

Brckett Independent School District

District Improvement Plan

2025-2026 Formative Reviews



Board Approval Date: August 11, 2025

Mission Statement

Mission

The mission of the District, in partnership with parents and the community, is to enable all students to be safe and to obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

Vision

The District ensures graduates have diverse learning experiences, creating confidence to reach their full potential, and the honesty to own mistakes and the integrity to start again and achieve goals.

Value Statement

Value/Belief Statement

At Brackett ISD, it is our belief that every student can learn and every student has the right to the best education possible. As a district it is our priority to make sure that these beliefs can be fulfilled by every student.


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Goals

Goal 1: Based on reading indicators (STAR Reading Renaissance & State Required Reading Inventories), the percent of K-2 nd graders reading on level will increase by 5%








Performance Objective 1: Implement effective reading strategies, including Guided Reading practices to improve student reading comprehension and fluency.

Strategy 1 Details	Reviews			
Strategy 1: Use fluency checks to plan for interventions	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: built-in intervention time during the day	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: district wide progress monitoring for intervention planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 4 Details	Reviews			
Strategy 4: parent awareness and support meetings	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 5 Details	Reviews			
Strategy 5: Classroom walkthroughs focused on fidelity to phonics/reading instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 6 Details	Reviews			
Strategy 6: Giving teachers opportunity to participate in learning walks (visiting another classroom)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				







Goal 1: Based on reading indicators (STAR Reading Renaissance & State Required Reading Inventories), the percent of K-2 nd graders reading on level will increase by 5%

Performance Objective 2: Provide effective training to K-2 teachers on utilizing district instructional initiatives to monitor to student progress and plan for success.

Strategy 1 Details	Reviews			
Strategy 1: Provide time for curriculum planning and collaboration to grade level teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Adopt aligned and approved instructional materials to be used by all teachers	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: Conduct classroom walk-through to identify best practices and provide feedback when necessary for effective implementation.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 1: Based on reading indicators (STAR Reading Renaissance & State Required Reading Inventories), the percent of K-2 nd graders reading on level will increase by 5%






Performance Objective 3: Recruit, support, and retain a high-quality instructional team that has the ability to strengthen early childhood literacy.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff development and re-enforcement training such as using IXL, STAR-Ren, Lead4Ward in order to provide teachers will needed support	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Monitor mentorship of new teachers, DOI and newly certified, to ensure teachers re receiving support to promote retention.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Based on reading indicators (STAR Reading Renaissance & State Required Reading Inventories), the percent of K-2 nd graders reading on level will increase by 5%



Performance Objective 4: Utilize and implement an intervention program that will close the gaps identified from district screeners






Strategy 1 Details	Reviews			
Strategy 1: Utilize ACE program to provide after school interventions	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Utilize TPRI results for planning for small group instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Through the implementation of district instructional initiative, the percent of students making progress and showing growth in the areas of Reading and Math on the district reading and math screeners will increase by 5%.



Performance Objective 1: Provide instructional tools and resources to aid in the improvement of student academic achievement.






Strategy 1 Details	Reviews			
Strategy 1: Implement a new math curriculum, Carnegie Math, for all secondary Math as per the implementation of the Strong Foundations Planning Grant	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Utilize tools for progress monitoring to plan for effective instructional delivery and intervention planning	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

Strategy 3 Details	Reviews			
Strategy 3: Provide instructional planning time and built in time for interventions as part of the instructional school day	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Through the implementation of district instructional initiative, the percent of students making progress and showing growth in the areas of Reading and Math on the district reading and math screeners will increase by 5%.



Performance Objective 2: Utilize TEKS Resource, State and District adopted curriculum and approved instructional resources during planning protocol to build an instructional frameworks and lessons throughout the district for curriculum alignment to close achievement gaps in the learning process

Strategy 1 Details	Reviews			
Strategy 1: Maintain academic data folders or goal tracking sheets.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development to staff to assist with effective implementation of instructional resources	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Utilize and build up the Brackett ISD dashboard to hours all instructional resources to include lesson plans	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Through the implementation of district instructional initiative, the percent of students making progress and showing growth in the areas of Reading and Math on the district reading and math screeners will increase by 5%.

Performance Objective 3: Provide teachers support and training with with instructional differentiation, intervention strategies, using accommodations and modifications and building relationships to foster academic growth and increase quality the of learning

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with accommodations and modification for students in special programs and discuss during grade level planning time	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Create campus schedules for effective use of instructional aides to provide support to teachers for small group instructions and or pull-out interventions.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			



No Progress



Accomplished






Continue/Modify



Discontinue

Goal 2: Through the implementation of district instructional initiative, the percent of students making progress and showing growth in the areas of Reading and Math on the district reading and math screeners will increase by 5%.







Performance Objective 4: Support the implementation of school attendance improvement plans

Strategy 1 Details	Reviews			
Strategy 1: Open campus for lunch for juniors and seniors based on eligibility which include attendance	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Use school messenger for attendance call-out to encourage student attendance	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 3 Details	Reviews			
Strategy 3: District parental conference to review compulsory attendance law and attendance expectations for Brackett ISD.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue








Goal 3: By closely monitoring the district's DOI program and implementation of support services for non-certified teachers, the district will reduce the number of uncertified teachers to less than 10%.

Performance Objective 1: Brackett ISD will focus on the hiring of certified teachers and work with DOI staff to complete certification

Strategy 1 Details	Reviews			
Strategy 1: Brackett ISD will utilize a DOI addendum and place DOI system on a track to monitor completion of certification within a two year period	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Brackett ISD will utilize a compensation plan the places District of Innovation certified teachers on a 90% salary schedule.	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 4: In order to improve the generation of revenue through ADA, Brackett ISD will improve every six weeks attendance rate to 96% and focus on student enrollment.

Performance Objective 1: Establish a clear and communicated attendance policy that outlines expectations and consequences for absences.

Strategy 1 Details	Reviews			
Strategy 1: District will utilize will parent conferences/meetings to monitor attendance	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Campus will conduct truancy meetings for students who fall below 95% attendance.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Brackett ISD parental/migrant liaison will conduct home visits and make phone calls to document absenteeism and encourage attendance.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Goal 4: In order to improve the generation of revenue through ADA, Brackett ISD will improve every six weeks attendance rate to 96% and focus on student enrollment.

Performance Objective 2: Provide staff with training and resources to assist in creating engaging and relevant learning experiences that connect attendance to academic success and future opportunities.

Strategy 1 Details	Reviews			
Strategy 1: Implement 7 Mindset curriculum to work with students on social emotional well-being to encourage school attendance.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide students with training on alongside to promote reporting and working through concerns which may be hindering school attendance.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 4: In order to improve the generation of revenue through ADA, Brackett ISD will improve every six weeks attendance rate to 96% and focus on student enrollment.








Performance Objective 3: Use data to inform the development and implementation of targeted interventions for chronic absenteeism and communicate interventions to parents

Strategy 1 Details	Reviews			
Strategy 1: Revise the attendance make-up hour plan to provide stricter requirements to detour students from being absent	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize pep-rally, fun Friday and other campus events as things that must be earned through attendance	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: In order to improve the transparency between all stakeholders and the district, a minimum of two community engagement meetings will be hold through out the year at the campus level. (topics safety, academic requirements)

Performance Objective 1: Build and adopt communicative methods to increase parental and community engagement.

Strategy 1 Details	Reviews			
Strategy 1: Brackett ISD will hold two parent conferences in 25-26 for parents and community members to attend sessions on school topics.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: Brackett ISD will provide highlights and information to Kinney County Post.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Brackett ISD will redesigned and update the website to ensure accurate information and as a tool for the providing information.	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 4 Details	Reviews			
Strategy 4: Brackett ISD will continue to use social media as a means to provide parents information on updated activities and other important information.	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

2025-2026 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters</u> <u>Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOEes for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOEes as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOEes as needed. Note: Share copies of COEs/ECOEes with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOEes.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature

<p>F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed.</p> <ul style="list-style-type: none"> • Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	<p>Staff: Designated SEA Reviewers Systems Specialists</p>	<p>Within 7 working days of parent signature.</p>
<p>G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.</p>	<p>Staff: MEP recruiters</p>	<p>Between Sept. 1 and Nov. 1. and for 2 yr. olds turning 3 – on or after 3rd birthday.</p>

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
<p>H. <u>Other</u></p>		
<p>III. MAPS AND INTRAREGIONAL NETWORKING</p>		
<p>A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.</p>	<p>Staff: All recruiters and Designated SEA Reviewers for the MEP</p>	<p>Contact area growers within the district boundaries (ongoing)</p>
<p>B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.</p>	<p>Staff: MEP administrators and recruiters, Data Dashboard through IDRC Services as contracted by TEA</p>	<p>Update on ongoing basis throughout the year</p>
<p>C. <u>Other</u></p>		
<p>IV. INTERAGENCY COORDINATION</p>		
<p>A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families</p>	<p>Staff: MEP administrators and recruiters</p>	<p>Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)</p>
<p>B. <u>Other</u></p>		

V. QUALITY CONTROL		
<p>A. <u>Written quality control procedures.</u></p> <p>Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.</p>	<p>Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff</p>	<p>By August 29</p>
<p>B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p>	<p>Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate</p>	<p>Ongoing throughout the year</p>
<p>C. <u>Monitor and address ongoing training needs for ID&R.</u></p> <p>Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.</p>	<p>Staff: MEP Program Manager/Consultants</p>	<p>As needed throughout the year</p>
<p>D. <u>Maintain up-to-date records on file.</u></p> <p>Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.</p>	<p>Staff: All MEP staff</p>	<p>Ongoing throughout the year</p>
<p>E. <u>Annual eligibility validation.</u></p> <p>Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.</p>	<p>Staff: ESC, MEP staff</p>	<p>January – June</p>
<p>F. <u>Monitor</u></p> <p>Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)</p>	<p>Staff: ESC, District Designee</p>	<p>ID&R Action Plan finalized in August; proof that plan is included in DIP due by December. Board Approved November 10, 2025</p>

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. <u>Evaluate ID&R efforts for subsequent planning.</u></p> <p>Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By Aug 30</p>

<p>B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>
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Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

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

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

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <p><u>OR</u></p> <ul style="list-style-type: none"> • Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Students whose data in TX-NGS shows <i>No Other Preschool Support.</i>

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/19/2025
		2025-2026	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., “MEP PFS Action Plan Section”). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	ESC Region 20
Date		Date Review Complete	08/19/2025

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ Monthly, run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> ▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> • Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> ▪ During the academic calendar, the district’s Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			

School Year:	2025-2026	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities. 	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			