

# ELYSIAN FIELDS ISD

## District Improvement Plan

### 2023/2024

*Dream Big!*



Elysian Fields ISD  
2099 FM 451  
903-633-1500

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

# ELYSIAN FIELDS ISD

## **Mission**

*The mission of the Elysian Fields ISD is to prepare students today for success tomorrow.*

## **Vision**

*The mission of Elysian Fields ISD is to educate, engage, and empower all students in a safe and positive learning environment to discover and reach their greatest potential.*

### Nondiscrimination Notice

ELYSIAN FIELDS ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
STAAR Test Results	State
State Compensatory	State

# ELYSIAN FIELDS ISD Site Base

Name	Position
Simmons, Monica	Superintendent
Smith, Tracey	Federal & State Programs Director
Davis, Ranita	Teacher
Rinaudo, Lauren	Teacher
Anders, Deanna	Teacher
Day, Andrea	Teacher
Oden, Ashley	Teacher
States, Heather	Teacher
Lovaasen, Martha	Principal
Cordray, Kelly	Principal
Thompson, Shay	Principal
Farmer, Lauren	Paraprofessional
Scott, Erika	Business Owner
Collier, Madison	Community Member
Landreneaux, Machele	Parent
Roquemore, Ola	Parent
Searle, Randi	Curriculum Director
Lightle, Rhonda	Teacher
Harris, Wyatt	Legal Representative
Land, Kimberly	Paraprofessional

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Community Demographics  
Survey and Interviews of Students/Staff/Parents

### Demographics Strengths

A few strengths were identified in regards to demographics:

Low drop out rate

High percentage of graduates

District has begun a mentoring program for new teachers

### Demographics Needs

Although staff is aware of student needs, further support for staff is needed in meeting the diverse needs of all students.

### Demographics Summary

Demographics Summary: Elysian Fields ISD's total enrollment is 827 students. The district reported that 50.8% of the total population is identified as economically disadvantaged. This percentage is based on the number of participants in the Free and/or Reduced Price Lunch Program within the district. The continued high percentage in the economically disadvantaged population over the last few years requires the district to enhance efforts to build greater understanding of cultural diversity and acknowledge the impact poverty has on students coming from disadvantaged home environments where factors may prevent students from being "school-ready." Some studies have identified students from economically disadvantaged environments as being school dependent; meaning that the only academic and sometimes physical and emotional resources available and accessible to them are those afforded by the school. So the challenge becomes the facilitation of targeted professional development for all staff to meet the needs of this population.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

Programs for special student populations continue to be an area of focus for all campuses. Strategies and structures are in place to build capacity in EFISD in supporting teachers, continuing to strive to offer common planning periods for department and grade levels. District and campus administration support in addition to regional support with enhanced course offerings to better curriculum and instruction.

Student enrollment by special program is as follows:

Bilingual/ESL Education 1.2%

Career and Technical Education 28.7%

Gifted and Talented Education 5.4%

Special Education 13.8%

## Student Achievement

### Student Achievement Data Sources

Disaggregated STAAR Data

Drop-out Rates

Graduation Records

### Student Achievement Strengths

Elysian Fields ISD currently has a “A” overall accountability rating. Within that rating, the district scored a “B” in Student Achievement, an “B” in School Progress, and a “B” in Closing the Gaps. In College, Career, and Military Readiness in Closing the Gaps.

EFISD did not observe a significant learning loss in Reading outcomes due to COVID-19.

### Student Achievement Needs

Increased focus on data driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

performance among all low-performing groups;  
Continued training on how to use resources available through the TEKS Resource System;  
Improve overall student performance in mathematics, reading, writing, and  
Increased support for at-risk and economically disadvantaged students.

## Student Achievement Summary

The Texas Academic Performance Report (TAPR) report for 2022-2023 was reviewed and analyzed in the needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR/EOC pass rates, and assessment test data. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. EFISD's STAAR scores are improving each year, as is the rigor of state assessments. STAAR EOC scores for Biology, Algebra I, and U.S. History show an upward trend over the past two years. However, English II was a little bit lower than the previous year average. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates. In regards to our 3 - 8 grades, overall math, writing, social studies, and science scores increased. District-wide efforts made by each of our teachers in regards to differentiated teaching styles and practices and a continued focus on the TEKS are priorities this year. To assist in this endeavor, the addition of pacing guides and access to the TEKS Resource System are intended to assist both teachers and students towards a higher level of academic progress.

Mathematics, reading, and writing are of district-wide concern. As a means of ensuring high-quality instruction, teachers diligently revise their specific grade/subject level scope and sequence and lesson plan designs.

Based upon both the raw and scale scores for 3rd - 11th grades on STAAR assessments, data suggests that more critical thinking skills, access to real-world applications, and increased classroom rigor still needs to be added to the curriculum and instructional practices. Some of the strategies implemented this year will involve campus administrators closely monitoring the depth to which students are being taught and assessed as evidenced through walk-throughs, routine assessment data analysis, and review of benchmark test performance. In addition, training will be provided to teachers to assist them in learning how to utilize all aspects the TEKS Resource system has to offer.

## School Culture and Climate



# Comprehensive Needs Assessment

## School Culture and Climate Strengths

Strong community and parent support;  
Student involvement;  
Safe and orderly district; and  
Minimal disciplinary referrals

## School Culture and Climate Weaknesses

Developing academic support for parents so they are able to assist their students in regards to homework and academics.

## School Culture and Climate Summary

Elysian Fields ISD provides a warm and welcoming environment. EFISD staff, parents, and the community have high expectations for our students - both academically, behaviorally, and socially. Each strives to meet the needs of all students and prepare them from the day they enter the district to be college or work-place ready upon graduation. In addition, EFISD staff and students are able to feel safe and supported in the school environment. Through various safety drills, the staff are all prepared in the event of an emergency. EFISD also has tremendously low rates of student discipline issues, as well as high student attendance rate. Our district prides itself in being able to offer students multiple opportunities to be involved in extracurricular activities. Parents and community members are welcomed and encouraged to participate in the educational process through a variety of avenues such as PTO, booster club, district committees, and participation in other district organizations and activities. However, this school year due to intermittent school closures and safety concerns, stakeholders may have to be involved virtually.

In compliance with Texas Education Code Section 39.053, EFISD completes an annual performance report regarding the number, rate, and type of disciplinary incidents occurring on campuses. For the last 8 years, these reports show that the majority of disciplinary offenses are not of a criminal nature and are categorized primarily as repeated rule violations as outlined in the EFISD Student Code of Conduct. Each EFISD campus publishes safety rules, dress codes, discipline codes, and emergency response protocol.

Campus assemblies, along with motivational speakers are employed to encourage student safety while stressing the importance of making healthy choices. Various medical services are made available in conjunction with the district's registered nurse. These include health screenings, information about healthy choices, information about drug and alcohol abuse, as well as information on other risky behaviors.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

Campus administrators and the PEIMS Coordinator track and report referrals and placements by campus and type of offense. The top categories for the disciplinary placements are as follows: cutting class, conduct and student code violations, and disruptive behavior. The overwhelming majority of all offenses on each campus were reported as violations of student code of conduct. The responsibility for labeling the causes for referrals lies with the campus administrator. One label may not encompass the entire incident. Detailed information is gathered on the referral to better inform the receiving teachers, counselors, and administrators in developing an individual plan for a student. Documentation of referrals include a brief narrative of the incident as well as grade level, age of the student, and any notations about the student in terms of any type of special services they may receive. In order to remediate and address specific misconduct, students may serve time in an in-school suspension, create a social contract or behavioral plan between student and administrator/teacher, be reassigned to another classroom setting, or be provided with professional counseling.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Minimal discipline issues;  
Administrative support for teachers who seek specialized staff development;  
Teacher appraisers and campus leadership set goals, give timely feedback, and focus on continuous cycles of improvement;  
Summer instructional professional development days can be used as comp time throughout the year;  
Staff engage as active participants in data analysis to better understand low performing areas and target individual student needs.

### Staff Quality, Recruitment and Retention Weaknesses

Increased opportunities for individualized professional development.

### Staff Quality, Recruitment and Retention Needs

Increased teacher retention  
Teacher salaries that are more competitive with local districts in order to attract teacher applicants

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs (Continued)

Increase opportunities for individualized professional development

Increase trainings on effective instructional practices for working with ELL's, at-risk, and economically disadvantaged

Continued support from Regional Service Center specialists in modeling, effective instructional methods, collaborative learning, and research-based strategies for all subject and grade levels

## Staff Quality, Recruitment and Retention Summary

Elysian Fields ISD requires all teachers and paraprofessionals to be highly qualified. They must be in an approved alternative teaching program or have a certified teaching certificate in their teaching field. A complete background check and fingerprinting is required of all new employees. Administrators are required to consistently provide information and feedback and from routine walk-throughs and observations to each teacher and the superintendent. The district adopted evaluation system focuses on teachers developing habits of continuous improvement where both the administrator and teacher focus on evidence-based feedback and professional development. In regards to professional development, teachers utilize DMAC software to assist in assessing and analyzing student performance and focus on which TEKS/student expectations are not being mastered. Analysis of this data allows teachers and administration to identify specific areas of needed staff development. It is evident that teachers enjoy Elysian Fields ISD and usually complete their entire teaching tenure within the district.

EFISD employs around 88 teachers, with 17 or 24% holding advanced degrees. Of the 88 teachers, 52 have more than five years of classroom teaching experience. Average tenure EFISD is 7.4 years. The district averages one teacher per 12.5 students. This average does include core grade levels and classes with smaller elective or alternatively structured classrooms. Average pay for classroom teachers shows EFISD salaries continue to be lower than the state average in all categories of years of experience, roughly \$14,000 below state pay. Unfortunately, a reported turnover rate of approximately 20.9% was reported for the 2018-2019 school year. The state percentage is at 16.5%. EFISD continually monitors recruiting practices and employee placements to ensure positions are filled with the high quality staff members who are committed to staying and building relationships within the school community.

EFISD is committed to quality staff development providing every teacher the opportunity to achieve and maintain proper qualifications, as well as the classroom effectiveness necessary for exemplary teaching and learning. Staff development participation is managed and documented through the curriculum department, campus principals, and Region VII ESC. Each year, EFISD revises staff development plans to include required trainings, differentiated instructional practices, activities to serve the gifted and collaborative learning models. Finally, EFISD promotes online and web based learning environments allowing staff members to participate and engage in professional development that is delivered in methods other than face to face sessions.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Utilize and share successful intervention strategies and programs across grade levels/subject areas;  
Adequate teaching supplies and materials to help teachers with virtual instruction and face to face instruction;  
Deconstructed TEKS, scope and sequence, and curriculum-based meetings to address needs; and  
Continuation of TEKS Resource System to assist core teachers with pacing, vertical alignment, sequencing, and rigorous assessments

### Curriculum, Instruction and Assessment Needs

Increase teacher familiarity with usage of TEKS Resource System to ensure correct vertical alignment and common-based assessments for grade/subject levels;  
Increase time for teachers to plan and incorporate the usage of TEKS Resource System into current instructional frameworks/scope and sequences;  
Increase training on proper pacing to ensure coverage of all required TEKS;  
Increase student critical thinking skills to develop deeper synthesis of core content;  
Vary instructional strategies to increase students ability to use textual evidence;  
Increase staff's time to effectively create interventions targeting low-performing students and to become more familiar with technology needs to instruct virtual learners;  
Design lessons that engage and motivate students to learn

### Curriculum, Instruction and Assessment Summary

The EFISD administration is responsible for ensuring fidelity in the implementation of the Texas Essential Knowledge and Skills (TEKS) in the foundation and enrichment curriculum. Curriculum development, implementation, and pacing has been collaboratively designed utilizing strong partnerships with EFISD stakeholders. In addition, the TEKS Resource System has been added as an available resource for our teachers. This system allows teachers to gauge the effectiveness of their curriculum, ensure proper pacing, and provides access to rigorous questioning strategies and assessments. The needs assessment process for curriculum and instruction includes the review of core and enrichment curriculum, methods of delivery and strategies, as well as monitoring efforts to determine effective implementation of current scope and

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

sequences.

Teachers continue to create and modify unit lessons plans for each six weeks, which are monitored by campus principals. The TEKS Resource System provides tools that allow teachers to view vertical alignment, pacing guides, sample questioning, and an assessment bank. This resource is meant to serve as a method to ensure correct pacing and instructional content is delivered through cohesive units. TEKS Resource System also assists the teachers in spiraling in the TEKS throughout various times of the year. Access to TEKS Resource has created opportunities for lessons to be delivered with a higher degree of rigor and complexity while aligning to the TEKS/SEs. Most assessments are created either through the TEKS Resource System or DMAC TEKscore software. In addition, DMAC offers numerous analysis tools for teachers to use in assessing specific student mastery.

STAAR assessment and student performance data reveals a need for continued review and revision of current scope and sequences in all core subject areas to ensure appropriate sequencing and pacing of instruction, as well as the implementation of effective instructional strategies to meet the level of rigor and depth of knowledge in which students are assessed. Increasing instructional effectiveness and student achievement will increase the likelihood that our student population has access to higher education, the ability to attend a trade or technical school, or have the skills necessary to be successful in the workforce upon graduation.

Student achievement data supports the need for more effective delivery of instruction and increased opportunities to check for student understanding. With large populations of students receiving special services through special education, gifted and talented, Limited English Proficiency, and at-risk, there is a need for a variety of instructional delivery methods. Identifying students in need of intervention allows for re-teach opportunities and individualized assistance for struggling learners. These efforts also support the State Compensatory Education requirements of addressing needs of students designated at-risk of dropping out of school, particularly in the five areas previously noted as academic categories. Early identification of student needs will accelerate Response to Intervention (RtI) efforts and support individualized instructional plans for teaching and learning.

## Family and Community Involvement

### Family and Community Involvement Strengths

Parent Involvement Policy;  
Attendance and participation at district-wide events;  
Positive feedback from parents/teachers; and

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

Strong community support

## Family and Community Involvement Weaknesses

Improving communication with parents in previously underrepresented groups, such as special education and Hispanic students, by ensuring documents and information sent out to parents are both English and Spanish;

Varying times of scheduled meetings; and

Offering meetings virtually

Improving communication efforts between program administrators, campus administrators, and staff regarding the importance of parent and community participation in school activities.

## Family and Community Involvement Needs

Seek non-traditional methods of communication for non-English speaking populations;

Provide more parental and community surveys; and

Increased attendance and feedback at strategic planning meetings

## Family and Community Involvement Summary

EFISD is committed to a full partnership with parents and community members through providing optimum teaching and learning experiences for students. Activities and events for parent and community participation include meetings offered after school hours to provide parent/student learning activities and information on other relevant school events. However, due to COVID-19, safety concerns, and intermittent school closures meetings will possibly be held virtually this school year. Families and community members can be involved in meaningful activities that support students' learning and campus needs such as PTO and Booster Club meetings, and UIL academic and athletic events.

Parents are encouraged to be involved in the decision making process through membership on various committees. These include but not limited to: Site-Based Decision Making Committee, School Health Advisory Council, Language Proficiency Assessment Committee, Booster Club, and the Parent-Teacher Organization. Parents are informed of the importance of consistent attendance at campus-based activities

# Comprehensive Needs Assessment

## Family and Community Involvement Summary (Continued)

through newsletters, parent/teacher conferences, email, phone calls, Facebook, Twitter, and the Remind app. The district website is updated with current news and informational items that all interested parties can access. EFISD always seeks new opportunities that will increase parental engagement and student success.

## School Context and Organization

### School Context and Organization Strengths

Positive climate and culture exhibited through all educational stakeholders;  
High expectations of administration, faculty, staff, and students; and  
Positive community/parental image

### School Context and Organization Needs

Increased community and parental awareness and involvement;  
More opportunities for faculty professional development on new and innovative instructional approaches to reach every student on every level;  
Increased support of second language learners through enhanced/differentiated instructional strategies;  
Develop consistency in virtual and face to face instruction;  
Increased time for teachers to collaborate, plan for more rigorous instruction, and have vertical/horizontal team meetings

### School Context and Organization Summary

Elysian Fields ISD is a structured, well-organized school system that has created a positive academic and extracurricular image within the community. Administration, faculty, and staff are all friendly, qualified, and professional during the academic school day and at after school events. Expectations are set high by all members of the EFISD team to ensure students are successful in preparing for life and graduating college and/or career ready. District administration works diligently to meet the needs of the teachers and staff in each aspect of the school environment. Additionally, all teachers and staff are focused on making the school environment one that is inviting, clean, and inspiring for our

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

students. While maintaining a welcoming environment full of high expectations, stakeholders strive to utilize time spent in the schools serving the academic and extracurricular need of our students.

Elysian Fields ISD is a rural, small district where student class options are somewhat limited, schedules may be hard to accommodate, and finding the same grade/subject level colleague may be difficult. However, the small size allows for a smaller teacher to student ratio, ease of access to teachers, and the opportunity for staff to provide more targeted assistance for students who may be struggling in some manner. Since there is a smaller number of teachers and students, more time can be spent with students who are performing poorly or need additional clarification. In turn, this allows for teachers to have a much clearer understanding of each students' academic and social needs. This valuable input can then be evaluated and appropriate measures put into place for interventions.

## Technology

### Technology Strengths

EFISD has installed interactive panels in all classrooms. We are 1-1 with technology and all students have access technology and chromebooks.

### Technology Needs

Greater bandwidth for how many people can be on the network  
Wifi speed

### Technology Summary

Elysian Fields ISD has worked diligently to improve available technology resources for staff and students. The district currently has chromebook carts on each campus for students and staff. Each teacher has access to a laptop. Teachers have access to many forms of online assessments to better aid in the evaluation of students' needs. These include STAAR Reading and Math. Each campus has a chromebook cart handy for students and staff. Students at the high school and middle school are assigned a chromebook. EFISD has purchased technology resources to



# Comprehensive Needs Assessment

## Technology Summary (Continued)

assist teachers with virtual instruction.

# Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
Graduation Records  
Parent Participation  
Promotion/Retention Rates  
Staff Development  
Teacher Turnover Rates

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

### **Improvement Planning Data**

District 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)  
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  
Accountability Distinction Designations

### **Student Data: Assessments**

(STAAR) current and longitudinal results, including all versions  
STAAR End-of-Course current and longitudinal results, including all versions  
Texas English Language Proficiency Assessment System (TELPAS)  
Texas Primary Reading Inventory (TPRI), and other early reading assessment results  
Postsecondary college, career or military-ready graduates  
Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data  
Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data  
SAT and/or ACT assessment data  
PSAT  
Local diagnostic reading assessment data  
Local benchmark or common assessments data

### **Student Data: Student Groups**

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress  
Special programs data, including number of students, academic achievement, discipline, attendance, and progress  
Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data  
Special education/non-special education population including discipline, progress and participation data  
At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data  
EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.

Section 504 data

Dyslexia Data

Multiple Tiered Support Systems (MTSS) student achievement data

**Student Data: Behavior and Other Indicators**

Annual dropout rate data

Attendance data

Mobility rate, including longitudinal data

Discipline records

**Employee Data**

Teacher/Student Ratio

Professional development needs assessment data

TTESS data

**Parent/Community Data**

Parent surveys and/or other feedback

Parent engagement rate

## The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

## The State of Texas Public Education Goals

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## The State of Texas Public Education Objectives

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

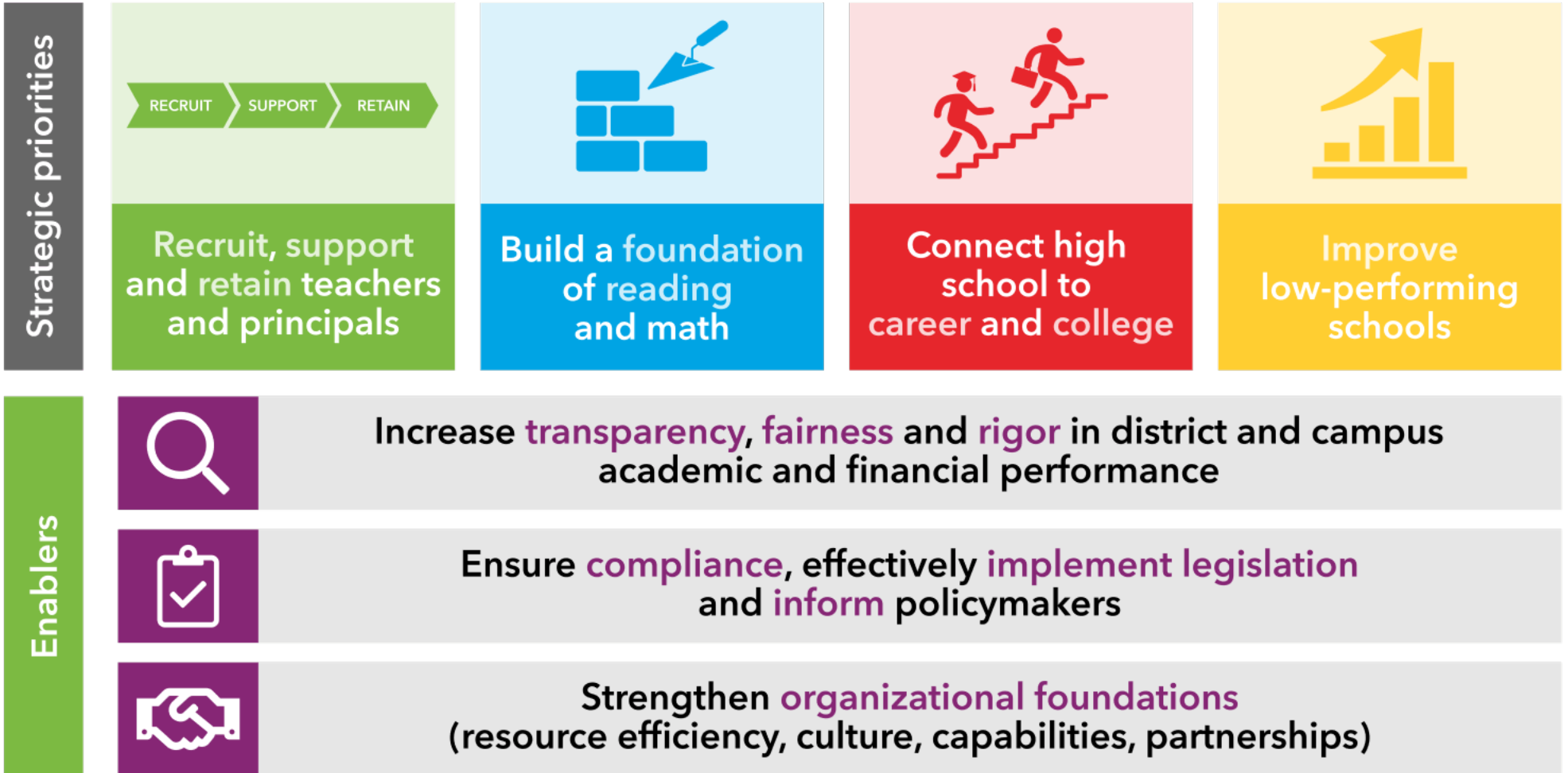
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*

# ELYSIAN FIELDS ISD

**Goal 1.** (Retention & Recruitment of Highly Qualified Staff) Elysian Fields ISD will recruit, support, and retain 90% of staff to optimize student engagement and learning.

**Objective 1.** EFISD will recruit, develop, and retain highly qualified personnel by providing strong leadership, effective strategies, and being supportive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Refine practices to recruit and retain 90% high quality staff to promote effective instructional practices. (Target Group: M,F) (Strategic Priorities: 1)	Principal(s), Superintendent	August 2023-July 2024	(F)Title IIA Principal and Teacher Improvement, (L)Local Funds	Criteria: Staffing -100% Qualified personnel 04/26/23 - Pending 04/19/23 - Some Progress
2. Administrators and teaching staff will be provided opportunities to attend workshops in the core content they teach to encourage professional growth and meet ESSA requirements. (Target Group: M,F) (Strategic Priorities: 1)	Curriculum Director, Principal(s), Superintendent, Teachers	August 2023-July 2024	(F)Title IIA Principal and Teacher Improvement, (L)Local Funds	Criteria: Professional development certificates and records. 04/26/23 - Pending 04/19/23 - Completed
3. Refinement and continuous implementation of mentorship program to ensure sufficient support of new teachers and encouraging leadership with experienced staff. (Target Group: M,F) (Strategic Priorities: 1)	Curriculum Director, Principal(s), Superintendent	August 2023 - July 2024	(L)Local Funds	Criteria: New Teacher Mentorship Program Documentation from Instructional Coach 04/26/23 - Pending 04/19/23 - Completed
4. Encourage and support the enrollment in the Highly Qualified Paraprofessional Institute. We will also provide a paraprofessional update in the district before school starts. (Target Group: M,F) (Strategic Priorities: 1)	Curriculum Director, Principal(s)	July 2023-December 2024	(L)Local Funds	Criteria: Paraprofessional Institute Certificates 04/26/23 - Pending 04/19/23 - On Track
5. Disaggregate student data to determine the professional development needs of all instructional staff PK-12. (Target Group: All,M,F) (Strategic Priorities: 1)	Curriculum Director, Principal(s)	August 2023-July 2024	(L)Local Funds	Criteria: Frequently throughout the school year teachers and administrators will review student data and discuss. Teachers will progress monitor student's data. 04/26/23 - Pending 04/19/23 - Significant Progress

# ELYSIAN FIELDS ISD

**Goal 2.** (Safety and Security) Elysian Fields ISD will ensure the safety and overall health of all students and staff.

**Objective 1.** Elysian Fields ISD will implement best practices for safe and orderly schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage with the board, staff, and community to continually assess next steps for district buildings.	Principal(s), Superintendent	August 2023 - July 2024		Criteria: Surveys, SHAC, building and maintenance reports, safety evaluation, and discipline records.  04/26/23 - Pending 04/19/23 - Some Progress
2. Ensure each campus has a trained Crisis Prevention Intervention core team and that Stop the Bleed kits are placed strategically around the campuses. (Strategic Priorities: 4)	Principal(s), School Nurse, Teachers	August 2023 - July 2024	(L)Local Funds	Criteria: Documentation of training and safety surveys  04/26/23 - Pending 04/19/23 - Some Progress
3. Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form and review campus and district safety plans to include: - Required Campus Drills - Emergency Management Drills - Child Abuse Awareness - Level of implement web-based visitor management and tracking software on all campuses (i.e. Raptor) - Develop an emergency preparedness plan - Add surveillance equipment as needed - AED Defibrillator placement and training (Strategic Priorities: 1,4)	Director of Technology, District Committee, Maintenance Supervisor, Principal(s), School Nurse, Superintendent	August 2023 - July 2024		Criteria: Drill documentation, preparedness in the event of an emergency, and reports.  04/26/23 - Pending 04/19/23 - On Track



# ELYSIAN FIELDS ISD

**Goal 2.** (Safety and Security) Elysian Fields ISD will ensure the safety and overall health of all students and staff.

**Objective 2.** Elysian Fields ISD will ensure an environment, which is safe, drug-free, and conducive to learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Security officers at campuses daily. (Strategic Priorities: 4)	Superintendent	August 2023 - May 2024		Criteria: Sign in Logs 04/26/23 - Pending 04/19/23 - No Progress
2. Analysis of Discipline Report to address and minimize incidents through positive reinforcement and share the discipline rubric with parents. (Strategic Priorities: 1,4)	Principal(s), Teachers	August 2023- July 2024	(L)Local Funds	Criteria: Discipline Reports 04/26/23 - Pending 04/19/23 - Some Progress
3. Utilization of Bullying report forms to address issues of bullying and provide counseling for students affected by bullying and make certain the bullying form is available to parents and students. (Strategic Priorities: 1,4)	Counselor(s), Principal(s), Teachers	August 2023 - July 2024		Criteria: Bullying forms, discipline reports, and counseling records 04/26/23 - Pending 04/19/23 - Some Progress
4. Replace broken doors and ensure all doors can lock properly. (Strategic Priorities: 4)	District Committee, Maintenance Supervisor, Principal(s), Superintendent	August 2023 - July 2024	(L)Local Funds	Criteria: Documentation of exterior door sweep reports. 04/26/23 - Pending 04/19/23 - Significant Progress

# ELYSIAN FIELDS ISD

**Goal 3.** (Increasing Student Achievement) Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high-quality instructional strategies and innovative teaching.

**Objective 1.** Increase student academic achievement by addressing instructional gaps and strengthen academics for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administer beginning of year assessments to students to establish baseline of data and use both local and state data collected to provide evidence of learning to assist with targeted intervention. (Strategic Priorities: 2)	Curriculum Director, Principal(s), Teachers	Aug. 2023 - Sept. 2024	(S)STAAR Test Results	Criteria: Progress monitoring reports, DMAC Data, STAAR Data, and reports  04/26/23 - Pending 04/19/23 - Some Progress
2. Administer formative assessments to accurately conduct data disaggregation, determine progress, and drive instruction. (Strategic Priorities: 2)	Curriculum Director, Principal(s), Teachers	Aug 2023 - Sept 2024	(S)STAAR Test Results	Criteria: Student Formative Assessments, DMAC Data  04/26/23 - Pending 04/19/23 - Some Progress
3. For students who did not perform satisfactorily on a STAAR, STAAR End of Course (EOC), or STAAR Alt exam, in any STAAR assessed grade levels and subjects, the District will provide accelerated instruction. (Strategic Priorities: 2)	Curriculum Director, Principal(s), Teachers	Aug 2023 - Sept 2024	(L)Local Funds, (S)STAAR Test Results	Criteria: Rosters, grade reports, and student data, and progress monitoring reports  04/26/23 - Pending 04/19/23 - On Track
4. Utilize TEKS Resource System aligned curriculum to ensure alignment of instructional delivery based on TEKS with an emphasis on the performance assessments to monitor student growth. (Strategic Priorities: 2,4)	Curriculum Director, Principal(s), Teachers	August 2023 - May 2024	(L)Local Funds	Criteria: The number of teachers that utilize TEKS Resource System curriculum, reports monitoring growth between performance assessments.  04/26/23 - Pending 04/19/23 - Some Progress
5. EFISD will offer dyslexia screenings and programs to identify students at risks. (Strategic Priorities: 2)	Dyslexia specialist, Teachers	August 2023 - May 2024		Criteria: Students identified as dyslexia achievement is monitored. Student progress through the program and in class work is monitored.  04/26/23 - Pending 04/19/23 - Significant Progress
6. EFISD administrators and counselors will monitor students referred to MTSS, 504, and Special Education Programs to foster growth	Counselor(s), Principal(s), Special Ed Diagnostician, Special Ed Teachers, Teachers,	August 2023 - May 2024	(F)IDEA Special Education, (F)Title I, (L)Local Funds, (S)STAAR Test Results	Criteria: Student progress will be monitored and interventions can be added as needed to help

# ELYSIAN FIELDS ISD

**Goal 3.** (Increasing Student Achievement) Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high-quality instructional strategies and innovative teaching.

**Objective 1.** Increase student academic achievement by addressing instructional gaps and strengthen academics for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
for all students resulting in academic literacy and mathematics. (Strategic Priorities: 2)	Title I Teachers			students be successful. 04/26/23 - Pending 04/19/23 - Some Progress
7. Increased academic support for students needing accelerated instruction. (Strategic Priorities: 2)	Counselor(s), Principal(s), Teachers	August 2023 - May 2024	(L)Local Funds	Criteria: STAAR Data, Report cards and progress reports, DMAC data for assessments 04/26/23 - Pending 04/19/23 - Some Progress

# ELYSIAN FIELDS ISD

**Goal 3.** (Increasing Student Achievement) Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high-quality instructional strategies and innovative teaching.

**Objective 2.** Continuous utilization of technology to enhance learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development plan for both instructional technology and general technology program use. (Strategic Priorities: 1,4)	Principal(s), Technology staff	August 2023 - July 2024	(L)Local Funds	Criteria: Increased implementation of technology in instructional practices and in classroom activities.  04/26/23 - Pending 04/19/23 - Some Progress
2. Provide access to information on ethical uses of technology including acceptable use, cybersecurity, social networking. (Strategic Priorities: 1)	Principal(s), Technology staff	August 2023 - July 2024	(L)Local Funds	Criteria: Professional development certificate and record.  04/26/23 - Pending 04/19/23 - On Track
3. Execute and maintain a district-wide plan to continuously maintain effective and relevant technology, using technology consistently, and teachers documenting use of technology in lesson plans. (Strategic Priorities: 1)	Curriculum Director, Principal(s), Technology staff	August 2023 - May 2024		Criteria: Providing relevant technology that will increase student achievement and enhance instructional strategies, Go Guardian reports, lesson Plans  04/26/23 - Pending 04/19/23 - Some Progress

# ELYSIAN FIELDS ISD

**Goal 4.** (Mental Health and Student Well Being) Elysian Fields ISD will support the mental health and overall well-being of each student.

**Objective 1.** Holistically development of each student's social and emotional needs in order to build a solid foundation for lifelong learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement systemic practices across the district that will prevent and decrease incidents related to mental health, suicide, harassment, bullying, and dating violence. (Strategic Priorities: 4)	Counselor(s), Principal(s), Teachers	August 2023 - July 2024	(L)Local Funds	Criteria: Discipline referral data, Ascender reports, bullying reports  04/26/23 - Pending 04/19/23 - Significant Progress
2. Provide training for staff on social and emotional learning, safety, crisis management, suicide prevention, conflict resolution, trauma, and violence prevention. (Strategic Priorities: 1)	Counselor(s), Principal(s)	August 2023 - July 2024	(L)Local Funds	Criteria: Crisis Management System, Logs, documentation of attendance  04/26/23 - Pending 04/19/23 - Completed
3. Provide meaningful and relevant learning experiences and activities for families and community members that focuses on the academic and social and emotional growth of EFISD students. (Strategic Priorities: 1,4)	Principal(s), Superintendent, Teachers	August 2023 - July 2024	(L)Local Funds	Criteria: Reduced communication barriers between families and schools, increased parental involvement  04/26/23 - Pending 04/19/23 - Some Progress
4. Provide families and parents within the EFISD community resources to support student physical and emotional needs to help them deal with topics such as conflict resolution and social emotional health. (Strategic Priorities: 1,4)	Counselor(s), Principal(s), Superintendent, Teachers	August 2023 - July 2024	(L)Local Funds	Criteria: Attendance rosters, discipline reports, bullying reports, attendance reports  04/26/23 - Pending 04/19/23 - Some Progress

# ELYSIAN FIELDS ISD

**Goal 5.** (Strengthen Partnership) To ensure academic achievement by all students, Elysian Fields ISD will promote school, parent, and community partnerships/communication fostering increased student success.

**Objective 1.** Elysian Fields ISD will increase board, staff, community, and parent communication and participation to meet the needs of students, parents, and staff in an open, honest, and timely manner.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to promote effective communication with staff, students, and parent/community through a variety of techniques and tools to insure important district/campus information reaches all stakeholders in a timely manner.	Principal(s), Superintendent, Teachers, Technology staff	August 2023 - July 2024	(L)Local Funds	Criteria: Upcoming events and activities shared with parents and community members via Google Classroom, Remind.  04/26/23 - Pending 04/19/23 - Significant Progress
2. Promote district communication through digital/social media tools including EFISD Facebook, and Remind App.	Curriculum Director, Principal(s), Superintendent, Teachers, Technology staff	August 2023- May 2024		Criteria: The number of posts and messages shared. Parent surveys on effectiveness. Facebook usage.  04/26/23 - Pending 04/19/23 - Completed
3. Actively encourage parents and community members to participate in school activities by publicizing events and maintaining district/campus activity calendars on the website and on the district's Facebook account.	Counselor(s), Curriculum Director, Principal(s), Superintendent, Technology staff	August 2023 - May 2024		Criteria: Parent, staff, and community logs, feedback, and surveys.  04/26/23 - Pending 04/19/23 - Significant Progress
4. Host activities to involve parents and community such as Meet the Teacher, Meet the Jackets, Open House, curriculum nights, career days, family nights, STAAR nights, Zoom meetings, and Google Hangouts. (Strategic Priorities: 1)	Counselor(s), Principal(s), Teachers, Technology staff	August 2023 - May 2024	(L)Local Funds	Criteria: Conference documentation, meeting notices, and increase in parental involvement.  04/26/23 - Pending 04/19/23 - Completed

# ELYSIAN FIELDS ISD

**Goal 5.** (Strengthen Partnership) To ensure academic achievement by all students, Elysian Fields ISD will promote school, parent, and community partnerships/communication fostering increased student success.

**Objective 2.** Elysian Fields ISD will create multiple opportunities to engage parents and community members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent and School Compact, update school/family compact to describe responsibilities and address the importance of communication on student progress, volunteer opportunities, and parent-teacher conferences in the family's home language. (Strategic Priorities: 1)	Principal(s), Teachers	August 2023 - July 2024		Criteria: Parent-School Compact documentation  04/26/23 - Pending 04/19/23 - Completed
2. Consistently include parents in site-based decision-making committee meetings to assist in the development of: DIP, CIP, Title I Compacts and District and Campus Parent and Family Engagement Policy. (Strategic Priorities: 1)	Campus Committee, District Committee, Principal(s), Superintendent	August 2023 - July 2024	(L)Local Funds	Criteria: Increased parent input and engagement in district and campus processes and procedures. Meeting sign in sheets, and documentation.  04/26/23 - Pending 04/19/23 - Completed
3. Promote faculty and parent membership and participation in PTO. (Strategic Priorities: 1)	Principal(s), Teachers	August 2023 - May 2024	(L)Local Funds	Criteria: Number of faculty and parent PTO members, Faculty and Parent participation in PTO activities.  04/26/23 - Pending 04/19/23 - Significant Progress

## 2023-2024 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:

<b>Priority for Service Criteria</b>	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have failed one or more of the state assessments (STAAR), or were granted a EB Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>● Who have made a qualifying move within the previous 1-year period;</li> </ul> <p style="margin-left: 20px;"><u>AND</u></p> <ul style="list-style-type: none"> <li>● Have been designated EB in the Student Designation section of the Texas New Generation System (TX-NGS) Supplemental Program Component; <u>or</u></li> <li>● For students in grades K-2, who have been retained, or are over age for their current grade level.</li> </ul>

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.

<b>School District: Elysian Fields ISD</b>	<b>Priority for Service (PFS) Action Plan</b>	<b>Filled Out By: Tracey Smith</b>
<b>Region: 7</b>		<b>Date: 4-19-2023</b>

**School Year: 2023-2024**

***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).*

<b>Goal(s):</b>  100% of eligible migratory, Priority for Service Students will be entered in to the TX-NGS data system by the TX-NGS data technician. These students will be monitored, and needs will be assessed and addressed throughout the school year and in the summer school program.	<b>Objective(s):</b> :  To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor</b> the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> <li>Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Before the end of each month, August 2022-July 2023	NGS Specialist	PFS tracking report
<ul style="list-style-type: none"> <li>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.</li> </ul>	Before 1 <sup>st</sup> Day of School	MEP contact	PFS report
Additional Activities			
<ul style="list-style-type: none"> <li></li> </ul>			
Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Communicate</b> the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>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.</li> </ul>	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make</li> </ul>	ongoing	MEP staff	calendars, meeting notes

individualized home and /or community visits to update parents on the academic progress of their children.			
<b>Additional Activities</b>			
▪			
<b>Provide services to PFS migrant students.</b>			
▪ 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 as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ 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	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
<b>Additional Activities</b>			
▪			

\_\_\_\_\_  
LEA Signature

\_\_\_\_\_  
Date Completed

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identification and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or	Participate in training	Migrant Contact	As requested	State ID&R training,	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory	Required activity to develop:	EFISD and ESC Migrant	September, 2023and	District data, plan	Certificate, PFS Action Plan,
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	EFISD and ESC Migrant Contacts	September, 2023 and April, 2024	Action Plan Templates, PowerPoint	Certificate, PFS Action Plan Template and ID&R Action Plan Template

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
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Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.	EFISD and ESC	Year round	Family survey	TX-NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	EFISD and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Use Texas New Generation System and Migrant Student Interstate Exchange (TX-NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identification	Family survey	TX-NGS district reports, completed surveys
	Tracking late enrollment, early	EFISD and ESC	Upon enrollment and	Family surveys and	TX-NGS district reports,
<b>Required Activity</b>	<b>Method</b>	<b>Responsible Staff</b>	<b>Estimated Time Frame</b>	<b>Materials</b>	<b>Method of Evaluation</b>

Complete Electronic Certificate of Eligibility (ECOE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	ECOE's	Completed ECOE
Review ECOEs	Reviewer reviews ECOE and SDF, returns ECOE and SDF to recruiter if additional information is needed, then submits to Texas New Generation System (TX-NGS) Terminal Site for entry into to TX-NGS.	Recruiter, Reviewer, TX-NGS data entry personnel	Within 7 days of parent signature.	ECOE's	Completed ECOE with 2 signatures and TX-NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2023- November 1, 2024. For 2 yr old turning 3, on or after 3rd birthday	ECOE's, School records	Updated ECOE, parent signature, TX-NGS residency verification report
Notify the school district when	Letter and a copy of the ECOE	ESC7 Migrant	Within 7 days of entry	ECOE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
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Maintain a strong system of Quality Control	Eligibility Review-Forward ECOEs with more than one comment to ESC for review. Follow protocol for ECOEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of ECOEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and EFISD	May, 2024	TX-NGS forms	Completed TX-NGS forms
Maintain up-to-date records on file	Maintain updated active and	ESC and districts	Ongoing	ECOEs	ECOE records
Coordinate with ESC for annual	Validate eligibility through re-	ESC, MEP staff, previously	January - June, 2023	ECOEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time	Materials	Method of Evaluation
Maps, intraregional networking and interagency coordination	Recruiter is in contact with	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with	MEP staff	Ongoing	List of entities	Calendars, agendas, data

**Strategy 3: Family and Community Relations and Coordination Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.**

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Parent Advisory Committee (PAC)	Parent questionnaire	ESC and EFISD	September - October	Questionnaire and	Completed questionnaire
	Gather data	ESC and EFISD	November, 2023	Documentation	Completed documentation
	Provide appropriate meeting	ESC and EFISD	Fall Semester and	Data, determined by	Agenda, sign in sheets,
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and	ESC and EFISD	Fall Semester and	Determined by needs,	Agenda, sign in sheets,
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form



# Appendix- Program Plan Requirements Title 1, Part A

<b>Title I, Part A</b>	
<b>LEA Plan Requirement</b>	<b>Description of Requirement</b>
<b>Timely and Meaningful Consultation</b>	<p>Elysian Fields ISD District Committee includes all of the required stakeholder members. A list of committee members and their respective roles can be found on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee meetings are scheduled for the following dates: September 14, 2023, November 2, 2023, January 16, 2024, and March 5, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and January) and a summative assessment in March. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in November and January. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May.</p>
<b>Coordination</b>	<p>Elysian Fields ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication. (Include only the programs relevant to your district.)</p> <ul style="list-style-type: none"> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● Carl D. Perkins Career and Technical Education Act of 2006</li> <li>● Head Start Act</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● ESSER II &amp; III</li> <li>● SCE</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of</p>

	<p>the above programs are represented on our District Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p><b>Challenging State Academic Standards</b></p>	<p>Elysian Fields ISD provides a program to substantially help children served under Title I, Part A to meet the challenging State academic standards. The Title I, Part A program provided to students consists of targeted, small-group intervention instruction provided by three certified teachers, after-school tutorials with TEKS-aligned materials, and two paraprofessionals who work with small groups of students.</p>
<p><b>Periodic Review and Revisions</b></p>	<p>Elysian Fields ISD will review and, as necessary, revise the DIP. We have formative evaluations scheduled for November 2, 2023 and January 16, 2024 and a summative evaluation scheduled for March 5, 2024 to evaluate the effectiveness of the plan.</p>
<p><b>Required Descriptions:</b></p>	
<p><b>Description #1:</b> How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)]—</p> <ol style="list-style-type: none"> <li>1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;</li> <li>2. Identifying students who may be at risk for academic failure;</li> <li>3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and</li> <li>4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.</li> </ol>	<p>Elysian Fields ISD strives to provide a well-rounded program of instruction to meet the academic needs of all students. In addition to the required curriculum, the district takes steps to ascertain needs in this area through interest surveys to stakeholders, input from the district committee, curriculum committees and needs determined through data analysis to provide an enriched curriculum for our students that addresses reading/language arts, science, technology, engineering, math, foreign languages, civics and government, economics, art, history, geography, computer science, music, career and technical education, health, and physical education. Local workforce data information and projections are also utilized in ensuring that students have opportunities to pursue pathways leading to in-demand, high-wage careers. These courses are evaluated each year to determine the effectiveness and ensure they meet the needs of students.</p> <p>Elysian Fields ISD has a committee that meets a minimum of each six weeks to discuss students that are not performing successfully in their core subject area classes based upon report cards, progress reports, and CBAs. Interventions are discussed, implemented, and monitored by this committee. A central list of students at risk of not meeting the challenging State academic standards is maintained at each campus by the campus principal.</p> <p>The district provides several intervention opportunities to assist students identified as at risk of not meeting the challenging State academic standards. After-school, small group tutorials, and in-class tutorial groups are provided. TEKS-aligned software with diagnostic, formative, and</p>

	<p>summative, as well as personalized, adaptable instructional activities, are provided and utilized by students four days a week. Summer learning opportunities are also provided for students at risk of not meeting standards to prepare them for the upcoming school year.</p> <p>Elysian Fields ISD seeks to identify and implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning by working to continually improve the district and campus climate by providing additional counselors at each campus, instituting social-emotional learning through a PK-12 SEL curriculum utilized at each campus, providing mandatory trauma-informed practice training for all new teachers and administrators. The district also utilizes PLCs on each campus to share expertise and work collaboratively.</p>
<p><b>Description #2:</b> How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers</p>	<p>Annually, during the spring and summer of each year, Elysian Fields ISD holds planning meetings to look at staffing across campuses and grade levels. Each campus takes teacher experience, certification, and effectiveness into account as class rosters for the following school year are set. From that point, campus administrators share findings from this process with the district. The district takes this information into account when considering staffing changes. It examines teacher experience, certification, and effectiveness regarding campuses with larger percentages of economically disadvantaged and minority students versus those without. Staffing changes are then made when inequity is found.</p>
<p><b>Description #3:</b> How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)</p>	<p>No Elysian Fields campuses are identified for school improvement.</p>
<p><b>Description #4:</b> The poverty criteria that will be used to select school attendance areas under Section 1113</p>	<p>Elysian Fields ISD uses a composite of National School Lunch Program (NSLP), Medicaid, and Temporary Assistance to Needy Families (TANF) data as its selected poverty measure. Therefore, the district uses students coded with 01, 02, and 99 to determine its low-income percentage and maintains documentation locally for students coded 01, 02, and 99.</p>
<p><b>Description #5:</b> The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community</p>	<p>All of Elysian Fields ISD's campuses have gone through the process of operating schoolwide programs. A comprehensive needs assessment is done annually utilizing data from eight focus areas. Data is analyzed to determine areas of strength, weakness, problem statements, and root causes. The stakeholder committee develops proposed research-based strategies to intervene. Campus plans specifying actions and strategies tied to expenditures are annually evaluated, revised, updated, and approved by the school board before the start of the school year. Title I strategies and services provide additional time for instruction through after-school and summer intervention programs, after-school small group tutoring, supplemental digital software, and</p>

<p>day school programs</p>	<p>additional staff to support classroom instruction.</p>
<p><b>Description #6:</b>  The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act</p>	<p>Elysian Fields ISD currently serves approximately 13 homeless children and youth.</p> <ol style="list-style-type: none"> <li>1. Enrollment: The District provides services to support homeless children and youth with enrollment by having a Title I, Part A Homeless reservation, a Homeless Liaison who provides training to school staff, including attendance clerks, registrars, counselors, academic advisors, bilingual school liaisons, and teachers about McKinney-Vento homeless student rights to maintaining enrollment at the school of origin and eliminating enrollment barriers such as a lack of documents. The Homeless Liaison also facilitates enrollment by collaborating with homeless liaisons and staff from other districts when students move outside of the attendance boundaries to eliminate barriers such as interdistrict transfer paperwork.</li> <li>2. Attendance: The Homeless Liaison assists with placement, enrollment, and application to the National School Lunch Program. The Liaison monitors attendance and takes appropriate action when needed as part of their participation on the Student Attendance Committee. Funds are reserved to provide for necessities and transportation of homeless children and youth.</li> <li>3. Success: The District provides services to support homeless children and you with school success by having the Homeless Liaison and academic advisors work together to identify students in need of academic tutoring. Students who are not meeting the standards and/or have grades below 70 in core academic services are referred for tutoring services. In addition, school staff and the Homeless Liaison identify homeless students needing clothing, shoes, backpacks, and/or school supplies, which are provided through donations or the Title I Homeless Reservation. The Homeless Liaison also partners with community-based agencies such as local shelters, food banks, and other agencies to provide resources and information to families in need.</li> </ol>
<p><b>Description #7:</b>  The strategy the LEA will use to implement effective parent and family engagement under Section 1116</p>	<p>Elysian Fields ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing a variety of strategies. Please see this link to view our District Written PFE Policy for the 2023-2024 school year. It outlines our PFE program and the specific strategies employed to engage parents.</p> <p>ENGLISH:  <a href="https://docs.google.com/document/d/1dkQfw8c31ZwM-VFkNdrOUxgZDOD0YLUkQjMSqPCQ46Q/edit?usp=sharing">https://docs.google.com/document/d/1dkQfw8c31ZwM-VFkNdrOUxgZDOD0YLUkQjMSqPCQ46Q/edit?usp=sharing</a></p> <p>SPANISH:  <a href="https://docs.google.com/document/d/10s4_aVOJAvfHg4daRPsyNtdKPqEpuk-gr5QAY4pNDFa/e/dit?usp=sharing">https://docs.google.com/document/d/10s4_aVOJAvfHg4daRPsyNtdKPqEpuk-gr5QAY4pNDFa/e/dit?usp=sharing</a></p>

<p><b>Description #8:</b> If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs</p>	<p>Our preschool classes are located on our Elementary campuses. There are various transition activities, including field trips to the kindergarten classroom, eating lunch in the cafeteria, and touring other places on campus (library, gym, etc.). The elementary campuses also host a parent meeting focusing on Kindergarten Transition. The pre-k classes arrange for a Kindergarten teacher to come and present what to expect when their child enters kindergarten. The pre-k program staff also assist families in getting the appropriate enrollment information needed to enroll a student in kindergarten.</p> <p>Pre-k students receive instruction based on high-quality curriculum based on the Pre-Kindergarten Guidelines. Pre-k programs follow district instructional expectations. Student performance data is routinely monitored and disaggregated by subpopulations such as special education, Emergent Bilingual, Migrant, at-risk, economically disadvantaged, etc. This data is utilized within the classroom to drive lessons.</p>
<p><b>Description #9:</b> How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A</p>	<p>Elysian Fields ISD does not operate a Targeted Assistance program.</p>
<p><b>Description #10:</b> How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]</p> <ol style="list-style-type: none"> <li>1. Coordination with institutions of higher education, employers, and other local partners; and</li> <li>2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills</li> </ol>	<p>Elysian Fields ISD implements strategies to facilitate effective transitions for students. The middle school provides a summer orientation for incoming 6th graders. Upper middle school students also work with a career counselor to explore career options and complete interest surveys to assist students in determining their career interests. Eighth graders also tour the high school and meet with core teachers to ease the transition.</p> <p>Elysian Fields ISD works hard to coordinate with its higher education partners, ETBU and Panola College and local employers to prepare its high school students to transition into college and career upon graduation. The district offers many work-based learning opportunities with local employers in varied career fields to provide job shadowing and internship opportunities. High school students are also offered opportunities to tour multiple college campuses, Dual credit opportunities are available to students in a wide variety of technical and core academic fields.</p>
<p><b>Description #11:</b> How the LEA will support efforts to reduce the</p>	<p>Elysian Fields ISD reviews disaggregated discipline data at the campus level to identify and address disproportionality or high rates of discipline. The district analyzes data for office</p>

<p>overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	<p>discipline referrals, in-school suspensions, out-of-school suspensions, and expulsions to determine if disproportionalities exist. District-wide, Elysian Fields ISD has instituted trauma-informed practices and Positive Behavioral Intervention and Supports (PBIS) to consistently prevent and address behavioral problems. The district is also implementing a Multi-Tiered System of Supports (MTSS) and integrating behavioral supports.</p>
<p><b>Description #12:</b>  If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]</p> <ol style="list-style-type: none"> <li>1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and</li> <li>2. Work-based learning opportunities provide students with in-depth interaction with industry professionals, if appropriate.</li> </ol>	<p>Elysian Fields ISD instituted a work-based learning plan that addresses students from PK-12 and aligns with TEA's Work-Based Learning Continuum. It provides students with grade-appropriate experiences throughout each school year. Our Pre-K/Elementary students focus on industry and career awareness through such activities as Careers on Wheels and career stations. Middle school students explore industries and careers through Interest Inventories, Career Exploration classes, and CTE pathway previews. High School students prepare for and participate in the workforce through job shadowing opportunities with business partners, Industry mentors, and internship opportunities.</p>
<p><b>Description #13:</b>  Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]</p> <ol style="list-style-type: none"> <li>1. Assist schools in identifying and serving gifted and talented students; and</li> <li>2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.</li> </ol>	<p>Although the district does not utilize Title I funding for the G/T program, the district does have an established program described below. The district does utilize funding to help students develop digital literacy skills.</p> <ol style="list-style-type: none"> <li>1. Elysian Fields ISD has an established G/T referral process within the district. Referral testing is available for grades K-12. As part of the regular instructional program and teaching/learning cycle, teachers identify students who have met the standard and provide them with related extension opportunities. All G/T identified students receive instruction through a pull-out program throughout the school year and are invited to participate in a summer school program specifically designed to extend learning opportunities in STEM and Performing Arts.</li> <li>2. School libraries are developed and updated annually by purchasing novels and other reading material, both print and digital. Each student (PK-12) is provided a Chromebook at the beginning of the school year as a tool for learning purposes. Education Technology Specialists coach classroom teachers in the effective use of technology tools and technology strategies that students use for learning, productivity, research, and problem-solving.</li> </ol>

# Appendix- Title II DIP Requirements

## Title II, Part A

LEA Plan Requirement	Description of Requirement
<p><b>Alignment of Activities to the Challenging State Academic Standards</b></p>	<p>Elysian Fields ISD follows a consistent procedure to ensure that all activities carried out under Title II, Part A are aligned with the challenging State academic standards. The district considers all needs related to this title during the Comprehensive Needs Assessment and ensures that all required stakeholders assist in the creation of the DIP with regard to the needs relevant to Title II, Part A. Expenditures are planned after analyzing student performance on the State academic standards and their progress is monitored throughout the year. T-TESS evaluation results are also analyzed as they relate to student performance on the State standards. These pieces of data along with meaningful input from stakeholders drive the plans for Title II expenditures. Each expenditure is evaluated formatively, twice a year, and summatively, at the end of the school year for effectiveness and is revised as needed based on student progress and need.</p>
<p><b>Meaningful Consultation</b></p>	<p>Elysian Fields ISD District Committee includes all of the required stakeholder members for Title II, Part A. A list of committee members and their respective roles can be found on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee/Title II, Part A meetings are scheduled for the following dates: September 14, 2023, November 2, 2023, January 16, 2024, March 5, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and February) and a summative assessment in May. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May. Professional development effectiveness surveys will be completed by all staff members upon completion of a workshop throughout the year. This information along with staff professional development needs surveys will be taken into account as the committee meets as well.</p>
<p><b>Coordination</b></p>	<p>Elysian Fields ISD will ensure that it coordinates its Title I, Part A program and District Improvement Plan with the following programs to eliminate program fragmentation and duplication.</p>

	<ul style="list-style-type: none"> <li>● Title I, Part C</li> <li>● Title II, Part A</li> <li>● Title III, Part A</li> <li>● Title IV, Part A</li> <li>● Title V, Part B</li> <li>● Individuals with Disabilities Act (IDEA)</li> <li>● Rehabilitation Act of 1973</li> <li>● McKinney-Vento Homeless Assistance Act</li> <li>● ESSER II &amp; III</li> <li>● SCE</li> </ul> <p>Program coordination is attained by ensuring that representatives with extensive knowledge of the above programs are represented on our District Title II Committee and are a part of the planning, implementation, and monitoring of our District Improvement Plan. We also ensure that the needs related to each program are assessed and analyzed as a committee and utilized in the creation of the District Improvement Plan with representatives from each of the programs included.</p>
<p style="text-align: center;"><b>Prioritization of Funds</b></p>	<p>Prior to planning Title II, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's school improvement status and percentage of low-income students. The district maintains a spreadsheet locally with that information as well as the expenditures allocated to each campus to show the alignment of prioritization and campus need, as established by school improvement status and low-income percentage. Notes related to the rationale for expenditures by campus are included in the spreadsheet.</p>
<p style="text-align: center;"><b>System of Professional Growth and Improvement</b></p>	<p>Elysian Fields ISD has a district-wide system of Professional Growth and Improvement. Please see the following link to view the description of the system of professional growth and improvement.</p> <p><a href="https://docs.google.com/document/d/1zwCsXcYOIpaQQugvZiX5RcMBza6QvsTHmN0_RrsazIA/edit?usp=sharing">https://docs.google.com/document/d/1zwCsXcYOIpaQQugvZiX5RcMBza6QvsTHmN0_RrsazIA/edit?usp=sharing</a></p>
<p style="text-align: center;"><b>Private Nonprofit School Participation</b></p>	<p>Each March, Elysian Fields ISD directly communicates with all PNPs operating within the boundaries of the district to identify which PNPs are interested in participating. The district also conducts outreach to all PNPs within driving distance by posting the date, time, and location of a PNP interest meeting. This post is made on the district's website, Consultation is then conducted with all PNPs who would like to participate and receive equitable services. The district continues to meet with the participating PNPs and conduct ongoing consultation throughout the year to monitor the effectiveness of services provided.</p>





# Appendix- Title IV DIP Requirements

Title IV, Part A	
LEA Plan Requirement	Description of Requirement
<b>REAP/Transferability</b>	EFISD did not REAP or transfer Title IV, Part A funds.
<b>Description of Funded Programs and Activities, Program Objectives, and Intended Outcomes Related to Well-Rounded Education</b>	<p>EFISD funds the following programs and activities to support <b>well-rounded education</b>: EFISD will systematically increase achievement of all groups providing beginning of year assessments, accelerated instruction, TEKS Resource System, dyslexia screenings, monitoring students, and tutorial times for students at risk of failure.</p> <p>EFISD funds the following programs and activities to support <b>safe and healthy students</b>: Elysian Fields ISD will ensure the safety and overall health of all students and staff. The district will provide security officers at campuses and provide counseling for students affected by bullying.</p> <p>EFISD funds the following programs and activities to support <b>the effective use of technology</b>: EFISD will systematically increase student achievement of all groups by providing continuous training of technology equipment, providing access to information on ethical uses of technology, and monitoring technology utilization and effectiveness of technology programs.</p> <p>Objective 1 and Outcomes: During the 2023-2024 school year, Elysian Fields Middle School and High School will reduce vaping infractions by 25% through the installation of vape detectors in all student bathrooms. Vaping infractions will decrease by 25% as reported by student discipline referrals.</p> <p>Objective 2 and Outcomes: Elysian Fields ISD will improve school climate and culture by providing a SRO during the 2023-2024 school year. Elysian Fields ISD will see positive responses to safety concerns on climate and culture surveys during the current year. As a result, 50% of staff feel safe and secure reported via Safety Survey.</p>

	<p>Elysian Fields ISD will evaluate the progress of these program objectives and intended outcomes four times a year September, November, January and March. The district will report on progress status to TEA by documenting no progress, some progress, or substantial progress. Modifications to the activities will be made if the district determines they are necessary at the time of evaluation. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness in Title IV, Part A-funded activities and/or programs.</p>
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<p><b>Meaningful Consultation</b></p>	<p>EFISD District Committee includes all of the required stakeholder members for Title IV, Part A. A list of committee members and their respective roles can be found on page 5 of this District Improvement Plan. Agendas, minutes, sign-in sheets, meeting invitations, and other relevant documentation are kept locally and available on request.</p> <p>For the 2023-2024 school year, District Committee/Title IV, Part A meetings are scheduled for the following dates: September 14, 2023, November 2, 2023, January 16, 2024, and March 5, 2024. The district will consult with and seek input from committee members to monitor the District Improvement Plan through two formative assessments (November and January) and a summative assessment in March. The committee will consult with stakeholders to improve the activities it conducts and also to coordinate implementation with other related activities conducted in the community. The committee will also be utilized to assist in the completion of the District Comprehensive Needs Assessment (CNA) in February and March. The committee will utilize CNA results to create the 2024-2025 District Improvement Plan in April and May. The district will maintain relevant sign-in sheets, meeting agendas, and minutes for all meetings pertaining to the evaluation of effectiveness and improvement in Title IV, Part A-funded activities and/or programs.</p>
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<p><b>Prioritization of Funds</b></p>	<p>Prior to planning Title IV, Part A expenditures each year, the district prioritizes the use of those funds by examining each campus's needs, percentages of low-income students, school improvement status, and persistently dangerous status.</p>
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Equity Plan [ESSA Sec. 1112(b)(2)]: After examining the equity gaps in Elysian Fields ISD, it was found that Elysian Fields ISD has one Title I campus. Elysian Fields ISD does not have an equity gap with inexperienced teachers. Our long-term goal is to increase academic achievement/performance on all campuses by maintaining highly effective and certified teachers.

We will increase the % of students who meet the “meets” and “masters” levels.

Use of TEKS Resource System implemented with fidelity. On-going training provided for faculty and administrators to use TEKS Resource System. Student work that is aligned to the specificity of the TEK standards taught.

Poverty Criteria [Sec. 1112(b)(4)]:

Elysian Fields ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: Elysian Fields Elementary is the only Title I: Schoolwide Program in the district. The school has implemented the following strategies to address student and campus needs: They provide opportunities for all students, including each of the subgroups (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards. Faculty members use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

At Elysian Fields Elementary faculty work diligently to address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include mentoring services, and specialized instructional support services. Faculty members are provided professional development opportunities and other activities to improve instruction. Community members and parents are involved in the decision making process and parental support is encouraged. Parents are partners in their child(ren)'s education.

**School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:**

Annual Title I meeting at the Elementary School

Flexible number of meetings with parents

Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy

Provide Parents:

Timely notification about Title I programs

Description and explanation of curriculum and assessments used

Opportunities for regular meetings to participate in decisions related to child

**School-Parent Compact [ESSA Sec. 1116(d)]**

Describe school's responsibilities to provide effective learning environment

Describe ways in which parents will be responsible for supporting student learning

Address importance of communication

Parent-teacher conferences

Frequent reports to parents regarding student's progress  
Ensure two-way, meaningful communication in language family understands (as practicable)

**Build Capacity for Involvement [ESSA Sec. 1116(e)]**

Provide assistance in understanding academic standards and assessment and how to monitor child's progress  
Provide materials and training to help parents work with children to improve achievement  
Educate teachers and relevant staff in value and utility of communicating with parents as equal partners  
Coordinate/integrate parent involvement programs, as feasible  
Ensure info related to school/parent programs, meetings, activities are provided in language/format understood  
Provide other reasonable support for parental involvement activities

**Accessibility [ESSA Sec. 1116(f)]**

Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand.

State of Texas Student Eligibility Criteria:

1. A student “at risk of dropping out of school” includes each student who is under 26 years of age and who:
2. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
3. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
4. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
5. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
6. Is pregnant or is a parent
7. Has been placed in an AEP during the preceding or current school year
8. Has been expelled during the preceding or current school year
9. Is currently on parole, probation, deferred prosecution, or other conditional release
10. Was previously reported through PEIMS to have dropped out of school
11. Is a student of limited English proficiency
12. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
13. Is homeless
14. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
15. Has been incarcerated or has a parent who has been incarcerated within the lifetime of the student.