core Beliefs.   The district values the input of students, parents, and staff. The District-wide Educational Improvement Council serves as a voice for the community and staff. The district leaders are involved in community committees, clubs, and events. Ennis ISD has a culture of giving. EISD employees support the local United Way as the largest nonprofit organization. The district also partners with other student support organizations such as Give A Kid A Chance (Back to School - School Supplies) and weekly Lions Cubs weekend food program, Ennis Noon Lions Club (eyeglasses), Salvation Army (Angel Tree), and the Boys and Girls Club of Ennis (elementary campuses host after school programs). Boys and Girls Club also uses Lummus Intermediate as a secondary site during the Summer.

Like all districts across the state, Ennis ISD has had a significant decrease in our Daily Attendance Rate. Our "daily attendance" for the 22-23 school year was 93%. According to the 2020-2021 TAPR (prior to COVID reporting), the district had an overall attendance rate of 98.5%. Improving our attendance must be a focus for each campus.

Campus and district administrators review Results Driven Accountability (RDA) data annually and have addressed sub-group discipline rates. District administrators utilize the Walsh, Gallegos, Trevino, Russo & Kyle Bullying tool kit when investigating claims of bullying or harassment.

Parent surveys are used with the development of campus and district parent engagement policies. Survey results are collected by the district through the Family and Community Coordinator for Ennis ISD. These results are shared with the campuses to provide updated needs for campus activities.

All campuses are involved in the Lion Pride Way. The Lion Pride Way is a district initiative that uses common language and expectations to improve the culture, climate, and communication on campuses by teaching our students skills that will help them throughout life.

Perceptions Strengths

Ennis ISD has a history of working with community groups who support and serve its students. Ennis schools, particularly those serving grades PreK - 3rd enjoy strong parental support. The district is proactive regarding its communication with its community.

The district has a competitive retention program as well as attendance and retention incentives for its staff. The district also provides a "sick bank" benefit to employees in the event of serious illness or injury.

Ennis ISD values and supports the use of technology in the classroom. The district has made a significant investment in digital resources for students and staff and is now a 1:1 (Chromebooks) district for all grade levels. All classrooms are equipped with interactive white boards across the district.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

District Goals

District Goal 1: Ensure all students receive high-quality instruction.
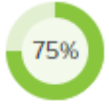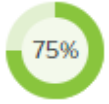
Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.
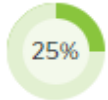
Performance Objective 1: To maintain a B or higher designation for district ratings in the 2023-2024 school year while increasing designated special populations (EL, SPED, ECO DIS) achievement data to equal to or greater than the State average.

    High Priority
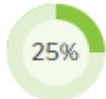
    Evaluation Data Sources: Texas Academic Performance Report
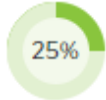
Strategy 1 Details	Reviews			
Strategy 1: Strategy 1.1.1 The district will continue to support the Texas Essential Knowledge and Skills (TEKS) as the viable district-wide curriculum. Research-based resources including the TEKS Resource System (TRS) will be used to support the district-wide curriculum.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Seamless instruction as evidenced by class room walk-throughs; Improved STAAR scores; Improvement of achievement in subgroups
     Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
 	
     Funding Sources: Region X, TRS Management System - 199 - General Fund: Local
	25%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Strategy 1.1.2 Teachers will participate in purposeful planning through campus PLCs for PreK-12 and will implement the TRS curriculum resource in all core area K-12 classrooms. All core teachers will use the TRS assessments for evaluation of student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Campus walkthroughs;
 TRS Assessment Data
     Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
 Campus Principals
 	
     Funding Sources: Time, Eduphoria AWARE - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program
	25%	75%		

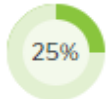| Strategy 3 Details	Reviews			
Strategy 3: Strategy 1.1.3 Data analysis meetings will be conducted at the district and campus level to analyze current campus and student data to guide next steps for instructional practices in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of meetings with principals and meetings on campuses regarding data disaggregation **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, - 224 - IDEA B, Formula (SpEd)	25%	75%		

Strategy 4 Details	Reviews			
Strategy 4: Strategy 1.1.4 The district will provide professional learning opportunities to support increased implementation of student-centered instructional approaches in the classroom for grades PreK-12.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Instructional observations and walkthroughs **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - Special Education: State, - 224 - IDEA B, Formula (SpEd), Instructional materials and professional development - 211 - Title I, Part A Improving Basic Program, Instructional materials and professional development - 289 - Title IV, Part A, Instructional materials and professional development - 199 - General Fund: Local, Training for Principals and Mentoring - 255 - Title II, Part A Training and Recruiting - $15,000	25%	75%		

Strategy 5 Details	Reviews			
Strategy 5: Strategy 1.1.5 The district will continue to refine inclusive models of instruction throughout the district adapting to the needs of the student.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students served in inclusive settings on Annual RDA report **Staff Responsible for Monitoring:** Director of Special Education **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Local, - 199 - Special Education: State	25%	75%		
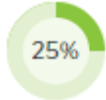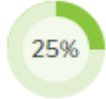
Strategy 6 Details	Reviews			
Strategy 6: Strategy 1.1.6 English learners will receive targeted instruction at each campus to improve their level of English proficiency on the oral language tests and their reading, listening, speaking, and writing ability ratings on the TELPAS. Through support with English proficiency and academics, ELs will improve scores on state assessments to a level that is at or above State average. Teachers and administrators will be trained in instructional strategies for English learners.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: RDA indicators; Increased scores on TELPAS; Increased scores on state assessments. **Staff Responsible for Monitoring:** Bilingual/ESL Director **Results Driven Accountability** **Funding Sources:** Data in AWARE - 263 - Title III, LEP, - 199 - General Fund: Local	25%	75%		

Strategy 7 Details	Reviews			
Strategy 7: Strategy 1.1.7 Professional learning for staff will include strategies to reach diverse learners' needs including EL, SPED, GT, Dyslexic, and struggling learners. This will include instructional strategies for language acquisition and vocabulary development for ELs.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased scores on TELPAS; Increased scores on state assessments; RDA data **Staff Responsible for Monitoring:** Director of Special Education Director of Special Programs Bilingual/ESL Director Assistant Superintendent of Curriculum and Instruction **Funding Sources:** Instructional language supports. - 263 - Title III, LEP, - 199 - General Fund: Local, - 199 - Special Education: State, - 199 - GATE: State, Professional development training - 211 - Title I, Part A Improving Basic Program, Professional development travels - 289 - Title IV, Part A	25%	75%		

Strategy 8 Details	Reviews			
Strategy 8: Strategy 1.1.8 EISD staff will use multiple measures to make instructional decisions to meet students' needs. They will utilize data from assessments, including but not limited to, Aware, Major Clarity, Renaissance STAR, TRS Assessments, STAAR, Skyward, College Board, BAS, Performance Assessments, and student work.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Full implementation of the software program and training sessions **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Accountability and Operations Director of Post-Secondary Readiness **Funding Sources:** - 199 - General Fund: Local, IREADY- professional devlopment and tracking interventions - 211 - Title I, Part A Improving Basic Program	25%	75%		

Strategy 9 Details	**Reviews**			
Strategy 9: Strategy 1.1.9 Students identified as "at risk" will be provided with intervention and accelerated instruction to improve their chances of academic success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Types of Intervention Sessions; # of Students Served; quality instructional resources, small group intervention, monitor attendance of homeless students and intervene twith phone calls and home visits. **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Assistant Superintendent of Curriculum and Instruction Campus Principals Family and Community Engagement Coordinator **Funding Sources:** Personnel, buses, time - 199 - State Compensatory Ed (SCE): State, Mentoring Program - 289 - Title IV, Part A, - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd), Identified students with Homeless status and provided needs for clothing and school supplies - 206 - TEXSHEP McKinney-Vento (Homeless), Identified students with Homeless status and provided needs for clothing and school supplies - 278 - ARP Homeless I TEHCY, Identified students with Homeless status and provided needs for clothing and school supplies - 280 - ARP Homeless II	25%	75%		

Strategy 10 Details	**Reviews**			
Strategy 10: Strategy 1.1.10 Reading Interventionists (assisted by the Reading Intervention Paraprofessionals at PreK - 3), Dyslexia Interventionist, and Dyslexia Therapists will provide specialized reading instruction at every campus to assist students who are identified as at risk due to gaps in reading skills or dyslexia. Instructional Coaches and Reading Specialists will provide support and training to identified teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students served and progress attained **Staff Responsible for Monitoring:** Director of Special Programs; Intervention and GT Coordinator **Funding Sources:** - 199 - General Fund: Local, Dyslexia Interventionist - 211 - Title I, Part A Improving Basic Program, Supplemental reading material for differentiated curriculum needs - 289 - Title IV, Part A	25%	75%		

Strategy 11 Details	**Reviews**			
Strategy 11: Strategy 1.1.11 The district will implement Response to Intervention (RtI) for students at risk of academic failure. Administrators, counselors, and teachers will use eStar as a software management system. Student support teams (CARE teams) at each campus will document interventions electronically.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students served by interventionists/dyslexia therapy and their progress summary. **Staff Responsible for Monitoring:** Director of Special Programs; Intervention and GT Coordinator **Funding Sources:** - 224 - IDEA B, Formula (SpEd), - 199 - Special Education: State, - 199 - General Fund: Local, Reading intervention instructional material including software database - 211 - Title I, Part A Improving Basic Program	25%	75%		

Strategy 12 Details	Reviews			
Strategy 12: Strategy 1.1.12 The district will provide and expand quality Career and Technology classes through qualified staff, supplies, equipment, and training for students to experience real world careers and skills. Dual credit CTE opportunities will be furthered through Institutes of Higher Education. The district will now use Eduthings software to assist with monitoring Perkins grant, certification exams, programs of studies as well as choosing courses of study. **Strategy's Expected Result/Impact:** Documentation of personnel Number of students enrolled in classes; Certifications offered/earned **Staff Responsible for Monitoring:** Director of Post Secondary Readiness **Funding Sources:** - 244 - Carl D. Perkins: Federal, - 199 - General Fund: Local, - 199 - CTE: State	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 13 Details	Reviews			
Strategy 13: Strategy 1.1.13 GT students will be identified and served through GT trained staff. The district will provide yearly training for all certified staff. **Strategy's Expected Result/Impact:** Lists of identified gifted students at each grade level and subject area are on file in the curriculum office and identified on PEIMS; Percentage and number of students identified in grades K-12 **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - GATE: State, - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 14 Details	Reviews			
Strategy 14: Strategy 1.1.14 Summer school will be provided for students who are identified as in need of accelerated instruction. **Strategy's Expected Result/Impact:** Numbers of students per elementary & per secondary who attend summer school **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - State Compensatory Ed (SCE): State, - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	N/A	100%	100%	

Strategy 15 Details	Reviews			
Strategy 15: Strategy 1.1.15 The district will participate in a three and four year old Head Start Program for disadvantaged children. The program is located at Carver Early Childhood Center. The district will have a booth at Give a Kid a Chance (GAKAC) to provide parents with information on Pre-K and Head Start. The district will also use Social Media as a resource to inform parents about Head Start. **Strategy's Expected Result/Impact:** Number of students enrolled and served in the program; Documentation of parent meeting and attendance **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 205 - Headstart	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 16 Details	Reviews			
Strategy 16: Strategy 1.1.16 UIL academic participation will continue to be emphasized in grades 2nd-12th, and participants will have the opportunity with advanced and enriched learning opportunities through competitions at the district, area, regional, and state level.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students participating and levels of success on each campus. **Staff Responsible for Monitoring:** Director of Special Programs **Funding Sources:** Extra Duty and gneral supplies - 199 - General Fund: Local	25%	100%	100%	

Strategy 17 Details	Reviews			
Strategy 17: Strategy 1.1.17 The district will provide support services (health, parent education, and academic interventions) to insure success of migrant students. The district is a member of ESC 10 Migrant services.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number of migrant students; Services provided; Student success **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 212 - Title I, Part C, Migrant	25%	75%		

Strategy 18 Details	Reviews			
Strategy 18: Strategy 1.1.18 EISD will use a Learning Management System (CANVAS) to assist staff in the utilization of mobile devices. EISD is a G-Suite for Education district. The district will provide training on programs used such as Google, Canvas, etc.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number of technology training sessions held and attendance; Number of Google certified staff; Badges earned in Canvas **Staff Responsible for Monitoring:** Technology Director Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	25%	75%		

Strategy 19 Details	Reviews			
Strategy 19: Strategy 1.1.19 Digital learning will facilitate training for teachers at all campuses in strategies and programs to integrate technology into the classroom and differentiate instruction for students.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Training documentation and sessions offered /Monitoring of software use **Staff Responsible for Monitoring:** Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	25%	75%		

Strategy 20 Details	Reviews			
	Formative			**Summative**
Strategy 20: Strategy 1.1.20 Software will be made available for student accelerated learning at home and school in reading and math. Student use will be monitored to assure optimum participation. **Strategy's Expected Result/Impact:** Listing of software and hardware purchased; Monthly usage reports will be shared with campus principals and Digital Learning Coordinator. **Staff Responsible for Monitoring:** Digital Learning Coordinator **Funding Sources:** - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 21 Details	Reviews			
	Formative			**Summative**
Strategy 21: Strategy 1.1.21 The district will continue implementation of mobile technology as per the district's Technology Sustainability Plan. **Strategy's Expected Result/Impact:** Mobile devices made available to students; Technology Sustainability Plan **Staff Responsible for Monitoring:** Director of Technology **Funding Sources:** iPads, - 410 - IMA-Instructional Materials Allotment, - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 22 Details	Reviews			
	Formative			**Summative**
Strategy 22: Strategy 1.1.22 Credit Recovery self- paced program will be offered. Programs such as, but not limited to, APEX will be used. **Strategy's Expected Result/Impact:** Number of students enrolled and completion rates in EHS' credit recovery program (SOAR). **Staff Responsible for Monitoring:** EHS Principal Assistant Superintendent of Curriculum and Instruction **Funding Sources:** - 199 - State Compensatory Ed (SCE): State, Supplemental Tutorial Intervention - 211 - Title I, Part A Improving Basic Program - $435,000	**Oct**	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 23 Details	Reviews			
	Formative			**Summative**
Strategy 23: Strategy 1.1.23 The district will provide instructional support through on-site targeted professional learning, job embedded professional learning, PLCs, and coaching support utilizing instructional coaches. **Strategy's Expected Result/Impact:** Campus data talks; IC side-by-side coaching; classroom observations; PLC minutes **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Campus Principals **Funding Sources:** Other professional learning trainings - 211 - Title I, Part A Improving Basic Program, - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 24 Details	Reviews			
Strategy 24: Strategy 1.1.24 Provide CTE course pathways to develop the knowledge, skills, and competencies necessary for a broad range of career opportunities.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Number of students enrolled in the program; Completion rate of students in the program **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - CTE: State - $160,000	25%	75%		

Strategy 25 Details	Reviews			
Strategy 25: Strategy 1.1.25 The district will assist students, teachers, counselors, and parents with information about: Higher education admissions and financial aid opportunities; TEXAS grant program, Teach for Texas grants programs, Curriculum choices for student pathways through the development of resources. Full implementation grades 6-12 with post secondary resources and opportunities. District will utilize programs such as Major Clarity.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Presentation, website resources, and parent informational flyers **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness, Academic Advisor **Funding Sources:** - 199 - General Fund: Local, Software database with student resource access - 211 - Title I, Part A Improving Basic Program	25%	75%		

Strategy 26 Details	Reviews			
Strategy 26: Strategy 1.1.26 Provide training to staff on identifying, evaluating, and modeling best practices for technology and integration as a learning tool.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased student performance on formative and summative assessments **Staff Responsible for Monitoring:** Digital Learning Coordinator	25%	75%		

Strategy 27 Details	Reviews			
Strategy 27: Strategy 1.1.27 Continue to enhance early exit transitional program to meet the needs of ELs for 4th grade and up as the district implements a Dual Language Enrichment model for PreK-3rd grade for the 2023-2024 school year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: RDA indicators; Number of students successfully exiting the program for transitional; Number of students showing progress or Reclassification in the Dual Language Enrichment model **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Bilingual/ESL Director **Funding Sources:** - 199 - General Fund: Local, - 199 - Bilingual/ESL: State, Instructional material - 263 - Title III, LEP	25%	75%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 1: Ensure all students receive high-quality instruction.

Core Belief One: We believe in working to improve performance of all students while closing achievement gaps.

Performance Objective 2: The goal of at the secondary level is to support academically rigorous coursework, advanced academic opportunity, preparation for college readiness, and improve student achievement. For the 2023-2024 school year implementation of district strategies, EISD will maintain 95% or higher percentage of students graduating from high school; enrollment in advanced courses will increase by 3%, and percentage of College, Career, and Military Ready (CCMR) will achieve 85% or higher.

   Evaluation Data Sources: Class roster, course offerings, MOU with IHE, student transcipts.

Strategy 1 Details	Reviews			
Strategy 1: Strategy Strategy 1.2.1 The AVID program will be continued at Ennis High School and Ennis Junior High to prepare more students for college, to create a college going culture at both campuses, and introduce students to the processes and preparations for attending college and being successful in college. Secondary campuses will use the AVID organizational strand.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of students identified and participating in grades 7-12; Number of AVID seniors graduating and the percentage accepted to 4 year colleges/universities; Certification status of EJHS and EHS **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - High School Allotment: State, Professional Development - 211 - Title I, Part A Improving Basic Program	25%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Strategy 1.2.2 The district will promote and support face-to-face and online dual credit opportunities for all eligible students in grades 9-12. The district will continue with current partnerships with Institutes of Higher Learning to provide these opportunities for students. **Strategy's Expected Result/Impact:** Number of: (A) dual credit courses offered (B) students taking dual credit courses (C) Number of students passing dual credit courses (D) Partnerships developed with IHE **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - General Fund: Local, - 199 - High School Allotment: State	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Strategy 1. 2.3 The district will provide core and elective Advanced Placement courses at Ennis H.S. to help students be better prepared for college. In order to increase student enrollment in AP courses, teachers and counselors will advise students on the benefits of such AP courses prior to the course selection window in the spring. **Strategy's Expected Result/Impact:** Number of students enrolled in advanced placement classes. Increase offerings of advanced placement courses. **Staff Responsible for Monitoring:** Director of Post-Secondary Readiness **Funding Sources:** - 199 - General Fund: Local, - 199 - High School Allotment: State	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	75%		

Strategy 4 Details	Reviews			

Strategy 4: 1.2.4 The district will continue to update its current Gifted and Talented Plan to meet the requirements of the state's new guidelines upon their adoption. A committee of teachers, administrators, and parents will work together to complete this process. For the 2022-2023 school year, the focus is the instructional arrangements/supports and the identification process/assessments.
   Strategy's Expected Result/Impact: The district GATE plan will be reviewed, revised, and published annually
   Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
District GT Coordinator
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	25%	75%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

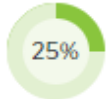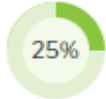**District Goal 2:** Provide and support high quality staff for all classrooms.

Core Belief Two: We believe that all employees are critical to the success of our students.

Performance Objective 1: For the 2023-2024 school year, using a competitive salary schedule, the District will maintain an excellent faculty and staff through the effective recruitment and retention of quality teachers with a 90% or higher retention rate.

Evaluation Data Sources: Department of Human Services Retention Data

Strategy 1 Details	Reviews			
Strategy 1: Strategy 2.1 The district will recruit high quality teachers with priority given to teachers certified by the State Board for Educator Certification with a goal of 100% certified for each campus. Paraprofessionals will meet local testing requirements prior to hire and be certified through the State Board of Educator Certification during his/her first year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of certified teaching staff; Documentation of successful testing in four required areas (instruction, writing, math, & reading) for paraprofessionals; and RDA report **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local, - 199 - State Compensatory Ed (SCE): State, Teachers salary and benefits - 255 - Title II, Part A Training and Recruiting, Paraprofessionals salary and benefits - 263 - Title III, LEP, Teachers salary and benefits - 211 - Title I, Part A Improving Basic Program	85%	90%		

Strategy 2 Details	Reviews			
Strategy 2: Strategy 2.2 The district contribution to employees TRS insurance will be above the state minimum requirement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: % paid above the state minimum **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Strategy 2.3 The district will pay above the state base salary for teachers and will remain competitive with surrounding districts. **Strategy's Expected Result/Impact:** Difference in state minimum salary and Ennis ISD starting pay **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local, - 224 - IDEA B, Formula (SpEd), - 199 - State Compensatory Ed (SCE): State, - 211 - Title I, Part A Improving Basic Program, - 263 - Title III, LEP, - 255 - Title II, Part A Training and Recruiting	**Formative**			**Summative**
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Strategy 2.4 Bus transportation from campus to work site will be provided for all employees' children in the afternoon when school is dismissed. **Strategy's Expected Result/Impact:** Daily routes **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Strategy 2.5 The district will offer a supplement to the 403(b)/457 employee retirement plans with district contributions for employees with perfect or good attendance. The district contribution will be put into a separate TERRP account until the employee separates from service. **Strategy's Expected Result/Impact:** Number of dollars paid into TERRP accounts; number of participants **Staff Responsible for Monitoring:** Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local	**Formative**			**Summative**
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Strategy 2.6 Leadership will review personnel at each campus and make adjustments to improve academic services to students. **Strategy's Expected Result/Impact:** Adjustments made to staffing patterns **Staff Responsible for Monitoring:** Deputy Superintendent	**Formative**			**Summative**
	Oct	Jan	Mar	June
	25%	75%		

Strategy 7 Details	Reviews			
Strategy 7: Strategy 2.7 District will continue to utilize advisory councils for special programs input. Councils will meet at a minimum two times per year. **Strategy's Expected Result/Impact:** Agenda with sign in sheet **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Assistant Superintendent of Curriculum and Instruction Director of Special Education	Formative			Summative
	Oct	Jan	Mar	June
	25%	45%		

Strategy 8 Details	Reviews			
Strategy 8: Strategy 2.8 A "sick leave bank" will assist teachers and staff who have a need for additional days over and above their allotment due to extenuating medical circumstances. Guidelines have been developed by the Personnel Office. **Strategy's Expected Result/Impact:** Days shared by staff members **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
	25%	100%	100%	

Strategy 9 Details	Reviews			
Strategy 9: 2.9 The District will continue the use of Peach Jar (digital flyer/distribution system). **Strategy's Expected Result/Impact:** Implementation of Peach Jar. Number of digital flyers distributed at the district and campus level. **Staff Responsible for Monitoring:** Communications Officer	Formative			Summative
	Oct	Jan	Mar	June
	25%	100%	100%	

Strategy 10 Details	Reviews			
Strategy 10: 2.10 The District will offer Wellvia (telemedicine provider) as a benefit for all employees. Wellvia will be provided to all district staff at no cost to employees. **Strategy's Expected Result/Impact:** Increased staff attendance due to reduced time off for personal or family illness. **Staff Responsible for Monitoring:** Chief Financial Officer	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 11 Details	Reviews			
Strategy 11: 2.11 The district will implement a new paperless onboarding process for all new employees through Frontline. **Strategy's Expected Result/Impact:** Reduced paper work and improvement of timeliness and security of personnel documents. **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Software - 199 - General Fund: Local - $4,000	Formative			Summative
	Oct	Jan	Mar	June
	100%	100%	100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

District Goal 3: Empower staff with resources to ensure student excellence.

Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Performance Objective 1: For the 2023-2024 school year, the district will maintain a Superior rating in School First by scoring 70-100 using the Financial Integrity Rating System of Texas.

 Evaluation Data Sources: School First Report

Strategy 1 Details		Reviews			
Strategy 1: Strategy 3.1 The District will manage resources by ensuring that the budget meets the needs of our students and staff. Each department and campus will carefully manage their budgets with oversight from the Business Office. **Strategy's Expected Result/Impact:** District budgets **Staff Responsible for Monitoring:** Chief Financial Officer		**Formative**			**Summative**
		Oct	Jan	Mar	June
		25%	100%	100%	
Strategy 2 Details		**Reviews**			
Strategy 2: Strategy 3.2 The district will continue to produce general revenue through the Medicaid for school reimbursement program (SHARS). **Strategy's Expected Result/Impact:** District will continue to work with Houston Medicaid services and maintain revenue. **Staff Responsible for Monitoring:** Chief Financial Officer		**Formative**			**Summative**
		Oct	Jan	Mar	June
		25%	100%	100%	

Strategy 3 Details	Reviews			

Strategy 3: Strategy 3.3 Federal funds will be utilized to support instructional programs provided to students with a focus on coordination of fund sources for all activities.
    Strategy's Expected Result/Impact: Programs supported by Federal dollars.
  List items expected to be supplemental funded for 2023-2024.
    Staff Responsible for Monitoring: Director of Special Programs
 	
    Funding Sources: Total planning entitlement amount for instructional coaches, three general education teachers, bilingual/ESL specialist, dyslexia interventionist, supplemental travel and instructional materials. - 211 - Title I, Part A Improving Basic Program - $1,383,660, Total planning entitlement doe bilingual paraprofessionals. Region 10 shared serves. - 263 - Title III, LEP - $99,703, Total planning entitlement for counseling materiel, positive behavior supports, and career and college readiness tracking. - 289 - Title IV, Part A - $117,823, Total planning entitlement amount for three general education teachers. - 255 - Title II, Part A Training and Recruiting - $210,449, Total planning entitlement amount for students identified as migrant. Region 10 shared services. - 212 - Title I, Part C, Migrant - $6,738
	Formative			Summative

	Oct	Jan	Mar	June
	25%	75%		

Strategy 4 Details	Reviews			

Strategy 4: Strategy 3.4 The district will continue the use of VeriTime, an automatic time keeping system for all employees.
    Strategy's Expected Result/Impact: Accurate documentation of per day/week/month hours
    Staff Responsible for Monitoring: Deputy Superintendent
 	
    Funding Sources: Software - 199 - General Fund: Local
	Formative			Summative

	Oct	Jan	Mar	June
	25%	100%	100%	

Strategy 5 Details	Reviews			

Strategy 5: Strategy 3.5 Continue to update all procedure manuals: Purchasing Manual, Activity Fund Manual, State and Federal Grant Manual.
    Strategy's Expected Result/Impact: Plan executed and followed
    Staff Responsible for Monitoring: Chief Financial Officer
	Formative			Summative

	Oct	Jan	Mar	June
	25%	75%		

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue
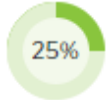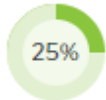
District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.
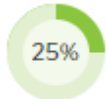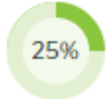
Performance Objective 1: Throughout the 2023-2024 school year, the district will provide a safe and secure learning environment with a discipline plan that is fair, honest, and open and has high expectations for student behavior by 100% compliant on all safety components.
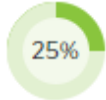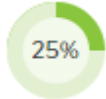
Evaluation Data Sources: District Policy/Procedures and Safety Audit
District PBIS
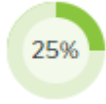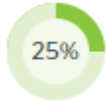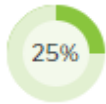
Strategy 1 Details		Reviews			
Strategy 1: Strategy 4.1 The district will provide online handbooks and the Student Code of Conduct to all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of online distribution		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Strategy 4.2 The district will update yearly the Multi-Hazard Operations Plan. Principals and the EISD Chief of Police will oversee practice emergency drills such as fire, inclement weather, power outages, lock downs, etc. at each campus. The Ennis ISD police force and the City Police force will participate in shared training events at campuses.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of training; Documentation of emergency drills on each campus		35%	100%	100%	
Staff Responsible for Monitoring: EISD Chief of Police					
Funding Sources: Plan; Time; Collaboration with city officials - 199 - General Fund: Local					

Strategy 3 Details		Reviews			
Strategy 3: Strategy 4.3 Alternative education settings (ISS, DAEP and JJAEP) will maximize student learning while correcting misbehavior.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of referrals		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Deputy Superintendent Campus Principals		35%	80%		
Funding Sources: - 199 - General Fund: Local, - 199 - State Compensatory Ed (SCE): State, - 199 - Special Education: State, - 224 - IDEA B, Formula (SpEd)					

Strategy 4 Details	Reviews			
Strategy 4: Strategy 4.4 The district will develop behavior interventions through the PBIS structure for all students who may need these services.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented PBIS campus plans **Staff Responsible for Monitoring:** Director of Special Programs; Behavior Coordinator **Results Driven Accountability** **Funding Sources:** - 199 - General Fund: Local, - 211 - Title I, Part A Improving Basic Program, Positive reinforcement for behavior - 289 - Title IV, Part A	Oct	Jan	Mar	June
	25%	70%		

Strategy 5 Details	Reviews			
Strategy 5: Strategy 4.5 Background checks will be conducted on all parent volunteers and college students wishing to observe in classrooms by the Human Services department.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of Volunteers approved for campus service; Number of college students completing observations **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** Time - 199 - General Fund: Local - $1,000	Oct	Jan	Mar	June
	25%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Strategy 4.6 CPR, defibrillator training, concussion training, heat training, and first aid instruction will be offered for the coaching staff, physical education staff, band directors, special education life skill teachers and aides, career and technology staff, police officers, and crisis team members. As required by new law, students in 7th-12th grade will receive a one time CPR training course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of trainings held; Documentation of certification **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** Time - 199 - General Fund: Local	Oct	Jan	Mar	June
	50%	75%		

Strategy 7 Details	Reviews			
Strategy 7: Strategy 4.7 For the 2023-24 school year, all staff will complete online training courses on Cyber Security, Section 504, and suicide prevention as required by state law.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of training in Eduphoria **Staff Responsible for Monitoring:** Asst. Superintendent of Curriculum and Instruction	Oct	Jan	Mar	June
	100%	100%	100%	

Strategy 8 Details	**Reviews**			
Strategy 8: Strategy 4.8 All EISD personnel will be offered an opportunity to receive a no-cost influenza vaccine.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documentation of opportunities and staff taking advantage of services **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	**Oct**	**Jan**	**Mar**	**June**
	N/A	100%	100%	

Strategy 9 Details	**Reviews**			
Strategy 9: Strategy 4.9 The district will update software on all Automated External Defibrillators (AED's) in the district , provide updated maintenance, and will replace AED's that are outdated. Epi pens will be available on all campuses and athletic sites to be used in case of allergic reactions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Dates of completed updates **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	50%	100%	100%	

Strategy 10 Details	**Reviews**			
Strategy 10: Strategy 4.10 Secondary students 6-12 with parent permission (Opt-in) will participate in the AIM For Success sex education program. In addition, students will have the opportunity to participate in MBF Teen Safety Matters(r), which is a comprehensive, evidence-informed prevention education program for middle school students in grades 6 - 8 and high school students in grades 9 - 12. The program addresses emotional, physical, and digital safety, and teaches students and adult how to prevent, recognize, and respond appropriately to the four types of child abuse (physical, emotional, sexual, neglect), exploitation, trafficking, sexual assault, relationship abuse, bullying, cyberbullying, and digital dangers. a program to be determined regarding child abuse, family violence, dating violence, and sex trafficking which is selected and approved by the SHAC committee.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Documentation of training sessions **Staff Responsible for Monitoring:** Asst. Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local, Instructional material and training for for counseling and guidance needs - 289 - Title IV, Part A	N/A	N/A		

Strategy 11 Details	Reviews			
Strategy 11: Strategy 4.11 The Family/Community Engagement Coordinator will make contact with students and parents after repeated and habitual absences. Truancy proceedings will be filed on students/parents who have continued excessive absences after parent notification in line with state law.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: # of students/parents who were referred to Attendance Officer and who appeared in the justice of the peace courts for truancy proceedings; # of contacts made by the attendance officer: improve attendance rate of homeless students to 87% or higher. **Staff Responsible for Monitoring:** Chief of Police Family/Community Engagement Coordinator **Funding Sources:** Staff to monitor and intervene; Clothing and school supplies - 278 - ARP Homeless I TEHCY, Staff to monitor and intervene; Clothing and school supplies - 280 - ARP Homeless II, Staff to monitor and intervene; Clothing and school supplies - 206 - TEXSHEP McKinney-Vento (Homeless)	25%	75%		

Strategy 12 Details	Reviews			
Strategy 12: Strategy 4.12 The district will utilize the Raptor system to check in all guests at campuses. Security cameras in all buildings, outside facilities, and on buses will be monitored by principals or other staff members.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lessened vandalism; increased security at check in points; Bus issues resolved by reviewing tapes **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local	25%	100%	100%	

Strategy 13 Details	Reviews			
Strategy 13: Strategy 4.13 The district will maintain a plan for replacement of aging vehicles such as police vehicles, buses, and vehicles for teacher's travel.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Dates of Purchase **Staff Responsible for Monitoring:** Director of Operations **Funding Sources:** - 199 - General Fund: Local	25%	65%		

Strategy 14 Details	Reviews			
Strategy 14: Strategy 4.14 The district will partner with the community based non-profit organization Give A Kid A Chance to supply district students with uniforms, school supplies, medical checkups, immunizations, haircuts,weekend backpack food program, etc. each year. Partnerships with The Salvation Army Christmas Program and the North Texas Food Bank (backpacks for students) will be expanded.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Date of Event held at district facility; Number of families served **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations	50%	100%	100%	

Strategy 15 Details	Reviews			
Strategy 15: Strategy 4.15 The district will maintain a safety plan for each classroom and campus. The district will continue using the Standard Response Protocol (SRP) as provided by the Texas School Safety Center.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Materials on hand in case of an emergency **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations **Funding Sources:** - 199 - General Fund: Local	35%	100%	100%	

Strategy 16 Details	Reviews			
Strategy 16: Strategy 4.16 The district will provide information on prevention, identification, response to and reporting of bullying.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: District administrative procedures and incident data **Staff Responsible for Monitoring:** Deputy Superintendent	25%	75%		

Strategy 17 Details	Reviews			
Strategy 17: Strategy 4.17 In an effort to improve student social and academic outcomes, Ennis ISD has implemented the PBIS (Positive Behavioral Interventions and Supports) program. Not only is the strategy to improve our students' social and academic outcomes, but also reduce exclusionary discipline practices, and school personnel feel more effective.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Campus PBIS data **Staff Responsible for Monitoring:** Director of Special Programs; Behavior Coordinator **Results Driven Accountability**	25%	75%		

Strategy 18 Details	Reviews			
Strategy 18: 4.18 Ennis ISD staff members have created a character education program (Lion Pride Way) that will be implemented district wide. Lion Pride Way is not a curriculum but rather a strategy that is integrated throughout the classrooms, hallways, and programs of all campuses, Pre-K through 12th grade.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Graduation Rate, Participation in post secondary student pathways **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Campus Principals	25%	100%	100%	

Strategy 19 Details	Reviews			
Strategy 19: 4.19 The District maintains, and monitors a Tip Line in order for students, staff, parents, or community members to report concerns anonymously to campus principals and EISD Police. This is in direct alignment with the EISD "See Something, Hear Something, Say Something" campaign.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Safe and Secure campuses and a safe and and secure district. **Staff Responsible for Monitoring:** EISD Police Department, Campus Principals, Communications Officer	25%	80%		

Strategy 20 Details	Reviews			

Strategy 20: 4.20 EISD uses an advanced weather warning system for Lion Memorial Stadium and the surrounding practice and playing fields.
    Strategy's Expected Result/Impact: Safety of Students - The ability to accurately detect lightening and take appropriate precautions for student, staff, and visitor safety.
    Staff Responsible for Monitoring: Athletic Director
Athletic Trainers
Campus Principal(s)
Ennis ISD PD
	Formative			**Summative**

	Oct	Jan	Mar	June
	25%	85%		

Strategy 21 Details	Reviews			

Strategy 21: 4.21 EISD will maintain and review its plan for the maintenance, replacement, upgrades of existing cameras throughout the district.
    Strategy's Expected Result/Impact: Reduced incidents of criminal behavior on EISD Facilities.
    Staff Responsible for Monitoring: Director of Technology,
Assistant Superintendent of Accountability and Operations
Ennis ISD Police Chief
	Formative			**Summative**

	Oct	Jan	Mar	June
	25%	75%		

Strategy 22 Details	Reviews			

Strategy 22: 4.22 EISD will utilize the Standard Re-unification Method (SRM) as a part of the I Love You Guys Foundation SRP program for incidents of school violence or other emergencies.
    Strategy's Expected Result/Impact: The development of an organized system of student-parent/family re-unification in the event of an emergency.
    Staff Responsible for Monitoring: Assistant Superintendent of Accountability and Operations
Ennis ISD Chief of Police
	Formative			**Summative**

	Oct	Jan	Mar	June
	25%	65%		

Strategy 23 Details	Reviews			

Strategy 23: 4.23 EISD Guidance Department and EISD Police will develop guidance lesson material to teach and promote the EISD "See something, Hear Something, Say Something" campaign.
    Strategy's Expected Result/Impact: Students will understand the need to alert someone in the event a threat is made. Safety of students and staff is the ultimate desired outcome.
    Staff Responsible for Monitoring: Ennis ISD Police
Assistant Superintendent of Accountability and Operations
Director of Special Programs
	Formative			**Summative**

	Oct	Jan	Mar	June
	25%	50%		

Strategy 24 Details	Reviews			
Strategy 24: 4.24 District administration will evaluate the current camera "coverage" areas and determine placement of additional units throughout the district.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased camera coverage and reduction of criminal activity. **Staff Responsible for Monitoring:** Ennis ISD PD Technology Director Assistant Superintendent of Accountability and Operations	25%	75%		

Strategy 25 Details	Reviews			
Strategy 25: 4.25 Counselors and school personnel will provide a comprehensive guidance program for students with information on social emotional learning (SEL) to promote mental health needs with students and staff.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Classroom Guidance and Social Emotional Learning with students' mental health needs **Staff Responsible for Monitoring:** Director of Special Programs, Campus Counselors **Funding Sources:** Curriculum resources and supplies - 289 - Title IV, Part A, - 199 - General Fund: Local, Professional Development with Region 10 ESC - 211 - Title I, Part A Improving Basic Program - $3,500	25%	75%		

Strategy 26 Details	Reviews			
Strategy 26: 4.26 Per the TEA and Commissioner, EISD will be implementing many new safety functions included but not limited to: a) School Safety Audit for each campus b) Creation of Campus Behavioral Threat Assessment Teams c) Daily exterior door sweeps	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Providing safer schools for our students and staff. **Staff Responsible for Monitoring:** EISD Chief of Police Assistant Superintendent of Accountability and Operations	25%	85%		

Strategy 27 Details	Reviews			
Strategy 27: 4.27 In an effort to improve student social and academic outcomes, Ennis ISD has added (2) Behavioral Specialist positions to the district.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Not only is the strategy to improve our students' social and academic outcomes, but it should also reduce exclusionary discipline practices, and school personnel feel more effective. **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability & Operations Campus Principals **Results Driven Accountability**	N/A	100%	100%	
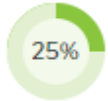
Strategy 28 Details	Reviews			
Strategy 28: 4.28 Through the Community Eligibility Provision (CEP), Ennis ISD will provide free breakfast and lunch to all students throughout the 2023-2024 school year. Students from pre-K through high school will have access to meals at no cost.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: This new initiative will encourage students to take advantage of healthy meal options at no cost and allow our Ennis ISD families to save money. **Staff Responsible for Monitoring:** Director of Child Nutrition Campus Principals	N/A	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue
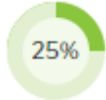
District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
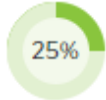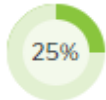
Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school systems appeal.

Performance Objective 1: For the 2023-2024 school year, using multiple media sources, the District will improve communication with and to parents, community members, and all other potential stakeholders to build relationships that will work to improve and strengthen the quality of our schools by actively and consistently improving our social media presence and website traffic.

Evaluation Data Sources: Number of hits and number of followers

Strategy 1 Details				Reviews			
Strategy 1: Strategy 5.1 The Communications Department will review and update the District's Website as needed during Summer 2023. **Strategy's Expected Result/Impact:** Reviewed and Revised EISD Website. **Staff Responsible for Monitoring:** Communications Officer **Funding Sources:** - 199 - General Fund: Local				Formative			Summative
				Oct	Jan	Mar	June
				25%	75%		

Strategy 2 Details				Reviews			
Strategy 2: Strategy 5.2 District will provide opportunities for community and parents to interact with staff through multiple events throughout the year. **Strategy's Expected Result/Impact:** Occurrence; attendance; and number of parents attending **Staff Responsible for Monitoring:** Deputy Superintendent **Funding Sources:** - 199 - General Fund: Local, - 261 - Title III-A, Immigrant, Instruction material, snacks, to increase participation - 211 - Title I, Part A Improving Basic Program				Formative			Summative
				Oct	Jan	Mar	June
				25%	75%		

Strategy 3 Details				Reviews			
Strategy 3: Strategy 5.3 The Parenting Resource Center located at the Alamo Education Complex (for more accessibility by parents and community) will be staffed to provide support for parents and community members to encourage involvement in the school system and parental support in the earliest school years. **Strategy's Expected Result/Impact:** Number of visitors to the parenting center **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Family and Community Engagement Coordinator **Funding Sources:** Family and Community Engagement Coordinator - 211 - Title I, Part A Improving Basic Program				Formative			Summative
				Oct	Jan	Mar	June
				35%	75%		

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Strategy 5.4 English and Spanish parenting seminars will be held on topics such as adolescent behaviors, early childhood behaviors, reinforcement of learning at home, peer pressure, self-esteem, family communication, etc. The new Latino Literacy Project will be implemented.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Occurrence, attendance, and total number of parents or community members attending **Staff Responsible for Monitoring:** Director of Special Programs Family and Community Engagement Coordinator **Funding Sources:** Extra Duty for Staff teaching classes and supplemental materials - 263 - Title III, LEP - $15,000, - 199 - General Fund: Local	25%	75%		

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Strategy 5.5 Ennis ISD has an MOU with Navarro College and will host ESL and GED classes for adults in the community.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Number of participants; Dates of classes **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Family and Community Engagement Coordinator **Funding Sources:** - 199 - General Fund: Local	35%	75%		

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Strategy 5.6 The Ennis ISD Education Foundation will support Ennis ISD teachers and special projects in the coming year. In addition - the district will conduct an employee contribution drive in August 2023.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: # and amount of grants awarded, Total of employee contributions raised through payroll deduction drive (August 2020) **Staff Responsible for Monitoring:** Communications Officer	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Strategy 5.7 Skyward Family Access will be available for parents to view their child's grades online (grades 1-12) and receive alerts for missing assignments from any computer location. The TRS portal will allow parents and community members to see what students are learning in the four core content areas by each nine weeks. Information on how to access these two systems will be provided to parents in the fall at Open Houses.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Log-in Summary **Staff Responsible for Monitoring:** Deputy Superintendent, Director of Technology **Funding Sources:** - 199 - General Fund: Local	25%	75%		

Strategy 8 Details	Reviews			
Strategy 8: Strategy 5.8 Counselors will provide comprehensive services on college or trade schools and career exploration. We will be using a program, "Major Clarity" to assist with college applications, transcripts and career exploration. **Strategy's Expected Result/Impact:** Number participating in the events; Documentation of events **Staff Responsible for Monitoring:** Director of Postsecondary Readiness **Funding Sources:** Business and College Partnerships - 199 - General Fund: Local, - 289 - Title IV, Part A	Formative			Summative
	Oct	Jan	Mar	June
	25%	75%		

Strategy 9 Details	Reviews			
Strategy 9: Strategy 5.9 The district will continue to have an after school program at all four elementary campuses. This will be a joint venture between the district and the Boys and Girls Clubs. **Strategy's Expected Result/Impact:** Student enrollment **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations Principals **Funding Sources:** - 199 - General Fund: Local	Formative			Summative
	Oct	Jan	Mar	June
	25%	85%		

Strategy 10 Details	Reviews			
Strategy 10: Strategy 5.10 All teachers will make parent contacts (phone, conference, home visit, etc.) as designated by their principals to be sure parents are well informed about their students successes or areas of need. **Strategy's Expected Result/Impact:** Administration will monitor logs **Staff Responsible for Monitoring:** Assistant Superintendent of Accountability and Operations	Formative			Summative
	Oct	Jan	Mar	June
	25%	70%		

Strategy 11 Details	Reviews			
Strategy 11: Strategy 5.11 Continue the use of an online registration system for students. **Strategy's Expected Result/Impact:** Registration of students online **Staff Responsible for Monitoring:** Deputy Superintendent	Formative			Summative
	Oct	Jan	Mar	June
	80%	100%	100%	

Strategy 12 Details	Reviews			
Strategy 12: Strategy 5.12 Continued development and implementation of a digital work-flow for HR processes and procedures. Human Resources will now be using the Frontline for recruiting and hiring. **Strategy's Expected Result/Impact:** Digital Work-flow plan **Staff Responsible for Monitoring:** Deputy Superintendent	Formative			Summative
	Oct	Jan	Mar	June
	70%	100%	100%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

District Goal 6: Provide high-quality facilities with an instructional focus.

Core Belief Six: We believe our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Performance Objective 1: During the 2023-2024 school year, the district's facilities and grounds crews will provide excellent facilities for students and staff and will follow a maintenance plan that assesses and monitors work order response rate.

    Evaluation Data Sources: Maximo System Data

Strategy 1 Details			Reviews		
Strategy 1: Strategy 6.1 The district will review its maintainance, grounds and custodial contract and evaluate proposals from multiple vendors to serve this function for Ennis ISD.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved performance comensurate with the cost of the service.
    Staff Responsible for Monitoring: Director of Transportation and Operations
    Assistant Superintendent of Accountability and Operations
    Chief Financial Officer
 	
    Funding Sources: - 199 - General Fund: Local
		70%	85%		

Strategy 2 Details			Reviews		
Strategy 2: Strategy 6.2 Paint and carpet will be replaced during summer maintenance projects at selected locations and a rotation will be developed among campuses.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Number and locations receiving carpet and paint
    Staff Responsible for Monitoring: Director of Transportation and Operations
    Assistant Superintendent of Accountability and Operations
 	
    Funding Sources: - 199 - General Fund: Local - $20,000
		70%	80%		

Strategy 3 Details	Reviews			
Strategy 3: Strategy 6.3 The district will continue to maintain an ongoing sustainability plan for roofing, HVAC replacement and repair plan, and energy management plans throughout the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Energy savings, documentation of replacements and repairs to HAVC and roofing **Staff Responsible for Monitoring:** Director of Transportation and Operations Assistant Superintendent of Accountability and Operations Chief Financial Officer **Funding Sources:** - 199 - General Fund: Local	70%	90%		

Strategy 4 Details	Reviews			
Strategy 4: Strategy 6.4 Continue to use a maintenance plan to address major projects in district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Maintenance plan and Maximo **Staff Responsible for Monitoring:** Director of Transportation and Operations SODEXO Assistant Superintendent of Accountability & Operations	70%	90%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Title I Personnel

Name	Position	Program	FTE
Alicia Ruffin	Seondary Learning Coordinator	Curriculum and Instruction	1.0
Amanda Stapp	Dyslexia Therapist in Training	Dyslexia Instruction	1.0
Bobby White	Family & Community Coordinator	Parent Engagement- Position #1000203	1.0
Casey Holden	Instructional Facilitator	Curriculum and Instruction	1.0
Crystal Tisdale	Elementary Strategist	Curriculum and Instruction	1.0
Georgina Hurtado	Dual Language Facilitator	ESL and Bilingual	1.0
Glen Tolar	Teacher	Instruction	1.0
Kelly Ruiz	Elementary Strategist	Curriculum and Instruction	1.0
Kendal Creekmore	Teacher	Instruction	1.0
Kristen Moody	Teacher	Instruction	1.0
Laurie Butler	Teacher	Instruction	1.0
Logan Gaddy	Secondary Strategist	Curriculum and Instruction	1.0
Melissa Johnson	Secondary Strategist	Curriculum and Instruction	1.0
Nancy Rojas	ESL/Bilingual Specialist	Admin. Other- Position #1001642	1.0
Sharon Culp	Teacher- English	Instruction	1.0
Tia Hensley	Intervention & Gifted /Talented	Curriculum and Instruction	1.0
Tiffany Munoz	Elementary Learning Coordinator	Curriculum and Instruction	1.0
Tricia Drake	Instructional Facilitator	Curriculum and Instruction	1.0
Victoria Gaitan	Teacher	Instruction	1.0

District Funding Summary

			199 - General Fund: Local		
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Region X, TRS Management System		$0.00
1	1	2	Time, Eduphoria AWARE		$0.00
1	1	3			$0.00
1	1	4	Instructional materials and professional development		$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	1	10			$0.00
1	1	11			$0.00
1	1	12			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	16	Extra Duty and gneral supplies		$0.00
1	1	18			$0.00
1	1	19			$0.00
1	1	20			$0.00
1	1	21			$0.00
1	1	23			$0.00
1	1	25			$0.00
1	1	27			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	1			$0.00
2	1	2			$0.00

			199 - General Fund: Local		
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	8			$0.00
2	1	11	Software		$4,000.00
3	1	4	Software		$0.00
4	1	2	Plan; Time; Collaboration with city officials		$0.00
4	1	3			$0.00
4	1	4			$0.00
4	1	5	Time		$1,000.00
4	1	6	Time		$0.00
4	1	8			$0.00
4	1	9			$0.00
4	1	10			$0.00
4	1	12			$0.00
4	1	13			$0.00
4	1	15			$0.00
4	1	25			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	7			$0.00
5	1	8	Business and College Partnerships		$0.00
5	1	9			$0.00
6	1	1			$0.00
6	1	2			$20,000.00
6	1	3			$0.00
				Sub-Total	$25,000.00

199 - Bilingual/ESL: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	27			$0.00
				Sub-Total	$0.00

199 - CTE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$0.00
1	1	24			$160,000.00
				Sub-Total	$160,000.00

199 - GATE: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$0.00
1	1	13			$0.00
				Sub-Total	$0.00

199 - State Compensatory Ed (SCE): State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Personnel, buses, time		$0.00
1	1	14			$0.00
1	1	22			$0.00
2	1	1			$0.00
2	1	3			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

199 - High School Allotment: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
				Sub-Total	$0.00

199 - Special Education: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$0.00

199 - Special Education: State

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	1	7			$0.00
1	1	11			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

205 - Headstart

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	15			$0.00
				Sub-Total	$0.00

206 - TEXSHEP McKinney-Vento (Homeless)

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

211 - Title I, Part A Improving Basic Program

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$0.00
1	1	3			$0.00
1	1	4	Instructional materials and professional development		$0.00
1	1	7	Professional development training		$0.00
1	1	8	IREADY- professional devlopment and tracking interventions		$0.00
1	1	10	Dyslexia Interventionist		$0.00
1	1	11	Reading intervention instructional material including software database		$0.00
1	1	22	Supplemental Tutorial Intervention		$435,000.00
1	1	23	Other professional learning trainings		$0.00
1	1	25	Software database with student resource access		$0.00
1	2	1	Professional Development		$0.00
2	1	1	Teachers salary and benefits		$0.00
2	1	3			$0.00

211 - Title I, Part A Improving Basic Program

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Total planning entitlement amount for instructional coaches, three general education teachers, bilingual/ESL specialist, dyslexia interventionist, supplemental travel and instructional materials.		$1,383,660.00
4	1	4			$0.00
4	1	25	Professional Development with Region 10 ESC		$3,500.00
5	1	2	Instruction material, snacks, to increase participation		$0.00
5	1	3	Family and Community Engagement Coordinator		$0.00
				Sub-Total	$1,822,160.00

212 - Title I, Part C, Migrant

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17			$0.00
3	1	3	Total planning entitlement amount for students identified as migrant. Region 10 shared services.		$6,738.00
				Sub-Total	$6,738.00

224 - IDEA B, Formula (SpEd)

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$0.00
1	1	4			$0.00
1	1	9			$0.00
1	1	11			$0.00
2	1	3			$0.00
4	1	3			$0.00
				Sub-Total	$0.00

244 - Carl D. Perkins: Federal

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			$0.00
				Sub-Total	$0.00

255 - Title II, Part A Training and Recruiting

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Training for Principals and Mentoring		$15,000.00
2	1	1	Teachers salary and benefits		$0.00

255 - Title II, Part A Training and Recruiting

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			$0.00
3	1	3	Total planning entitlement amount for three general education teachers.		$210,449.00
				Sub-Total	$225,449.00

261 - Title III-A, Immigrant

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			$0.00
				Sub-Total	$0.00

263 - Title III, LEP

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Data in AWARE		$0.00
1	1	7	Instructional language supports.		$0.00
1	1	27	Instructional material		$0.00
2	1	1	Paraprofessionals salary and benefits		$0.00
2	1	3			$0.00
3	1	3	Total planning entitlement doe bilingual paraprofessionals. Region 10 shared serves.		$99,703.00
5	1	4	Extra Duty for Staff teaching classes and supplemental materials		$15,000.00
				Sub-Total	$114,703.00

289 - Title IV, Part A

District Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional materials and professional development		$0.00
1	1	7	Professional development travels		$0.00
1	1	9	Mentoring Program		$0.00
1	1	10	Supplemental reading material for differentiated curriculum needs		$0.00
3	1	3	Total planning entitlement for counseling matierial, positive behavior supports, and career and college readiness tracking.		$117,823.00
4	1	4	Positive reinforcement for behavior		$0.00
4	1	10	Instructional material and training for for counseling and guidance needs		$0.00
4	1	25	Curriculum resources and supplies		$0.00
5	1	8			$0.00

289 - Title IV, Part A					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$117,823.00

410 - IMA-Instructional Materials Allotment					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21	iPads,		$0.00
				Sub-Total	$0.00

278 - ARP Homeless I TEHCY					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

280 - ARP Homeless II					
District Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Identified students with Homeless status and provided needs for clothing and school supplies		$0.00
4	1	11	Staff to monitor and intervene; Clothing and school supplies		$0.00
				Sub-Total	$0.00

Addendums

ENNIS ISD TITLE I PROGRAM - School Year 2023-24

USE OF FUNDS

The purpose of the grant funds will be to meet at least one of the four TEA Strategic Priorities, which will benefit student outcomes:

1. Recruiting, supporting, and retaining teachers and principals;
2. Building a foundation of math and reading;
3. Connecting high school to career and college; or
4. Improving low-performing schools

Activities include the following:

- Instructional Support Salaries (Instructional Facilitators, Instructional Strategists, Intervention and Gifted Talented Coordinator, Elementary and Secondary Learning Coordinators)
- Paraprofessional Salaries (new Behavior Support Staff; ESL/Bilingual for Austin Elementary and Ennis High School with Title III)
- Teacher Salaries (General Education Teachers and Dyslexia Interventionists/Therapists in Training)
- Family & Community Engagement Coordinator and new campus parent liaisons
- Campus Principal and Assistant training on accountability and behavior interventions
- Staff Development for instructional programs (iReady)
- Supplemental Instructional Supplies and Materials-if budget allows
- Supplemental Instructional staff training-if budget allows (CAMT for math teachers, Scottish Rite training program for two intervention teachers to become therapists in training)
- Supplemental Instructional Software for universal screening and interventions (mClass grades K-3)
- Tracking required documentation for Title grants is supported through an electronic library for storage shared by all campuses in the district.

DESCRIPTION OF SERVICES

All instruction is supplemental to the regular classroom instruction. The Ennis ISD Title I Program follows the guidelines of the Every Student Succeeds Act (ESSA). The Ennis ISD Title I Program compliance includes a 1% set aside of funds for parental involvement. All campuses of Ennis ISD are schoolwide Title I campuses. Title funds are set aside for homeless students. Title 1 services are designed to meet the needs identified in the district/campus comprehensive needs assessments and improvement plan to support improved academic achievement.

IDENTIFICATION OF CAMPUSES

All EISD schools are school-wide campuses. EISD serves campuses in rank order as determined by the number of students who qualify for the federal free and reduced lunch program. A campus must have an economically disadvantaged percentage of 40% to qualify as a school-wide campus. Additional grant funds from Title II and IV will be transferred to implement Title I activities. Campus allocations will use the following percentages for all title funding.

For the school year 2023-2024, EISD campuses are ranked as follows (based upon PEIMS Data for the 2022-2023 school year):

ENNIS ISD	70.27%
Carver ECC	81.26% - Schoolwide
Miller Intermediate	76.94% - Schoolwide
Houston Elementary	76.82% - Schoolwide
Austin Elementary	76.60% - Schoolwide
Alamo Middle School	73.67% - Schoolwide
Crockett ECC	73.13% - Schoolwide
Travis Elementary	70.38% - Schoolwide
Ennis Junior High	68.96% - Schoolwide
Bowie Elementary	68.43% - Schoolwide
Lummus Intermediate	67.57% - Schoolwide
Ennis High School	63.99% - Schoolwide

District Reservation:
The district uses Title I funding reservations required for Parent and Family Engagement activities, private school students, and district-wide professional development. The reservation for professional development provides for teachers and staff continued growth for student intervention supports for core academic subjects from K-12. The district also maintains reservations for students that reside in the LEA boundaries but are served by private non-profit schools in the region.

PRIVATE SCHOOL:
By law, we must contact private schools registered with TEA and offer services to their students who are identified as At-Risk. In Ennis, there is one private school that is not a non-profit organization. Ennis ISD continues to use the Private Non-Profit Shared Service Arrangement with Region 10 ESC to provide compliant services for students identified throughout the region.

- There are 8 identified students attending school in private schools in Dallas and Waxahachie. These private schools are able to request Title I services (i.e. tutoring) with funds allocated to their home campus in Ennis ISD.

IDENTIFICATION OF STUDENTS

SCHOOL-WIDE CAMPUSES:
Projected # of students to be served - 6,185. Alamo Middle School is expected to meet the requirements to serve students as a School-Wide campus starting with the 2023-2024 school year.

- All students receive services through supplemental instruction as needed in areas tested on STAAR and universal screening data; supplemental staff support with instruction and strategic intervention with students' academic and behavior supports.

TYPES OF STUDENT SERVICES OFFERED

K – Grade 8: Supplemental Reading Instruction through reading intervention classes—Crockett ECC, Carver ECC, Austin Elementary, Houston Elementary, Bowie Elementary, Travis Elementary, Lummus Intermediate, and Miller Intermediate. Supplemental intervention lab, Lion's Den, at Ennis Junior High School with a dyslexia intervention/therapist in training teacher.

Grade 3 – 12: Supplemental Instruction time in all areas tested with STAAR. Summer School program to close learning gaps. I-Ready professional development and the intervention database.

Grades K – 12: Supplemental Instructional Materials for Core Subjects. Stem Scopes in grades 4 and 5 for Science.

Grades 7-12: Supplemental intervention tutorials online; Post-Secondary Readiness software for career and college preparations after high school. No Red Ink for English I and English II supplemental instruction.

Parent Involvement offered

Each campus will involve parents with activities to improve student achievement and foster a positive relationship. Each campus will update its Parent Involvement Program annually through the campus improvement planning process.

- Activities may include Math/Reading nights, English Learning Math/Reading nights, parent centers on campus for additional training and resources, along with a Family and Community Engagement Coordinator for campus events.

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 Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	● Who have made a qualifying move within the previous 1-year period; <u>AND</u> ● Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	● Who have made a qualifying move within the previous 1-year period; <u>AND</u> ● Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> ● For students in grades K-2, 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 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.

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

School District: Ennis ISD	**Priority for Service (PFS) Action Plan**	**Filled Out By:** Jesús Navarrete
Region: Region 10	**School Year: 2023 –2024**	**Date:** September 2023-August 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 disadvantage).

Goal(s):	Objective(s):
To implement the required strategies of the Priority for Service (PFS) Action Plan in order to advance the academic growth of the students as determined by the Priority for Service Criteria. To ensure that Priority for Services (PFS) students are being served first and foremost in addressing their individualized academic needs.	To advance student success the following will be implemented: 1.The progress of the student will be monitored by the ESC MEP incoordination with appropriate school district personnel who havePriority for Service students. Since progress will be determined bythe grading system of the school district, it will be monitored usingthe Priority for Service (PFS) Student Progress Review forms.Academic goals will be revised according to the academic success ofthe students as outlined in their respective PFS Progress ReviewSheets. 2.The progress and determined needs of the PFS will be communicatedto appropriate personnel identified in the Action Plan in order tosupport academic success. 3.The services and/or resources provided in the PFS will be alignedwith the identified academic needs of the student in order to meetthe requirements of the rigorous curricula implemented in the stateof Texas. (See Migrant Education Program PFS/Migrant Plan ofAction-SDP)

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Year-round	Region 10 ESC Migrant Education Program (MEP) Staff	Priority for Service (PFS Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Beginning of the academic year	LEA (MEP) Contact Region 10 ESC MEP Staff	Completed PFS Action Plan Semester PFS Student Progress Review form
Additional Activities			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ 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.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Agendas, sign-in sheets, PFS Tracking Report, Telephone Logs
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Quarterly or at the end of grading term	LEA (MEP) Contact and/or staff	PAC Meeting documentation, phone and emails, home visit logs
▪ 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.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	Telephone and mail logs, parent signatures of home visits
Additional Activities			

Provide services to PFS migrant students.			
▪ 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.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review forms, agendas, sign-in sheets, telephone and mail logs, A Bright Beginnings Documentation
▪ 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.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing	LEA (MEP) Contact Region 10 ESC MEP Staff	PFS Student Progress Review Forms
Additional Activities			

Cliff Mathes
Cliff Mathes (Aug 23, 2023 15:14 CDT)
_____
LEA Signature

Aug 23, 2023
_____
Date Completed

Jesús Navarrete (Aug 24, 2023 07:26 CDT)
_____
ESC Signature

Aug 24, 2023
_____
Date Received